



DAYTON PUBLIC SCHOOLS

POLICY MANUAL

**Dayton Board of Education
115 S. Ludlow St.
Dayton, Ohio 45402-1810**

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Preface

The Dayton Public Schools operate according to policies and regulations established by the Board of Education. The Board, which represents the state and the people of the district, adopts policies and regulations after careful deliberation, and the school administration implements them through specific administrative regulations and action. The Board then appraises the effects of its policies and regulations and makes revisions as necessary.

The Board's policies and regulations must be read and interpreted in the light of the Ohio statutes, other laws, state regulations, and agreements that have been negotiated with its staff. Should inconsistencies arise, the law will prevail. A conflict between a policy/regulation and a negotiated item will be interpreted in line with the contract for members of the negotiating unit.

When the manual was recodified, it contained all of the current policies of the Board of Education. But continually, the need for putting additional policies and regulations in writing and revising old ones becomes apparent. No matter how well conceived, a policy manual can never be 100% complete and up to date. From time to time, new and revised policies and regulations will be developed, coded according to the classification system, and issued for insertion in the manual.

It is the hope of the Board that this recodified collection of policies and regulations will make greater harmony and efficiency possible in all areas of school operations. This will enable the Board to devote more time to its primary duties—developing long-range policies and planning for the future of the district.

Board of Education
Dayton Public Schools
Dayton, Ohio

About Policies, Regulations, Exhibits

The role of the Board is to set policy and the role of the administration is to implement it. Written policies are the chief means by which a school board governs the district, and regulations developed by the administration help to ensure that policy is being implemented. Definition of terms should help reduce confusion on the difference between policy and regulations.

Policies are principles adopted by the Board to chart a course of action. They are broad enough to indicate a line of action to be taken by the administration in meeting any number of day-to-day problems, wide enough to allow professional discretion, and narrow enough to give the administration clear guidance. Think of policies as guidelines. A soundly constructed policy will have at least two major elements: (1) it will tell what the Board wants to happen, and (2) it will explain why it should happen.

Regulation (Indicated by R following the policy code) on the other hand are detailed directions usually developed by the administration to put policy into practice. They tell how, by whom, where, and when, things are to be done. Regulations flow from and are supported by policy. Another definition of regulations would be an administrative course of action which is specified in writing.

Exhibit (Indicated by E following the policy code) is a form, job description, an organizational chart, or a chart of the voting requirements for a board.

These definitions are serviceable most of the time and reflect sound theory of governance and administration. There will be times when policies and regulations will be closely related and merge with one another, making it difficult to see where one begins and the other leaves off. For example:

State and federal governments require school boards to make or officially approve detailed regulations in certain areas.

A school board signs contracts and agreements that may contain and interweave policies and regulations in certain areas.

School board members may choose to establish specific regulations in certain sensitive areas.

It is the intermingling of policy and procedure in law, in contracts and in adopted statements which can cause trouble. Sometimes they are not easily separated. To assist school boards in identifying the difference between policies and regulations, certain “rules” have been established.

Rules concerning the Board’s own organizational and operating regulations also appear as policy on white pages.

EPS/NSBA/OSBA Classification System

The EPS/NSBA/OSBA classification system is divided into 12 sections. They are:

- A. FOUNDATIONS AND BASIC COMMITMENTS
- B. BOARD GOVERNANCE AND OPERATIONS

- C. GENERAL SCHOOL ADMINISTRATION
- D. FISCAL MANAGEMENT
- E. SUPPORT SERVICES
- F. FACILITIES DEVELOPMENT
- G. PERSONNEL
- H. NEGOTIATIONS
- I. INSTRUCTION
- J. STUDENTS
- K. SCHOOL/COMMUNITY RELATIONS
- L. EDUCATION AGENCY RELATIONS

The classification system uses the alphabet to provide a logical, enduring and expandable framework for classifying policies and regulations under standard terms and letter codes. The first letter of a code designates the section it is in; the second letter is a major category; the third letter is a subcategory in the major category; the fourth is a subsidiary category under the subcategory and so forth.

The logic of this system and its expandability derive from the use of letters for coding: 26 letters can be used in coding a sequence of “parallel” terms under a category. (Numerical coding systems are limited to the use of 10 digits.)

The following examples will show the logic that was built into the system for dealing with categories and subcategories:

BD	School Board Meetings
BDA	Regular Board Meetings
BDB	Special Board Meetings
BDC	Executive Sessions
BDD	Board Meeting Procedures
BDDA	Notification of Board Meetings
BDDB	Agenda Format
BDDC	Agenda Preparation and Dissemination

Although the above sequence of terms offered under “School Board Meetings” is not complete, one can see that a logical outline is presented.

At the top of each page is the policy code. Some pages have two different codes. The dual coding at the top of the page means the policies in both areas are identical and essential to both sections. An example would be:

AFB (also CBG) “Evaluation of the Superintendent” is found in Section A FOUNDATIONS AND BASIC COMMITMENTS and is also found in Section C GENERAL SCHOOL ADMINISTRATION.

There will be pages in the manual with the code –R. This means that the page is a regulation to implement the policy with the same code. The procedure should be on yellow paper to further distinguish it from a policy. An example of a regulation would be: IKAB-R, which is a procedure to the policy “Student Progress Reports to Parents.” The first letter “I” means it is in the instruction section, the –R means it is a regulation. It will also be on yellow paper.

Some of the codes will be followed by and –E. The E represents an exhibit. An exhibit is a form, an organizational chart, or a chart of the voting requirements for a board. This example would be coded BDDF-E. The exhibit will also be color-coded. Exhibits will be on green paper.

The system is connected by the Code-Finder Index at the back of the manual and was developed so anyone can use the manual. All an individual would have to know is the title of the policy desired; the index will then provide the user with the appropriate code.

At the front of each section is an index. If an individual needs to find a policy and knows which section it is in but does not know the exact code, he can look at the index at the front of the section.

An important feature of the system is its expandability. New descriptors and codes may be added to accommodate new laws and the additional policy needs of individual school districts. In the Code Finder Index, are examples of how new terms and codes may be added in logical locations in the classification system. Such added codes and terms frequently called “breakouts”; the code letter is followed by an asterisk.

Legal References

Many of the policies carry references to the Ohio Revised Code. These references are the major ones for the various codes. In some instances major Federal legislation may also be cited. It is important to mention here that, while only the Ohio Revised Code and some Federal legislation are cited, these may not be the only legal references. There may be other laws and /or court decisions and regulations of State or Federal agencies that may also be applicable to a particular policy topic.

Contract References:

Some of the policies carry references to the negotiated agreements. These have been retained to illustrate a way school districts may avoid conflict between the policy manual and the negotiated agreement.

Cross References:

Some policies give cross references to other policy categories. It’s useful to offer cross references in school manuals when policy content in two or more categories overlap.

Definition of Terms

To assist in the use of this manual, we have included definitions of some of the terms.

Professional staff-1: This terms applies to the teaching staff.

Professional staff-2: This term applies to the administrators.

Support staff: This term refers to all those not covered in the professional staff title. Another definition would be those persons who are in positions which do not demand a professional certificate. Some examples include: bus drivers, secretaries, cafeteria personnel, maintenance staff and custodians.

Parent: The natural, adoptive or surrogate parents or the party designated by the courts as the legal guardian, custodian or caregiver of a student. Both parents are considered to have equal rights unless a court of law decrees otherwise.

Support services: This term is used to describe all the services outside the educational staff. Examples include transportation management and food service.

Exhibits: Exhibits are documents or forms that are used by the District. Some examples include: organizational charts, voting regulations of the Board, and forms used to record sick leave, or apply for vacation, or to use a school vehicle.

SECTION A: FOUNDATIONS AND BASIC COMMITMENTS

AA	School District Legal Status
AAA	Transfer of Area
ABA	Community Involvement in Decision Making (Also KC)
ABAA	Education Council System (Also KCA)
ABB	Staff Involvement in Decision Making (Also GBB)
ABC	Student Involvement in Decision Making (Also JFB)
ABC-R	Superintendent's Student Senate Regulation (Also JFB-R)
AC/ACA/ ACAA/ACB	Nondiscrimination/Harassment (Including Nondiscrimination on the Basis of Sex and Disability; Sexual Harassment)
AC-R-1	Employer/Student Grievance Procedures
AC-R-2	Sexual Harassment Complaint Procedures
AD	Development of Philosophy of Education
ADA	Educational Philosophy
ADA-R	Educational Philosophy Regulations
AE	School District Goals and Objectives
AF	Evaluation of District Operations
AFA	Evaluation of School Board Operational Procedures (Also BK)
AFA-E	Board Self-Evaluation Instrument (Also BK-E)
AFB	Board Evaluation of the Superintendent (Also CBG)
AFB-R	Board Evaluation of the Superintendent Regulation (Also CBG-R)
AFBA	Board Evaluation of the Treasurer (Also BCCB)
AFC-1	Evaluation of Professional Staff (Teachers) (Also GCN-1)
AFC-2	Evaluation of Professional Staff (Administrators) (Also GCN-2)
AFC-2-R	Evaluation of Professional Staff Regulations (Administrators) (Also GCN-2-R)
AFD	Evaluation of Support Staff (Also GDN)
AFE	Evaluation of Instructional Programs (Also IM)
AFI	Evaluation of Educational Resources

SCHOOL DISTRICT LEGAL STATUS

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

The Ohio General Assembly is under mandate by the Constitution of Ohio to provide for the organization, administration and control of a public school system supported by public funds. The Ohio State Constitution also calls for a State Board of Education and a Superintendent of Public Instruction.

The General Assembly has outlined the duties of the State Board of Education and the Chief State School Officer. It has also established a State Department of Education (through which policies and directives of the State Board and Superintendent of Public Instruction are administered) and has established specific types of school districts.

The Dayton City School District is classified as a city school district governed by a locally elected Board of Education.

[Adoption date: August 5, 2009]

[Re-adoption date: October 9, 2013]

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
LBB, Cooperative Educational Programs

NOTE: A statement under this code would usually be statutory and informational, not a “policy” in the strict sense of the word. The statement above presents statutory information relating to Ohio school districts.

A local district should cite Ohio Revised Code Section (RC) 3311.03; a city district should cite RC 3311.02; an exempted village school district should cite RC 3311.04. Joint vocational school districts (JVSD) should refer to RC 3311.16 through 3311.19, and educational service centers should refer to RC 3311.05.

House Bill 59, effective September 29, 2013, revised the governance structure of JVSD boards. Members must be appointed to the JVSD board by the participating districts in accordance with the JVSD plan. No member may be appointed unless they meet the following qualifications:

- have experience serving as chief financial officers, chief executive officers, human resources managers, or other business, industry or career counseling professions;*
- are qualified to discuss the labor needs of the region with respect to the regional economy;*
- represent employers in the region served by the JVSD and*
- are qualified to consider the state’s workforce need with an understanding of the skills, training and education needed for current and future employment opportunities in the state.*

JVSD board members must be appointed to a three-year term and are limited to two consecutive three-year terms. Terms are considered consecutive unless separated by three or more years. Preference may be given to qualified individuals who have served on a JVSD business advisory committee. It is recommended that when members are appointed to a JVSD board, the resolution state how the individual meets the qualifications.

HB 59 also removed some of the supervisory tasks an ESC previously managed for a local school district.

THIS IS A REQUIRED POLICY

TRANSFER OF AREA

Within the limitations set forth in the Ohio Revised Code and subject to the provisions of the joint agreement by and between boards of education of Montgomery County, Ohio, the following steps constitute the general policy of the Board regarding transfer for school purposes of an area annexed to the City of Dayton for municipal purposes.

1. Upon the recommendation of the Superintendent and approval of the Board, the District's administrative staff shall actively pursue the transfer of school district boundaries so that these boundaries will include any and all areas annexed through municipal annexation.
2. The Superintendent or designated administrative officials may provide such factual information as may be requested by interested parties to the annexation.
3. Following a legal annexation for municipal purposes, the Superintendent or his/her designated representatives shall initiate discussion with officials of the involved school district.
4. While it is the intent of the Board to foster and develop the finest relationships with adjacent school districts and to follow a reasonable approach to the solution of problems normally associated with annexation and transfer, it remains the prerogative of the Board to exercise its judgment on requests for transfer for school purposes of any annexed area if it is determined to be in the best interests of the District.

Whenever and wherever territory is transferred to the District, the Board:

1. extends immediately its services and program of instruction to the new territory;
2. operates schools in the transferred territory on the basis of broad general policies in effect in said territory at the time annexation is consummated until the territory can be integrated into the total District school system and
3. uses, in compliance with State law, the services of teachers and administrators already employed in the territory, and in the future, administer the awarding of contracts, the renewal of contracts and the assignment of teachers and administrators in compliance with State law and the personnel policies in effect in the District.

[Adoption date: August 5, 2009]

LEGAL REF.: ORC 3311.06; 3311.24

CROSS REF.: Joint Agreement by and between Boards of Education of Montgomery County, Ohio

COMMUNITY INVOLVEMENT IN DECISION MAKING

Community participation in the schools is essential to promote and maintain the quality of education for all students. Concerned individuals of the District are encouraged to take an active part in school affairs so that the Board may gain more complete and reliable information and opinions on which to base its decisions.

All persons are encouraged to express ideas, concerns and judgments about the schools to the District, to any appointed advisory bodies and to the Board.

Concerned individuals who are qualified because of interest, training and experience are invited from time to time to serve on advisory groups established by the Board and/or the Superintendent.

The Board and the Superintendent give consideration to the advice they receive from individuals, community groups and advisory bodies, but the Board and the Superintendent must use their best judgment in arriving at decisions. Final authority for all decisions rests with the Board.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 121.22
OAC 3301-35-02; 3301-35-03; 3301-35-04

CROSS REFS.: ABAA, Education Council System (Also KCA)
BCE, Board Committees
BCF, Advisory Committees to the Board
BCFA, Business Advisory Committee to the Board
BDDH, Public Participation at Board Meetings (Also KD)
FL, Retirement of Facilities
IF, Curriculum Development
KBA, Public's Right to Know

THIS IS A REQUIRED POLICY

EDUCATION COUNCIL SYSTEM

The Board recognizes the inherent value and necessity of parental and wide-based community support in the operation of the District. The Board, therefore, establishes and supports the education council system.

The organizational structure of the Community Education Council and the Dayton Education Council will be maintained while the issues which are dealt with by these groups change with the problems and opportunities facing the school system. It is the responsibility of the CEC¹ and DEC² to assist the Board by monitoring, advising, supporting and assisting in decision-making in matters that affect the District. The Board affirms the operation of these organizations by promoting the importance of citizen involvement and community partnerships and by committing adequate resources to their operation.

[Adoption date: August 5, 2009]

[Re-adoption date: March 20, 2012]

CROSS REF.: 1983 Dayton Schools Citizen Involvement Task Force Report

¹CEC – Community Education Council

²DEC – Dayton Education Council

STAFF INVOLVEMENT IN DECISION MAKING

The District involves the efforts of many people and functions best when all personnel are informed of the major activities and concerns.

There should be an exchange of ideas and pertinent information among all elements of a school district. Problems and unfavorable attitudes develop when employees are denied information essential for the performance of their respective assignments or when they feel that their ideas and concerns are not heard. Morale is enhanced when employees are assured that their voices are heard by those in positions of administrative authority.

A pattern of decision making and problem solving close to the task also contributes to efficiency and high morale.

While all employees have the opportunity to bring their ideas or grievances to the Board, they are expected to proceed through the recognized administrative channels. Final authority for all decisions rests with the Board.

[Adoption date: August 5, 2009]

LEGAL REF.: OAC 3301-35-05

CROSS REFS.: BCE, Board Committees
BCF, Advisory Committees to the Board
BF, Board Policy Development and Adoption
CCB, Staff Relations and Lines of Authority
CD, Management Team
CE, Administrative Councils, Cabinets and Committees
DBD, Budget Planning
GCD, Professional Staff Hiring
GDD, Support Staff Hiring
IF, Curriculum Development

CONTRACT REFS.: Teachers' Collective Bargaining Agreement
Support Staff Collective Bargaining Agreements

STUDENT INVOLVEMENT IN DECISION MAKING

The Board desires that students be given opportunities to express their viewpoints. Students can be an important resource for the improvement of the school, the educational system and the community.

The Board encourages students to participate through planned programs and procedures in the development of District policies and school regulations, and welcomes them at its meetings. It requests that representatives of the Student Senate attend regularly.

The Board hears comments of students and student representatives during the portion of the meeting set aside for public hearing.

The President of the Student Senate is the student representative to the Board and he/she may sit with the Board as an ex officio member at public meetings. The Student Senate President has the same rights and privileges as Board members, except he/she:

1. has no voting power; however, he/she is permitted to cast a vote for the purpose of participation only;
2. is not entitled to attend executive sessions;
3. is not considered a member of the Board for the purpose of determining whether a quorum is present and
4. is not compensated or receives any benefits.

The Student Senate President reports to the Board on the status and activities of the Student Senate.

[Adoption date: August 5, 2009]

LEGAL REF.: OAC 3301-35-04

CROSS REFS.: BCE, Board Committees
BCF, Advisory Committees to the Board
JF, Student Rights and Responsibilities
JFA, Student Due Process Rights
JFC, Student Conduct (Zero Tolerance)
Employee Manual

THIS IS A REQUIRED POLICY

STUDENT INVOLVEMENT IN DECISION MAKING (Superintendent's Student Senate)

The major purpose of the Student Senate is to provide the Superintendent an opportunity to learn of student concerns, needs and interests and to give student representatives an opportunity to exchange views.

During Senate meetings, student members have the opportunity to:

1. express concerns and interests;
2. address questions to the Superintendent;
3. make recommendations to the Superintendent and/or
4. initiate student-oriented programs.

Membership

1. There are two representatives from each designated building.
2. Student representatives will be identified by the building principal to participate in the Student Senate. Additionally, each designated building may identify two alternates to participate in the absence of the representatives.
3. Students serving as representatives for the student body as a junior during the previous year and are enrolled in the same school the next school year shall retain their status as members of the Superintendent's Student Senate.

Committees

The only standing committee is the program committee which meets with the Superintendent or his/her designated representative for the purpose of determining meeting agenda items. Temporary committees may be organized as deemed necessary for carrying out special Student Senate program activities.

Meetings

The number, time and schedule of meetings are determined by the Superintendent. A minimum of four meetings are held each school year. Additional meetings may be scheduled as needed.

Special meetings may be called by the Superintendent as needed.

Officers

The officers of the Student Senate shall be President, Vice President, Secretary, Corresponding Secretary and Parliamentarian. The President serves as the student representative to the Board and reports the concerns and interests of the Senate at the scheduled business meeting of the Board. When the President is unable to attend a Board meeting, the Vice President of the Student Senate shall attend in his/her stead.

General

Student Senate representatives report all results and/or decisions of the Senate to their building principals before reporting to their student councils. Principals may be invited by the representatives to attend any Student Senate meeting.

(Approval date: August 5, 2009)

NONDISCRIMINATION/HARASSMENT
(Including Nondiscrimination on the Basis of Sex and Disability; Sexual Harassment)

The Board does not permit discriminatory practices. To ensure compliance with this policy, the Board:

1. promotes the rights and responsibilities of individuals as set forth in the State and Federal Constitutions, pertinent legislation and applicable judicial decisions;
2. encourages positive experiences for children, youth and adults;
3. works toward a more integrated society and enlists the support of individuals, as well as private and governmental groups and agencies, in such an effort;
4. uses communication and action techniques to air and reduce the grievances of individuals and groups;
5. considers the potential benefits or adverse consequences that the Board's decisions might have on the human relations aspects of the school community and
6. initiates a process of reviewing policies and practices of this District in order to help achieve the objectives of this statement.

The Board's policy of nondiscrimination extends to students, staff, job applicants, the general public and individuals with whom it does business, and applies to race, color, national origin, ancestry, citizenship status, religion, sex, economic status, age, disability, sexual orientation, status as a parent, military status and other human differences.

The Board does not discriminate on the basis of legally acquired genetic information.

The Board views harassment as a form of discrimination. Harassment is defined as intimidation by threats of or actual physical violence; the creation, by whatever means, including the use of electronic communications devices, of a climate of hostility or intimidation; or the use of language, conduct or symbols in such a manner as to be commonly understood to convey hatred, contempt or prejudice or to have the effect of insulting or stigmatizing an individual.

Employees or students who engage in discrimination/harassment of another employee or student are subject to disciplinary action.

Permission, consent or assumption of risk by an individual subjected to discrimination/harassment does not lessen the prohibition contained in this policy.

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.

Nondiscrimination on the Basis of Disability

The Board maintains that discrimination against a qualified disabled person solely on the basis of disability is unfair. To the extent possible, qualified disabled persons 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 which deal with disabled individuals.

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 disabled persons in any aspect of school employment solely on the basis of disability.
2. Facilities, programs and activities are made available to qualified disabled persons.
3. Free appropriate public education at elementary and secondary levels, including nonacademic and extracurricular services and activities, are provided to qualified disabled persons.
4. No one excludes any qualified disabled person, solely on the basis of disability, from participation in any preschool education, day care, adult education or career-technical education program.
5. Each qualified disabled person is provided with the same health, welfare and other social services which are provided to others.

Sexual Harassment

All persons associated with the District, including, but not limited to, the Board, the administration, the staff and the students, are expected to conduct themselves at all times so as to provide an atmosphere free from sexual harassment. Sexual harassment, whether verbal or nonverbal, occurring inside or outside of District buildings, on other District-owned property or at school-sponsored social functions/activities, is illegal and unacceptable and will not be tolerated. Any person who engages in sexual harassment while acting as a member of the school community is in violation of this policy.

Definition of Sexual Harassment: Unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature may constitute sexual harassment when:

1. submission to such conduct is made, either explicitly or implicitly, a term or condition of a person's employment or educational development;
2. submission to, or rejection of, such conduct by an individual is used as the basis for employment or education decisions affecting such individual or
3. such conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile or offensive environment.

Examples of sexual harassment-type conduct may include, but are not limited to, unwanted sexual advances; demands for sexual favors in exchange for favorable treatment or continued employment; repeated sexual jokes, flirtations, advances or propositions; verbal abuse of a sexual nature; graphic verbal commentary relating to an individual's body, sexual prowess or sexual deficiencies; coerced sexual activities; any unwanted physical contact; sexually suggestive or obscene comments or gestures; or displays in the workplace of sexually suggestive or obscene objects or pictures. Whether any act or comment constitutes sexual harassment-type conduct is often dependent on the individual recipient.

The Compliance Officer: The Board directs the Superintendent to appoint one or more compliance officers who are vested with the authority and responsibility for investigating all discrimination/harassment complaints in accordance with the procedures set forth in the accompanying regulation and staff and student handbooks.

Discrimination/harassment matters, including the identity of both the charging party and the accused, are kept confidential to the extent possible. No one shall retaliate against an employee or student and/or his/her parent because he/she files a grievance, assists or participates in an investigation, proceeding or hearing regarding the charge of discrimination/harassment of an individual or because he/she has opposed language or conduct that violates this policy.

The Board has developed complaint procedures which are made available to every member of the school community. The Board has also identified disciplinary penalties which could be imposed on the offenders.

[Adoption date: August 5, 2009]

[Re-adoption date: April 19, 2011]

[Re-adoption date: March 18, 2014]

LEGAL REFS.: Civil Rights Act, Title VI; 42 USC 2000d et seq.
Civil Rights Act, (Amended 1972), Title VII; 42 USC 2000e et seq.
Education Amendments of 1972, Title IX; 20 USC 1681
Executive Order 11246, as 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 12112 et seq.
Ohio Const. Art. I, Section 2
ORC Chapter 3323.01
Chapter 4112
5903.01 (G)
OAC 3301-35-02; 3301-35-03

CROSS REFS.: AE, School District Goals and Objectives
EDE, Computer/Online Services (Acceptable Use and Internet Safety)
GBA, Equal Opportunity Employment
IGAB, Human Relations Education
IGBA, Programs for Students with Disabilities
IGDJ, Interscholastic Athletics
IIAA, Textbook Selection and Adoption
JB, Equal Educational Opportunities
JFC, Student Conduct (Zero Tolerance)
JFCEA, Gangs
JFCF, Hazing and Bullying (Mandatory Reporting)
JHG, Reporting Child Abuse
Employee Manual
Student Handbooks
AC-E, Complaint Form

CONTRACT REFS.: Teachers' Negotiated Agreement
Support Staff Collective Bargaining Agreements

NOTE: This category is for a general policy covering all types of nondiscrimination and harassment relating to students, staff and others. State and Federal law apply. Advice from your attorney would be helpful when drafting policies in this area.

If a policy relates to staff only, to students only, or a particular form of nondiscrimination, it is better filed elsewhere. Appropriate codes for such statements are indicated by the cross references.

Regulations pertaining to all forms of nondiscrimination--or a procedure all persons can resort to for redress of grievances related to nondiscrimination would follow under code AC-R.

Approval by a Board of Education of regulations in this area is required by law in some instances.

The Genetic Information Nondiscrimination Act of 2008 prohibits employers from discrimination in the employment setting on the basis of genetic information.

NOTE 2: In June 2013, the U.S. Department of Education's Office for Civil Rights (OCR) released a dear colleague letter, pamphlet and fact sheet with suggestions for schools, school district responsibilities and pregnant and parenting students' rights. Contact Ohio's OCR regional office or check OCR's website www.ed.gov/ocr for guidance and resources on pregnant and parenting students.

THIS IS A REQUIRED POLICY

NONDISCRIMINATION
(Employer/Student Grievance Procedures)

Informal Procedures

If an employee/student believes that he/she has been discriminated against because of race, color, national origin, citizenship status, religion, sex, economic status, age, disability, sexual orientation, status as a parent, military status or other human difference or there is a basis for a grievance related to Equal Employment Opportunity, Titles VI, VII, IX, 504, CETA or Americans with Disability Act, the employee/student may within five working days present the alleged grievance to his/her principal or immediate supervisor by having a conference in an effort to resolve the alleged grievance informally. Within five working days after the presentation of the alleged grievance, the principal and/or immediate supervisor give the disposition orally to the employee/student. A notation is signed and dated by both parties that a conference regarding the alleged grievance was held. Copies are sent to each person involved.

Formal Procedure with Compliance Officer (Level 1)

If the grievant chooses to bypass the informal procedure or is not satisfied with the disposition of the grievance, or if no disposition has been made, the employee/student may, within 20 days of the occurrence, complete the grievance report form Level I and submit it in duplicate to the compliance officer. The grievance report form may be obtained from the compliance officer. Within five days of this meeting, the compliance officer indicates the disposition in writing.

Appeal Procedure with Superintendent of Schools or Designee (Level II)

If the grievant is not satisfied with the disposition of the grievance, or if no disposition has been made at Level I, the employee/student has the right to file within five days of receipt of the disposition on Level I a Level II request to the Superintendent appealing the decision of the hearing compliance officer. Within five days of the receipt of the Level II request, the Superintendent or his/her designee, within five days of this meeting, indicates the disposition of the grievance by completing the Level II form and forwarding it to the employee/student.

If the grievant is not satisfied with the disposition of the grievance at Level II, or if no disposition has been made, the employee/student has the right to file an appeal to the Board, or to file a formal complaint in case of CETA with the grantor (City of Dayton) and if not satisfied directly to the Department of Labor, Region V; in cases of Titles VI, VII, IX and Section 504, to the U.S. Department of Education Region Office of Civil Rights; Plaza View Building; Room 222; 55 Erieview Plaza; Cleveland, Ohio 44114; and, in the case of Americans with Disability Act, with the Equal Employment Office, Commission of Civil Rights Division.

(Approval date: August 5, 2009)

SEXUAL HARASSMENT
(Complaint Procedures)

All sexual harassment complaints are investigated in accordance with the following procedure:

1. Any member of the school community who believes that he/she has been subjected to sexual harassment shall report the incident(s) to the appropriate compliance officer.
2. The compliance officer attempts to resolve the problem through the following process.
 - A. The compliance officer promptly confers with the charging party in order to obtain a clear understanding of that party's statement of the alleged facts. The statement is put in writing by the compliance officer and signed by the charging party as a testament to the statement's accuracy.
 - B. The compliance officer meets with the charged party in order to obtain his/her response to the complaint. The response is put in writing by the compliance officer and signed by the charged party as a testament to the statement's accuracy.
 - C. The compliance officer holds as many meetings with the parties and witnesses (if any) as are necessary to gather facts. The dates of meetings and the facts gathered are all put in writing.
 - D. On the basis of the compliance officer's perception of the problem, he/she will:
 - 1) bring both parties together and attempt to resolve the matter informally through conciliation or
 - 2) report the incident and transfer the record to the Superintendent and formally notify the parties by certified mail of his/her official action relative to the complaint.
3. After reviewing the record made by the compliance officer, the Superintendent may attempt to gather any more evidence necessary to decide the case, and thereafter impose any sanctions deemed appropriate, including a recommendation to the Board for termination or expulsion.

If any of the named officials are the charged or charging party, the Board designates an alternate investigator and retains final decision-making authority.

All matters involving sexual harassment complaints remain confidential to the extent possible.

(Approval date: August 5, 2009)

DEVELOPMENT OF PHILOSOPHY OF EDUCATION

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

Annually, 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.

The Superintendent disseminates the Board's philosophy of education to all staff members and directs that it be published in all handbooks.

[Adoption date: August 5, 2009]

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

CROSS REFS.: ADA, Educational Philosophy
BF, Board Policy Development and Adoption
BFG, Policy Review and Evaluation

THIS IS A REQUIRED POLICY

EDUCATIONAL PHILOSOPHY

The Board is committed to providing a program of education which 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 5, 2009]

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

THIS IS A REQUIRED POLICY

EDUCATIONAL PHILOSOPHY

Preamble

An essential ingredient for effective schooling in any school district is a simply stated, clearly understood educational philosophy. This statement is the philosophical basis for all policies, procedures and programs throughout the District. This common philosophical understanding is used to develop, implement and maintain programs and guide attitudes that are essential in meeting the needs of the student served by the District.

A warm responsive school environment and student time on task are vital components of effective schooling. The educational opportunities provided in the District are designed to promote student growth through meaningful, relevant and understandable teaching. The decisions relative to the direction and purposes of education are of paramount concern to all District employees and are dependent on perceptions and acceptance of each student relative to individual needs and the nature of society. The acceptance of this belief commits this District and its personnel to the endorsement and implementation of programs of instruction through which the individual student and society are served.

Philosophy

The Board believes that the District should provide each student with the best educational opportunity possible by the optimum use of available funds for educational services, by the equitable assignment of qualified school personnel and by the efficient use of school facilities.

We believe that the District, in partnership with the broad-based Dayton community, should offer the youth of Dayton a quality integrated education, well-grounded in the basic skills of reading, mathematics, written and oral communication skills, computer literacy and incorporating the responsibility of good citizenship.

We believe that in gaining a general education, all students need to develop pride in their work and feelings of self-worth, self-reliance, responsibility and initiative, so that all may achieve the maximum potential of their abilities and talents.

We believe that, as students develop good character and self-respect, they should learn through education to respect others of different cultures and diverse backgrounds as well as to develop sensitivity and compassion which encourages responsibility for the rights and welfare of others.

We believe that the schools should inspire students to have a desire for learning and help them develop skills for solving problems; to be operative both in the present and in the future, so they can develop thoughtful, creative and positive approaches to the demands of their life today and tomorrow.

We believe that the schools should set an example and provide an opportunity for the practice of good citizenship in the school and in the wider, global community, with an appreciation and understanding of the ideas and ideal of democracy as compared to the operation of other forms of government and their underlying philosophies.

We believe that, at all grade levels (K-12), students should learn that for every right and opportunity assumed, there is an accompanying and equal responsibility.

We believe that the schools should provide students with opportunities to acquire the knowledge and develop an appreciation for human cultures, including the art, music and literature of various peoples.

We believe that the schools should provide students with the knowledge and opportunity to preserve and conserve natural resources in order that they be utilized by continuing generations, as well as not to adversely affect the quality of all life today.

We believe that the school curriculum should contribute to preparing students with skills that, upon graduation from high school or completion of their public school experience, they may enter specific fields of work, according to their individual abilities, desires and degree of perseverance.

We believe that schools share certain responsibilities with the community, the church and the home, and that these include provisions for health and safety, appreciation of the accepted ideals for family living, management of personal finances, the wise use of leisure time and the development of moral and spiritual values.

We believe that, because of the dependence on the public at large for financial support for the schools, the Board has the duty to develop citizen approval for this financial support by demonstrating open communication, accountability and a willingness to listen to all segments of the community.

(Approval date: August 5, 2009)

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 which 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, are promoted.
12. Develop Within the Community a Sense of Pride in the Schools. The District highlights the strengths of the educational 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.

To establish its credibility and trust with the public it serves and to give direction to the administration in the total operation of the District, the Board:

1. maximizes educational opportunities for the students of the District and offers the best possible education for the tax dollars available;
2. encourages the enthusiastic interest and support of the public and promotes a better understanding between the community and the Board;
3. provides for accountability in use of the District's buildings, facilities, equipment and energy in order to ensure a proper learning environment for every student;
4. adopts policies and regulations necessary to govern itself, its employees, students and persons who enter upon school grounds or premises;
5. considers ways to provide for a better understanding of the issue of school finance;
6. provides for compliance with the provisions set forth in the State and Ohio Revised Code, the Constitution of the United States and the mandates of Congress, including the Office of the Equal Employment Opportunity Commission;
7. develops and maintains an evaluation process which serves to enhance the effectiveness of the Board, its administration, employees and programs;
8. develops and maintains a process of accountability to ensure that each student in the District receives the best possible education;
9. provides an appropriate systemwide code of student rights and responsibilities and
10. encourages professional growth by providing continuing opportunities for staff development.

[Adoption date: August 5, 2009]

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

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

THIS IS A REQUIRED POLICY

EVALUATION OF DISTRICT OPERATIONS

Evaluation of District operations is a chief responsibility of the Board and is the only means of determining whether the educational goals adopted are being achieved.

The evaluation program may include, but is not limited to, the following areas.

1. operations of the Board
2. school personnel
3. curriculum and instruction
4. services to students
5. buildings and equipment
6. business operations

Appraising the success of the instructional program is particularly important. Only through an awareness of the strengths and shortcomings of the program can the Board and the Superintendent have a sound basis for making improvements. The improvements are made by the Superintendent through the implementation of policies adopted by the Board.

The Board:

1. assesses the District's operations and achievement of goals by information gathered from the Superintendent and Treasurer;
2. evaluates the Superintendent and Treasurer according to job descriptions and Board expectations and
3. evaluates itself according to its established goals and purposes.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 3313.22; 3313.60
3319.01; 3319.02; 3319.08; 3319.081
OAC 3301-35-03; 3301-35-04; 3301-35-05

CROSS REFS.: AE, School District Goals and Objectives
AFA, Evaluation of School Board Operational Procedures (Also BK)
AFB, Board Evaluation of the Superintendent (Also CBG)
AFBA, Board Evaluation of the Treasurer (Also BCCB)
AFC, Evaluation of Professional Staff (Also GCN)
AFD Evaluation of Support Staff (Also GDN)
AFE, Evaluation of Instructional Programs (Also IM)
AFI, Evaluation of Educational Resources
BCC, Qualifications and Duties of the Treasurer
CBA, Qualifications and Duties of the Superintendent
Dayton City Schools Strategic Plan

EVALUATION OF SCHOOL BOARD OPERATIONAL PROCEDURES

The Board plans and carries through an annual appraisal of its functioning as a board. Evaluation is held in the month of June, or during a regularly scheduled Board retreat, with no other items on the agenda with all Board members present. 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
14. management team development and utilization

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

[Adoption date: August 5, 2009]

CROSS REFS.: AF, Evaluation of District Operations
BA, Board Operation Goals
BCB, Board Officers
BCD, Board-Superintendent Relationship (Also CBI)
BD, School Board Meetings
BF, Board Policy Development and Adoption
BHA, New Board Member Orientation
CD, Management Team
DA, Fiscal Management Goals

EVALUATION OF SCHOOL BOARD OPERATIONAL PROCEDURES

Boards of education expect a high level of performance from those who are employed to run the schools. Stakeholders also expect a high level of performance from those who are elected to govern the schools.

Ultimately, the performance of an individual Board member is measured at election time. However, that is not enough. Each Board should set aside some time on a regular basis to compare individual assessments of how well the governing body is functioning. The assessment instrument or scoring system is not important. What is important is for the Board to establish a plan to regularly analyze its method of operation. The results of evaluation should be used in setting goals for improved operations in the future.

SELF-EVALUATION INSTRUMENT

Using the numbering system below, rate each item: 1 - ineffective; 2 - somewhat ineffective; 3 - somewhat effective; 4 - effective; 5 - highly effective.

Board Meetings - Official action can be taken only when the Board is in session. Therefore, each meeting must be organized for maximum efficiency.

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	The Board of Education:
_____	_____	_____	_____	_____	reads agenda and background materials well in advance of meeting.
_____	_____	_____	_____	_____	makes public feel welcome; provides agenda, minutes and related materials.
_____	_____	_____	_____	_____	assures that meeting time, place and facilities are convenient for Board, staff and public.
_____	_____	_____	_____	_____	does not present new issues of complex nature for immediate action.
_____	_____	_____	_____	_____	does not abuse privilege of tabling important issues.
_____	_____	_____	_____	_____	demonstrates knowledge and use of good parliamentary procedure.

Using the numbering system below, rate each item: 1 - ineffective; 2 - somewhat ineffective; 3 - somewhat effective; 4 - effective; 5 - highly effective.

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	The Board of Education:
_____	_____	_____	_____	_____	makes distinction between Board's role and function of administrators.
_____	_____	_____	_____	_____	expects staff input and Superintendent's recommendation on key issues.
_____	_____	_____	_____	_____	equally applies the public participation policy to all speakers.
_____	_____	_____	_____	_____	makes the most productive use of meeting time.
_____	_____	_____	_____	_____	conducts all meetings in accordance with the "Sunshine Law."
_____	_____	_____	_____	_____	selects officers on basis of ability.
_____	_____	_____	_____	_____	has procedure for submitting agenda items.

Board-Community Relations - The schools belong to the people. As elected officials, Board members have the responsibility to be representative, to be responsive and to be effective agents of change. The Board of Education:

_____	_____	_____	_____	_____	actively seeks input from community in establishing goals and objectives.
_____	_____	_____	_____	_____	gives full support and cooperation to the Parent Teacher Association (PTA) and other parent and community organizations with student-centered missions.
_____	_____	_____	_____	_____	establishes close working relationship with other units of government.
_____	_____	_____	_____	_____	is actively involved in state and federal education legislation.
_____	_____	_____	_____	_____	maintains effective two-way communication between school officials and residents of the District.
_____	_____	_____	_____	_____	ensures best possible relationship between District officials and the media.

Using the numbering system below, rate each item: 1 - ineffective; 2 - somewhat ineffective; 3 - somewhat effective; 4 - effective; 5 - highly effective.

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	The Board of Education:
_____	_____	_____	_____	_____	makes best use of facilities and resources in meeting needs of community.
_____	_____	_____	_____	_____	provides leadership in securing maximum community support for a good educational program.
_____	_____	_____	_____	_____	approves annual budget within resources that can be certified in the "fiscal certificate."

Board-Administrator Relations - A good Board-administrator relationship does not guarantee a successful educational program. It is doubtful, however, if a good program will exist in districts with poor Board-administrator relations. The Board of Education:

_____	_____	_____	_____	_____	evaluates performance of Superintendent and Treasurer on a regular basis.
_____	_____	_____	_____	_____	assures that the Superintendent and Treasurer comply with Board policies regarding annual staff evaluations.
_____	_____	_____	_____	_____	works and plans with administration in spirit of mutual trust and confidence.
_____	_____	_____	_____	_____	recognizes Superintendent as chief executive officer and educational leader of the District; recognizes Treasurer as chief financial officer.
_____	_____	_____	_____	_____	provides administrators opportunity for professional growth.
_____	_____	_____	_____	_____	avoids interference with duties which are the responsibility of administrators.
_____	_____	_____	_____	_____	solicits input from Superintendent and Treasurer in developing and maintaining a comprehensive and legally compliant Board policy manual.
_____	_____	_____	_____	_____	addresses potential problems between Board and administrators as soon as issues arise.

Using the numbering system below, rate each item: 1 - ineffective; 2 - somewhat ineffective; 3 - somewhat effective; 4 - effective; 5 - highly effective.

- | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | The Board of Education: |
|----------|----------|----------|----------|----------|---|
| _____ | _____ | _____ | _____ | _____ | defends administrators from unjust and unfounded criticism. |
| _____ | _____ | _____ | _____ | _____ | utilizes the management team concept of operating the District. |

Board-Staff Relations - Good education depends on good teachers. It is incumbent on boards to seek maximum input from staff on educational issues while retaining decision-making authority and responsibility for the operation of the District. The Board of Education:

- | | | | | | |
|-------|-------|-------|-------|-------|--|
| _____ | _____ | _____ | _____ | _____ | approves job descriptions for all positions. |
| _____ | _____ | _____ | _____ | _____ | adopts appropriate personnel policies in the areas of employment evaluation, reduction in force and related matters. |
| _____ | _____ | _____ | _____ | _____ | encourages professional growth through staff development, in-service programs, visitations and conferences. |
| _____ | _____ | _____ | _____ | _____ | refers complaints to appropriate person for discussion and resolution. |
| _____ | _____ | _____ | _____ | _____ | preserves and maintains management rights in all labor relations agreements. |

Instructional Program - The purpose of public schools is to provide educational opportunities for all students. To this end, it must be determined what are educationally valuable experiences and how they can best be delivered. The Board of Education:

- | | | | | | |
|-------|-------|-------|-------|-------|---|
| _____ | _____ | _____ | _____ | _____ | provides equal access to curriculum as well as cocurricular and extracurricular activities for all students. |
| _____ | _____ | _____ | _____ | _____ | approves course additions and deletions to the curriculum. |
| _____ | _____ | _____ | _____ | _____ | balances the overall needs of students and community with efforts of special interest groups to influence the curriculum. |

Using the numbering system below, rate each item: 1 - ineffective; 2 - somewhat ineffective; 3 - somewhat effective; 4 - effective; 5 - highly effective.

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	The Board of Education:
_____	_____	_____	_____	_____	encourages suggestions for curriculum improvement from students, staff and community.
_____	_____	_____	_____	_____	safeguards the privacy of student records.
_____	_____	_____	_____	_____	encourages a positive approach to student discipline.
_____	_____	_____	_____	_____	safeguards the rights of students to due process.
_____	_____	_____	_____	_____	provides policies that implement the educational standards of the State Board of Education.

Personal Qualities - Maximum results as a school board member will be achieved only if high ethical standards of conduct are maintained in all personal, business and public activities. As a Board of Education member, I:

_____	_____	_____	_____	_____	am courteous and respectful of fellow Board members.
_____	_____	_____	_____	_____	keep the education and welfare of children as my primary concern.
_____	_____	_____	_____	_____	represent the best interests of all stakeholders rather than special interest groups.
_____	_____	_____	_____	_____	understand the need for compromise; abide by decisions of the majority.
_____	_____	_____	_____	_____	channel complaints and potential problems to proper authority.
_____	_____	_____	_____	_____	have made the time commitment necessary to become an informed and effective Board member.
_____	_____	_____	_____	_____	reach decisions on the merits of issues and the best available evidence.
_____	_____	_____	_____	_____	participate in in-service programs at regional, state and national levels.

Using the numbering system below, rate each item: 1 - ineffective; 2 - somewhat ineffective; 3 - somewhat effective; 4 - effective; 5 - highly effective.

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	As a Board of Education member, I:
_____	_____	_____	_____	_____	do not individually or unilaterally make decisions or commitments on the Board's behalf.
_____	_____	_____	_____	_____	am open and honest with other Board members and administrators, share information and avoid "surprises" whenever possible.
_____	_____	_____	_____	_____	am familiar with and abide by the OSBA Code of Ethics.

Additional Comments:

EVALUATION OF SCHOOL BOARD OPERATIONAL PROCEDURES

Instructions

Each Board member and each administrator asked to evaluate the Board's effectiveness is to rate the Board on each criterion, using a number on a scale from 1 to 5.

The Key: 1 – Poor 3 – Adequate 5 – Excellent
 2 – Inadequate 4 – Good

Individual Rate

Composite Rating

A. RELATIONSHIP WITH SUPERINTENDENT

1. Establishes written policies for the guidance of Superintendent in the operation of the schools.
2. Provides the Superintendent with a clear statement of the expectation of performance and personal qualities against which he/she will be measured periodically.
3. Engenders confidences in the Superintendent by inviting communication from the Superintendent.
4. Reaches decisions only on the basis of study of all available background data and consideration of the recommendation of the Superintendent.
5. Requests information through the Superintendent and only from staff members with the knowledge of the Superintendent.
6. Provides a climate of mutual respect and trust offering commendation whenever earned and constructive criticism when necessary.
7. Matters tending to alienate either Board member or Superintendent are discussed immediately rather than being permitted to fester and deteriorate.
8. Provides opportunity and encouragement for professional growth of the Superintendent.
9. Provides time for the Superintendent to plan.

**Individual
Rate**

**Composite
Rating**

A. RELATIONSHIP WITH SUPERINTENDENT

10. Takes the initiative in maintaining a professional salary for the Superintendent comparable with salaries paid for similar responsibility in and out of the profession.

B. COMMUNITY RELATIONSHIPS

11. Encourages attendance of citizens at Board meetings.
12. Actively fosters cooperation with various news media for the dissemination of information about the school program.
13. Ensures a continuous, planned program of public information regarding the schools.
14. Participates actively in community affairs.
15. Channels all concerns, complaints and criticisms of the school system through the Superintendent for study with the expectation that he/she will report back to the Board if action is required.
16. Protects the Superintendent from unjust criticism and the efforts of vocal special interest groups.
17. An individual Board member does not commit himself/herself to a position in answer to an inquiry or in public statements unless Board policy is already established and clear or the question addressed to him/her requires a recitation of facts about the school system.
18. Encourages citizen participation in an advisory capacity in the solution of specific problems.
19. Is aware of community attitudes and the special interest groups which seek to influence the District's program.

**Individual
Rate**

**Composite
Rating**

C. BOARD MEETINGS

20. Has established written procedures for conducting meetings which include ample provisions of the public to be heard but prevents a single individual or group from dominating discussions.
21. Conducts its meetings in facilities that allow the business affairs to be conducted by the Board and its administrative staff.
22. Selects a chairman on the basis of his/her ability to properly conduct a meeting rather than on seniority or rotation.
23. New items of a complex nature are not introduced for action if they are not listed on the agenda but are presented for listing on a subsequent agenda.
24. Definitive action is withheld until asking if there is a staff recommendation and what it is.
25. Care is used in criticizing a staff recommendation.
26. The privilege of holding over matters for further study is not abused.
27. Each member makes a sincere effort to be informed on all agenda items listed prior to the meeting.
28. Controversial, complex or complicated matters are held over or placed on the agenda for discussion only, prior to consideration for adoption.

D. STAFF AND PERSONNEL RELATIONSHIPS

29. Develops sound personnel policies, involving the staff when appropriate.
30. Authorizes the employment or dismissal of staff members only upon the recommendation of the Superintendent.
31. Makes provision for the complaints of employees to be heard, and after full study if staff dissatisfaction is found to exist, takes action to correct the situation through appropriate administrative channels.

**Individual
Rate**

**Composite
Rating**

A. Is receptive to suggestions for improvement of the school system.

D. STAFF AND PERSONNEL RELATIONSHIPS

- 33. Encourages professional growth and increased competency through:
 - A. attendance by staff members at educational meetings;
 - B. training on the job and
 - C. salary increments which recognize training and experience beyond minimum qualifications for a given position.
- 34. Makes the staff aware of the esteem in which it is held.
- 35. Provides a written policy protecting the academic freedom of teachers.

E. RELATIONSHIP TO THE INSTRUCTIONAL PROGRAM

- 36. Understands the instructional program and the general restrictions imposed on it by the legislature, the State Board of Education and college and university requirements.
- 37. Realistically faces the community to support a quality education of its children.
- 38. Resists the efforts of special interest groups to influence the instructional program if the effect would be detrimental to the students.
- 39. Encourages the participation of the professional staff, and in certain instances the public, in the development of the curricula.
- 40. Weighs all decisions in terms of what is best for the students.
- 41. Provides a policy outlining the District's educational objectives against which the instructional program can be evaluated.
- 42. Keeps abreast of new development in course content and teaching techniques through attendance and participation in school board association conferences and meetings of other educational groups and by reading of selected books and periodicals.

**Individual
Rate**

**Composite
Rating**

**E. RELATIONSHIP TO THE INSTRUCTIONAL
PROGRAM**

43. Equates the income and expenditures of the District in terms of the quality of education that should be provided and the ability of the community to support such a program.
44. Takes the leadership in suggesting and securing community support for additional financing when necessary.
45. Establishes written policies which will ensure efficient administration of purchasing, accounting and payroll procedures and the insurance program.
46. Authorizes individual budgetary allotments and special non-budgeted expenditures only after considering the total needs of the District.
47. Makes provision for long-range planning for building expansion/closure and for renovations and plant maintenance.

G. PERSONAL QUALITIES

48. A sincere and unselfish interest in public education and in the contribution it makes to the development of children.
49. A knowledge of the community which the school system is designed to serve.
50. An ability to think independently, to grow in knowledge, and to rely on fact rather than prejudice, and a willingness to hear and consider all sides of a controversial question.

**Individual
Rate**

**Composite
Rating**

G. PERSONAL QUALITIES

1. A deep sense of loyalty to other Board members and respect for group decisions cooperatively reached.
2. A respect for, and interest in, people and ability to get along with them.
3. A desire to work through defined channels of authority and responsibility.
4. A willingness to devote the necessary time to become an effective Board member.

Selected Sample Evaluation Form
SOURCE: NSBA

BOARD EVALUATION OF THE SUPERINTENDENT

The Superintendent reports to the Board.

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 in conference. The Board may consider the evaluation of the Superintendent in acting to renew, nonrenew or terminate his/her contract.

[Adoption date: August 5, 2009]

LEGAL REF.: ORC 3319.01

CROSS REFS.: AF, Evaluation of District Operations
BDC, Executive Sessions
CBA, Qualifications and Duties of the Superintendent
CBC, Superintendent's Contract

THIS IS A REQUIRED POLICY

BOARD EVALUATION OF THE SUPERINTENDENT

Annually, at a time immediately subsequent to the expiration of the anniversary date of employment, the Board evaluates the Superintendent's performance. The evaluation is in accordance with the evaluation policy adopted by the Board and evaluation criteria previously agreed upon by the Board and the Superintendent.

The criteria includes without limitations the performance of the Superintendent as measured by:

1. the job description of the Superintendent;
2. all duties imposed upon him/her by law or by Board action;
3. the goals and objectives mutually agreed upon by the Board and the Superintendent and
4. such other criteria as the Board and the Superintendent may hereafter agree upon or as required and adopted by the Board solely.

The results of the evaluation are in written form and submitted by the Board to the Superintendent not less than 90 days before March 1 each year.

(Approval date: August 5, 2009)

BOARD EVALUATION OF THE TREASURER

The Treasurer reports to the Board.

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

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

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 3301.074
3313.22
OAC Chapter 3301-5

CROSS REFS.: AF, Evaluation of District Operations
BCC, Qualifications and Duties of the Treasurer
BCCA, Incapacity of the Treasurer
BCCC, Treasurer's Contract

THIS IS A REQUIRED POLICY

EVALUATION OF PROFESSIONAL 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).

The Board directs the Superintendent/designee to implement this policy in accordance with State law. The requirements of this policy prevail over any conflicting provisions of collective bargaining agreements entered into on or after September 24, 2012.

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.

Credentialed Evaluators

Evaluations carried out under this policy are conducted by persons holding evaluator credentials established by the Ohio Department of Education (ODE). Evaluators must complete state-sponsored evaluation training and pass the online credentialing assessment. The Board adopts a list of approved credentialed evaluators chosen from ODE's list.

Effectiveness Rating

Teachers are assigned an effectiveness rating of Accomplished, Skilled, Developing or Ineffective. This rating will be determined based on 50% teacher performance and 50% student growth measures. Student growth will be determined through multiple measures.

Annually, the Board submits to the ODE the number of teachers assigned an effectiveness 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.

Teacher Performance Calculation

Teachers are evaluated via two formal observations and periodic classroom walk-throughs. The teacher performance measure is based on the Ohio Standards for the Teaching Profession.

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

Student Growth Calculation

For the purpose of this policy, student growth means the change in student achievement for an individual student between two or more points in time. Student growth is evaluated by a combination of: (1) Value-added data or an alternative student academic progress measure if adopted under RC 3302.03(C)(1)(e); (2) ODE-approved assessments and/or (3) Board-determined measures. When available, value-added data or an alternative student academic progress measure if adopted under RC 3302.03(C)(1)(e) shall be included in the multiple measures used to evaluate student growth in proportion to the part of the teacher's schedule of courses or subjects for which the value-added progress dimension is applicable.

Until June 30, 2014, if a teacher's schedule is comprised only of courses or subjects for which value-added data is applicable, the majority of the student academic growth factor of the evaluation shall be based on the value-added progress dimension. On or after July 1, 2014, the entire student academic growth factor of the evaluation for such teachers shall be based on the value-added progress dimension.

Students with 45 or more excused or unexcused absences during the full academic year will not be included in the calculation of student academic growth. Data from Board-determined multiple measures will be converted to a score of: (1) Above, (2) Expected or (3) Below student growth levels.

Professional Growth and Improvement Plans

Teachers meeting above-expected levels of student growth must develop professional growth plans and choose their credentialed evaluators from the Board-approved evaluator list.

Teachers meeting expected levels of student growth must develop professional growth plans collaboratively with their credentialed evaluators from the Board-approved evaluator list.

Teachers meeting below-expected levels of student growth must develop an improvement plan with their credentialed evaluators. The Superintendent/designee assigns credentialed evaluators to teachers meeting below-expected levels of student growth.

Evaluation Time Line

District administrators evaluate teachers annually. Annual evaluations include two formal observations at least 30 minutes each and periodic classroom walk-throughs. 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 carried out under this policy, and whose student growth measures are at least average or higher every two years. Such evaluations 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.

Testing for Ineffective Teachers in Core Subjects

Beginning with the 2015-2016 school year, teachers of core subject areas, as defined by State law, who have received a rating of Ineffective for two of the three most recent school years must register for and take all written examinations of content knowledge selected by ODE.

Retention and Promotion

The Board uses evaluation results for retention and promotion decisions. The Board adopts procedures for use by District administrators 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: August 5, 2009]

[Re-adoption date: October 16, 2012]

[Re-adoption date: May 21, 2013]

[Re-adoption date: November 19, 2013]

[Re-adoption date: November 18, 2014]

[Re-adoption date: August 18, 2015]

LEGAL REFS.: ORC 3319.11; 3319.111; 3319.112; 3319.114; 3319.16; 3319.58
Chapter 4117
OAC 3301-35-05

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

CONTRACT REF.: Teachers' Negotiated Agreement

NOTE: By July 1, 2013, the board of each district, in consultation with teachers employed by the board, must adopt a standards-based teacher evaluation policy that conforms with the Ohio Department of Education (ODE) framework for evaluation of teachers developed under Ohio Revised Code Section (RC) 3319.112. The requirements of the RC prevail over any conflicting bargaining agreement entered into on or after September 24, 2012.

Districts that receive Race to the Top (RttT) funds should follow the teacher evaluation time line and guidelines set forth in their scopes of work.

Districts not receiving RttT funds whose bargaining agreement was entered into on or after September 24, 2012 must implement this policy by the 2013-2014 school year. Districts who entered into a bargaining agreement prior to September 24, 2012 must implement the evaluation system at the expiration of that bargaining agreement.

Fifty percent of the teacher's evaluation must be based on student growth measures. Student growth must be based on multiple measures, including value-added data where it is available. Local boards of education may administer assessments chosen from the ODE assessment list for teachers of subjects where value-added scores are not available, and/or local measures of student growth using state-designed criteria and guidance. The multiple measures designated by the board for teachers may vary based on subject level and grade taught and should be determined at the district level. The board-determined measures should be consistent for teachers teaching the same subject and/or grade level. The remaining 50% of the evaluation is based on teacher performance measured by the Ohio Standards for the teaching profession.

Evaluations conducted pursuant to these requirements must be carried out by a person who holds a credential established by ODE. The board adopts a list of approved credentialed evaluators chosen from the ODE's list.

House Bill 362 provides districts with the option of an alternative evaluation framework. For the 2014-2015 school year, districts may elect to evaluate based on 42.5% student academic growth and 42.5% teacher performance. The remaining 15% measure must come from a choice of one of the following: student surveys, teacher self-evaluations, peer review evaluations or student portfolios.

For the 2015-2016 school year, districts may elect to evaluate based on 42.5% - 50% student academic growth and 42.5% - 50% teacher performance. The measures must be equal. The remaining percentage must come from a choice of one of the following: student surveys, teacher self-evaluations, peer review evaluations or student portfolios. ODE must compile a list of approved instruments for evaluating the components of the remaining percentage for district use beginning with the 2014-2015 school year.

Districts may choose to evaluate teachers receiving effectiveness ratings of Accomplished on their most recent evaluations every three years and teachers receiving effectiveness ratings of Skilled on their most recent evaluations every two years. If the district chooses to do this, policy language should be included. Districts may choose to place limits on this language, for instance, limiting to only teachers on continuing contracts or teachers not in the last year of a limited contract. Districts should consult with board counsel when making this determination.

Districts may choose to evaluate teachers receiving effectiveness ratings of Accomplished on the most recent evaluations through one formal observation and the completion of a board-approved project. If the district chooses to do this, policy language should be included.

Beginning with the 2014-2015 school year, boards also can elect to not evaluate teachers who: 1) were on leave for 50% or more of the school year as calculated by the board or 2) have submitted a notice of retirement that has been accepted by the board no later than December 1 of the school year in which the evaluation would have been conducted.

Boards are required to use teacher evaluation results for promotion and retention decisions and for removing poorly performing teachers. These procedures are required to appear in board policy, but will be unique to each district. Boards should develop these procedures with district administrators and adopt them into board policy as a regulation, which should be coded as GCN-1-R (also AFC-1-R).

Boards are required to allocate financial resources to support professional development. While ODE's model policy suggests that the allocation should appear in board policy, neither the law nor the framework requires the addition of such specific language. Boards wishing to do so may include the allocation of financial resources in the regulation language.

THIS IS A REQUIRED POLICY

EVALUATION OF PROFESSIONAL STAFF (Teachers)

The Board of Education (Board) of the Dayton City School District (District) adopts the following teacher evaluation policy in accordance with the standards-based statewide teacher evaluation framework adopted by the State Board of Education in November 2011. The Board acknowledges that this teacher evaluation policy aligns with the *Standards for the Teaching Profession* as set forth in State law.

The Board directs the Superintendent to implement this policy in accordance with State law. The requirements of this policy prevail over any conflicting provisions of a collective bargaining agreement entered into on or after September 24, 2012.

Definition of “Teacher”

This policy applies to District employees who meet one of the following categories:

1. A teacher working under a license issued under Ohio Revised Code (ORC) Sections 3319.22, 3319.26, 3319.222 or 3319.226 who spends at least 50% of his/her time providing content-related student instruction; or
2. A teacher working under a permanent certificate issued under ORC 3319.222 as existed prior to September 2003 who spends at least 50% of his/her time providing content-related student instruction; or
3. A teacher working under a permanent certificate issued under ORC 3319.222 as it existed prior to September 2006 who spends at least 50% of his/her time providing content-related student instruction; or
4. A teacher working under a permit issued under ORC 3319.301 who spends at least 50% of his/her time providing content-related student instruction.

Principals and assistant principals shall be evaluated in accordance with the principal evaluation policy adopted by the Board in accordance with ORC 3319.02.

This policy does not apply to the superintendent, assistant superintendent(s), business manager, treasurer or “other administrator” as defined by ORC 3319.02. This policy also does not apply to substitute teachers.

Assigning an Effectiveness Rating

Each evaluation will result in an effectiveness rating of “Accomplished,” “Proficient,” “Developing,” or “Ineffective.” An effectiveness rating is based on the following two categories: 1) Teacher Performance; and 2) Student Growth Measures. Fifty percent (50%) of the evaluation will be attributed to teacher performance and fifty-percent (50%) will be attributed to multiple measures of student growth.

Teacher Performance and Student Growth Measures ratings shall be combined to reach the summative teacher effectiveness rating. The Evaluation Matrix is attached hereto as Exhibit A and incorporated herein.

The Board shall annually submit to the Ohio Department of Education (ODE), in accordance with ODE guidelines, the number of teachers assigned an effectiveness rating, aggregated by the teacher preparation programs from which, and the years in which, the teachers graduated.

Calculating Teacher Performance

Teacher Performance is evaluated during the two cycles of formal observations and periodic classroom walkthroughs. Fifty-percent (50%) of the effectiveness rating will be attributed to Teacher Performance through a holistic process based upon the following *Ohio Standards for the Teaching Profession* and training for credentialed evaluators:

1. Understanding Student Learning and Development and Respecting the Diversity of the Students they Teach;
2. Understanding the Content Area for which they have Instructional Responsibility;
3. Understanding and Using Varied Assessment to Inform Instruction, Evaluate and Ensure Student Learning;
4. Planning and Delivering Effective Instruction that Advances Individual Student Learning;
5. Creating Learning Environments that Promote High Levels of Learning and Student Achievement;
6. Collaborating and Communicating with Students, Parents, Other Educators, District Administrators and the Community to Support Student Learning; and
7. Assuming Responsibility for Professional Growth, Performance and Involvement.

The Superintendent/designee shall select or develop, in consultation with teachers, evaluation tools to be used in calculating the Teacher Performance fifty-percent (50%), which must be aligned to the *Ohio Standards for the Teaching Profession* and the Ohio Teacher Evaluation System Performance Rubric.

The District will use the Ohio Department of Education (ODE) Ohio Teacher Evaluation System (OTES) model including all OTES tools, forms, rubrics, placement and software.

Calculating Student Growth Measures

For purposes of the Ohio Teacher Evaluation System (OTES), “student growth” means the change in student achievement for an individual student between two or more points in time. This component of the evaluation includes some combination of the following: 1) Teacher-level Value-Added Data; 2) ODE-Approved Assessments; and/or 3) Locally-determined Measures.

1. Teacher-level Value-Added: “Value-Added” refers to the value-added methodology provided by ODE. Where value-added data for grades 4-8 for English language arts and mathematics exists (via state-provided assessments), value-added data must be one of the multiple measures used in calculating student growth.
2. ODE Approved List of Assessments: Assessments, if utilized by the district, must be included as one of the multiple measures of student growth. Assessments utilized must be included when calculating the fifty percent (50%) attributed to student growth measures. The Superintendent/designee, in consultation with teachers and subject to Board approval, will utilize the assessments on the approved list as he/she deems necessary and appropriate.
3. Locally-determined Measures: For courses of instruction in which neither teacher level value-added data nor ODE-approved assessments are available, the Superintendent/designee, in consultation with teachers and subject to Board approval, shall establish a process in accordance with ODE guidance to create Student Learning Objectives (SLOs) to measure student growth in the courses of instruction.

The District will develop measures in accordance with S.B. 316 which stipulates that Value Added must be used when available for at least 10-15% of a teacher’s evaluation.

In the calculation for student academic growth, a student who has sixty or more excused and/or unexcused absences for the school year will not be included.

Data from these multiple measures will be scored on five levels in accordance with ODE guidance and converted to a score in one of three levels of student growth: 1) “Above”; 2) “Expected”; and 3) “Below.”

Evaluation Timeline

District administrators shall conduct an evaluation of each teacher subject to this policy at least annually. Each evaluation shall include: 1) Two (2) cycles of formal observations of at least thirty (30) minutes each; and 2) Periodic classroom walkthroughs by the evaluator. All teacher evaluations shall be completed by the first day of May and each teacher subject to this policy shall be provided with a written copy of the evaluation results by the tenth day of May.

For those teachers who are on limited or extended limited contracts pursuant to ORC 3319.11 and who are under consideration for nonrenewal, one evaluation consisting of at least three formal observations must be conducted annually by the first day of May. Each teacher on a limited or extended limited contract shall be provided with a written copy of the evaluation results by the tenth day of May.

The Board elects to evaluate annually a teacher receiving an effectiveness rating of “Accomplished” on the teacher’s most recent evaluation.

The Board elects to evaluate a teacher receiving an effectiveness rating of “Accomplished” on the teacher’s most recent evaluation conducted pursuant to this policy via two cycles of formal observations and periodic classroom walkthroughs.

Credentialed Evaluators

The Board will adopt a list of approved credentialed evaluators. Each teacher evaluation conducted under this policy shall be conducted by a person: 1) who is eligible to be an evaluator in accordance with ORC 3319.111(D); and 2) who holds a credential established by ODE for being an evaluator. Every evaluator must complete state-sponsored evaluation training and is required to pass an online credentialing assessment.

Professional Growth and Improvement Plans

Teachers must develop professional growth or improvement plans based on the Evaluation Matrix. Teachers who meet Above-Expected levels of student growth must develop a professional growth plan and choose their credentialed evaluator for the evaluation cycle from the Board-approved list. The professional growth plan shall include the following components: The District will utilize ODE’s professional development plans as adopted and/or modified.

Teachers who meet Expected levels of student growth must develop a professional growth plan collaboratively with a credentialed evaluator for the evaluation cycle from the Board-approved list. The teacher will have input on the selection of a credentialed evaluator for the evaluation cycle. The professional growth plan shall include the following components:
The District will utilize ODE’s professional development plans as adopted and/or modified.

Teachers who meet Below-Expected levels of student growth must comply with an improvement plan developed by the credentialed evaluator assigned by the Superintendent/designee for the evaluation cycle from the Board-approved list. The improvement plan shall include the following components:
The District will utilize ODE’s improvement plans as adopted and/or modified.

Testing for Teachers in Core Subject Areas

Beginning with the 2015-16 school year, teachers who teach in a “core subject area” are required to register for and take all written examinations of content knowledge selected by ODE if the teacher has received an effectiveness rating of “Ineffective” on evaluations for two of the three most recent school years. “Core subject area” means reading and English language arts, mathematics, science, foreign language, government, economics, fine arts, history, and geography.

Retention and Promotion Decisions

The Board adopts the following procedures to be used by district administrators in making retention and promotion decisions:

The District, in consultation with teachers, will develop procedures for use in evaluation to retain and/or promote teachers.

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

Removal of Poorly-Performing Teachers

The Board adopts the following procedures to be used by district administrators in removing poorly-performing teachers:

The District, in consultation with teachers, will develop procedures to use evaluation results to remove teachers.

Professional Development

The Board's plan for the allocation of financial resources to support professional development is as follows:

The District and Board will develop and approve a yearly work plan with funding for professional development.

Legal References: ORC 3319.111; 3319.112; 3319.58

Legislative Reference: Am. Sub. HB 153 (September 29, 2011);
 Sub. SB 316 (September 24, 2012)

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. 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)

Procedures for evaluating principals and assistant principals are based on principles comparable to the Ohio Teacher Evaluation System, but are tailored to the duties and responsibilities of principals and assistant principals and the environment in which they work. Principals and assistant principals are evaluated under the above system, with the inclusion of the following components.

Principals and assistant principals are assigned an effectiveness rating of Accomplished, Skilled, Developing or Ineffective. This rating will be determined based on 50% measures of principal or assistant principal performance and 50% student growth measures. Student academic growth is determined through multiple measures.

Principals and assistant principals are evaluated via two formal observations and periodic building walk-throughs. The 50% principal and assistant principal performance measure is based on the Ohio Standards for Principals. Proficiency on the standards includes consideration of professional goal setting, communication and professionalism, and skills and knowledge.

Student academic growth is evaluated by a combination of: (1) Value-added data; (2) Ohio Department of Education (ODE)-approved assessments and/or (3) Board-determined measures. When available, value-added data shall be included in the multiple measures used to evaluate student growth.

The principal's performance rating is combined with the results of student growth measures to produce a summative evaluation rating according to ODE requirements.

The Superintendent/designee evaluates all principals and assistant principals annually. Annual evaluations include two formal observations at least 30 minutes each and periodic building walk-throughs.

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

(Approval date: August 5, 2009)
(Re-adoption date: April 9, 2013)
(Re-adoption date: March 17, 2015)

LEGAL REFS.: ORC 3319.02; 3319.03; 3319.04; 3319.111; 3319.16; 3319.17; 3319.171;
3319.22
OAC 3301-35-05

CROSS REFS.: AF, Commitment to Accomplishment
GBL, Personnel Records

NOTE: *See policy coded AFC-1 (Also GCN-1) for an explanation of the coding of this sample policy. Regulations accompanying this policy follow under code AFC-2-R (Also GCN-2-R).*

Administrative personnel are all persons issued contracts in accordance with State law, including the following: assistant superintendents, business managers, principals, assistant principals and all other personnel required to maintain certificates/licenses.

The evaluation process for principals and assistant principals is set forth by Ohio Revised Code Section (RC) 3319.02(D). Evaluation procedures for principals and assistant principals include the components set forth for administrative personnel, but include some additional requirements. Principal and assistant principal evaluations must be based on principles comparable to the teacher evaluation policies adopted under RC 3319.111, but must be tailored to the duties and responsibilities of principals and assistant principals and the environment in which they work. Therefore, principals and assistant principals are evaluated like other administrators, but with the addition of the SBOE's evaluation framework requirements.

The phrase "other administrator" as used in the statute is defined as being comprised of three basic types: (1) licensed administrators; (2) nonlicensed supervisors and management-level employees and (3) business managers.

A licensed "other administrator" is any employee who works in a position for which the board requires an administrative license. Professional pupil service employees (most notably guidance counselors), administrative specialists and persons employed in equivalent positions are, however, considered to be "other administrators" only if they spend less than 50% of their time teaching or working with students.

A nonlicensed "other administrator" is any employee (other than the superintendent) whose job duties enable him/her to be considered as either a "supervisor" or "management-level employee" for purposes of the Collective Bargaining Law. Thus, nonlicensed persons employed as transportation coordinators and maintenance supervisors, if they responsibly direct other employees, discipline them or effectively recommend such action, would appear to be "other administrators" within the meaning of the law. Business managers are persons who are employed in positions requiring a business manager's license and whose powers and duties are set forth in a series of statutes applying only to such position.

THIS IS A REQUIRED POLICY

EVALUATION OF PROFESSIONAL STAFF
(Administrators Both Professional and Support)

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: August 5, 2009)

(Re-adoption date: April 9, 2013)

NOTE: See policy coded AFC-1(Also GCN-1) for explanation of coding. It is good if the school board reviews and officially approves regulations, procedures--in fact, the entire plan--for evaluation of administrators.

The above regulation implements the policy coded AFC-2 (Also GCN-2) on evaluation of administrators.

THIS IS A REQUIRED REGULATION

EVALUATION OF SUPPORT STAFF

Regular evaluation of all support 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 support staff. The program includes written evaluations and a means of making the results known to the evaluated employee.

Following the probationary period, the services of all support staff employees are evaluated at least once each year. Procedures used in the evaluation process are subject to Board approval or in accordance with the collective bargaining agreement and/or State law.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC Chapter 124
Chapter 4117
3319.081
OAC 3301-35-02; 3301-35-03; 3301-35-05

CROSS REFS.: AF, Evaluation of District Operations
GBL, Personnel Records

CONTRACT REFS.: Support Staff Collective Bargaining Agreements

THIS IS A REQUIRED POLICY

EVALUATION OF INSTRUCTIONAL PROGRAMS

The Board considers it essential that students in District schools meet the Academic Content Standards issued by the Ohio Department of Education.

The Superintendent or his/her designee is directed, on a regularly recurring basis, to evaluate District instructional programs. The evaluation will make systematic use of appropriate national and/or state evaluation standards established for program evaluation.

The Superintendent shall report the findings of the instructional program evaluations to the Board for its consideration and action. The specific purpose of this report is to provide data for planning budgeting for instructional improvements and for informing the public about the performance of the public schools.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 3313.60
3323.02
OAC 3301-35-02(B); 3301-35-03; 3301-35-04; 3301-35-06; 3301-35-07

CROSS REFS.: AF, Evaluation of District Operations
IA, Instructional Goals
IAA, Instructional Objectives
IL, Testing Programs

THIS IS A REQUIRED POLICY

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 five years according to professionally recognized criteria and procedures.

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

1. Professional and support 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 kindergarten through grade 12 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: August 5, 2009]

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

CROSS REFS.: AC, Nondiscrimination/Harassment
AF, Evaluation of District Operations
FA, Facilities Development Goals
IA, Instructional Goals
IJ, Guidance Program
IK, Academic Achievement
IKE, Promotion and Retention of Students
JEC, School Admission
JHF, Student Safety
JO, Student Records
KA, School-Community Relations Goals

THIS IS A REQUIRED POLICY

SECTION B: SCHOOL BOARD GOVERNANCE AND OPERATIONS

BA	Board Operation Goals
BB	School Board Legal Status
BBA	School Board Powers and Duties
BBAA	Board Member Authority
BBB	School Board Elections
BBBA	Board Member Qualifications
BBBB	Board Member Oath of Office
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BBE	Unexpired Term Fulfillment (Board Vacancy)
BBF	Board Member Ethics
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BCA	Board Organizational Meeting
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BCC	Qualifications and Duties of the Treasurer (Job Description)
BCCA	Incapacity of the Treasurer
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BCCC	Treasurer's Contract
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BCH	Consultants to the Board
BCJ	Special Information
BD	School Board Meetings
BDC	Executive Sessions
BDDA	Notification of Meetings

SECTION B: SCHOOL BOARD GOVERNANCE AND OPERATIONS

(Continued)

BDDC	Agenda Preparation and Dissemination
BDDD	Quorum
BDDE	Rules of Order
BDDF	Voting Method
BDDF-E	Voting Method Exhibit
BDDG	Minutes
BDDH	Public Participation at Board Meetings (Also KD)
BDDH-R	Public Participation at Board Meetings Regulation (Also KD-R)
BDDH-E	Procedures for Individuals Addressing the Board (Also KD-E)
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
BHE	Board Member Insurance
BI	School Board Legislative Program
BJA	Liaison with School Boards Associations
BK	Evaluation of School Board Operational Procedures (Also AFA)
BK-E-1	Board Self-Evaluation Instrument (Also AFA-E-1)
BK-E-2	Board Self-Evaluation Instrument (Also AFA-E-2)

BOARD OPERATION GOALS

The primary responsibility of the Board is to establish purposes, programs and procedures which produce the educational achievement needed by District students. The Board must accomplish this while also being 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; further, it must carry 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 policy-making and planning responsibilities;
2. formulate Board policies which best serve the educational interests of each student;
3. provide the Superintendent and Treasurer with sufficient and adequate guidelines for implementing Board policies;
4. maintain effective communication with the schools communities, the staff, the students and parents in order to maintain awareness of attitudes, opinions, desires and ideas;
5. allow those responsible for carrying out policies and 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. periodically review its performance relative to the goals.

[Adoption date: August 5, 2009]

LEGAL REF.: ORC 3313.20

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

SCHOOL BOARD LEGAL STATUS

The General Assembly has delegated responsibility for the conduct of public schools in each school district to a local board of education. Boards are political subdivisions of the state of Ohio 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 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 Dayton City School District is composed of seven members elected by the citizens of the District. A regular term is four years.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 3311.19
3313.01; 3313.02; 3313.09; 3313.17; 3313.20; 3313.33; 3313.47

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. select and employ an Internal Auditor;
4. determine and approve the annual budget and appropriations;
5. provide needed facilities;
6. provide for the funds necessary to finance the operation of the District;
7. consider and approve or reject the recommendations of the Superintendent in all matters of policy, appointment or dismissal of employees, salary schedules, courses of study, selection of textbooks and other matters pertaining to the operation of the District;
8. require reports of the Superintendent concerning the conditions, efficiency and needs of the District;
9. evaluate the effectiveness with which the District is achieving the educational purposes of the Board;
10. inform the public about the progress and needs of the District and to solicit and weigh public opinion as it affects the District and
11. adopt policies for its governance and the governance of its employees and the students of the District.

[Adoption date: August 5, 2009]

[Re-Adoption date: August 13, 2015]

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

**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 him/her.

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: August 5, 2009]

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. Because the District currently has seven Board members, in a four-year period, terms are staggered so that three members are elected in one-half of the four-year period, and four elected in the other half.

Candidates for election are nominated by petition. In city school districts in which the population is at least 100,000, the petition must be signed by 300 qualified electors of the District. The Dayton City School District is currently such a district.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 3.01
3313.02; 3313.04; 3313.05; 3313.07; 3313.08; 3313.09
3501.01; 3501.02; 3501.38
3513.254; 3513.255

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: August 5, 2009]

LEGAL REFS.: ORC 3313.10; 3313.13; 3313.70
3503.01

CROSS REFS.: 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 shall be administered by the Treasurer, any member of the Board or any person qualified to administer an oath.

Board members will also abide by the code of ethics adopted by the Ohio School Boards Association Delegate Assembly.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 3.24
3313.10

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

BOARD MEMBER OATH OF OFFICE

“I, _____, do solemnly swear/affirm that I will support the Constitution and the laws of the United States of America and the Constitution and the laws of the state of Ohio; and, that I will faithfully, honestly and impartially discharge the duties of the office as a member of the Board of Education of the Dayton City School District, Montgomery County, Ohio, to the best of my ability and in accordance with the laws now in effect and hereafter to be enacted, during my continuance in office.”

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. If the remaining members of the Board fail to fill the vacancy, the vacancy will be filled by the Montgomery County Probate Court.

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: August 5, 2009]

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

CROSS REF.: BBBA, Board Member Qualifications

BOARD MEMBER 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 malfeasance, misfeasance or nonfeasance of an employee or
7. announce future action before a proposition has been discussed by the Board.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 102.03; 102.04
2921.01(A); 2921.42; 2921.43; 2921.44
3313.13
3319.21

CROSS REFS.: BBFA, Board Member Conflict of Interest
BBFB, Release of Confidential Information
BDC, Executive Sessions

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.

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 school 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.

It is not the intent of this policy to necessarily prevent the District from contracting with corporations or businesses because a Board member is an employee of the firm. The policy is designed to prevent placing Board members in a position where personal interest in the public school and place of employment might conflict and to avoid appearances of conflict of interest even though such conflict may not exist.

The law specifically forbids:

1. the prosecuting attorney or a city attorney from serving on this Board;
2. a member from serving as the school dentist, physician or nurse;
3. a member from being employed or seeking employment for compensation by this Board;

4. a member from having, directly or indirectly, any pecuniary interest in any contract with this Board;
5. a 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 or sister; (This Board also includes spouses and children.)
6. a 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 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 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 this Board of which he/she was a member at the time of authorization of that contract.

[Adoption date: August 5, 2009]

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

CROSS REFS.: BBBA, Board Member Qualifications
BBF, Board Member Code of Ethics
BBFB, Release of Confidential Information
BDC, Executive Sessions

RELEASE OF CONFIDENTIAL INFORMATION

No public official shall disclose or use, without appropriate authorization, any information acquired by him/her in the course of his/her official duties which is confidential because of statutory provisions, or which has been clearly designated to him/her as confidential designation is warranted because of the status of the proceedings or the circumstances under which the information was received and preserving its confidentiality is necessary to the proper conduct of business.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 102.03
121.22

CROSS REFS.: BBF, Board Member Code of Ethics
BBFA, Board Member Conflict of Interest
BDC, Executive Sessions

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. purchasing liability insurance for Board members;
 - C. appointing a Board member as a legislative liaison;
 - D. adopting a budget for the new fiscal year (before January 15);
 - E. securing performance bonds for the Superintendent and Treasurer;
 - F. establishing a Board service fund;
 - G. authorizing use of facsimile signatures and
 - H. approving Board memberships.
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 5, 2009]

LEGAL REFS.: ORC 3.24
3313.10; 3313.14; 3313.15; 3313.203; 3313.22; 3313.25; 3313.87

CROSS REFS.: BCB, Board Officers
BCCC, Treasurer's Contract
BHD, Board Member Compensation and Expenses
BD, School Board Meetings

BOARD OFFICERS

President

The President presides at all meetings of the Board and performs other duties as directed by law, state regulations and policies of the Board. 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 state 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, as do other Board members, 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 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: August 5, 2009]

LEGAL REF.: ORC 3313.14

CROSS REF.: BCA, Board Organizational Meeting

QUALIFICATIONS AND DUTIES OF THE TREASURER
(Job Description)

As required by law, the Board appoints an individual to serve as Treasurer for the District. The person selected must be licensed by, and meet the standards established by, the State Board of Education.

The Treasurer performs the duties prescribed by State law, is directly responsible to the Board and works cooperatively with the Superintendent.

JOB DESCRIPTION

TITLE: Treasurer

REPORTS TO: Board of Education

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

Essential Functions

1. serve as Treasurer for all District funds
2. assume responsibility for the receipt, safekeeping and disbursement of all District funds
3. supervise the collection, safekeeping and distribution of all funds
4. receive all moneys belonging to the District
5. act as custodian of all moneys belonging to the District; deposit moneys received in banks designated by the Board; exercise authorized investment methods for the most advantageous investment return and provide for the safekeeping of investment and securities
6. pay out moneys on written order of designated official(s) of the Board
7. be responsible for the preparation of warrants, recording of all disbursements and maintaining accurate records of all disbursement of District funds
8. serve as the chief fiscal officer
9. prepare and analyze all financial statements
10. prepare and submit a monthly financial accounting (as the Board may request or require) of all District funds (assets)
11. furnish appropriate fiscal certificates as required by State law
12. direct and manage all financial accounting systems including the establishment and supervision of internal accounting controls (including data processing) adequate to record in detail all financial transactions of the District

13. set up and control (maintain) an accounting system including the establishment and supervision of internal accounting controls (including data processing) adequate to record in detail all financial transactions of the District
14. be responsible for the maintenance of a complete and systematic set of financial records in accordance with State statutes and procedures prescribed by the Auditor of State of all financial transactions of the District.
15. act as general accountant of the Board and preserve all accounts, vouchers and contracts relating to the District; account for the receipt and disbursement of cash and provide for the safety of records maintained for the maximum period specified by State law and/or Board policy
16. prepare payrolls, including deductions; prepare and maintain all necessary records of earnings and deductions and similar personnel payment records; be responsible for reports and warrants to proper agencies covering deductions
17. assist with budget development and long-range planning
18. cooperate with the Superintendent and Business Manager in the projection of revenue and expenditures in preparing and implementing the appropriation resolution (budget) and spending plan for all Board funds
19. act as Secretary of the Board
20. attend all meetings of the Board (unless properly excused by the Board)
21. record Board proceedings in the minutes and attest President's signature after Board approval; open, read and enter all bids (when bidding is required) in the minutes
22. execute conveyances of the Board (together with Board President)
23. serve as a member of the District's records commission (together with the Superintendent and Board President)

Other Duties and Responsibilities

1. serve as the District's spokesperson on fiscal matters
2. make all reports which are the result of the accounting function
3. make a full and complete itemized report of the finances of the District at the close of each fiscal year
4. provide necessary financial information in a timely manner to the Board, administration and agencies of the state and U.S. governments.
5. prepare reports to the proper staff officials concerning the status of their budgetary accounts to guard against the overspending of any appropriated (budgeted) account
6. recommend new accounting methods as necessary and/or desirable
7. be responsible for the detailed recording (including data processing) of all school financial transactions in appropriate journals and subsidiary ledgers
8. supervise the preparation of studies establishing, appraising and/or improving financial procedures and internal controls
9. cooperate with the Superintendent and Business Manager in preparing prospectus for bond sales
10. act as an integral part of the Board's negotiating team(s); assist the Business Manager in:

- A. preparing cost estimates relative to Board proposals to ascertain whether they are within the limits of budgetary restraints and
 - B. estimating the costs associated with proposals presented to the Board by bargaining units; work closely with the other members of the bargaining team to develop negotiating strategy and to implement the economic portions of ratified contracts according to agreed-upon terms
- 11. work closely and cooperatively with auditors
 - 12. compile and preserve all official records and reports of the Board
 - 13. notify Board of Elections of changes in District boundaries
 - 14. accept summons served on the Board
 - 15. may conduct auction of Board real and personal property
 - 16. supervise the mailing or delivering of meeting agendas and meeting minutes to Board members
 - 17. perform other duties as assigned by the Board

Qualifications

- 1. Ohio Department of Education 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 Board may find appropriate
- 5. be bondable

Required Knowledge, Skills and Abilities

- 1. government accounting
- 2. revenue forecasting
- 3. communicate fluently
- 4. organizational skills
- 5. school finance

Equipment Operated

- 1. computer
- 2. telephone
- 3. adding machine

Additional Working Conditions

- 1. weekend and/or evening work
- 2. travel

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 131.18
3301.074
3311.19
3313.14; 3313.15; 3313.22; 3313.24; 3313.26 through 3313.34; 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
BDDG, Minutes
DFA, Revenues from Investments
DH, Treasurer's Bond

INCAPACITY OF THE TREASURER

The Board is obligated to provide the District with sound management in all areas. The Treasurer holds one of the key management positions for the District and plans must be prepared should that person ever become incapacitated.

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 State law and the Family and Medical Leave Act.

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: August 5, 2009]

LEGAL REFS.: Family and Medical Leave Act; 29 USC 2601 et seq.
ORC 3313.23

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

THIS IS A REQUIRED POLICY

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 which could be communicated to others or is absent without pay in accordance with the Family and Medical Leave Act;
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 the Ohio Revised Code, 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 the Ohio Revised Code.

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 Family and Medical Leave Act, 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 the Ohio Revised Code, 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 under ORC 3319.16.

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 or upon return to full-time active service of the Treasurer.

The Board fixes the compensation of the Treasurer Pro Tempore in accordance with the Ohio Revised Code 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: August 5, 2009)

THIS IS A REQUIRED REGULATION

BOARD EVALUATION OF THE TREASURER

The Treasurer reports to the Board.

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

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

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 3301.074
3313.22
OAC Chapter 3301-5

CROSS REFS.: AF, Evaluation of District Operations
BCC, Qualifications and Duties of the Treasurer
BCCA, Incapacity of the Treasurer
BCCC, Treasurer's Contract

THIS IS A REQUIRED POLICY

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 initial contract can be for not less than one year or more than 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 mid-term, 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, are applicable 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: August 5, 2009]
[Re-adoption date: April 19, 2011]

LEGAL REFS.: ORC 3301.074
3313.22 et seq.; 3313.31
3319.01; 3319.04; 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

NOTE: At the expiration of a treasurer's current contract, he/she is deemed re-employed for a term of one year at the same salary plus any increments that the board may authorize, unless the board, on or before March 1 of the year in which the contract expires, either re-employs the treasurer or gives him/her a written notice of intention not to re-employ.

A treasurer shall not be transferred to any position during the term of his/her employment except by mutual agreement by the treasurer and the board.

Should a treasurer's contract be terminated for good or just cause, the district's superintendent shall perform the assigned duties of the treasurer.

Upon a treasurer's separation from employment, the board may provide compensation at the treasurer's current rate of pay for all lawfully accrued and unused vacation leave, not to exceed the amount accrued during the three years before the date of separation.

BOARD-TREASURER RELATIONSHIP

The development of financial policies, consistent with long-term goals, is one of the most important functions of a board. 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 policy-making 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, as a whole and as individual members:

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: August 5, 2009]

LEGAL REFS.: ORC 3313.20; 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 a board and the execution of the policies should be the function of the Superintendent and 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 policy-making and appraisal functions.

The Board holds the Superintendent responsible for the administration of its policies, the execution of Board decisions, the operation of the internal machinery designed to serve the District program 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, as a whole and as individual members:

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: August 5, 2009]

CROSS REFS.: 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 guidelines 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 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 re-appointments. A committee may be dissolved at any time by a majority vote.
6. The Open Meetings Act and its exceptions apply to Board meetings and Board-appointed committee and subcommittee meetings.

[Adoption date: August 5, 2009]

LEGAL REFS: ORC 121.22
3313.18

CROSS REFS.: ABA, Community Involvement in Decision Making (Also KC)
ABB, Staff Involvement in Decision Making (Also GBB)
BCB, Board Officers
BCF, Advisory Committees to the Board
BCFA, Business Advisory Committee to the Board
BDC, Executive Sessions
BDDG, Minutes

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 to propose recommendations based on analysis of a problem, and exists only as long as is necessary to conduct the study and report to the Board. Advisory committees may be asked to submit written recommendations.

The Board gives careful consideration to all recommendations, although final action and responsibility remain with the Board. The Superintendent or his/her 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.

Members of Board advisory committees are appointed by the Board. Citizens and staff groups may be invited to suggest persons to be considered for appointment. Staff members appointed to advisory committees are recommended by the Superintendent.

The Superintendent serves as an ex officio member of every advisory committee. The Board may appoint one of its members to serve as an ex officio member.

The Open Meetings Act and its exceptions apply to Board meetings and Board-appointed committee and subcommittee meetings, including meetings of advisory committees to the Board.

[Adoption date: August 5, 2009]

LEGAL REF: ORC 121.22

CROSS REFS.: ABA, Community Involvement in Decision Making (Also KC)
ABAA, Education Council System (Also KCA)
ABB, Staff Involvement in Decision Making (Also GBB)
BCB, Board Officers
BCE, Board Committees
BCFA, Business Advisory Committee to the Board
BDC, Executive Sessions
FD, Tax Issues (Also KBE)
FL, Retirement of Facilities
IF, Curriculum Development
Employee Manual

BUSINESS ADVISORY COMMITTEE TO THE BOARD

The Board shall appoint a Business Advisory Council whose membership and organization shall be determined by the Board.

This 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 the economy 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 in the District.

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

[Adoption date: August 5, 2009]

[Re-adoption date: October 9, 2013]

LEGAL REFS.: ORC 121.22(B)
3313.174
3313.82

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

NOTE: City districts, exempted village districts and educational service centers should refer to and cite Ohio Revised Code Section 3313.82.

FAMILY AND CIVIC ENGAGEMENT COMMITTEE

The Board appoints a family and civic engagement committee, whose membership and organization, includes parents, community representatives, health and human services representatives, business representatives and any other representatives identified by the Board.

The family and civic engagement committee must work with local county family and children first councils to recommend qualifications and responsibilities that should be included in the job description for school family and civic engagement coordinators.

The committee develops a five-year family and civic engagement plan and provides annual progress reports on the development and implementation of the plan. The plan and progress reports must be submitted to the county family and children first council.

Finally, the committee must provide recommendations on matters specified by the Board. Meetings of the committee fall under the auspices of the Open Meetings Act (Sunshine Law).

[Adoption date: August 21, 2012]

LEGAL REFS.: ORC 121.22(B)
 3313.821

CROSS REFS.: BCE, Board Committees
 BCF, Advisory Committees to the Board
 BCFA, Business Advisory Council to the Board
 IGBL, Parental Involvement

NOTE: With the passing of HB 1, which included RC 3313.821, school districts are required to appoint a family and civic engagement committee. The board of education must determine the membership and organization of the committee, which must include parents, community representatives, health and human service representatives, business representatives, and any other representatives identified by the Board. This provision begins with the 2009-2010 school year.

Under the act, family and civic engagement committees must work with local county family and children first councils to recommend qualifications and responsibilities that should be included in the job description for the school family and civic engagement coordinators. Committees also must develop five-year family and civic engagement plans and provide annual progress reports on the development and implementation of the plans. The plan and progress reports must be submitted to the county family and children first council. Finally, the committee must provide recommendations on matters specified by the school board.

SCHOOL BOARD ATTORNEY

The Board may employ legal counsel in addition to the City Solicitor/City Law Director and pay for legal services from District funds.

The counsel advises the Board and its officials on legal matters. Any litigation introduced in the name of the Board will have prior approval of the Board.

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 directs the Superintendent to designate which staff members are authorized to consult with the Department of Legal and Labor Relations without prior approval. The Executive Director of Legal and Labor Relations must explicitly authorize contact with other counsel.

[Adoption date: August 5, 2009]

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 which 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.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 3313.171
3315.061

CROSS REFS.: DJF, Purchasing Procedures
FL, Retirement of Facilities

SPECIAL INFORMATION

The Board or an individual Board member may, from time to time, need additional research before completing a policy or need information about District operations and issues. To gather the information, the Board may ask the Superintendent to report findings and make recommendations.

The following guidelines may apply:

1. Individual Board members requesting information or special reports should make the request to the Superintendent who presents the request to the Board for consideration.
2. The Board votes on the action to be taken.
3. The Superintendent appoints an individual to perform the task.
4. The information is distributed to the entire Board.

[Adoption date: August 5, 2009]

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. No action may be taken by the Board in executive session.

(permissive language)

A member of the Board may participate in a Board meeting by means of a telephone or video conference or by any means of communication by which all persons participating in the meeting are able to communicate with one another. A member of the Board who participates in this manner may not vote at the meeting and will not be counted for purposes of determining whether a quorum is present.

[Adoption date: August 5, 2009]

[Re-adoption date: January 22, 2013]

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)

NOTE: The above sample policy covers both regular and special meetings and thus is filed under the general term, School Board Meetings, code BD. More extensive policies on regular and special meetings might be separated and filed under the codes pertaining to each type, BDA and BDB, respectively. The cross references are to codes in which information directly related to school board meetings is filed in this manual.

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, such matters may involve:

1. the appointment, employment, dismissal, discipline, promotion, demotion or compensation of an employee, official or student or the investigation of charges or complaints against such individual, unless an employee, official or student 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 office of the State Auditor 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.

Board members shall not 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: August 5, 2009]

[Re-adoption date: November 19, 2013]

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

NOTE: This policy has incorporated the substance of State law on public meetings into its policy.

THIS IS A REQUIRED POLICY

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. Any person may learn the time and place of regularly scheduled meetings and the time and place and purpose of special meetings by calling the District's administrative offices or accessing the District's web site or television station.

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 and/or his/her email address. The request for notification expires when all of the self-addressed, stamped envelopes are used.

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.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 121.22
3313.15; 3313.16

CROSS REFS.: BCA, Board Organizational Meeting
BCE, Board Committees
BD, School Board Meetings
BDDC, Agenda Preparation and Dissemination

AGENDA PREPARATION AND DISSEMINATION

The Superintendent, working with the Board President, coordinates the agenda for all Board meetings. 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 agenda, together with supporting materials, are distributed to Board members sufficiently in advance of meetings to permit them to give items of business advance consideration.

The agenda is made available to the press, staff representatives and others upon request.

Dissemination of Resolutions and Recommendations

All proposed resolutions and recommendations for Board consideration and action are submitted in writing to each Board member not less than 48 hours before the Board meeting.

In an emergency or extreme urgency, this requirement may be waived at any meeting by majority action of a quorum of the Board.

[Adoption date: August 5, 2009]

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

QUORUM

A majority of the Board members (four) constitutes a quorum. If a quorum is not present, no official action may be taken. However, those present may call the roll, record the names of absentees, set the time and place for another meeting in the expectation of a quorum and adjourn.

[Adoption date: August 5, 2009]

LEGAL REF.: ORC 3313.18

CROSS REFS.: BD, School Board Meetings
BDDF, Voting Method

RULES OF ORDER

In the absence of a special rule, Robert's Rules of Order are used as the authority on parliamentary law. Any member of the Board may appeal a decision of the chair and call for the yeas and nays on any question.

Suspension of the Rules

Procedural rules may be suspended at any time for the duration of the meeting by an affirmative vote of the majority of the members present constituting a quorum.

Reconsideration

No question decided by the Board will be raised again during the same school year except upon a motion to reconsider, made at the same or next Board meeting. Only a member who voted with the prevailing side may move to reconsider a motion that has been adopted. A majority vote of the entire membership is necessary to reconsider an action that has been taken.

[Adoption date: August 5, 2009]

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 which require a specific majority are in the exhibit which follows.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 3313.11; 3313.18; 3313.22; 3313.23; 3313.66(E)
3319.01; 3319.07; 3319.11
3329.08
5705.14; 5705.16

CROSS REF.: BD, School Board Meetings

ITEM	VOTING METHOD (7-Member Board)	
	# NEEDED	REFERENCE ORC
Declare it necessary to issue bonds	4 (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	4 (e)	3313.11
Fill a vacant Board seat (majority of remaining members)	4 (f)	3313.11
Purchase or sell real estate	4 (a)	3313.18
Employ any employee	4 (a)	3313.18
Elect or appoint an officer	4 (a)	3313.18
Pay any debt or claim	4 (a)	3313.18
Adopt textbook	4 (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	4 (a)	3313.18
Termination of Treasurer for cause	4(a)	3319.16
Appoint Treasurer Pro Tempore	4 (a)	3313.23
Determine that Treasurer's incapacity is removed	4 (a)	3313.23

Remove Treasurer Pro Tempore at any time for cause	5 (b)	3313.23
Affirm, reverse, vacate or modify an order of student expulsion; reinstate a student	4 (a)	3313.66 (E)
Employ or re-employ a superintendent	4 (a)	3319.01
Appoint Superintendent Pro Tempore	4 (a)	3319.011
Remove Superintendent Pro Tempore at any time for cause	5 (b)	3319.011
Termination of Business Manager for cause	4(a)	3319.16
Re-employ any teacher who the Superintendent refuses to recommend for re-employment	6 (c)	3319.07
Re-employ a teacher not nominated by the Superintendent	6 (c)	3319.07
Reject the recommendation of the Superintendent that a teacher eligible for continuing contract be granted a continuing contract	6 (c)	3319.11
Determine, at a regular meeting, which textbooks shall be used in the schools under its control	4 (a)	3329.08
Transfer funds in certain cases	5 (b)	5705.14
Declare the necessity for certain transfers of funds	4 (a)	5705.16
Levy a tax outside 10-mill limitation (not emergency)	5 (b)	5705.21

Reject findings and recommendations
of fact-finding panel by Board or
employee organization under statutory
impasse resolution procedure

5 (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. Minutes need reflect only the general subject matter of discussion in executive sessions.

Minutes shall specify the nature of the meeting (regular or special); time, place and members present; approval of minutes of the preceding meeting or meetings; complete record of official actions taken by the Board relative to the Superintendent's recommendations, communications and all business transacted; items of significant information bearing on action; and a record of adjournment.

The Treasurer records the motion, the names of the members making and seconding the motion and the vote of each member present.

A complete and accurate set of minutes shall be prepared and become a regular part of the next regularly scheduled meeting 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.

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 interested citizens. Copies are made available at cost during normal office hours.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 121.22
149.43
3313.26

CROSS REFS.: BCE, Board Committees
BD, School Board Meetings
KBA, Public's Right to Know

PUBLIC PARTICIPATION AT BOARD MEETINGS

The public is invited to attend Board meetings and given time to express viewpoints during the public hearing portion of the business meeting. The purpose of the public hearing portion of the business meeting is for members of the public to express viewpoints and public concerns. It is not a forum for resolving pending disputes. It is inappropriate to submit to the Board during the public hearing portion of the business meeting any matter involving pending grievances under a labor agreement, pending or imminent disciplinary action against a student or an employee, pending or ongoing labor negotiations and/or any matter which because of its nature needs to be discussed in executive session, and any concern that is already settled.

At the Board President's discretion, the Board may allow the expression of viewpoints during other Board meetings, such as a Board Retreat or Special Meeting, as well as recognize a citizen's request to the Board President for a "Point of Clarification" during the meeting.

The Board recognizes its responsibility to conduct business in an orderly and efficient manner and, therefore, requires reasonable controls to regulate public presentations to the Board.

The Board President is responsible for the orderly conduct of the meeting and rules on such matters as the time to be allowed for public discussion, the appropriateness of the subject being presented and the suitability of the time for such a presentation. The Board as a whole has the final decision in determining the appropriateness of all such matters.

[Adoption date: August 5, 2009]

[Re-adoption date: April 21, 2015]

LEGAL REFS.: ORC 121.22
3313.20

CROSS REFS.: BCE, Board Committees
BD, School Board Meetings
BDDC, Agenda Preparation and Dissemination

THIS IS A REQUIRED POLICY

PUBLIC PARTICIPATION AT BOARD MEETINGS
(Procedures for Individuals Addressing the Board)

The public is invited to attend Board meetings and individuals are given a designated time to express viewpoints during the public hearing portion of the meeting. Anyone wishing to address the Board of Education during the hearing of the public portion of the Board meeting will comply with the following rules.

1. Complete a request form prior to the hearing of the public and submit it to the Public Information Officer.
2. When called upon, identify yourself and state your reason for addressing the Board.
3. Address the Board as a whole through the President, and not Board members, individually.
4. Materials for distribution to the Board are handed to the Treasurer.
5. Limit remarks to **three (3) minutes**. The President has the discretion to extend the time. When your time is up, you are to stop speaking.
6. It is inappropriate to address any matter involving pending disputes, grievances under a labor agreement, disciplinary action involving an employee or a student, ongoing labor negotiations, concerns or matters that have already been settled and/or any matter which because of its nature is deemed appropriate to be discussed in executive session. The purpose of the public hearing portion of the meeting is for members of the public to express viewpoints and public concerns.
7. A copy of these procedures are made available at each Board meeting.
8. The Board, at its discretion, strives to respond, in a timely manner, to viewpoints presented during the hearing of the public.

Tear off and present to the Public Information Officer

REQUEST TO ADDRESS THE BOARD
(Please print clearly. All areas must be completed.)

NAME _____ DATE _____

ADDRESS _____

ORGANIZATION _____

SUBJECT OF REMARKS _____

TELEPHONE NUMBER _____

E-MAIL _____

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. Photographs, broadcasting and recordings of meetings may be made only when all parties involved have been informed that cameras, broadcasting and/or recording devices are being used. Persons using these devices must notify the Board of their intent to do 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: August 5, 2009]

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

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, the Superintendent, 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 on proposals, whatever their sources, is by the Board 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: August 5, 2009]

LEGAL REF.: ORC 3313.20

CROSS REFS.: AD, Development of Philosophy of Education
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 governance 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 officially approved by the Board are so marked. All others 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: August 5, 2009]

LEGAL REFS.: ORC 3313.17; 3313.20; 3313.47

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

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 is to extend to all members of the school community. A policy concerning a particular group or groups in the District is distributed to those groups prior to the policy's effective date.

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 the administration building.

[Adoption date: August 5, 2009]

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

CROSS REFS.: BF, Board Policy Development and Adoption
CHC, Regulations Dissemination

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: August 5, 2009]

LEGAL REFS.: ORC 3313.18; 3313.20

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.

Temporary action by the Board cannot in any way conflict with Federal and State law and all collective bargaining agreements.

[Adoption date: August 5, 2009]

LEGAL REF.: ORC 3313.20

CROSS REF.: BF, Board Policy Development and Adoption

POLICY REVIEW AND EVALUATION

The Board and the Superintendent work together to keep Board policies and the Board's policy and regulations manual up-to-date.

1. The Superintendent is given the continuing commission of calling to the Board's attention any policy that is inadequate, not working, out-of-date or appears to need revision for other reasons.
2. Various actions of the Board and changes in State and Federal laws may require minor revisions or editorial changes in certain policies and regulations of the Board. The Superintendent is authorized to make these changes, presenting them to the Board for review. Acceptance constitutes positive Board action.
3. The Superintendent or his/her designee ensures that all policy manuals are updated annually.

[Adoption date: August 5, 2009]

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 is through the Superintendent. Staff members should utilize the Superintendent to communicate to the Board or its subcommittees.

Accordingly, all official communications, policies and directives of staff interest and concern, with the exception of notifications to be made by the Treasurer or as required by law, 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.

Visit to Schools

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 a 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: August 5, 2009]

LEGAL REF.: ORC 3313.20

CROSS REFS.: BDDH, Public Participation at Board Meetings (Also KD)
GBM, Staff Complaints and Grievances
KK, Visitors to the Schools

NEW BOARD MEMBER ORIENTATION

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

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 102.99
3313.12; 3313.87; 3313.871
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 which 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. This designation for major and/or out of state conferences will be made following the Organizational Meeting, and no later than January 31.
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 expected to share information, recommendations and materials acquired at the meeting.

Board members 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 is compensated at a rate of \$60 per day. A program of more than three hours is compensated at a rate of \$125 per day.

[Adoption date: August 5, 2009]

[Re-adoption date: June 17, 2014]

LEGAL REFS.: ORC 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 terms of office, changes in compensation must be made prior to the beginning of their respective terms.

Board members receive the maximum amount permitted by law for 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
3. prizes/awards/programs for students through student activity funds

The Superintendent, at the discretion of the Board, is permitted to honor employees and nonemployees with plaques, pins and other tokens of appreciation to include meals, refreshments or other amenities which 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. Expenditures are subject to approval by the Superintendent.

Additionally:

1. no expense of any Board member incurred in connection with an out-of-District function is approved unless the Board member has before that date of incurring the expense obtained Board approval to attend the out-of-District function and
2. payment from the service fund, when the above conditions are met, will be approved on presentation of an itemized statement of expenses and supporting receipts as required by the Board.
3. annually, no later than January 31, the Board will select no more than two members, including the appointed organization representative and one additional member, to attend each of the major conferences. Unless otherwise approved by the Board, attendance at major conferences will be limited to two members.

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: August 5, 2009]

[Re-adoption date: June 17, 2014]

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

DLC, Expense Reimbursements

GBI, Staff Gifts and Solicitations

JL, Student Gifts and Solicitations

THIS IS A REQUIRED POLICY

BOARD MEMBER INSURANCE

The Board purchases insurance covering members for liability due to damage or injury to persons or property resulting from any act or omission of the individual members in their official capacities as Board members or resulting solely from their membership on the Board.

[Adoption date: August 5, 2009]

LEGAL REF.: ORC 3313.203

CROSS REF.: EI, Insurance Management

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: August 5, 2009]

LIAISON WITH SCHOOL BOARDS ASSOCIATIONS

The Board maintains membership in the Ohio School Boards Association. Through its membership in this organization, it is an indirect member of the National School Boards Association. The Board and its members actively participate in the activities of these organizations insofar as possible. The Board may also designate certain of its members as representatives to these organizations.

The Board maintains appropriate memberships in various educational organizations for the benefits that are derived for the District. These institutional memberships require Board approval.

[Adoption date: August 5, 2009]

LEGAL REF.: ORC 3313.87

EVALUATION OF SCHOOL BOARD OPERATIONAL PROCEDURES

The Board plans and carries through an annual appraisal of its functioning as a board. Evaluation is held in the month of June, or during a regularly scheduled Board retreat, with no other items on the agenda with all Board members present. 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
14. management team development and utilization

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

[Adoption date: August 5, 2009]

CROSS REFS.: AF, Evaluation of District Operations
BA, Board Operation Goals
BCB, Board Officers
BCD, Board-Superintendent Relationship (Also CBI)
BD, School Board Meetings
BF, Board Policy Development and Adoption
BHA, New Board Member Orientation
CD, Management Team
DA, Fiscal Management Goals

EVALUATION OF SCHOOL BOARD OPERATIONAL PROCEDURES

Boards of education expect a high level of performance from those who are employed to run the schools. Stakeholders also expect a high level of performance from those who are elected to govern the schools.

Ultimately, the performance of an individual Board member is measured at election time. However, that is not enough. Each Board should set aside some time on a regular basis to compare individual assessments of how well the governing body is functioning. The assessment instrument or scoring system is not important. What is important is for the Board to establish a plan to regularly analyze its method of operation. The results of evaluation should be used in setting goals for improved operations in the future.

SELF-EVALUATION INSTRUMENT

Using the numbering system below, rate each item: 1 - ineffective; 2 - somewhat ineffective; 3 - somewhat effective; 4 - effective; 5 - highly effective.

Board Meetings - Official action can be taken only when the Board is in session. Therefore, each meeting must be organized for maximum efficiency.

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	The Board of Education:
_____	_____	_____	_____	_____	reads agenda and background materials well in advance of meeting.
_____	_____	_____	_____	_____	makes public feel welcome; provides agenda, minutes and related materials.
_____	_____	_____	_____	_____	assures that meeting time, place and facilities are convenient for Board, staff and public.
_____	_____	_____	_____	_____	does not present new issues of complex nature for immediate action.
_____	_____	_____	_____	_____	does not abuse privilege of tabling important issues.
_____	_____	_____	_____	_____	demonstrates knowledge and use of good parliamentary procedure.

Using the numbering system below, rate each item: 1 - ineffective; 2 - somewhat ineffective; 3 - somewhat effective; 4 - effective; 5 - highly effective.

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	The Board of Education:
_____	_____	_____	_____	_____	makes distinction between Board's role and function of administrators.
_____	_____	_____	_____	_____	expects staff input and Superintendent's recommendation on key issues.
_____	_____	_____	_____	_____	equally applies the public participation policy to all speakers.
_____	_____	_____	_____	_____	makes the most productive use of meeting time.
_____	_____	_____	_____	_____	conducts all meetings in accordance with the "Sunshine Law."
_____	_____	_____	_____	_____	selects officers on basis of ability.
_____	_____	_____	_____	_____	has procedure for submitting agenda items.

Board-Community Relations - The schools belong to the people. As elected officials, Board members have the responsibility to be representative, to be responsive and to be effective agents of change. The Board of Education:

_____	_____	_____	_____	_____	actively seeks input from community in establishing goals and objectives.
_____	_____	_____	_____	_____	gives full support and cooperation to the Parent Teacher Association (PTA) and other parent and community organizations with student-centered missions.
_____	_____	_____	_____	_____	establishes close working relationship with other units of government.
_____	_____	_____	_____	_____	is actively involved in state and federal education legislation.
_____	_____	_____	_____	_____	maintains effective two-way communication between school officials and residents of the District.
_____	_____	_____	_____	_____	ensures best possible relationship between District officials and the media.

Using the numbering system below, rate each item: 1 - ineffective; 2 - somewhat ineffective; 3 - somewhat effective; 4 - effective; 5 - highly effective.

- | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | The Board of Education: |
|----------|----------|----------|----------|----------|--|
| _____ | _____ | _____ | _____ | _____ | makes best use of facilities and resources in meeting needs of community. |
| _____ | _____ | _____ | _____ | _____ | provides leadership in securing maximum community support for a good educational program. |
| _____ | _____ | _____ | _____ | _____ | approves annual budget within resources that can be certified in the "fiscal certificate." |

Board-Administrator Relations - A good Board-administrator relationship does not guarantee a successful educational program. It is doubtful, however, if a good program will exist in districts with poor Board-administrator relations. The Board of Education:

- | | | | | | |
|-------|-------|-------|-------|-------|--|
| _____ | _____ | _____ | _____ | _____ | evaluates performance of Superintendent and Treasurer on a regular basis. |
| _____ | _____ | _____ | _____ | _____ | assures that the Superintendent and Treasurer comply with Board policies regarding annual staff evaluations. |
| _____ | _____ | _____ | _____ | _____ | works and plans with administration in spirit of mutual trust and confidence. |
| _____ | _____ | _____ | _____ | _____ | recognizes Superintendent as chief executive officer and educational leader of the District; recognizes Treasurer as chief financial officer |
| _____ | _____ | _____ | _____ | _____ | provides administrators opportunity for professional growth. |
| _____ | _____ | _____ | _____ | _____ | avoids interference with duties which are the responsibility of administrators. |
| _____ | _____ | _____ | _____ | _____ | solicits input from Superintendent and Treasurer in developing and maintaining a comprehensive and legally compliant

Board policy manual. |
| _____ | _____ | _____ | _____ | _____ | addresses potential problems between Board and administrators as soon as issues arise. |

Using the numbering system below, rate each item: 1 - ineffective; 2 - somewhat ineffective; 3 - somewhat effective; 4 - effective; 5 - highly effective.

- | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | The Board of Education: |
|----------|----------|----------|----------|----------|---|
| _____ | _____ | _____ | _____ | _____ | defends administrators from unjust and unfounded criticism. |
| _____ | _____ | _____ | _____ | _____ | utilizes the management team concept of operating the District. |

Board-Staff Relations - Good education depends on good teachers. It is incumbent on boards to seek maximum input from staff on educational issues while retaining decision-making authority and responsibility for the operation of the District. The Board of Education:

- | | | | | | |
|-------|-------|-------|-------|-------|--|
| _____ | _____ | _____ | _____ | _____ | approves job descriptions for all positions. |
| _____ | _____ | _____ | _____ | _____ | adopts appropriate personnel policies in the areas of employment evaluation, reduction in force and related matters. |
| _____ | _____ | _____ | _____ | _____ | encourages professional growth through staff development, in-service programs, visitations and conferences. |
| _____ | _____ | _____ | _____ | _____ | refers complaints to appropriate person for discussion and resolution. |
| _____ | _____ | _____ | _____ | _____ | preserves and maintains management rights in all labor relations agreements. |

Instructional Program - The purpose of public schools is to provide educational opportunities for all students. To this end, it must be determined what are educationally valuable experiences and how they can best be delivered. The Board of Education:

- | | | | | | |
|-------|-------|-------|-------|-------|---|
| _____ | _____ | _____ | _____ | _____ | provides equal access to curriculum as well as cocurricular and extracurricular activities for all students. |
| _____ | _____ | _____ | _____ | _____ | approves course additions and deletions to the curriculum. |
| _____ | _____ | _____ | _____ | _____ | balances the overall needs of students and community with efforts of special interest groups to influence the curriculum. |

Using the numbering system below, rate each item: 1 - ineffective; 2 - somewhat ineffective; 3 - somewhat effective; 4 - effective; 5 - highly effective.

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	The Board of Education:
_____	_____	_____	_____	_____	encourages suggestions for curriculum improvement from students, staff and community.
_____	_____	_____	_____	_____	safeguards the privacy of student records.
_____	_____	_____	_____	_____	encourages a positive approach to student discipline.
_____	_____	_____	_____	_____	safeguards the rights of students to due process.
_____	_____	_____	_____	_____	provides policies that implement the educational standards of the State Board of Education.

Personal Qualities - Maximum results as a school board member will be achieved only if high ethical standards of conduct are maintained in all personal, business and public activities. As a Board of Education member, I:

_____	_____	_____	_____	_____	am courteous and respectful of fellow Board members.
_____	_____	_____	_____	_____	keep the education and welfare of children as my primary concern.
_____	_____	_____	_____	_____	represent the best interests of all stakeholders rather than special interest groups.
_____	_____	_____	_____	_____	understand the need for compromise; abide by decisions of the majority.
_____	_____	_____	_____	_____	channel complaints and potential problems to proper authority.
_____	_____	_____	_____	_____	have made the time commitment necessary to become an informed and effective Board member.
_____	_____	_____	_____	_____	reach decisions on the merits of issues and the best available evidence.
_____	_____	_____	_____	_____	participate in in-service programs at regional, state and national levels.

Using the numbering system below, rate each item: 1 - ineffective; 2 - somewhat ineffective; 3 - somewhat effective; 4 - effective; 5 - highly effective.

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	As a Board of Education member, I:
_____	_____	_____	_____	_____	do not individually or unilaterally make decisions or commitments on the Board's behalf.
_____	_____	_____	_____	_____	am open and honest with other Board members and administrators, share information and avoid "surprises" whenever possible.
_____	_____	_____	_____	_____	am familiar with and abide by the OSBA Code of Ethics.

Additional Comments:

EVALUATION OF SCHOOL BOARD OPERATIONAL PROCEDURES

Instructions

Each Board member and each administrator asked to evaluate the Board's effectiveness is to rate the Board on each criterion, using a number on a scale from 1 to 5.

The Key: 1 – Poor 3 – Adequate 5 – Excellent
 2 – Inadequate 4 – Good

**Individual
Rate**

**Composite
Rating**

A. RELATIONSHIP WITH SUPERINTENDENT

1. Establishes written policies for the guidance of Superintendent in the operation of the schools.
2. Provides the Superintendent with a clear statement of the expectation of performance and personal qualities against which he/she will be measured periodically.
3. Engenders confidences in the Superintendent by inviting communication from the Superintendent.
4. Reaches decisions only on the basis of study of all available background data and consideration of the recommendation of the Superintendent.
5. Requests information through the Superintendent and only from staff members with the knowledge of the Superintendent.
6. Provides a climate of mutual respect and trust offering commendation whenever earned and constructive criticism when necessary.
7. Matters tending to alienate either Board member or Superintendent are discussed immediately rather than being permitted to fester and deteriorate.
8. Provides opportunity and encouragement for professional growth of the Superintendent.
9. Provides time for the Superintendent to plan.

**Individual
Rate**

**Composite
Rating**

A. RELATIONSHIP WITH SUPERINTENDENT

10. Takes the initiative in maintaining a professional salary for the Superintendent comparable with salaries paid for similar responsibility in and out of the profession.

B. COMMUNITY RELATIONSHIPS

11. Encourages attendance of citizens at Board meetings.
12. Actively fosters cooperation with various news media for the dissemination of information about the school program.
13. Ensures a continuous, planned program of public information regarding the schools.
14. Participates actively in community affairs.
15. Channels all concerns, complaints and criticisms of the school system through the Superintendent for study with the expectation that he/she will report back to the Board if action is required.
16. Protects the Superintendent from unjust criticism and the efforts of vocal special interest groups.
17. An individual Board member does not commit himself/herself to a position in answer to an inquiry or in public statements unless Board policy is already established and clear or the question addressed to him/her requires a recitation of facts about the school system.
18. Encourages citizen participation in an advisory capacity in the solution of specific problems.
19. Is aware of community attitudes and the special interest groups which seek to influence the District's program.

**Individual
Rate**

**Composite
Rating**

C. BOARD MEETINGS

20. Has established written procedures for conducting meetings which include ample provisions of the public to be heard but prevents a single individual or group from dominating discussions.
21. Conducts its meetings in facilities that allow the business affairs to be conducted by the Board and its administrative staff.
22. Selects a chairman on the basis of his/her ability to properly conduct a meeting rather than on seniority or rotation.
23. New items of a complex nature are not introduced for action if they are not listed on the agenda but are presented for listing on a subsequent agenda.
24. Definitive action is withheld until asking if there is a staff recommendation and what it is.
25. Care is used in criticizing a staff recommendation.
26. The privilege of holding over matters for further study is not abused.
27. Each member makes a sincere effort to be informed on all agenda items listed prior to the meeting.
28. Controversial, complex or complicated matters are held over or placed on the agenda for discussion only, prior to consideration for adoption.

D. STAFF AND PERSONNEL RELATIONSHIPS

29. Develops sound personnel policies, involving the staff when appropriate.
30. Authorizes the employment or dismissal of staff members only upon the recommendation of the Superintendent.
31. Makes provision for the complaints of employees to be heard, and after full study if staff dissatisfaction is found to exist, takes action to correct the situation through appropriate administrative channels.

**Individual
Rate**

**Composite
Rating**

32. Is receptive to suggestions for improvement of the school system.

D. STAFF AND PERSONNEL RELATIONSHIPS

33. Encourages professional growth and increased competency through:
- A. attendance by staff members at educational meetings;
 - B. training on the job and
 - C. salary increments which recognize training and experience beyond minimum qualifications for a given position.
34. Makes the staff aware of the esteem in which it is held.
35. Provides a written policy protecting the academic freedom of teachers.

E. RELATIONSHIP TO THE INSTRUCTIONAL PROGRAM

36. Understands the instructional program and the general restrictions imposed on it by the legislature, the State Board of Education and college and university requirements.
37. Realistically faces the community to support a quality education of its children.
38. Resists the efforts of special interest groups to influence the instructional program if the effect would be detrimental to the students.
39. Encourages the participation of the professional staff, and in certain instances the public, in the development of the curricula.
40. Weighs all decisions in terms of what is best for the students.
41. Provides a policy outlining the District's educational objectives against which the instructional program can be evaluated.

**Individual
Rate**

**Composite
Rating**

**E. RELATIONSHIP TO THE INSTRUCTIONAL
PROGRAM**

42. Keeps abreast of new development in course content and teaching techniques through attendance and participation in school board association conferences and meetings of other educational groups and by reading of selected books and periodicals.
43. Equates the income and expenditures of the District in terms of the quality of education that should be provided and the ability of the community to support such a program.
44. Takes the leadership in suggesting and securing community support for additional financing when necessary.
45. Establishes written policies which will ensure efficient administration of purchasing, accounting and payroll procedures and the insurance program.
46. Authorizes individual budgetary allotments and special non-budgeted expenditures only after considering the total needs of the District.
47. Makes provision for long-range planning for building expansion/closure and for renovations and plant maintenance.

G. PERSONAL QUALITIES

48. A sincere and unselfish interest in public education and in the contribution it makes to the development of children.
49. A knowledge of the community which the school system is designed to serve.
50. An ability to think independently, to grow in knowledge, and to rely on fact rather than prejudice, and a willingness to hear and consider all sides of a controversial question.

SECTION C: GENERAL SCHOOL ADMINISTRATION

CA	Administration Goals
CB	School Superintendent
CBA	Qualifications and Duties of the Superintendent (Job Description)
CBAA	Incapacity of the Superintendent
CBAA-R	Incapacity of the Superintendent Regulation
CBB	Recruitment and Appointment of the Superintendent
CBC	Superintendent's Contract
CBF	Superintendent's Consulting Activities
CBG	Board Evaluation of the Superintendent (Also AFB)
CBG-R	Board Evaluation of the Superintendent Regulation (Also AFB-R)
CBI	Board-Superintendent Relationship (Also BCD)
CC	Administrative Organizational Plan
CCA	Organizational Chart
CCB	Staff Relations and Lines of Authority
CD	Management Team
CE	Administrative Councils, Cabinets and Committees
CF	School Building Administration
CFA	Site-Based Management Councils
CFA-R	Site-Based Management Councils Regulation
CH	Policy Implementation
CHA	Development of Regulations
CHB	Board Review of Regulations (Also BFCA)
CHC	Regulations Dissemination
CHCA	Approval of Handbooks and Directives
CHD	Administration in Policy Absence (Also BFE)
CK	Program Consultants
CL	Administrative Reports

ADMINISTRATION GOALS

Proper administration of the schools is essential to a successful educational program. The general purpose of the District's administration is to coordinate and supervise the creation and operation of an environment in which students learn most effectively. Administrative duties and functions should be appraised in term of the contribution made to improving instruction and learning. The Board relies on the Superintendent to provide the professional leadership demanded by such a far-reaching goal.

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 which are implemented through the Superintendent.

The Superintendent and the administrative staff have the authority and responsibility necessary for their specific administrative assignments. Each administrator is also accountable for the effectiveness with which the administrative assignments are carried out. The Board is responsible for clearly specifying its requirements and expectations of the Superintendent, then 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, then for holding each accountable by evaluating how well requirements and expectations have been 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 which includes every position, program and facility in the District and
- 5. develop and use a team management approach.

[Adoption date: August 5, 2009]

CROSS REFS.: AF, Commitment to Accomplishment
CD, Management Team
GCL, Professional Staff Development Opportunities
GDL, Support Staff Development Opportunities

SCHOOL SUPERINTENDENT

The Superintendent is the chief executive and administrative officer of the Board and has, in addition to the powers and duties specifically imposed upon his/her office by statute, all executive and administrative powers and duties in connection with the conduct of the schools which are not required by statute to be exercised directly by the Board or by the Treasurer.

The Superintendent reports directly to the Board.

[Adoption date: August 5, 2009]

LEGAL REF.: ORC 3319.01

CROSS REFS.: CA, Administration Goals
CBA, Qualifications and Duties of the Superintendent
CBC, Superintendent's Contract
CBG, Evaluation of the Superintendent (Also AFB)
CH, Policy Implementation
CHA, Development of Regulations
CHC, Regulations Dissemination
CHD, Administration in Policy Absence (Also BFE)

QUALIFICATIONS AND DUTIES OF THE SUPERINTENDENT
(Job Description)

TITLE: Superintendent of Schools

REPORTS TO: Board of Education

GENERAL DESCRIPTION: Serve as chief executive officer of the Board; administer, supervise, direct and evaluate the total school system

Essential Functions

1. serve as the Board's chief executive officer
2. advise the Board in all appropriate matters and recommend policies for its consideration
3. implement policies adopted by the Board
4. recommend employment of personnel
5. assign and transfer personnel in accordance with State law and applicable provisions of the collective bargaining agreements
6. assume responsibility for performance evaluation of all members of the staff, except the Treasurer
7. recommend priorities for expenditure of District funds
8. prepare, in cooperation with the Treasurer, an annual budget, for submission to the Board
9. coordinate with the Treasurer the financial planning and operation of the District
10. prepare agenda for Board meetings in cooperation with the Treasurer and Board President
11. attend all Board meetings
12. assign students to the proper schools and grades

Other Duties and Responsibilities

1. keep the Board and community fully informed about the school program
2. lead in the improvement of instruction and recommend a course of study
3. lead in the development and operation of school-community relations
4. participate in the community
5. serve as the Board's designee for suspension and expulsion hearings
6. prepare school calendar for presentation to the Board
7. be accountable for all equipment and materials under the District's jurisdiction
8. perform other duties as assigned by the Board

Qualifications

1. master's degree or higher with a major in educational administration and supervision
2. minimum of five years of public school experience in supervision and administration
3. valid superintendent's license as prescribed by the Ohio School Boards Association

Required Knowledge, Skills and Abilities

1. communicate fluently
2. organizational skills
3. education law
4. curriculum development
5. school finance

Equipment Operated

1. telephone
2. computer

Additional Working Conditions

1. weekend and/or evening work
2. travel

Acknowledgement

I hereby acknowledge receipt of this job description and affirm that I have read the contents of this job description.

Employee signature

Date

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 3319.01; 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
EDB, Maintenance and Control of Materials

INCAPACITY OF THE SUPERINTENDENT

The Board is obligated to provide the District with sound management in all areas.

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.

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: August 5, 2009]

LEGAL REFS.: Family and Medical Leave Act; 29 USC 2611 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

THIS IS A REQUIRED POLICY

INCAPACITY OF THE SUPERINTENDENT

In the event of the disability of the Superintendent the following will occur:

1. The Deputy Superintendent serves as Superintendent Pro Tempore in the event of the disability of the Superintendent until the Board convenes and names an acting Superintendent.
2. In the event the Superintendent and Deputy Superintendent are disabled simultaneously, the Board shall officially convene as soon as possible to name a superintendent pro tempore.

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 which 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, 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: August 5, 2009)

THIS IS A REQUIRED REGULATION

RECRUITMENT AND APPOINTMENT OF THE SUPERINTENDENT

The Board considers the selection and appointment of a superintendent who can effectively translate into action the policies of the Board and the aspirations of the community for its schools foremost among its responsibilities. Whenever a vacancy in the school superintendency approaches, the Board will conduct an active search to locate the most promising candidate.

The Board may seek the advice and counsel of interested individuals or of an advisory committee, or it may hire consultants to assist in selection; however, final selection rests with the Board after a thorough consideration of qualified applicants.

A vote of the majority of the entire Board membership at a Board meeting for which due notice was given of the intended action is required for the employment of the Superintendent.

[Adoption date: August 5, 2009]

LEGAL REF.: ORC 3319.01

CROSS REFS.: CA, Administration Goals
CB, School Superintendent
CBA, Qualifications and Duties of the Superintendent
CBC, Superintendent's Contract
CBI, Board-Superintendent Relationship (Also BCD)

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 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 mid-term, 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.

The Superintendent's contract may also be terminated for cause.

Residency Requirement

The Superintendent, as a condition of employment, will have actual residence and live physically within the geographical boundaries of the Dayton City School District. A newly appointed Superintendent will have six months from commencement of employment and performance of duties to meet this requirement.

[Adoption date: August 5, 2009]

[Re-adoption date: April 19, 2011]

[Re-adoption date: March 20, 2012]

LEGAL REFS.: ORC 124.384(C); 124.39(C)
3319.01; 3319.16; 3319.225; 3319.27

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)

NOTE: The board of education of a city, exempted village, local or joint vocational school district can require its superintendent, as a condition of employment, to reside within the district's boundaries.

The governing board of an educational service center can require its superintendent, as a condition of employment, to reside in the county or an adjacent county of the district.

At the expiration of a superintendent's current contract, he/she is deemed reemployed for a term of one year at the same salary plus any increments that the board may authorize, unless the board, on or before March 1 of the year in which the contract expires, either re-employs the superintendent or gives him/her a written notice of intention not to re-employ.

A superintendent shall not be transferred to any position during the term of his/her employment except by mutual agreement by the superintendent and the board.

A superintendent's contract can only be terminated for good or just cause.

Upon a superintendent's separation from employment, the board may provide compensation at the superintendent's current rate of pay for all lawfully accrued and unused vacation leave, not to exceed the amount accrued during the three years before the date of separation.

Additionally, under the Ohio Attorney General's Opinion No. 2011-025 of July 12, 2011, boards of education are permitted to provide for the annual payment of the superintendent's accrued, unused vacation leave if the board adopts a guideline stating as such and the superintendent's contract provides for annual payout. The attorney general noted that this guideline may be adopted as board policy.

SUPERINTENDENT'S CONSULTING ACTIVITIES

The Superintendent devotes his/her full time and best efforts to the performance of duties, functions, goals and objectives of the office of the Superintendent; however, with the approval of the Board, the Superintendent has the right to lecture, consult and write as deemed appropriate by the Board.

[Adoption date: August 5, 2009]

LEGAL REF.: ORC 3313.20

CROSS REFS.: CBA, Qualifications and Duties of the Superintendent
CBC, Superintendent's Contract

BOARD EVALUATION OF THE SUPERINTENDENT

The Superintendent reports to the Board.

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 in conference. The Board may consider the evaluation of the Superintendent in acting to renew, nonrenew or terminate his/her contract.

[Adoption date: August 5, 2009]

LEGAL REF.: ORC 3319.01

CROSS REFS.: AF, Evaluation of District Operations
BDC, Executive Sessions
CBA, Qualifications and Duties of the Superintendent
CBC, Superintendent's Contract

THIS IS A REQUIRED POLICY

BOARD EVALUATION OF THE SUPERINTENDENT

Annually, at a time immediately subsequent to the expiration of the anniversary date of employment, the Board evaluates the Superintendent's performance. The evaluation is in accordance with the evaluation policy adopted by the Board and evaluation criteria previously agreed upon by the Board and the Superintendent.

The criteria includes without limitation the performance of the Superintendent as measured by:

1. the job description of the Superintendent;
2. all duties imposed upon him/her by law or by Board action;
3. the goals and objectives mutually agreed upon by the Board and the Superintendent and
4. such other criteria as the Board and the Superintendent may hereafter agree upon or as required and adopted by the Board solely.

The results of the evaluation are in written form and submitted by the Board to the Superintendent not less than 90 days before March 1 each year.

(Approval date: August 5, 2009)

BOARD-SUPERINTENDENT RELATIONSHIP

The enactment of policies, consistent with long-term goals, is the most important function of a board and the execution of the policies should be the function of the Superintendent and 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 policy-making and appraisal functions.

The Board holds the Superintendent responsible for the administration of its policies, the execution of Board decisions, the operation of the internal machinery designed to serve the District program 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, as a whole and as individual members:

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: August 5, 2009]

CROSS REFS.: BDC, Executive Sessions
CBC, Superintendent's Contract

ADMINISTRATIVE ORGANIZATIONAL PLAN

All employees of the Board report to the Board through the Superintendent. The Treasurer is the exception in that he/she reports directly to the Board.

The Superintendent is responsible for recommending to the Board the administrative structure of the District. The structure establishes clear lines of responsibility and open channels of communication. The organizational plan is reviewed regularly so that it may be kept up-to-date with the needs of the District. A current, electronic copy is kept on file in the Board Office and Human Resources and updated as needed upon Board approval.

[Adoption date: August 5, 2009]

CROSS REFS.: BG, Board-Staff Communication (Also GBD)
CCA, Organizational Chart
CD, Management Team

ORGANIZATIONAL CHART

CONCEPT DRAW

THIS IS A REQUIRED POLICY

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: August 5, 2009]

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

MANAGEMENT TEAM

The Board endorses the management team concept for the District.

Policy and Finance Committees

Appointed Board members, the Superintendent, the Treasurer and others as appointed comprise the committees. A Board member serves as committee chair. Primary responsibilities of these committees are to establish policies and financial guidelines to guide the District and to ensure that the policies and guidelines are carried out.

Administrative Team

All administrators within the District comprise this team. The Superintendent serves as team leader. This team is responsible for carrying out the functions of planning, organizing, staffing, implementing and evaluating, guided by the policies established by the policy committee and adopted by the Board.

The team approach to management represents an attempt to provide close cooperation and effective working relationships among administrative personnel. It is an effort to make the best use of the talents and expertise available by establishing open lines of communication and by providing a supportive environment in which collaborative problem solving and decision making can take place.

Guidelines for implementing this policy are a primary management team concern. These guidelines include procedures for:

1. convening the team;
2. implementing in-service management team training;
3. establishing team evaluation and
4. implementing goals and objectives of the District.

[Adoption date: August 5, 2009]

CROSS REFS.: CCA, Organizational Chart
CCB, Staff Relations and Lines of Authority
CE, Administrative Councils, Cabinets and Committees

ADMINISTRATIVE COUNCILS, CABINETS AND COMMITTEES

The Superintendent may establish such permanent or temporary councils, cabinets and committees as are necessary for proper administration of the Board policies and for the improvement of the total educational program.

All councils, cabinets and committees created by the Superintendent are for the purposes of obtaining the advice and counsel of administrative and supervisory personnel of the District and aiding in District communication. Functioning in an advisory capacity, such groups may make recommendations for submission to the Board through the Superintendent. Authority for establishing policy remains with the Board. Authority and responsibility for implementing policy remain with the Superintendent.

The membership composition and responsibilities of administrative councils, cabinets and committees are defined by the Superintendent and may be changed at his/her discretion.

Such councils, cabinets and committees need not meet the requirements of the Open Meetings Act.

[Adoption date: August 5, 2009]

CROSS REFS.: BF, Board Policy Development and Adoption
CD, Management Team

SCHOOL BUILDING ADMINISTRATION

Building principals are responsible for the complete administration of their schools, including staff, students, facilities and programs within Board policies and under authority of the Superintendent. The principal of each school is the professional leader in the development of the educational program and the improvement of instruction in his/her school, and in interpreting the school and its programs to the community.

All employees in each school building work through and under the direction of the principal in the performance of their duties within the school. Some employees are supervised by central office staff other than the principal. The principal establishes channels for the ready interchange of ideas between the school staff and central administrators.

[Adoption date: August 5, 2009]

CROSS REFS.: CC, Administrative Organizational Plan
CCA, Organizational Chart
CCB, Staff Relations and Lines of Authority

SITE-BASED MANAGEMENT COUNCILS

The Board aspires to a state report card rating of excellent for the District and for every school in the District. However, there may be times when the District falls short of this rating and the Board must comply with State law to designate at least one school to be operated by a site-based management council (SBMC).

Identifying a school to be operated by a SBMC is done by the Board upon the recommendation of the Superintendent. Composition of a SBMC is outlined in the Ohio Administrative Code.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 3302.03
3314.20
3317.03
OAC 3301-35-10

CROSS REFS: ABA, Community Involvement in Decision Making (Also KC)
ABAA, Education Council System
ABB, Staff Involvement in Decision Making (Also GBB)
ABC, Student Involvement in Decision Making (Also JFB)
CA, Administration Goals
IA, Instructional Goals

SITE-BASED MANAGEMENT COUNCILS

State law requires school districts with an average daily membership (ADM) over five thousand, except those designated excellent or effective, to identify at least one school to be operated by a site-based management council (SBMC).

Immediately following performance designations, boards of education in those districts not designated excellent or effective, and with ADM over five thousand, to identify at least one school to be operated by a SBMC.

In accordance with the Ohio Administrative Code, the Board sets forth the following guidelines for site-based management councils;

1. The SBMC shall consist of, but not be limited to:
 - A. the building principal;
 - B. a selected number of teachers assigned to the school;
 - C. a selected number of non-teaching staff;
 - D. a number (equal to the number of teachers serving on the SMBC) of parents, each with at least one child enrolled in the school;
 - E. up to three community representatives and
 - F. as an option, a member of the student body, with or without voting rights, at the discretion of the SBMC.
2. Any change in the number of teachers, non-teaching staff or parent members of the SBMC shall result in any other changes necessary to achieve parity of membership among these three groups.
3. In selecting SBMC members:
 - A. Teachers, non-teaching staff, parent groups and students, if applicable, shall each select their own representatives, who in turn, are responsible for reporting back to the group they represent and for soliciting that group's views and assistance.
 - B. The teacher, non-teaching staff and parent representative groups elected to the SBMC shall each appoint one community representative to serve on the SBMC.

- C. The SBMC describes the method for selecting the student member.
4. The SBMC establishes procedures for the removal of members of the SBMC, subject to the approval of the Board. Provisions shall specify that removal of a:
- A. teacher or non-teaching staff member of the SBMC shall result from an action by the Superintendent, with the concurrence of the constituency represented, and shall be in accordance with Board policies and procedures;
 - B. parent member of the SBMC shall result from an action by the SBMC, with the concurrence of the parent constituency represented, and in accordance with its own established policies and procedures and
 - C. community member of the SBMC shall result from an action by the SBMC, with the concurrence of 75% of the SBMC representatives, and in accordance with its own established policies and procedures.
5. The powers, duties, functions and responsibilities of the SBMC include, but are not limited to:
- A. providing input for the implementation of guidelines, processes and procedures established by the Board for selecting the principal;
 - B. recommending to the Superintendent, for cause, as established by Board policy, the removal from the school of the principal, teachers and/or other professional and paraprofessional staff;
 - C. recognizing the building principal as chair and facilitator of the initial organizational meeting of the SBMC, during which a temporary chair is selected to serve until provisions are made to select a permanent chair;
 - D. facilitating the development of a continuous improvement plan for the school;
 - E. monitoring and evaluating the school's progress with continuous improvement;
 - F. preparing annually, for submission to the Superintendent and Board, a budget for the operation of the school;
 - G. monitoring the budget and
 - H. preparing and communicating financial progress reports at least annually to the Board and the community.

6. The SBMC shall meet and agree on procedures for resolving any disagreements as to their respective powers, duties, functions and responsibilities. Procedures include provisions for an independent, local mediator to be used to help resolve disagreements, and if necessary, provide binding resolution. No member of the State Board of Education or the Ohio Department of Education is eligible to serve as mediator.

In lieu of following the specifications provided above, boards of education in those districts required to establish an SBMC-governed school may file with the Ohio Department of Education, an alternative structure for a site-based management program.

Proposals must specify:

1. composition of the SBMC, including an equal number of parents and teachers, as well as the principal;
2. method of selection and removal of SMBC members and
3. clear delineation of the respective powers, duties, functions and responsibilities of the Board and the SBMC.

The alternative proposal filed with the Ohio Department of Education must comply substantively with the guidelines listed as determined by the Ohio Department of Education.

(Approval date: August 5, 2009)

POLICY IMPLEMENTATION

The Superintendent and Treasurer are responsible for carrying out, through regulations, the policies established by the Board. It is expected that all Board employees and students follow all applicable Board policies and regulations.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 3313.17; 3313.20; 3313.47

CROSS REFS.: CHA, Development of Regulations
CHB, Board Review of Regulations (Also BFCA)
CHC, Regulations Dissemination

DEVELOPMENT OF REGULATIONS

The Board delegates to the Superintendent the function of specifying required actions and designing the regulations and detailed arrangements under which the schools operate. They must be consistent with the policies adopted by the Board.

The Board itself formulates and adopts regulations only when required by law, or when the Superintendent recommends Board adoption in light of strong community attitudes and/or potential staff reaction.

Regulations officially adopted by the Board and other Districtwide regulations as the Superintendent desires are included in the Board's policies and regulations manual. Staff, student and parent handbooks are also used for disseminating policies and regulations to persons directly affected by them. Rules and regulations will be in writing.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 3313.17; 3313.47

CROSS REF.: CH, Policy Implementation

BOARD REVIEW OF REGULATIONS

State law requires the Board to make “rules and regulations” for the governance 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 officially approved by the Board are so marked. All others 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: August 5, 2009]

LEGAL REFS.: ORC 3313.17; 3313.20; 3313.47

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

REGULATIONS DISSEMINATION

Districtwide regulations are appropriately coded and included in the policy manual, which is available in the administration building.

The Superintendent devises a means for disseminating particular regulations, prior to their effective dates, to the staff members, students and/or members of the public who are directly affected by them.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 3313.17; 3313.47

CROSS REFS.: BFD, Policy Dissemination
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. Student 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 student handbooks prior to publication.

The Board reviews and approves student and other handbooks in order that the contents are accorded the legal status of Board-approved policies and regulations. District operational handbooks shall conform with Districtwide policies and regulations. Board approval of District operational handbooks shall be at the discretion of the Superintendent.

All handbooks published are to be made available to the Board for informational purposes.

[Adoption date: August 5, 2009]

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: August 5, 2009]

LEGAL REFS.: ORC 3313.18; 3313.20

CROSS REF.: BF, Board Policy Development and Adoption

PROGRAM CONSULTANTS

The expertise of consultants is utilized, as required, for the success of programs which are necessary for the progress of the District regardless of the funding source.

The person responsible for the program is granted the authority to select the consultant who he/she feels will best achieve the goals of the program efficiently and economically. Such selection, however, is subject to the approval of the Superintendent and the Board in accordance with Board policies on purchasing and purchasing authority.

The selector of the consultant is responsible to see that an evaluation of the consultant's performance is made and that this information is available to the Board.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 3313.171
3315.061

CROSS REFS.: BCH, Consultants to the Board
DJF, Purchasing Procedures

ADMINISTRATIVE REPORTS

The Board requires reports from its Superintendent and Treasurer concerning conditions of efficiency and needs of the schools.

A detailed report is requested of the Superintendent and Treasurer annually as a preliminary to their preparation of the Board's annual report to the public.

Upon the receipt of the Superintendent's, Treasurer's and other administrative reports, the Board takes steps to appraise the effectiveness with which the schools are achieving the educational purposes of the District.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 3317.061
3319.32; 3319.37
3321.12

CROSS REFS.: AE, School District Goals and Objectives
IA, Instructional Goals
IAA, Instructional Objectives
JA, Student Policies Goals

SECTION D: FISCAL MANAGEMENT

DA	Fiscal Management Goals
DB	Annual Budget and Appropriations Measure
DBD	Budget Planning (Five-Year Forecast)
DBE	Determination of Budget Priorities
DBK	Budget Modification Authority
DD	Funding Proposals and Applications
DE	Revenues from Tax Sources
DF	Revenues from Non-Tax Sources
DFA	Revenues from Investments
DFAA	Interest Rate Swap
DFE	Gate Receipts and Admissions
DFEA	Free Admissions
DFG	Income from School Shop Sales and Services
DGA	Authorized Signatures (Use of Facsimile Signatures)
DH	Treasurer's Bond
DI	Fiscal Accounting and Reporting
DID	Inventories (Fixed Assets)
DIE	Audits
DJB	Petty Cash Accounts
DJE	Cooperative Purchasing
DJF	Purchasing Procedures
DJH	Purchasing Cards
DK	Payment Procedures
DLA	Direct Deposit of Payroll
DLC	Expense Reimbursements
DLC-R	Expense Reimbursements Regulation
DM	Cash in School Buildings
DN	School Properties Disposal
DN-R	School Properties Disposal Procedure

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.

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 which 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: August 5, 2009]

CROSS REF.: Purchasing Manual

ANNUAL BUDGET AND APPROPRIATIONS MEASURE/
BUDGET MODIFICATION AUTHORITY

Budget

The purpose of the annual budget is to serve as the basis for certification of revenue to the District.

The Treasurer, 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 Superintendent or his/her 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 Superintendent and the Treasurer to examine the appropriations categories and make the necessary recommendations to the Board.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 9.34
3311.40
3313.18
5705.14; 5705.15; 5705.16; 5705.28; 5705.29; 5705.35 through
5705.412

THIS IS A REQUIRED POLICY

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 Superintendent and Treasurer are responsible for preparing the five-year forecast for the Board's approval. The forecast is for the current fiscal year and four years beyond.

Development of the budget starts at the building level so that decisions concerning how a school spends the funds allotted to it can be made at the school level. Although most expenditures are fixed, this arrangement permits choices in certain areas.

Building budget committees are formed in each building to participate in the budgetary processes and decision making relative to each building's budget. These committees are representative of the faculty, non-teaching personnel, parents and, at secondary levels, may include students.

Budgeting guidelines, developed by the Superintendent and the fiscal staff, provide planners with the budget priorities established by the Board, detailed directions for budget planning and construction and timetables. The timetables ensure that the Board has ample time to review the proposed budget.

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 October 31 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: August 5, 2009]

LEGAL REFS.: ORC 5705.01; 5705.28 through 5705.32; 5705.35; 5705.36; 5705.37; 5705.39;
5705.391

CROSS REFS.: AE, School District Goals and Objectives
BCF, Advisory Committees to the Board

THIS IS A REQUIRED POLICY

CASH BALANCE RESERVE

The Board believes that the creation and maintenance of a cash balance reserve of ten percent (10%) of operating expenditures is both prudent and necessary and in the interest of sound fiscal management.

The Board affirms and declares that tax levies shall be pursued, and or the School District's finances otherwise be managed, to ensure a general fund cash balance equivalent to at least ten percent (10%) of general fund operating expenditures.

Upon receiving any indication that such a cash balance may not be maintained for any year during the current five-year financial forecast period, the Treasurer shall report such a finding to the Board. The Superintendent and Treasurer will propose options that the Board may consider.

All deliberations and formal actions of the Board or any of its committees related to the adoption of this policy were held in meetings open to the public in compliance with the law.

[Adoption date: December 16, 2014]

DETERMINATION OF BUDGET PRIORITIES

The Board authorizes budget priorities to conform with goals and objectives it has adopted for the District, with particular emphasis on needs identified through the District's planning process.

The priorities established by the Board are used as guides by principals and other administrators as they prepare budgets for their respective buildings and departments, and by the Board itself as it reviews and refines the budget.

[Adoption date: August 5, 2009]

CROSS REFS.: DA, Fiscal Management Goals
DB, Annual Budget and Appropriations Measure
DBD, Budget Planning
DBK, Budget Modification Authority

FUNDING PROPOSALS AND APPLICATIONS

The Board directs the Superintendent or his/her designee to apply for any state or federal grants for which the District is eligible. The Superintendent or his/her designee evaluates federally funded programs and state grants, including their possible benefits to the students in the District, appraises 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: August 5, 2009]

[Re-adoption date: November 19, 2013]

LEGAL REF.: ORC 3313.20

NOTE: Regulations for staff investigation and submission of proposals are frequently needed to implement a policy in this area.

THIS IS A REQUIRED POLICY

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: August 5, 2009]

[Re-adoption date: November 19, 2013]

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

NOTE: In the policy above, local, state and federal funds are treated in the same statement; eliminating subcategories under code DE, which provide file locations for these topics.

In 2013, House Bill 59 added language to Ohio Revised Code Section (RC) 5705.21 that allows districts to levy a tax for the purposes of providing for school safety and security. Additional changes in RC 5705 include allowing a district that levies an existing combined levy for current expenses and permanent improvements to replace or renew that levy solely for the purpose of funding general permanent improvements. Further, districts now are allowed to replace the levy for a term of years different than the term for which the original tax was levied. New language also specifies that new combined current expense and permanent improvement levies may be levied only for current expenses and general (but not specific) permanent improvements.

Joint vocational districts also should refer to and cite RC 3317.

THIS IS A REQUIRED POLICY

REVENUES FROM NON-TAX SOURCES

All money collected from fees, fines, penalties, book losses, workbooks, cafeteria food sales and other sales are to be deposited with the Treasurer in accordance with procedures.

[Adoption date: August 5, 2009]

CROSS REFS.: DFE, Gate Receipts and Admissions
DFG, Income from Shop Sales and Services
DM, Cash in School Buildings
IGDG, Student Activities Funds Management
JN, Student Fees, Fines and Charges
School Treasurer's Manual

REVENUES FROM INVESTMENTS

Scope

This investment policy applies to all active, interim and inactive deposits held in the name of the District. “Active” deposits are those funds determined to meet current demands on the treasury and are deposited subject to the requirements of State law. “Interim” deposits are funds in the District’s treasury which are not in an active deposit or inactive deposit and are not needed immediately, but are needed during the five-year designation period. “Inactive” deposits are funds that are neither an active deposit nor expected to be needed during the five-year designation period.

Monies held in the District’s treasury may be pooled for the purpose of investment management.

Objectives

The primary objectives of the District’s investment program in order of priority are to:

1. preserve investment principal;
2. maintain sufficient liquidity to meet the District’s operational requirements and
3. attain the maximum yield possible consistent with the objectives of the principal’s preservation/safety and necessary liquidity.

Safety of principal is the foremost objective of the investment program. To obtain this objective, diversification is required in order that potential losses on individual securities do not exceed the income generated from the remainder of the initial investment.

Investing Authority

Pursuant to State law, responsibility for the operation of the investment program is hereby delegated to the District’s Treasurer, who carries out written established procedures and internal controls for the operation of the investment program consistent with the investment policy.

Ethics and Conflict of Interest

Individuals involved in the deposit and investment process shall refrain from personal business activity that could:

1. conflict with proper execution of the investment program;
2. impair their ability to make impartial investment decisions and/or

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: August 5, 2009]

[Re-adoption date: October 14, 2014]

LEGAL REFS.: Intergovernmental Cooperation Act
ORC 135.01 through 135.21
3313.51

NOTE: Districts that do not file written policies may invest only in interim banks and/or savings and loan deposits or the Ohio Subdivision Fund. If the district has an annual investment portfolio of less than \$100,000, the district is exempt from the requirement to file the policy, provided they have certified their status with the Auditor of State.

Senate Bill 287 (2014) made several changes to modernize Ohio's uniform depository law. These changes include the option of purchasing obligations of the state and other political subdivisions provided statutory obligations are met; as well as purchasing up to 40% of interim monies in commercial paper in accordance with specific statutory requirements including training and maturity dates. Districts should review the new requirements and ensure no locally developed policy language conflicts with the new requirements.

THIS IS A REQUIRED POLICY

INTEREST RATE SWAP

Purpose

This Interest Rate Swap policy (the "policy") is intended to guide and direct the Treasurer, Superintendent and Board as they, from time to time, consider swap or interest rate hedge programs. The policy is intended to provide a framework for evaluation and discussion by the Board, the Board's Finance Committee, Treasurer and Superintendent. When a proposed swap transaction is recommended by the Treasurer for consideration, such recommendation should clearly address the extent to which the proposal conforms to the policy. Any provision of a proposal that is non-compliant should be identified and the rationale for waiving the policy should be presented so that the Board can make an informed decision.

Background

The following are the general policies that the District will follow to guide its utilization of interest rate swaps and related interest rate hedging products ("Swaps"). The District is authorized to enter into such financial arrangements under State law.

As contemplated by the Board, it is prudent for the District to monitor the interest rate markets and to explore the use of Swaps to assist the District in managing its interest rate risk or interest cost. A variety of financial instruments are available to the District as alternatives to traditional fixed or floating rate bonds. It is the policy of the District to use Swaps if, after verifying compliance with the policy, the District reasonably expects to achieve one or more of the following goals:

1. reduce exposure to changes in interest rates with respect to a particular borrowing;
2. better management of interest rate risk, taking into account the District's current and or reasonably expected asset/liability balance;
3. reasonably anticipated lower net cost of borrowing with respect to related debt obligations;
4. optimize capital structure; including scheduled debt service payments and/or fixed vs. variable rate allocations;
5. improve management of market exposure in advance of anticipated bond issuances (through the use of anticipatory hedging instruments);

6. reduce risk and increase financial flexibility for the District or
7. take advantage of changing market and credit conditions to the benefit of the District's overall debt and capital management profile.

In additions to all other requirements under State law, the District shall, using any legal and financial professionals it deems appropriate, determine how each respective Swap accomplishes one or more of the foregoing purposes. In addition to the analysis of risks presented below, the District shall review long-term implications associated with entering into such Swaps, including costs of borrowing, historical interest rate trends, variable rate capacity, credit enhancement capacity, opportunities to refund related obligations and other similar considerations.

Definitions

"Counterparty" shall mean the party to an Interest Rate Agreement other than the District.

"Interest Rate Agreement" shall mean an interest rate swap or exchange agreement, an agreement establishing an interest rate floor or ceiling or both, and any other interest rate hedging agreement, including options to enter into or cancel such agreements, as well as the reversal or extension thereof.

Guidelines

1. Conditions to Entering into Interest Rate Agreements.

As stated above, the District shall obtain the advice of its independent financial advisor and independent swap advisor ("Advisors") and shall analyze and determine how the Interest Rate Agreement is intended to accomplish one or more of the above purposes.

No Interest Rate Agreement shall be entered into unless such agreement relates to indebtedness of the District that is either outstanding or authorized at the time of the execution or effective date of the Interest Rate Agreement; nor shall any Interest Rate Agreement have a scheduled term that exceeds the term of the indebtedness to which the Interest Rate Agreement relates.

2. Procurement of Interest Rate Agreements.

The District may enter into an Interest Rate Agreement through negotiation with a Counterparty or through a competitive bidding process and shall obtain the advice of its Advisors regarding the preferable course in the particular circumstances.

Prior to entering into an Interest Rate Agreement, the District shall determine whether a proposed Counterparty would be acting as principal in the proposed transaction and, if not, shall specifically obtain the advice of its Advisors as to whether the capacity in which the proposed Counterparty is proposing to act will adversely affect the economic terms of the proposed transaction for the District. To provide safeguards on negotiated transactions, the District shall secure outside professional advice to assist in the process of structuring, documenting and pricing the transaction and determining the most appropriate term for the transaction and to verify that a fair price was obtained.

3. Form of Documentation.

To document any Interest Rate Agreement, the District shall utilize the standard documentation prepared by the International Swaps and Derivatives Association, Inc. ("ISDA"), including the ISDA Master Agreement, Schedule to the ISDA Master Agreement, Confirmation and, when applicable, Credit Support Annex, with such modifications and supplements as the District deems necessary to accomplish the purposes of the Interest Rate Agreement, and the District shall obtain the advice of bond counsel regarding such modifications and supplements and regarding the conformity of the Interest Rate Agreement with the applicable law and any other agreements to which the District is at the time already a party. An Interest Rate Agreement may specify that the laws of the State of New York shall apply to its interpretation other than with respect to the legal authority and power of the District to enter into the Interest Rate Agreement. Notwithstanding the foregoing, the District may approve other forms of documentation if, after obtaining the advice of bond counsel, the District determines that such other forms of documentation serve the best interests of the District. Regardless of the form of documentation, the District shall, in connection with its consideration of any proposed Interest Rate Agreement, obtain the advice of its bond counsel and Advisors regarding the proposed source or sources of payment for any obligations of the District under the Interest Rate Agreement and the security for such payment and, based on that advice, shall cause the Interest Rate Agreement to specify the source or sources of and the security for periodic and non-periodic payment obligations of the District (which may or may not be the same), which the District shall have determined to be consistent with applicable law and with the best interests of the District.

4. Risks Associated with Interest Rate Agreements.

The use of interest rate derivatives allows issuers to incorporate a great deal of flexibility with regard to both current and anticipated debt financings. Each derivative product has very different risks, advantages and disadvantages and should be used only after careful consideration. Some of the risk factors that might influence consideration of a specific product and the District's plan to assess and monitor those risks follow.

Interest Rate Risk

Description: In general the District incurs interest rate risk in the bond market whenever it agrees to pay a fixed sum of money annually for debt obligations. The risk is that rates will be better, or lower, at a later time but the District will be unable to take advantage of the lower rates due to its previous obligations. Similar to any fixed income instrument, the value of an interest rate derivative also moves in relation to the level of current and projected benchmark interest rates. Generally speaking, interest rate risk with regard to a derivative is the economic impact of how the movement of these benchmark interest rates over time affects the market value of the derivative. For a transaction in which the District pays a fixed rate, the District should expect the value of the swap to increase in value to the District as interest rates rise and decrease as rates fall. The opposite is true for a transaction in which the District receives a fixed rate (synthetic floating rate debt, for example). The sensitivity to changes in interest rates is based on both the size and time to maturity of the transaction. The District is concerned with interest rate risk for debt that is to be fixed but is not yet locked in, for swaps that require the District to pay a floating rate, or for fixed rate swaps that may indicate a positive mark-to-market and require the counterparty to make higher than current market payments.

Policy: The District will monitor the market value of each swap on at least a weekly basis with valuations to be provided by the counterparty on each transaction. Additionally, for transactions that require the District to pay a floating rate and transactions that are swapped to a fixed rate, the District will estimate, at least annually, the remaining potential interest payments of the swapped debt at the then current market rate and the trailing 12 month high rate. For purposes of these calculations, the actual bond rate, an estimate based on the Securities Industry and Financial Markets Association (SIFMA) Municipal Swap Index, the Bond Buyer Municipal Note Index, or the London Interbank Offered Rate (LIBOR) may be used. SIFMA is an industry compilation of a benchmark for short-term, floating-rate, tax-exempt notes.

LIBOR is the rate of interest at which banks borrow funds, in marketable size, from other banks in the London Interbank market. LIBOR, the most widely used benchmark or reference rate for short term taxable interest rates, is an international rate. LIBOR may be stated in various maturities such as 30 day, 90 day and six month, and the relevant rate for this analysis should be chosen based on the underlying index on the swap or debt. LIBOR may be found in the Wall Street Journal, Bloomberg and many other financial media outlets.

Basis Risk

Description: Basis risk refers to a mismatch between the interest rate received under the swap contract and the interest rate due on the District's underlying bonds. To the extent the rate received does not offset the obligation on the bonds, the swap will result in an under-hedged position. An over-hedged position may result if the index paid is greater than the obligation on the bonds.

This mismatch occurs most frequently when the swap rate is based on an index that is similar, but not equal to the index on which the rate on the bonds is based. For example, many swaps for municipal issuers are based on a percent of a LIBOR designed to approximate a tax-exempt index (SIFMA). While SIFMA has historically traded between 65% and 70% of LIBOR, there have been times when the ratio has been much higher. In these instances, a percent of LIBOR swap will not pay enough to the issuer to offset the rate on the bonds. Conversely, when SIFMA trades at a level that is lower than the percent of LIBOR selected on the swap, payments made on the swap exceed the amount needed to offset the bond liability. Typically, floating to fixed swaps that introduce basis risk to the District will result in a lower fixed rate than those with no basis risk. If there is a fundamental shift in the market that permanently changes the way the swap performs relative to the bonds, the District may incur additional cost to adjust the swap to a level that eliminates the basis or incur the cost of the basis to maturity of the swap (see Tax Risk).

Policy: The Board shall not enter into transactions that involve basis risk that rely on historical relationships to achieve a desired economic result. In the event that the District enters into transactions that involve basis risk, the District will first review the historical data to determine a statistical range of values that may be used to evaluate the potential cash flow differential that could result from high, low and normal relationships. These values, along with current market data, will be used as a basis to determine the relative value of assuming the basis risk inherent in each respective transaction with appropriate budgetary safeguards incorporated into the District's financial projections. In all cases, the Board shall be fully apprised of the nature of the basis risk and the rationale for assuming such risk. The District will monitor the relationship between the swap index and the actual bond rate on a monthly basis and make adjustments to the estimated annual cash flow requirements as needed.

Termination Risk

Description: Termination risk is the risk that a swap could be terminated prior to the stated maturity leaving the District "exposed" to an unhedged position or in a position to make a payment to the counterparty. The District may terminate a swap for many reasons, most of which would presumably result in an economic gain for the District. Both the District and the counterparty, however, may terminate for reasons related to both credit and performance. If, for example, the District fails to make a payment on the swap, or in some cases, other debt of the District, the counterparty may enforce a remedy. This remedy may result in the District being required to post all or a portion of the remaining market value of the swap or the remaining market value is used to terminate the swap. The market value is exchanged at that time and no other payments are made. The termination payment is based on the market value of the swap and may be either an asset or liability to the District. The value may be considerable and could have a serious impact on the balance sheet and debt paying ability of the District. If the swap is terminated and the counterparty owes a payment to the District, the issuer may be in the position of an unsecured creditor.

Policy: The District will mitigate termination risk by selecting counterparties meeting the requirements of the Ohio Revised Code and evaluating the use of collateral agreements to capture market valuation prior to a default or other termination event. The District will monitor the market value of all swaps on a monthly basis. The District will monitor and comply with all covenants of its debt or other obligations that may trigger a termination event under each Interest Rate Agreement. Cross default provisions shall only apply to obligations secured by the same source of payments as the bonds or notes being hedged. The District will not enter into any agreement that requires the District to post collateral to mitigate credit exposure for the benefit of the counterparty.

Credit/Counterparty Risk

Description: Credit/Counterparty risk is the risk that the swap counterparty will not perform pursuant to the contract's terms. Under a fixed payer swap, for example, if the counterparty defaults, the District would be exposed to an unhedged variable rate bond position. If interest rates were higher at the time of the default, the District would be in a position to replace the old hedge at a new, potentially higher rate. The creditworthiness of a counterparty is indicated by its credit rating. Additional credit protection may be established through the use of rating and default thresholds as well as collateralization requirements below certain credit ratings (rating triggers).

Policy: The District will mitigate credit/counterparty risk by selecting counterparties meeting the requirements of the Swap Act and evaluating the use of collateral agreements to capture market valuation prior to a default or other termination event. The District will monitor credit ratings, market values, collateral positions, ratings thresholds and collateralization requirements of transactions with each counterparty on at least an annual basis and take remedies available under the respective Interest Rate Agreements that may be beneficial to the District.

Market Access Risk

Description: Market access risk refers to the inability to access the capital markets, renew a liquidity or credit facility or otherwise borrow funds at the time the District requires access to funding.

Policy: The District will monitor and comply with all covenants of its debt, leases, installment purchase contracts or other obligations and implement prudent debt management policies and procedures to maintain access to funding.

Tax Risk

Description: Tax risk is a form of basis risk associated with a fundamental shift in the valuation of tax-exempt bonds and swaps due to a change in the Internal Revenue Code of 1986, as amended, (the "Code"). This change in value may be the result of elimination or the reduction of the income tax rates for purchasers of tax-exempt bonds. In each case, the benefit to the purchaser of the bonds is either eliminated or reduced, thus increasing the required rate of return to restore market equilibrium between taxable investments and tax-exempt investments. The District may realize a potential economic benefit by choosing to enter into transactions that shift the tax risk from the counterparty to the District. As discussed in the Basis Risk section, the rate on a swap (LIIBOR based) that retains tax risk is lower than a tax-exempt swap (SIFMA) that may eliminate tax risk. If there is a shift in the Code (lower tax rates), the rate paid on the swap will likely not be sufficient to offset the increased cost of the floating rate debt.

Policy: In the event that the District enters into transactions that involve tax risk, the District will first review the historical data to determine a statistical range of values that may be used to evaluate the potential cash flow differential that could result from high, low, and normal relationships. These values, along with current market data, will be used as a basis to determine the relative value of assuming the tax risk inherent in each respective transaction with appropriate budgetary safeguards incorporated into the District's financial projections. The District will monitor the relationship between the swap index and the actual bond rate on a monthly basis and make adjustments to the estimated annual cash flow requirements as needed.

Rollover Risk

Description: Rollover Risk is the potential that the District may need to find a replacement counterparty as part of an overall plan of finance if an interest rate swap does not extend to the final maturity of the underlying debt.

Policy: The District will minimize Rollover risk by not relying on the execution of future swap agreements to achieve the District's financing objectives. The Treasurer shall determine the appropriate term for an Interest Rate Agreement on a case-by-case basis. The slope of the yield curve, the marginal change in swap rates from year to year along the curve and the impact that the term of the swap has on the overall exposure to a counterparty shall be considered in determining the appropriate term of any Interest Rate Agreement. In connection with the issuance or carrying of obligations, the term of an Interest Rate Agreement between the District and a counterparty shall not exceed the latest maturity date of the bonds or notes referenced in the Interest Rate Agreement.

Risk Summary

Prior to entering into an Interest Rate Agreement, the District shall obtain the advice of its Advisors regarding the risks associated with entering into the Interest Rate Agreement, including those discussed above. The District shall consider the identified risks in determining whether the potential benefits offered by the Interest Rate Agreement justify the District's assuming its inherent risks. The District shall also consider the likely or potential repercussions from a proposed Interest Rate Agreement for the ratings on any of the District's outstanding or proposed debt obligations. With specific regard to any provision of any Interest Rate Agreement that may cause a reduction in the rating assigned to any outstanding debt obligations of the District by a rating agency to be a termination event with a potential accompanying termination payment by the District, the Interest Rate Agreement shall afford the District the right to discharge its obligation to make such a termination payment by specified means that may include the provision of additional credit enhancement or collateral. Unless the District is advised by its Advisors in a particular transaction that doing so would not be economically beneficial to the District, the District shall cause any Interest Rate Agreement that it enters into to allow the District to terminate the Interest Rate Agreement at its discretion at any time upon payment or receipt, as the case may be, of a termination payment based upon the then current market value of the District's rights and obligations under the Interest Rate Agreement.

5. Standards for Counterparty Selection and Security for Financial Interest.

Except as provided in the next sentence, the Counterparty to an Interest Rate Agreement with the District or the Counterparty's guarantor shall be required to have either a counterparty rating or a long-term debt rating at the time the Interest Rate Agreement is entered into of not less than a "AA" category from a nationally recognized ratings service. In the event a proposed Counterparty or its guarantor does not have or fails to maintain either a counterparty rating or a long-term debt rating equal to or higher than a "AA" category, the Counterparty or its guarantor shall be required to collateralize the termination value of the Interest Rate Agreement with eligible collateral or shall provide a guaranty, surety or other credit enhancement for its obligations under the Interest Rate Agreement from a guarantor, surety or other credit enhancement provider with a long-term debt rating equal to or higher than a "AA" category. Eligible collateral shall mean cash or direct obligations of the United States or any agency thereof. At all times the eligible collateral shall have a market value (as evidenced by weekly valuations) at least equal to the termination value of the Interest Rate Agreement, and each category of eligible collateral shall have a value equal at least to the following percentage of the amount of the termination value for which it serves as collateral.

Cash: 100% (if valued daily; if weekly, then 102%)

- Direct obligations of the United States: 102%
- Obligations of agencies of the United States: 105%

If collateral is required, the District shall designate a custodian bank independent of the Counterparty to hold such collateral on behalf of the District and the District shall execute a written custodial agreement with the custodian bank to provide for the custody of collateral required from a Counterparty. If the rating of the Counterparty or its guarantor is lowered below a "AA" category or is suspended after an Interest Rate Agreement is entered into, the Counterparty shall be required to (i) collateralize in the manner described above the termination value of the Interest Rate Agreement, (ii) provide a guarantor or a substitute entity with a counterparty rating or a long-term debt rating equal to or higher than a "AA" category within 5 business days of such downgrade or suspension or (iii) take such other actions for the preservation of the security for the Counterparty's payment obligations as the District shall have approved for the particular Interest Rate Agreement, based on the advice of its Advisors. In addition to meeting the foregoing rating requirements, each Counterparty shall have demonstrated to the reasonable satisfaction of the District and its Advisors that it has a record of successfully executing Interest Rate Agreements of the sort that the District is proposing to enter into with that Counterparty.

6. Credit Enhancement Liquidity and Reserves.

The policy does not require (except in those cases where the Counterparty is required to provide collateral, guaranty, surety or other credit enhancement to secure the termination value of an Interest Rate Agreement) either the District or the Counterparty to obtain credit enhancement or a liquidity facility in connection with entering into an Interest Rate Agreement or to maintain any reserves in connection with such agreement, but the policy does not preclude such arrangements or requirements if the District approves them for a particular Interest Rate Agreement based upon the advice of its Advisors.

7. Financial Statement Reporting.

The District shall account for any Interest Rate Agreement on its financial statements through generally accepted governmental accounting principles.

8. Financial Monitoring.

Unless the Counterparty has provided collateral to secure its obligations under an Interest Rate Agreement, the Counterparty shall agree to provide the District with at least weekly mark-to-market calculations showing the current termination value of the Interest Rate Agreement. If the Counterparty or its guarantor has provided collateral to secure its obligations under an Interest Rate Agreement, the Counterparty shall agree to provide at least weekly valuations of the collateral and the termination value of the Interest Rate Agreement. The District shall establish and maintain a process for monitoring and reviewing the valuations required by this policy.

9. Application and Source of Payments.

If the District receives a non-periodic payment in connection with entering into or performing under an Interest Rate Agreement, including any termination payment, the District shall consult with its bond counsel as to whether there are any restrictions on the application or investment of such payment under the laws of the State of Ohio, the Code (with regard to tax-exempt debt) or other agreements to which the District is a party. If the District is required to make any payment, including a non-periodic payment, under an Interest Rate Agreement, it shall make such payment only from sources as are identified in the Interest Rate Agreement and otherwise are legally available for such payment.

GLOSSARY OF TERMS

CREDIT SUPPORT ANNEX - Covers the mutual posting of collateral, if required under the ISDA, to cover exposures of the counterparties to one another based on the net mark-to-market values of all Swaps under the agreement.

THE CONFIRMATION - is executed for a specific derivative transaction and details the specific terms and conditions applicable to that transaction (fixed rate, floating rate index, payment dates, calculation methodology, amortization, maturity date, etc.).

COUNTERPARTY - A principal to a Swap or other derivative instrument, as opposed to an agent such as a broker.

HEDGE - A position taken in order to offset the risk associated with some other position. Most often, the initial position is a cash position and the hedge position involves a risk management instrument such as a Swap.

INTEREST RATE CAP - An instrument that pays off on each settlement date based on the market value of a reference rate (i.e. BMA or LIBOR) and a specified contract rate; effectively establishes a maximum on a variable rate.

INTEREST RATE FLOOR - An instrument that pays off on each settlement date based on the market value of a reference rate (i.e. BMA or LIBOR) and a specified contract rate; effectively establishes a minimum on a variable rate.

INTEREST RATE SWAP - An interest rate Swap is a contract between two parties to exchange cash flows over a predetermined length of time. Cash flows are typically calculated periodically based on a fixed or variable interest rate against a set “notional” amount (amount used only for calculation of interest payments). Principal is not exchanged.

ISDA - The International Swaps and Derivatives Association. The global trade association whose members are dealers in the derivatives industry. Most Swap transactions are traded under standard documentation created by ISDA.

ISDA MASTER AGREEMENT - The primary document for the terms and conditions governing the Swaps market. The ISDA Master Agreement contains the terms for events of default, termination events, representations and covenants, early termination provisions and payment calculations.

LIBOR - The London Interbank Offered Rate. The interest rate that the banks charge each other for loans (usually in Eurodollars). This rate is applicable to the short-term international Interbank market, and applies to very large loans borrowed for anywhere from one day to five years. The LIBOR is officially fixed once a day by a small group of large London banks, but the rate changes throughout the day.

NOTIONAL AMOUNT - The stipulated principal amount for a Swap transaction. There is no transfer of ownership in the principal for a Swap; but there is an exchange in the cash flows for the designated coupons.

SCHEDULE TO THE ISDA MASTER AGREEMENT - specifies what options for the various terms in the Master Agreement have been selected to govern the derivative transactions executed under the agreement.

SWAPTION - A swaption is an option on a Swap. The swaption purchaser has the right to enter a specific Swap for a defined period of time. This option can be exercised on a specific exercise date or series of exercise dates. It usually requires a payment by the party receiving the option.

SWAP CURVE - The name given to the Swap's equivalent of a yield curve. The Swap curve identifies the relationship between Swap rates at varying maturities. Used in similar manner as a bond yield curve, the Swap curve helps to identify different characteristics of the Swap rate versus time.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 9.98
Chapter 133

CROSS REF.: DFA, Revenues from Investments

GATE RECEIPTS AND ADMISSIONS/FREE ADMISSIONS

The Athletic Board of Control is the delegated authority to establish uniform ticket prices and procedures for the control and sharing of gate receipts at athletic contests.

The Athletic Board of Control also has the responsibility for monitoring the schools' adherence to the procedures and policies it establishes.

Employee Passes

The athletics office issues all season employee passes which admit the bearer only

to all competitive athletic contests of the District's schools. These passes are issued to the:

Board Members, Superintendent, Treasurer, members of the superintendent's cabinet, principals, assistant principals and coaches (secondary and elementary, during coaching season).

Additionally, all teaching employees of schools competing in any athletic event, shall be admitted without charge through their building athletic directors to such event. Teachers accepting free passes will be expected to perform student supervisory duties as needed.

[Adoption date: August 5, 2009]

[Re-adoption date: October 5, 2010]

CROSS REF.: IGDJ, Interscholastic Athletics

INCOME FROM SCHOOL SHOP SALES AND SERVICES

Vehicles that are donated to or purchased by the Auto Mechanics Program(s) may be sold after being used for educational purposes and the proceeds allocated to the Auto Mechanics Program for purchase of supplies and equipment. The vehicles are to be sold under prescribed policy DN, School Properties Disposal.

[Adoption date: August 5, 2009]

CROSS REFS.: DN, School Properties Disposal
KH, Public Gifts to the District

AUTHORIZED SIGNATURES
(Use of Facsimile Signatures)

The Treasurer's and/or Board President's signature is used on checks, drafts, warrant-checks, vouchers and other orders on public funds deposited in designated depositories.

The Treasurer and Board President authorizes these designated depositories to honor any instrument bearing their 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, photo static or mechanical device. The Treasurer must notify the designated depositories, in writing, a description of the device used to produce the facsimile signatures and a sample of the signatures.

The Board purchases a surety bond to protect the loss of any public funds.

[Adoption date: August 5, 2009]

[Re-adoption date: March 18, 2014]

LEGAL REFS.: ORC 9.10 through 9.14
1306.06

THIS IS A REQUIRED POLICY

TREASURER'S BOND

At the time of appointment or re-appointment 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.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 3.06
131.18
3313.25; 3313.83
3319.05
5705.412

CROSS REF.: DM, Cash in School Buildings

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. 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 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 Historical Society.

[Adoption date: August 5, 2009]

[Re-adoption date: February 18, 2014]

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

CROSS REF.: EHA, Data and Records Retention

NOTE: In 2013, the biennium budget, House Bill (HB) 59, made changes to financial reporting requirements for schools; these changes are found in Ohio Revised Code Section (RC) 3301.07. The first significant change extended the reporting requirements to new entities. The financial reporting requirements now apply not only to each district board of education and each governing board of an educational service center, but also to each governing authority of a community school established under RC 3314, each governing body of a STEM school established under RC 3328 and each board of trustees of a college-preparatory boarding school established under RC 3328. The new format must show, both at the district and at the school building level, revenue by source, expenditures for salaries, wages and benefits of employees, showing such amounts separately for classroom teachers, other employees required to hold licenses issued pursuant to RC 3319.22 through 3319.31 and all other employees, expenditures other than for personnel, by category, including utilities, textbooks and other educational materials, equipment, permanent improvements, pupil transportation, extracurricular athletics, and other extracurricular activities and per pupil expenditures. New requirements include information on total revenue and expenditures, per pupil revenue and expenditures for both classroom and non-classroom purposes, as defined in RC 3302.20, in the aggregate and for each subgroup of students, as defined by RC 3317.40, that receives services provided for by state or federal funding.

HB 59 also places a new requirement on the Ohio Department of Education (ODE). Once all required financial information has been reported, ODE must make these reports available in such a way that allows for comparison between financial information included in these reports and financial information included in reports produced prior to July 1, 2013. Further, ODE must post these reports in a prominent location on its website and must notify each school when the reports are made available.

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 with a cost of \$5,000 or more. For purposes of this policy, "equipment" means a unit of furniture or furnishings, an instrument, a machine, an apparatus or articles which retain shape and appearance with use, is nonexpendable and does not lose its identity when incorporated into a more complex 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;
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, as capital outlay with a cost of \$100 or more and with an estimated useful life of two years or more is tagged and made part of the equipment inventory. For financial reporting purposes, the capitalization threshold is established at \$5,000 or more for any individual equipment item with an estimated useful life of at least two years following the date of acquisition.

The Treasurer is assisted by the principals, directors, supervisors and professional and support staff in the performance of this function.

[Adoption date: August 5, 2009]
[Re-adoption date: June 19, 2012]
[Re-adoption date: June 17, 2014]

LEGAL REFS.: ORC 117.43
3313.20; 3313.29

THIS IS A REQUIRED POLICY

CONTROLLED CAPITAL ASSETS

For financial reporting purposes, the capitalization threshold is established at \$5,000 or more for any individual equipment item with an estimated useful life of at least two years following the date of acquisition.

When potentially capitalizable items are not, in fact, capitalized, care must be taken to ensure that adequate control is maintained over any such items that fall within the following categories:

- *Items that require special attention to ensure legal compliance.* Legal or contractual provisions may require a higher than ordinary level of accountability over certain capital-type items (e.g., items acquired through grant contracts);
- *Items that require special attention to protect public safety and avoid potential liability.* Some capital-type items by their very nature pose a risk to public safety and could be the source of potential liability (e.g., power tools);
- *Items that require special attention to compensate for a heightened risk of theft (“walk away” items).* Some capital-type items are both easily transportable and readily marketable or easily diverted to personal use (e.g., laptops).

Noncapitalized items that require special attention because they are sensitive for one or more of these reasons might be described as *controlled capital-type items*.

Building and department administrators have responsibility for maintaining controlled capital-type items as an integral part of the process they use to achieve their operational goals.

The Office of Information Technology has control responsibility for computers and related equipment. The Library Media/Education Technology department has control responsibility for library-media devices and equipment. The Facilities & Operations department has control responsibility for power tools and related equipment.

Individuals responsible for controlled capital-type items should prepare and maintain a complete list of those items each year within the department. At the close of each fiscal year, every individual assigned responsibility for controlled capital-type items should prepare a report that provides a complete list of those items, along with an explanation of changes from the previous year.

Departments shall certify each year to the Treasurer’s Office that updated lists of controlled capital-type items are 1) on file and available for inspection and 2) reliable and complete.

The Treasurer's Office shall periodically, no less than once every five years on a rotating basis, verify the reliability and completeness of the data on controlled capital-type items on file in each department.

[Adoption date: June 17, 2014]

LEGAL REFS.: ORC 9.10 through 9.14
1306.06

THIS IS A REQUIRED POLICY

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 State Auditor's office. The Board has the right to request an independent audit with the approval of the State Auditor's office.

A copy of the Auditor's report is placed on file in the State Auditor's office; another copy is submitted to the Board. The Board makes the audit report available for public inspection.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 117.10; 117.11; 117.12; 117.26; 117.27
3313.29

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 cash, check or debit card. 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.

Access is limited to only those individuals who have a job-related need to use these payment methods. Any person using petty cash 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 single purchase greater than \$50 may be made from the accounts.

Any administrator who ignores procedure and allows anyone else to use petty cash or who does not take prudent measures to ensure that proper security is maintained, may be held personally liable for losses.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 9.38
3313.291

CROSS REF.: DM, Cash in School Buildings

THIS IS A REQUIRED POLICY

COOPERATIVE PURCHASING

In order to purchase goods, services and capital equipment in larger quantities, the Board may enter into cooperative purchasing agreements with other governmental agencies when these agreements are beneficial to the District.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 125.04
167.01
3313.12

CROSS REFS.: DJF, Purchasing Procedures
Purchasing Manual

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 “then and now” 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.

The Dayton Public Schools Community Inclusion Program (CIP) as adopted by Board Resolution, January 2004, seeks to ensure that all bidders, contractors, vendors and other sources of supplies/services are not discriminated against on the basis of race, color, gender national origin, and other factors. The CIP utilizes race/gender neutral measures to encourage the utilization of local, disadvantaged firms and the employment of School District workforce, where applicable for DPS contracts.

The Board authorizes The Treasurer and/or his designee to implement and employ procedures and industry best practices to ensure that local, economically disadvantaged and small business enterprises are afforded an equitable and fair opportunity to share in DPS contract opportunities. The Treasurer, in conjunction with the Superintendent and designees shall administer the implementation of this policy in accordance with District policy, procedures and all applicable governing laws and regulations.

The Treasurer will utilize industry and regional data to determine reasonably attainable goals that are measured and reported to the Board, Administrators and Community at large; this data will be used to ascertain the effectiveness of program and procedures and to evaluate and administer programmatic changes as required for success. Dayton Board of Education will provide the human and financial resources necessary to successfully implement, maintain, and develop the program.

[Adoption date: August 5, 2009]

[Re-adoption date: October 16, 2012]

[Re-adoption date: January 20, 2015]

LEGAL REFS.: ORC 3313.46
3327.08
5705.41(D)(1); 5705.412; 5705.44

CROSS REF.: Purchasing Manual

PURCHASING CARDS

The Board recognizes the efficiency and convenience afforded the day-to-day operation of the District through the use of purchasing cards under the supervision of the Treasurer. However, purchasing cards are not to be used to circumvent the general purchasing procedures required by State law and Board policies.

The Board authorizes the use of purchasing cards in the following manner.

Purchasing Cards

1. All purchasing cards issued to and in the name of the District shall be held and supervised by the Treasurer and used only for approved District-related activities.
2. Purchasing cards may be used for District-related transportation, reservations and expenses, conference registrations and hotel reservation guarantees for the Board and staff.
3. If monies are budgeted and deposited with the Treasurer in advance, purchasing cards may be used by school employees for student trips and competitions for safety and security reasons.
4. With prior approval of the Treasurer, purchasing cards may be used by school employees for school-related purchases from a vendor who does not accept purchase orders or vouchers.
5. Usually tips are not permitted to be paid with purchasing cards.
6. The Treasurer keeps a record of all purchasing card use.
7. Receipts and appropriate form(s) are to be turned in with the purchasing card to the Treasurer within five business days upon completion of approved use. Failure to turn in receipts and appropriate form(s) to the Treasurer within five business days may result in the charges being deemed unrelated or unsubstantiated. The user is responsible for any unsubstantiated or unrelated purchases.

[Adoption date: August 5, 2009]

CROSS REFS.: DJB, Petty Cash Accounts
DLC, Expense Reimbursements
GCL, Professional Staff Development Opportunities
GDL, Support Staff Development Opportunities
Purchasing Manual

THIS IS A REQUIRED POLICY

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 passed an annual resolution authorizing payment by the Treasurer for debts or claims.

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: August 5, 2009]

LEGAL REFS.: ORC 3313.18
3315.08
5705.38 through 5705.412

DIRECT DEPOSIT OF PAYROLL

Direct deposits of payroll is available for all employees. Employees may enroll by completing forms available in the Payroll Department and the Human Resources Department.

The net pay of the employee is deposited via electronic transfer to the account or accounts at the financial institution selected by the employee no later than the pay date. If the pay date is other than a regular pay date, the electronic transfer is made no later than the pay date that their paychecks are distributed.

Direct deposit of payroll is required for all administrators, non-administrators/non-negotiated staff members and others as defined in collective bargaining agreements.

[Adoption date: August 5, 2009]

CONTRACT REFS.: Teachers' Collective Bargaining Agreements
Support Staff Collective Bargaining Agreements

EXPENSE REIMBURSEMENTS

District personnel who incur expenses in carrying out their authorized duties are reimbursed by the District upon submission of a properly completed and approved voucher with such supporting receipts as required by the administrative regulations. Prior approval by the Superintendent or his/her designee is required for all travel and incurrence of related expenses. Such expenses may be approved and incurred only within the limits of budgetary allocations and Board policy.

The District will make no travel advances to any employee or Board member. Upon receiving proper travel approval from the Superintendent, employees may request the District to make the necessary vendor payments such as the cost of the professional meeting, hotel or airfare.

When official travel by a personally owned vehicle has been authorized, mileage payment is made at the rate currently approved by the Board and within the limitations established by the Internal Revenue Service.

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 that a prudent person would exercise in traveling on personal business. Rental car reimbursement is prohibited unless the total expense of the rental car is less than the cost of other transportation to/from the destination airport to the business site. 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: August 5, 2009]

LEGAL REFS.: ORC 2921.42; 2921.43
3313.12; 3313.20
3315.15

CROSS REFS.: BHD, Board Member Compensation and Expenses
GCL, Professional Staff Development Opportunities

THIS IS A REQUIRED POLICY

EXPENSE REIMBURSEMENTS

Board members and employees are reimbursed for expenses incurred for Board business. For all travel and expenses, prior approval must be obtained from the Superintendent or his/her designee.

1. MONTHLY MILEAGE REIMBURSEMENT/PERSONAL VEHICLE form:

For reimbursement of in-District travel wherein use of a personal vehicle is the only cost involved, the Board member or employee should use the Mileage Reimbursement Request form available online through the District's InfoNet. Mileage reimbursement requests should be submitted on a monthly basis.

2. TRAVEL/EXPENSE REIMBURSEMENT REQUEST form:

For reimbursement of expenses other than intra-district mileage reported in Item 1 above, the Board member or employee should use the Travel Expense Reimbursement form. The following rules apply for proper expense reimbursement:

- A. The Travel/Expense Reimbursement Request must be approved by the Superintendent or his/her designee prior to any expenses being incurred or paid.
- B. Receipts and/or documentation must be attached for all expenditures (see instructions for completion on back of form) except for meals as indicated in Item C.
- C. Meal expenditures are reimbursed according to the geographical location visited in accordance with current IRS regulations for travel per diems.
- D. Authorized costs for transportation to activities are reimbursed at coach class by air or at the rate established by the Internal Revenue Service as the per-mile, allowable, deductible rate for business mileage by personal vehicle.
- E. Reimbursement for luggage fees will be limited to charges for the first two bags. Reimbursement will not be given for bags that exceed the airlines weight limit.
- F. Any portion of the travel or expenses pre-paid by the Board must be so indicated on the Travel/Expense Reimbursement Request form.
- G. Approved reimbursement requests should be completed (indicating actual expenses) and submitted to the Treasurer's office along with required receipts and/or documentation immediately upon return from the authorized trip.

3. Expenses must not be more than those authorized by District regulation and should be submitted within 30 days. Actual expenses may exceed estimated expenses by 10% or \$100, whichever is less, without further approval from the Superintendent or his/her designee.
4. Federal programs regardless of the funding source, the same value judgments should apply to all segments of the District staff. Travel and expense funds for professional personnel in federal programs are allowable to the extent of the allocations made in the project grants' budget documents.

*Reimbursement is prohibited for tips and alcoholic beverages.

(Approval date: August 5, 2009)

[Re-adoption date: June 8, 2010]

[Re-adoption date: June 11, 2011]

CASH IN SCHOOL BUILDINGS

Moneys collected by employees and by school treasurers are handled with prudent business procedures, in order to demonstrate the ability of employees to operate in that fashion and to teach such procedures to our students.

All moneys collected are receipted, accounted for and deposited with the District Treasurer or to a designated depository on or before the business day following the day of receipt. In the event the school treasurer or persons in charge of an activity are unable to deposit the money in 24 hours, the money will be accounted for and deposited in a secured safe. If the amount of daily receipts does not exceed \$300 and the receipts can be safeguarded in a secured safe, the deposit must be made no later than three business days after receiving it.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 9.38
3313.291

CROSS REFS.: DH, Treasurer's Bond
DJB, Petty Cash Accounts
IGDG, Student Activities Funds Management
KMA, Relations with Parent Organizations

SCHOOL PROPERTIES DISPOSAL

The Board believes that the efficient administration of the District requires the disposition of property and goods no longer necessary for the maintenance of the educational program or the 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. 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 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 first required to sell its real property to start-up community schools operating in the District and college-preparatory boarding schools located within the territory of the District. If the community school or college-preparatory boarding school is not interested in buying the property, the Board can sell its real or personal property at a public auction and follow specific statutory requirements if the property exceeds \$10,000 in value. If this amount 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 District property to community schools and college-preparatory boarding 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 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 law. 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: August 5, 2009]

[Re-adoption date: September 13, 2011]

[Re-adoption date: October 16, 2012]

[Re-adoption date: February 14, 2014]

[Anticipated re-adoption date: October 14, 2014]

LEGAL REFS.: ORC 131.09
3313.17; 3313.37; 3313.40; 3313.41; 3313.411
3314.051
5705.10

CROSS REF.: FL, Retirement of Facilities

NOTE: Senate Bill (SB) 316 added language to the House Bill (HB) 153 (budget bill) language below. SB 316 added boards of trustees of college-preparatory boarding schools to the right of first refusal and sale/lease requirements below. SB 316 also adds that any appraisals required by State law must be not more than one year old. The SB 316 sale/lease provisions also require that intent to purchase or lease the property must be provided to the treasurer. Only qualified parties who have provided intent to purchase or lease to the treasurer may participate in any resulting auctions or lotteries.

Finally, SB 316 permits, but does not require, boards to offer unused school facilities for sale or lease to the governing authorities of community schools with plans, stipulated in their contracts entered into under State law, to either relocate their operations to the territory of the district or to add facilities to be located within the territory of the district.

HB 153 makes changes to the property disposal requirements regarding community schools and college-preparatory boarding schools. First, HB 153 removes the requirement that real property be suitable for use as a classroom space in order for the districts to be required to offer it to a community school and college-preparatory boarding schools within the district prior to selling it under other applicable law.

If the district decides to dispose of real property that exceeds \$10,000 in value, the district must first offer to sell it to community schools and college-preparatory boarding schools within the district for fair market value, as determined by a property appraisal not more than one year old. If more than one community school or college-preparatory boarding school accepts the offer within 60 days, the district will sell it to the community school or college-preparatory boarding school whose offer was received first in time. If no community schools or college-preparatory boarding schools accept the offer within 60 days, the district may dispose of the real property in compliance with State law.

HB 153 adds new requirements in regards to “unused school facilities.” Unused school facilities are facilities that have been used by the district for school operations since July 1, 1998, but have not been used in that capacity for two years. Districts must offer these facilities to community schools and college-preparatory boarding schools within the district for sale or lease.

If, within 60 days, a community school or college-preparatory boarding school within the district accepts the offer for sale, the district must sell the real property to the community school or college-preparatory boarding school for fair market value. If, within 60 days, more than one community school or college-preparatory boarding school accepts the offer for sale by notifying the treasurer, the district must hold a public auction for the real property, but it is important to note that the district is not required to accept a bid for less than the appraised fair market value of the property, as determined by a property appraisal that is not more than one year old. Only qualified parties who notified the treasurer of their intent to purchase the property are eligible to bid at auction.

If, within 60 days, a community school or college-preparatory boarding school accepts the offer to lease the real property, the district must lease to the community school or college-preparatory boarding school for the fair market value of a lease on the real property. Fair market value is determined by a property appraisal that is not more than one year old. If, within 60 days, two or more community schools or college-preparatory boarding schools within the district send a written intention to lease the property to the treasurer, the district must conduct a lottery to determine to which community school or college-preparatory boarding school the district will award the lease. Only qualified parties who have notified the treasurer of their intent to lease the property will be eligible for participation in the lottery. It is also important to note that districts that have outstanding leases with entities other than community schools or college-preparatory boarding schools may renew those leases. Nothing in the statute affects current lease agreements between the district and other entities.

If, within 60 days, no community school or college-preparatory boarding school accepts the offer to lease or buy the property, the district may offer it to any other entity, in accordance with State law. SB 316 extends the list of eligible entities to include nonprofit institutions of higher education that have certificates of authorization under State law and governing authorities of chartered nonpublic schools.

HB 59 (13) (budget bill) added language requiring proceeds from the sale of real property disposed of under Ohio Revised Code Section 3313.41 to be used to retire any debt incurred in connection with that real property. Excess proceeds may be paid into the Capital and Maintenance Fund and used for costs of

nonoperating capital expenses related to technology infrastructure and equipment to be used for instruction and assessment. HB 483 (14) adds another option for handling this revenue. Boards may choose to use the money for payment into a special fund for the construction or acquisition of permanent improvements. This provision applies to proceeds received on or after September 29, 2013.

SCHOOL PROPERTIES DISPOSAL PROCEDURE

Personal Property

When school personal property is sold, it must be sold at the annual public auction except for vehicles and items exempted by the Superintendent. When a department head desires to sell District personal property by authority of the Superintendent's exemption, he/she must submit a request to the Treasurer as follows:

1. description of personal property to be sold;
2. estimated sale price and
3. reason why the personal property should not be held for sale at the annual public auction.

After receipt of the above information, the Treasurer forwards it to the Superintendent for approval. If approved, the Treasurer arranges for the sale and deposit of the sale receipts in the General Fund. The Superintendent must submit to the Board an informational report at the next regularly scheduled Board meeting.

When school personal property is to be disposed of other than by sale, the administrator must contact the Purchasing Section for determination of the best method. A report of the disposal is submitted to the Treasurer and Superintendent by the Purchasing Section.

Nothing in this regulation shall prohibit the trade-in of personal property in the acquisition of new or better personal property of a similar nature.

All personal property valued over \$10,000 must be sold at public auction under the provisions of State law. This process requires Board approval of the public auction, 30 days' notice in a local newspaper and acceptance of bid/offer at the next scheduled Board meeting after said public auction.

Real property (land and building) sales must comply with Board policy DN, School Properties Disposal.

(Approval date: August 5, 2009)

SECTION E: SUPPORT SERVICES

EB	Safety Program
EBAA	Reporting of Hazards
EBBC	Bloodborne Pathogens
EBC	Emergency Preparedness (Safety, First Aid, Emergency Care and Crisis Management)
EBC-R	First Aid and Emergency Care Regulations
EBCD	Emergency Closings
EBCE	Protection for Reporting Safety Violations (Whistleblowers)
EBCE-R	Protection for Reporting Safety Violations Whistleblowers) Regulations
ECA	Buildings and Grounds Security
ECA-R	Buildings and Grounds Security Regulations
ECAB	Vandalism
ECB	Buildings and Grounds Maintenance
ECD	Traffic and Parking Controls
ECF	Energy Conservation
ECG	Integrated Pest Management
ECG-R-1	Integrated Pest Management Regulations
ECG-R-2	Use of Pesticides
EDB	Maintenance and Control of Materials
EDC	Authorized Use of School-Owned Materials
EDC-R	Regulations for Employees and Students
EDE	Computer/Online Services (Acceptable Use and Internet Safety)
EDE-R	Acceptable Use and Internet Safety Regulations
EEA	Student Transportation Services
EEAC	School Bus Safety Program
EEACC	Student Conduct on School Buses (Also JFCC)
EEACCA	Video Cameras on Transportation Vehicles
EEACD	Drug Testing for District Personnel and Persons Required to Hold a Commercial Driver's License
EEACD-R	Drug Testing Regulations
EEACE	School Bus Idling
EEAD	Special Use of School Buses
EEAE	Student Transportation in Private Vehicles
EEBA	Use of District-Owned Vehicles

SECTION E: SUPPORT SERVICES
(Continued)

EF	Food Services Management
EFB	Free and Reduced-Price Food Service
EFF	Food Sale Standards
EFG	Student Wellness Program
EFG-R	Student Wellness Regulations
EGAAA	Copyright
EGAAA-R	Copyright Regulations
EGAC	Telephone Services
EHA	Data and Records Retention
EHA-R-1	Records Disposal
EHA-R-2	Electronic Mail
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.

[Adoption date: August 5, 2009]

[Re-adoption date: March 18, 2014]

[Re-adoption date: October 14, 2014]

LEGAL REFS.: Public Employment Risk Reduction Program; ORC 4167.01 et seq.

ORC 2744

3313.536

3313.60; 3313.643

3707.26

3737.73

OAC 3301-35-06

CROSS REFS.: EA, Support Services Goals
EEAC, School Bus Safety Program
GBE, Staff Health and Safety
IGAE, Health Education
JHF, Student Safety

NOTE: In addition to the subcategories of code EB (all of these file locations relate to safety), there are several other places in the OSBA coding system where policies pertaining to safety may be filed, as indicated by the cross-references above.

Ohio Revised Code Section 3313.536(A) defines “administrator” as the superintendent, principal, chief administrative officer or other person having supervisory authority of: (a) a city, exempted village, local or joint vocational school district... (i) any other facility that primarily provides educational services to children subject to regulation by the Ohio Department of Education.

THIS IS A REQUIRED POLICY

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.

Toxic Hazards

Toxic hazards exist in chemicals and other substances used in the school setting such as in laboratories, science classrooms, kitchens and in the cleaning of rooms and equipment.

The Superintendent appoints an employee to serve as the District's Toxic Hazard Preparedness (THP) officer. The THP officer:

1. identifies potential sources of toxic hazards in cooperation with material suppliers who supply the THP officer with safety data sheets (SDS);
2. ensures that all incoming materials, including portable containers, are properly labeled with the identity of the chemical, the hazard warning and the name and address of the manufacturer or responsible party;
3. maintains a current file of SDS for every hazardous material present on District property;
4. designs and implements a written communication program that:
 - A. lists hazardous materials present on District property;
 - B. details the methods used to inform staff and students of the hazards and
 - C. describes the methods used to inform contractors and their employees of any hazardous substances to which they may be exposed and of any corrective measures to be employed;
5. conducts a training program in compliance with State and Federal law for all District employees to include such topics as detection of hazards, explanation of the health hazards to which they could be exposed in their work environment and the District's plan for communication, labeling, etc. and
6. establishes and maintains accurate records for each employee at risk for occupational exposure including name, Social Security number, hepatitis B vaccine status, results of exams, medical testing and follow-up procedures for exposure incidents and other information provided by and to health care professionals.

In fulfilling these responsibilities, the THP officer may enlist the aid of county and municipal authorities and others knowledgeable about potential toxic hazards.

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.

Occupational Exposure Training

All employees with occupational exposure are required to participate in a training program at the time of their initial assignment to tasks where occupational exposure may occur.

Follow-up training for employees is provided one year after their initial training. Additional training is provided when changes such as modifications of tasks and procedures or institution of new tasks and procedures affect employees' occupational exposure.

A record of attendance at occupational exposure training is completed and maintained by the THP officer following each training session. These records are maintained for three years from the date of the training.

Records Availability

All records required to be maintained are made available upon request for examination and copying by the employee, employee representatives and under the provisions of PERRP. Medical records, however, are not made available to employee representatives or other persons without written consent of the employee.

Other Conditions Injurious to the Safety or Health of Building Occupants

In addition to the reporting of toxic hazards, the Board directs the Superintendent/designee to comply with all board of health inspections to ensure that conditions injurious to the safety or health of persons on District property are minimized.

During a board of health inspection, each building principal/designee provides:

1. access to the building and grounds during regular school hours;
2. a record of inspections of the school grounds and buildings for dangerous and recalled products;
3. any records or other information the board of health considers necessary to evaluate the health and safety of the school and
4. a representative who accompanies the sanitarian during the course of the inspection, with advance notice from the board of health.

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: August 5, 2009]

[Re-adoption date: January 19, 2010]

[Re-adoption date: March 18, 2014]

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/Safety Plans

ECG, Integrated Pest Management

GBE, Staff Health and Safety

Note: In 2012, the Occupational Safety and Health Administration (OSHA) made changes to the Hazard Communication Standard (HCS), which brings the U.S. into alignment with the Globally Harmonized System of Classification and Labeling of Chemicals (GHS). These changes will be phased in over a period of three years (2013 - 2016) in order to help manufacturers, distributors and employers comply. Ohio's version of OSHA for public employers is the Public Employment Risk Reduction Program (PERRP). PERRP's mission is to ensure Ohio public employees have safe and healthy working conditions, and it has incorporated all OSHA standards, including the new Hazardous Communication Standard.

The new standard provides a single set of standardized criteria for classifying chemicals according to their health and physical hazards and specifies hazard communication elements for labeling and safety data sheets. It also made a terminology change — what was called a Material Safety Data Sheet (MSDS) is now called a Safety Data Sheet (SDS).

The first compliance date of the revised HCS was Dec. 1, 2013. By that date, employers must have trained their employees on the new label elements and SDS. This training was required early in the transition process because workers already are beginning to see the new labels and SDSs on chemicals in their workplace. To ensure employees have the information they need about chemical hazards in the workplace, it is critical employees understand the new label and SDS formats.

By December 1, 2015, chemical manufacturers and importers must provide a label that includes a signal word, pictogram, hazard statement and precautionary statement for each hazard class and category. Until that date, manufacturers can use either existing label requirements or the new standard.

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. 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: June 16, 2015]

LEGAL REFS.: ORC 2305.23
 3301.56
 3313.712
 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 person is responsible for administering first aid 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: May 14, 2015)

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: August 5, 2009]

[Re-adoption date: March 18, 2014]

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/Safety Plans
GBEA, HIV/AIDS (Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome) (Also JHCCA)
JHCC, Communicable Diseases

* 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).

NOTE: In accordance with Federal law, a district's exposure control plan must contain the following elements:

- 1. the exposure determination containing the following:*
 - A. a list of all job classifications in which all employees in those job classifications have occupational exposure;*
 - B. a list of job classifications in which some employees have occupational exposure and*
 - C. a list of all tasks and procedures or groups of closely related tasks and procedures in which occupational exposure occurs and that are performed by employees in job classifications listed in letter B above.*

The exposure determination must be made without regard to the use of personal protective equipment.

- 2. the schedule and method of implementation for:*
 - A. methods of compliance;*
 - B. HIV and HBV research laboratories and production facilities;*
 - C hepatitis B vaccination and post-exposure evaluation and follow-up;*
 - D. communication of hazards to employees and*
 - E. record keeping.*
- 3. the procedure for the evaluation of circumstances surrounding exposure incidents.*

In addition, the exposure control plan must be reviewed and updated at least annually and whenever necessary to reflect new or modified tasks and procedures, which affect occupational exposure, and to reflect new or revised employee positions with occupational exposure.

THIS IS A REQUIRED POLICY

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 management strategies are used to minimize the effects of emergency situations arising in the District.

An emergency is defined as an event that threatens the actual safety and security of students, employees or visitors of the District or whose impact threatens the feeling of safety and security, both of which are detrimental to a positive learning environment. Emergencies include, but are not limited to, fire, natural disasters, medical emergencies, industrial accidents, suicide, death of a student or employee, acts of violence, trauma and terrorism.

Comprehensive Emergency Management and School Safety Plans and Drills

The Board directs the Superintendent/designee to prepare emergency/safety plans for use by staff and students. The plans are posted in each classroom and other areas accessible to staff and students.

The comprehensive emergency management plan sets a protocol 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.

State law determines the type and number of drills the District must conduct in order to adequately prepare staff and students for emergency situations. Drills provide both students and staff with practice in responding to emergency conditions should such conditions occur.

A copy of each school building's current comprehensive emergency management plan and blueprint is filed with the Ohio Department of Education, 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 is not 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. 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 whenever information on the emergency contact information sheet changes.

[Adoption date: August 5, 2009]

[Re-adoption date: December 8, 2009]

[Re-adoption date: October 14, 2014]

LEGAL REFS.: ORC 149.433
2305.235
2923.11
3301.56
3313.20; 3313.536; 3313.717; 3313.719
3314.03; 3314.16
3701.85
3737.73; 3737.99
OAC 3301-35-06

CROSS REFS.: EBAA, Reporting of Hazards
EBBA, First Aid
EBBC, Bloodborne Pathogens
ECA, Buildings and Grounds Security
ECG, Integrated Pest Management
EEAC, School Bus Safety Program
EF, Food Services Management
EFB, Free and Reduced-Price Food Services
EFH, Food Allergies
GBE, Staff Health and Safety
JHCD, Administering Medicines to Students
JHF, Student Safety
KBCA, News Releases
KK, Visitors to the Schools
Emergency/Safety Plans Handbook

EMERGENCY MANAGEMENT AND SAFETY PLANS
(Administrative Rules/Protocols)

The Board directs the Superintendent/designee to prepare and maintain comprehensive emergency management and safety plans and administrative rules/protocols regarding the topics listed below. The rules/protocols are kept in the central office in a secure location.

Administrative Rules/Protocols

1. A list of dangerous or recalled products.
2. Radon rules or protocols including evidence that each school has been built radon resistant or has been tested for radon within the past five years.
3. An asbestos management plan including evidence of inspection for asbestos within three years, evidence of periodic surveillance within the past six months and a copy of the yearly written notice to the public referencing asbestos inspection and the availability of the asbestos management plan for review.
4. A schoolwide safety or crisis management plan, which provides a protocol for responding to any emergency events and a protocol providing for immediate notification to the appropriate fire department and board of health in the event of any spill or release of a hazardous substance on school grounds.
5. Guidance regarding bloodborne pathogen risk reduction.
6. Procedures for administering medications to students.
7. A written comprehensive safety plan addressing:
 - A. safety management accountabilities and strategies;
 - B. safe work practices;
 - C. accident analysis procedures;
 - D. job safety analysis procedures;
 - E. safety committees and employee involvement strategies;

- F. employee safety and health training;
 - G. treatment of sick or injured workers;
 - H. safety and health hazard audits;
 - I. ergonomics;
 - J. transportation safety;
 - K. identification and control of physical hazards;
 - L. substance abuse;
 - M. school violence prevention and
 - N. personal protective equipment.
8. A written chemical hygiene plan, which sets forth procedures, equipment, personal protective equipment and work practices that are capable of protecting employees and students from the health hazards of chemicals in the school.
 9. Safety data sheets for every hazardous chemical used in each school building or on the school grounds for cleaning, maintenance or instruction. (These must be kept where the chemicals are stored in addition to the main office of each building.)
 10. Protocols on staff and student hand washing.
 11. No-smoking signs.
 12. The District's integrated pest management policy.
 13. Protocols for using automated external defibrillators (AEDs).
 14. Protocols for responding to in-school crises, including student crime, suicide, death of a student or employee, acts of violence (including bomb threats and school intruders), trauma, accidents and/or terrorism.
 15. Protocols for the management of students with life-threatening allergies.

(Approval date: August 5, 2009)

(Re-adoption date: February 11, 2014)

[Approval date: September 9, 2014]

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, or law enforcement emergencies or circumstances where the Superintendent determines a closure, dismissal or delay is necessary. It is understood that the Superintendent takes such action only after consultation with transportation and other necessary authorities.

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.

The District may choose to make up a maximum of three days via online lessons and/or blizzard bags.

[Adoption date: August 5, 2009]

[Re-adoption date: December 8, 2009]

[Re-adoption date: June 14, 2011]

[Re-adoption date: December 6, 2011]

[Re-adoption date: October 23, 2012]

[Re-adoption date: March 18, 2014]

LEGAL REFS.: ORC 3313.48; 3313.482

CROSS REFS.: EBC, Emergency/Safety Plans
IC/ICA, School Year/School Calendar
ID, School Day

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

NOTE: House Bill (HB) 153 (Budget Bill) of 2011 gives districts the option of allowing students to make up a maximum of three days via online lessons and/or blizzard bags. Policy language is not required; however, if a district chooses to participate in the program, it may want to consider adding optional policy language as well as regulation language setting forth what is required to be in the district's plan that is submitted to the Ohio Department of Education. The actual plan should not be included in the board policy manual, but regulation language setting forth what must be included in the plan may be useful for informational purposes.

The changes to Ohio Revised Code Section (RC) 3313.48 are effective July 1, 2014, then the change to hours and removal of calamity days takes effect.

HB 59 (Budget Bill) of 2013 deleted the concept of “calamity days” from the Revised Code and the requirement that districts designate a certain number of days as “contingency days.” The bill modified the definition of the “minimum school year” and required school districts to be open for a certain number of hours, instead of a certain number of days. A district is still able to schedule “make-up hours,” but these hours are only legally required if a school closes enough that it will fall below the minimum number of hours required for the year. HB 59 also renumbered the statute governing online lessons and/or blizzard bags. The language now appears in RC 3313.482.

THIS IS A REQUIRED POLICY

EMERGENCY CLOSINGS

In accordance with State law, the District may choose to make up missed days via online lessons. A plan for online lessons must be submitted to the Ohio Department of Education (ODE). The plan must include:

1. the number of days the District plans to make up via online lessons (maximum of three);
2. a statement requiring each classroom teacher to develop enough lesson plans to cover the number of makeup days specified in the plan;
3. a statement requiring the District to make the lessons available to students on the District's website as soon as practicable after school closure;
4. a statement granting students a two-week period from the date of posting to complete the lesson;
5. a statement specifying that teachers will grade the online lessons in the same manner as other lessons and that students may receive an incomplete or failing grade if the lesson is not completed on time;
6. a statement allowing students to work on posted lessons at school after it reopens if the student does not have access to a computer at his/her residence. The District may provide the student access to a computer before, during or after the regularly scheduled school day, or may provide a substantially similar paper lesson. Students without access to a computer at home are granted two weeks from the date of reopening, rather than the date of posting, to complete the lesson and
7. a statement indicating whether the District will utilize blizzard bags in addition to posting classroom lessons online. Blizzard bags are paper copies of the online lessons. If the District uses blizzard bags, teachers must also prepare paper copies of the online lessons, and the Board's plan to ODE must specify the method of distributing the blizzard bags, which may include distribution by a set deadline or distribution prior to an anticipated school closure.

The District must also secure written consent of the teachers' union. The Board then submits the plan along with a copy of the teachers' union consent to ODE by the deadline specified under State law.

(Approval date: September 13, 2011)
[Re-adoption date: February 11, 2014]

PROTECTION FOR REPORTING SAFETY AND FRAUD VIOLATIONS
(Whistleblowers)

The Board is concerned with the safety of everyone present on District property and has directed the Superintendent/designee to develop and maintain a comprehensive safety plan, in accordance with State law, that addresses potential safety issues that may arise within the District.

In addition to the comprehensive safety plan, staff members are encouraged to participate in the safety practices of the District by providing recommendations that ensure a safe environment for all.

The Board also is concerned with the prevention of fraud, including the misuse and misappropriation of public money, and, in accordance with State law, shall provide information to all staff members about the fraud reporting system established through the Auditor of State.

The Board shall put forth its best efforts in prevention and correction of safety and fraud issues; however, there may be times when such violations may occur. Staff members who report these violations in good faith have the right to do so without any retaliation by the Board, District administrators or other staff members.

The Board does not condone, nor does it tolerate, any act of discrimination, harassment or other acts of retaliation at any time for the reporting of safety and fraud violations. Staff members in violation of this policy will be disciplined in accordance with the negotiated agreement, Board policy and/or State law.

[Adoption date: August 5, 2009]

[Re-adoption date: July 17, 2012]

LEGAL REFS.: ORC 117.103
124.341
4113.52

CROSS REFS.: EB, Safety Program
EBC, Emergency/Safety Plans
Emergency/Safety Plans Handbook

NOTE: Ohio Revised Code Section 4113.52 contains the provisions for:

- *the protection of employees that report safety violations (whistleblowers);*
- *what should happen if the district does not correct the violations;*
- *notifying the employees who report violations of the status of those violations;*
- *the prohibitions against retaliation for making reports and*
- *legal remedies for retaliation.*

A summary of these prohibitions is outlined in the regulation that follows.

Ohio Revised Code Section 117.103 requires the Auditor of State to maintain a system for the reporting of fraud, including the misuse of public money by a public office or public official. The system allows anonymous complaints to be made through a toll-free telephone number, the Auditor of State's website or through the U.S. mail.

It requires the Auditor of State to maintain a log that contains:

- *the date the complaint was received*
- *a general description of the complaint*
- *the public office or agency against whom the complaint is directed*
- *a general description of the status of the review by the Auditor's office*

It also places a notification requirement on all public employers. Effective May 4, 2012, all public employers must notify existing employees of the fraud-reporting system as well as inform new employees of the system within 30 days of beginning employment. Employees also must confirm that they have received this information.

Ohio Revised Code 124.341 contains prohibitions against retaliation against civil service employees for making a fraud complaint with the Auditor of State. A summary of these prohibitions is outlined in the regulation that follows.

PROTECTION FOR REPORTING SAFETY AND FRAUD VIOLATIONS
(Whistleblowers)

State law contains a number of provisions concerning the reporting of safety and fraud violations. The following regulation gives a brief overview of these provisions.

Safety Violations

1. Awareness and reporting of a violation

If an employee becomes aware of a violation of any State or Federal law, or any Board policy or regulation that the District has authority to correct, and the employee reasonably believes that the violation is a criminal offense that is likely to cause an imminent risk of physical harm, a public health or safety hazard, a felony or an improper solicitation for a contribution, the employee shall orally notify his/her supervisor or other responsible administrator of the violation and subsequently file with the supervisor or administrator a written report that provides sufficient detail to identify and describe the violation.

2. Not correcting the violation

If the District does not correct the violation or make a reasonable and good faith effort to correct the violation within 24 hours after the oral notification or the receipt of the report, whichever is earlier, the employee may file a written report that provides sufficient detail to identify and describe the violation with the city or county prosecutor where the violation occurred, with a peace officer, with the inspector general if the violation is within the inspector general's jurisdiction, or with any other appropriate public official or agency that has regulatory authority over the District.

3. Notifying the employee

If an employee makes a report, the employer, within 24 hours after the oral notification was made or the report was received or by the close of business on the next regular business day following the day on which the oral notification was made or the report was received, whichever is later, shall notify the employee, in writing, of any effort of the employer to correct the alleged violation or hazard, or of the absence of the alleged violation or hazard.

4. Reporting fellow employees' violations

If an employee becomes aware of a violation by a fellow employee of any State or Federal law, any Board policy or regulation or any work rule or procedure, and the employee reasonably believes that the violation is a criminal offense that is likely to cause an imminent risk of physical harm, a public health or safety hazard, a felony or an improper solicitation for a contribution, the employee shall orally notify his/her supervisor or other responsible administrator of the violation and subsequently shall file with that supervisor or administrator a written report that provides sufficient detail to identify and describe the violation.

5. Retaliation

The District shall not take any disciplinary or retaliatory action against an employee for making any authorized report or having made any inquiry or taken any other action to ensure the accuracy of any information reported.

The District shall not take any disciplinary or retaliatory action against an employee for making any authorized report if the employee made a reasonable and good faith effort to determine the accuracy of any information so reported, or as a result of the employee's having made any inquiry or taken any other action to ensure the accuracy of any information reported.

Disciplinary or retaliatory action by the District includes, but is not limited to:

- A. removing or suspending the employee from employment;
- B. withholding from the employee salary increases or employee benefits to which the employee is otherwise entitled;
- C. transferring or reassigning the employee;
- D. denying the employee a promotion that otherwise would have been received or
- E. reducing the employee in pay or position.

6. Accuracy of reports

The employee shall make a reasonable and good faith effort to determine the accuracy of any information reported. If the employee fails to make such an effort, the employee may be subject to disciplinary action, including suspension or removal, for reporting information without a reasonable basis to do so.

7. Legal remedies for retaliation

If the District takes any disciplinary or retaliatory action against the employee as a result of the employee's having filed a report, the employee may bring a civil action in the Court of Common Pleas for appropriate injunctive relief or for the remedies set forth in the next paragraph, or both, within 180 days after the date the disciplinary or retaliatory action was taken.

The court, in rendering a judgment for the employee, may order, as it determines appropriate, reinstatement of the employee to the same position that the employee held at the time of the disciplinary or retaliatory action and at the same site of employment or to a comparable position at that site, the payment of back wages, full reinstatement of fringe benefits and seniority rights or any combination of these remedies.

The court also may award the prevailing party all or a portion of the costs of litigation and, if the employee who brought the action prevails in the action, may award the prevailing employee reasonable attorney's fees, witness fees and fees for experts who testify at trial, in an amount the court determines appropriate. If the court determines that the District has deliberately retaliated, the court, in making an award of back pay, may include interest.

Fraud violations

1. Reporting of a fraud violation

If an employee becomes aware of fraud, including the misuse of public resources by a public office or public official, the employee may file a written report identifying the fraud or misuse with his/her supervisor or responsible administrator or file a complaint with the Auditor of State's fraud reporting system.

If an employee reasonably believes that the fraud or misuse of public resources is a criminal offense, the employee may, besides filing a report with his/her supervisor or responsible administrator or with the Auditor of State's fraud reporting system, report it to a prosecuting attorney, director of law or chief legal officer with the appropriate jurisdiction.

2. Retaliation

The District shall not take any disciplinary action against an employee for filing a report if the employee made a reasonable effort to determine the accuracy of any information in the report.

Disciplinary or retaliatory action by the District includes, but is not limited to:

- A. removing or suspending the employee from employment;
- B. withholding from the employee salary increases or employee benefits to which the employee is otherwise entitled;
- C. transferring or reassigning the employee;
- D. denying the employee a promotion that otherwise would have been received or
- E. reducing the employee in pay or position.

3. Legal remedies for retaliation

If the District takes any disciplinary or retaliatory action against the employee as a result of the employee's having filed a complaint or report, the employee may file an appeal with the State Personnel Board of Review within 30 days after receiving actual notice of the District's action.

The Board shall immediately notify the District and shall hear the appeal. The Board may affirm or disaffirm the action of the District or may issue any other order as is appropriate. The order is appealable to the Court of Common Pleas.

(Approval date: August 5, 2009)
[Re-adoption date: June 12, 2012]

PROTECTION FOR REPORTING SAFETY AND FRAUD VIOLATIONS
(Whistleblowers)

Example language regarding the Auditor of State's fraud reporting-system

The Ohio Auditor of State's office maintains a system for the reporting of fraud, including misuse of public money by any official or office. The system allows all Ohio citizens, including public employees, the opportunity to make anonymous complaints through a toll free number, the Auditor of State's website, or through the United States mail.

Auditor of State's fraud contact information:

Telephone: 1-866-FRAUD OH (1-866-372-8364)

US Mail: Ohio Auditor of State's office
Special Investigations Unit
88 East Broad Street
P.O. Box 1140
Columbus, OH 43215

Web: www.ohioauditor.gov

PROTECTION FOR REPORTING SAFETY AND FRAUD VIOLATIONS
(Whistleblowers)

Acknowledgement of receipt of Auditor of State fraud reporting-system information

Pursuant to Ohio Revised Code 117.103(B)(1), a public office shall provide information about the Ohio fraud-reporting system and the means of reporting fraud to each new employee upon employment with the public office.

Each new employee has 30 days after beginning employment to confirm receipt of this information.

By signing below you are acknowledging (insert public employer) provided you information about the fraud-reporting system as described by Section 117.103(A) of the Revised Code, and that you read and understand the information provided. You are also acknowledging you have received and read the information regarding Section 124.341 of the Revised Code and the protections you are provided as a classified or unclassified employee if you use the before-mentioned fraud-reporting system.

I _____, have read the information provided by my employer regarding the fraud-reporting system operated by the Ohio Auditor of State's office. I further state that the undersigned signature acknowledges receipt of this information.

Print Name, Title, and Department

Please Sign Name

Date

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.

(permissive language)

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: August 5, 2009]

[Re-adoption date: January 22, 2013]

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/Safety Plans
EEACCA, Video Cameras 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

BUILDINGS AND GROUNDS SECURITY

The Board recognizes the value of electronic surveillance systems in monitoring activity on school property and in school vehicles in protecting the health, welfare and safety of its students and staff. Carefully weighing the rights of privacy of students and staff against the District's duty to maintain order and discipline, the Board authorizes the use of electronic surveillance systems.

Cameras

1. Cameras are not positioned in areas where individuals have a reasonable expectation of privacy.
2. The administration provides prior written notice to staff, students and parents/guardians that electronic surveillance may occur on school property or in school vehicles. In addition, appropriate signs are posted in building entrances and at other locations deemed appropriate by the administration to inform visitors that electronic surveillance may occur on district property.
3. The use of cameras in transportation vehicles is supervised by the building principals and the transportation supervisor.
4. The use of cameras is subject to District policies concerning the confidentiality of student and staff records.
5. Surveillance cameras are used only to promote the order, safety and security of students, staff and property.

Portable Metal Detectors

Notices are posted at each main doorway and in student handbooks explaining that weapons are not permitted at school and that students may be required to submit to a metal detector check.

1. Prior to beginning metal detector checks, an administrator or law enforcement officer explains the process to the student body, emphasizing that checks are intended to maintain a safe school environment.
2. The administrator or officer checks each student by visually searching his/her locker and having them bring contents to a checkpoint.
3. The administrator or officer will ask the student to remove all metal-containing objects from his/her clothing and personal effects. The administrator/officer scans the student without touching him/her, as well as the student's personal effects. If the student refuses to cooperate, the administrator/officer may proceed with the check in the presence of another adult.

4. If the metal detector is activated during scanning of the student's effects, the administrator/officer opens the student's bag, purse, etc. and looks for weapons. If the detector is activated during scanning of the student's person, the student is given a second opportunity to remove any metal-containing object from his/her person.
5. If the metal detector is again activated, a same-sex administrator/officer conducts a pat-down search of the student's outer clothing in the area where the metal detector was activated. If the administrator/officer feels an object on the student's person, the student is given an opportunity to remove the object. If the student refuses, the administrator/officer escorts the student into a private room and removes the object from the student in the presence of an adult witness of the same sex.
6. If a properly conducted search yields a weapon or any other illegal material, it is turned over to the proper legal authorities for ultimate dispositions.

(Approval date: August 5, 2009)

(Re-approval date: December 11, 2012)

VANDALISM

Parents and students are 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.

Adult students and custodial 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 these persons are found liable for monetary damages and are unable to make restitution, the Board/designee may allow community service for the District instead of repayment of the damages.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 2909.05
3109.09
3313.173
3737.73; 3737.99

CROSS REFS.: JG, Student Discipline
JGA, Corporal Punishment
JGD, Student Suspension
JGDA, Emergency Removal of Student
JGE, Student Expulsion
Employee Manual

BUILDINGS AND GROUNDS MAINTENANCE

It is the desire of the Board to provide for regular preventive maintenance of its buildings. The Superintendent prepares an annual schedule for maintenance, upkeep and rehabilitation of the buildings to include major renovations. The Board reviews the schedule and approves it in keeping with available financial resources.

[Adoption date: August 5, 2009]

CROSS REF.: Support Services Manual

CONTRACT REFS.: Teachers' Collective Bargaining Agreements
Support Staff Collective Bargaining Agreement

TRAFFIC AND PARKING CONTROLS

Driving and parking on school property are privileges granted by the Board to persons who have reasons to be in the schools or on school property.

The District administration develops, in cooperation with local traffic authorities, a plan for accommodating the flow of traffic on school roadways, and traffic regulations.

The assignment of parking areas to staff, students and visitors to the school is the responsibility of the administration.

[Adoption date: August 5, 2009]

ENERGY CONSERVATION

The Board intends to institute and maintain an aggressive program to conserve energy and to curb, insofar as possible, expenditures for electricity, gasoline, natural gas, oil and water.

Energy conservation activities include:

1. directly reducing energy consumption through optimizing building systems operating times, optimizing systems output levels, maximizing energy conversion efficiencies and through energy-saving design in renovations and new construction;
2. monitoring energy consumption on a continuing basis to provide needed information on the success of the District's efforts and where additional efforts are needed;

Consumption of each type of energy is monitored for each building by amount used and cost per month. The following items are taken into consideration.

- A. type of construction
 - B. floor space
 - C. age of building
 - D. mechanical systems (heating, cooling, ventilation)
 - E. amount of insulation
 - F. lighting and windows
 - G. building use
 - H. local weather;
3. indirectly reducing energy consumption through projects designed to promote people participation in energy conservation, through planned maintenance of buildings and equipment, through water conservation and waste energy recovery, when economically feasible;
 4. providing in-service training on energy conservation for appropriate administrators and staff and

5. incorporating instruction on energy conservation in school programs, particularly in career-technical programs as appropriate to the particular field.

A District administrator is appointed by the Superintendent to head the energy conservation program. Reports of its progress are made periodically to the Board.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 133.06(G)
3313.372; 3313.373; 3313.46(B)(3)

CROSS REFS.: FAB, Facilities Design
FL, Retirement of Facilities

INTEGRATED PEST MANAGEMENT

The Board is committed to providing students with a safe learning environment free of pests, pesticides and other harmful chemicals through adoption of an Integrated Pest Management (IPM) policy. The goals of the District's IPM program are to:

1. provide the healthiest learning environment possible by preventing unnecessary exposure of students and staff to toxic pesticides;
2. promote safer alternatives to chemical pesticides while preventing economic and health damage caused by pests;
3. ensure that clear and accurate notification concerning the use of pesticides is given so that measures may be taken to prevent and address pest problems effectively without endangering the health of those within the school building and
4. reduce the need for reliance on chemical pesticides.

The Board directs the administration to develop regulations that detail cost-effective strategies that reduce the use of pesticides that pose health risks to students and staff. The regulations must include procedures for the identification of pests and conditions that attract pests, prevention and monitoring techniques, education and training, approved least toxic chemical use and prenotification of chemical use.

Parents of minor students, adult students and staff enrolled or employed at the school may request to receive prior notification of scheduled service visits by pesticide businesses in which pesticides may be applied, or of scheduled pesticide applications by licensed school employees.

In order to keep the facilities and grounds safe, the administration may investigate a variety of chemical and nonchemical methods that are designed to control pests effectively while minimizing potential exposure to students and staff.

[Adoption date: August 5, 2009]

[Re-adoption date: March 18, 2014]

LEGAL REFS.: Public Employment Risk Reduction Program; ORC 4167.01 et seq.
ORC 921.01; 921.06; 921.16; 921.18
OAC 901:5-11-14 and 5-11-15

CROSS REFS.: EB, Safety Program
EBAA, Reporting of Hazards
EBC, Emergency/Safety Plans
GBE, Staff Health and Safety

NOTE: This policy was originally required by Jarod's Law, but is no longer required after the repeal of Jarod's Law by HB 1 (2009). It is a good idea for districts to include language in their policy manuals if they engage in integrated pest management activities and/or use of pesticides in the schools. Because policy language is no longer required, districts also have the option of filing this language as an interdistrict plan or procedure.

INTEGRATED PEST MANAGEMENT

The District's integrated pest management (IPM) program includes the following components:

Identification

A knowledgeable person or company competent to carry out pest management duties finds the origin of a pest problem or potential problem.

Prevention and Monitoring

Pest problems are prevented by routine monitoring, identification of potential pest problems and through education of the school community. When necessary, habitat modification is used to discourage pests from an area.

The individual/company responsible for the District's IPM program routinely inspects the building, including entrances, food/water storage sites and restrooms for pest activity. The individual/company responds to complaints reported by students, staff, parents or other school community members.

Education and Training

Everyone in a school community plays a role in pest management. Students, staff and other stakeholders are provided with the information necessary to implement the IPM program successfully. The IPM policy is distributed to students and staff in District handbooks and to any individual/company hired to carry out pest management duties.

Education and training programs address common human habits and other cultural practices which may be pest conducive.

Approved Least Toxic Chemical Use

Nontoxic methods of pest control are preferred. When applicable, the District uses environmental, cultural, mechanical and sanitation controls as the primary sources of pest control.

If nontoxic methods of pest control fail or are impractical, the least toxic chemical pesticide that is effective is used. Application techniques that minimize exposure are approved prior to being used. Only trained and qualified workers handle and apply the pesticides.

A record of all chemical pest control treatments is kept for at least three years. All records are made available upon request to the general public, the Ohio Department of Agriculture's Section of Pesticide Regulations and the Board of Health upon request.

Prenotification

Whenever possible, pesticides are administered during noninstructional periods and/or during school breaks.

If it becomes necessary to administer pesticides during times school is in session, the administration provides notice to affected persons, prior to the date and time of the pesticide application. The notice includes the date, time and location of the application, the name of the product being used and the telephone number to contact the school/company for more information.

(Approval date: August 5, 2009)

THIS IS A REQUIRED REGULATION

INTEGRATED PEST MANAGEMENT (Use of Pesticides)

The following specific regulations are used by District staff and contractors when pesticides or alternative pest-control products are used.

1. An integrated pest management program is developed and implemented to reduce the use of pesticides. Lawn care standards including mowing height and frequency, aeration, overseeding and fertilization are implemented to improve turfgrass density and reduce weed growth.
2. Structural and lawn chemicals such as insecticides, herbicides and fertilizers are chosen with as low a level of toxicity as practical. The least toxic or organic formulation with the safest method of application is selected when there is a choice of products with comparable cost and effectiveness. Products labeled “caution” are to be preferred over products labeled “warning” or “danger.”
3. Long-term storage of chemicals is kept to a minimum. Since many chemicals lose effectiveness with storage, and storage further increases risk, only enough of the product for a given application is purchased. All materials are stored in accordance with label instructions. All products and application equipment are stored in a separate facility away from classrooms and food preparation or storage areas. Storage facilities are kept inaccessible to students and the general public and are clearly marked as pesticide storage areas.
4. All chemicals have complete label instructions and remain in the original containers until used. Material safety data sheets (MSDS) and sample labels for lawn chemicals are kept on file in the District and are readily available to anyone who must handle such materials or who may be exposed to the product. Structural pesticide labels and MSDS are filed in the District as well.
5. All applications of pesticides and fertilizers are made in strict compliance with the label instructions, and under no circumstances do the product concentrations exceed those specified in the application instructions.
6. An annual written plan of seasonal applications is distributed to building administrators and kept on file in the District. The plan contains the following information:
 - A. the season of the application;
 - B. the purpose of the application;

- C. the product to be used;
 - D. the formulation of the product;
 - E. an estimate of the amount of product to be used;
 - F. the District site and specific area to be treated;
 - G. the type of equipment to be used and
 - H. any requirements necessary to comply with the Ohio Department of Agriculture and the Ohio Environmental Protection Agency regulations, including any warning or notification signs.
7. All chemicals and organic products are applied at times that individuals are not in the immediate area or scheduled to use District facilities within the restricted entry limitations identified on the product label.
8. A sign is posted on each affected site seven days prior to the target application date identified in the seasonal application plan to notify staff and residents of pending applications. The sign includes a phone number to call to request additional information.
9. Treated school grounds are posted with a sign identifying the date and time of the application, product used and re-entry date and time. Signs remain posted for 24 hours after the expiration of the re-entry date and time.
10. Records are kept in the District following each application and contain the following information:
- A. name of certified applicators supervising the application and name of trained service technicians making application;
 - B. application and re-entry dates;
 - C. District site and specific areas treated;
 - D. pests controlled;
 - E. size of site treated;
 - F. trade name (brand name) and EPA registration number of chemicals used;

- G. total amount of each chemical used;
 - H. rate of application and concentration of chemical formulation applied;
 - I. type of equipment used;
 - J. time of day, including the time of starting the actual application and the time of completion or, if uncompleted, the time when operations ceased for the day and
 - K. wind direction and velocity, air temperature and other weather conditions when applicable.
11. District employee(s) responsible for handling and applying pesticides are required to have a valid pesticide application license issued by the Ohio Department of Agriculture, or must work under the direct supervision of a licensed applicator as permitted by ODA guidelines.
 12. No school support groups, i.e., CEC, PTA, PTO, athletic boosters, etc., are permitted to apply chemicals on District property.
 13. Any contracted services requiring the use of pesticides or any other chemicals must abide by Board policy and administrative regulations.

(Approval date: August 5, 2009)

MAINTENANCE AND CONTROL OF MATERIALS

The Superintendent will be held accountable for all equipment and materials under the District's jurisdiction.

[Adoption date: August 5, 2009]

CROSS REFS.: CBA, Qualifications and Duties of the Superintendent
DID, Inventories
Support Services Manual

AUTHORIZED USE OF SCHOOL-OWNED MATERIALS

District materials and equipment may not be used for private profit or personal reasons by staff members. The Board, however, permits school materials and equipment to be loaned to staff members when the use is related to their employment or professional activities, and to students when the use is in connection with their studies or extracurricular activities.

Proper controls are established to ensure that the person has permission to use/borrow the item and that it will be returned.

[Adoption date: August 5, 2009]

CROSS REF.: Employee Manual

AUTHORIZED USE OF SCHOOL-OWNED MATERIALS

Use by Employees

Employees may borrow school materials and equipment when the use is related to their employment under the following procedure for obtaining permission:

1. Requests are submitted on the appropriate District form and include the reason for making the request and the time the equipment will be returned.
2. Approval is first secured from the principal, if applicable, or the supervisor of the department.
3. After approval of the initiated required signature, the department head determines if authorization is appropriate.
4. The employee assumes full responsibility for theft, loss or damage to equipment borrowed.
5. The employee signs a receipt for the equipment provided by the District which states the following:
 - A. an acknowledgment of the borrowed equipment received by the employee;
 - B. a statement of the condition of the equipment with notations of any damage or defect to the equipment;
 - C. the date and time of receipt of the equipment and
 - D. the date the equipment is to be returned.

Approval of requests is based on the purpose of the project, the extent to which it aids the staff members in their work and the extent to which it contributes to the professional advancement of staff members.

Use by Students

School equipment may be loaned to students when the equipment is necessary to carry out a regular instructional project as follows:

1. When it has been determined by a teacher that the instructional situation justifies a loan of school-owned equipment to a student, a form is issued to the student to be completed before loaning the equipment.
2. Parental permission for student use of the equipment is obtained. This is done by having the parent sign the District form for such loan purpose. The signature confirms the parent's assumption of responsibility in the event of loss or damage to the item borrowed.
3. The teacher is responsible for transmitting the approval form to the principal's office within 24 hours of the transaction.
4. The student and/or the parent signs a receipt for the equipment provided by the District which states the following:
 - A. an acknowledgment of the borrowed equipment received by the student;
 - B. a statement of the condition of the equipment with notations of any damage or defect to the equipment;
 - C. the date and time of receipt of the equipment and
 - D. the date the equipment is to be returned.
5. Upon the return of the equipment, it is the responsibility of the teacher to notify the principal that the equipment has been returned. The principal makes the proper notation on the District's authorization form. The principal forwards information to the department head that the equipment has been returned.

(Approval date: August 5, 2009)

ACCEPTABLE USE AND INTERNET SAFETY FOR INFORMATIONAL AND EDUCATIONAL TECHNOLOGY

The Dayton Public School District realizes that 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.

The use of computers and other District network or online devices/services support learning and enhance instruction, as well as assist in administration. Electronic networks allow people to interact with many computers and other resources; the internet allows people to interact with hundreds of thousands of networks and individuals around the world.

Information and Communication Technology (ICT) and Social Media Usage

ICT and social media are recognized technologies that enable the District and students to share information in a timely, relevant manner across numerous platforms. As mediums continue to evolve, the District recognizes the importance of finding new ways to communicate with families, students, the community and other stakeholders, while remaining mindful of its obligation to uphold regulations regarding student privacy, internet safety and Board policies.

Social media is to be used within the district as another tool for effective two-way communication. Any site representing the District as a whole will be created and maintained by the Public Information Office or other Superintendent designee; no other entity shall purport to officially represent the District in this capacity.

Social media shall be used:

- 1) To promote the District in a positive manner;
- 2) To share District news and information in a timely and relevant fashion;
- 3) To encourage two-way communication between the District and the public; and
- 4) In ways that are not in violation of policies regarding student safety (see also JM).

Social Media Interactions

To maintain a more formal staff-student relationship, district employees shall not “friend” current students on social networking sites such as Facebook and MySpace (except when that employee is a relative or legal guardian of the student).

Assume that nothing posted online, in any capacity, is private. When putting something online, use the “Front Page Test” - would this post/picture/information be embarrassing, slanderous or threatening if it ended up on the front page of tomorrow’s newspaper?

Social Media Privacy

Use of Facebook, Twitter or other social media sites: It is recommended that students and staff keep privacy settings to “Only Friends,” or to personally approve friends and followers.

DPS employees are not permitted to post pictures of students with personally identifying information, and students are not to be “tagged” in photos without explicit permission from the student’s parent/guardian.

Other district guidelines and policies regarding disclosure of student record information must be adhered to when using a personal account, including posting of student photographs, names of students and personally identifiable information.

Social Media Usage

Staff and students should use only approved social media sites while utilizing the district’s network. Approved sites are authorized by their educational content and have been vetted through the district’s Software/Hardware Review Process. Staff who seek to use these and other restricted sites as part of the educational process should contact the Office of Information Technology for assistance.

When using social media:

- a) do not create content (posts, message responses, tweets, photo manipulations, etc.) that portray the district or an individual in an obscene, defamatory or libelous way.
- b) be transparent and honest in your online interactions. Do not post anonymously. If you are identified as a district employee, be sure to mention your views and opinions are your own and do not represent the district as a whole.

All technologies 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 district’s 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 which may be offensive to another user or intended to harass, intimidate or bully other users;
3. accessing personal social networking websites or applications (aka “apps”) for non-educational 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;
9. unauthorized downloading of freeware or shareware programs and all copyrighted material, including music, videos, and applications (aka “apps”);
10. sending or forwarding chain letters or “spam” to a large group of users; and
11. storage of “personal files” including pictures, jokes, videos, games, apps, and other recreational software.

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

Because access to online services provides connections to other computer systems located all over the world, users (and parents of users who are under 18 years old) must understand that neither the school nor the District can control the content of the information available on these systems. Some of the information available is controversial and sometimes offensive. The Board does not condone the use of such materials. Employees, students and parents of students must be aware that the privileges to access online services are withdrawn from users who do not respect the rights of others or who do not follow the rules and regulations established. A user’s agreement is signed to indicate the user’s acknowledgment of the risks and regulations for computer/online services use. The District has implemented technology-blocking measures that protect against access by both adults and minors to visual depictions that are obscene, child pornography, or, with respect to the use of computers by minors, harmful to minors. The District has also purchased monitoring devices which 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 a sexual contact, actual or simulated normal or perverted sexual acts or 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.

Search and Seizure

Students and employees should have no expectation of privacy with respect to the use of any district Information Communication Technology. Violations of District regulations, disciplinary code or the law may result in severe penalties, including, but not limited to termination of employees or expulsion of students.

Routine maintenance and monitoring of ICT systems may lead to discovery that the user has or is violating the District Acceptable Use Regulations, the Student Code of Conduct or the law. An individual search is conducted if there is reasonable suspicion that a user has violated the law or the disciplinary code. The nature of the investigation is reasonable and in the context of the nature of the alleged violation.

District employees should be aware that their personal files might be discoverable under state public records laws.

[Adoption date: August 5, 2009]

[Re-adoption date: June 21, 2011]

[Re-adoption date: August 21, 2012]

[Re-adoption date: December 16, 2014]

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; (P.L. 106-554, HR 4577, 2000,
114 Stat 2763)

ORC 1329.54 through 1329.67
3313.20
3319.321

CROSS REFS.: AC, Nondiscrimination/Harassment
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)
Employee Manual
Student Handbooks

NOTE: The Children's Internet Protection Act (CIPA) requires school districts that receive federal funds to purchase computers, direct access to the internet under the Elementary and Secondary Education Act or receive federal universal e-rate service discounts and internet connections services under the Communications Act to adopt, implement and maintain computer use policies that address these issues:

- 1. material deemed as harmful to minors on the internet and World Wide Web;*
- 2. access by both adults and minors to visual depictions that are obscene, child pornography on the internet and World Wide Web;*
- 3. safety and security of minors when using electronic mail, chat rooms and other forms of direct electronic communications;*
- 4. unauthorized access, including "hacking" and other unlawful activities by minors online;*
- 5. unauthorized disclosure, use and dissemination of personal information regarding minors and;*
- 6. measures designed to restrict access to materials deemed "harmful to minors" and*
- 7. educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response.*

The District must create a plan for educating students concerning appropriate online behavior; this plan is separate from the policy manual. The FCC has provided resources including OnGuardOnline.gov to aid districts in developing local plans.

In addition, the popularity of social networking websites has made it necessary for administrators to address the access of these sites on district property. Specific language restricting use, along with the disciplinary penalties imposed on offenders, should be placed in staff and student handbooks.

It is important to note that the FCC recognizes that while some individual Facebook and MySpace pages could potentially contain material harmful to minors social networking websites are not per se harmful to minors, and therefore do not automatically have to be blocked. This decision is left up to the District's discretion.

Additional policy language addressing social networking is found in GBH (Also JM), Staff-Student Relations and IIBH, District Websites.

Additionally, the Board shall make a local determination as to what is classified "inappropriate for minors" in line with the current definition.

In report 11-125, FCC adopted the following definition of minor; "any individual who has not attained the age of 17 years." All E-rate program participants must use this definition of minor for the purpose of this topic.

The District internet safety policy must be made available to the FCC upon request.

THIS IS A REQUIRED POLICY

INFORMATION AND COMMUNICATION TECHNOLOGY REGULATIONS (Acceptable Use and Internet Safety)

Purpose

The Information and Communication Technology (ICT) systems of the District are limited to an educational purpose. The purpose of the District's Information and Communication Technology systems is to assist in preparing students for success in life and work in the 21st century by providing them with electronic access to a wide range of information and the ability to communicate with people throughout the world. Additionally, the ICT systems increases District intra-communication, enhances productivity and assists District employees in upgrading their skills through greater exchange of information with their peers. The ICT systems of the District also assist in the sharing of information with the local community, including parents, social service agencies, government agencies and businesses.

The term "educational purpose" includes use of ICT systems for classroom activities, professional or career development and limited high-quality self-discovery activities. Use of equipment for self-discovery may not in any way violate restrictions established in the Acceptable Use Policy (AUP). Employees will limit their use of ICT systems for self-discovery purposes to no more than three hours per week of non-work time (i.e., lunch, before or after work).

Users may not use the District ICT systems for commercial purposes, defined as offering or providing goods or services for personal use. District acquisition policies are followed for District purchase of goods or services through the District ICT systems.

Users may not use ICT systems for solicitation and/or campaigning. District employees and students may use ICT systems to communicate with their elected representatives and to express their opinion for the purpose of education or educational issues. All use of the District system with regard to political activities must adhere to guidelines established in the Board's policy manual, which includes, but is not limited to, File GBG.

District Responsibilities

The Superintendent or his/her designee is responsible for overseeing the District ICT systems and for working with other regional or state organizations as necessary.

The Office of Information Technology (OIT) serves as the District coordinator for the District ICT systems, establishes a process for setting up individual and class accounts, maintains executed user agreements and sets quotas for disk usage on ICT systems. The OIT Department establishes District virus protection procedures, ensures teachers have opportunities to receive proper training in the use of ICT systems and other procedures deemed necessary by the Board, the Superintendent and/or administrators.

The principals of their respective buildings and/or department heads serve as the building/department level coordinator for the District ICT systems. They approve building-level activities, ensure teachers/staff receive proper training in the requirements of this policy, establish a system to ensure adequate supervision of students using ICT systems and are responsible for enforcing the District Acceptable Use Policies at the building/department level.

Teachers and media center staff instruct students on acceptable use of the network and Board policy.

Technical Services Provided Through District Information and Communication Systems

E-mail: E-mail allows District employees to communicate with people throughout the world and to subscribe to mail lists to engage in group discussion related to educational subjects.

World Wide Web: The Web provides access to a wide range of information in the form of text, graphics, photographs, video and sound from throughout the world. The Web is a valuable research tool for students and employees.

Internet Relay Chat (IRC): IRC (chat) provides the capability of engaging in “real-time” discussions. The District may provide access to IRC only for specifically defined educational classroom activities.

Blocking Software: The District has acquired software designed to prevent students from accessing inappropriate material or materials considered harmful to minors on school computers. However, students, parents and staff must understand that no software is 100% effective.

Wide Area Network (WAN): The District’s WAN includes access to business systems (financial, employee and student) for approved staff.

Intranet Services: Intranet services, accessed via DPS InfoNet, allow District staff access to electronic forms and web-based applications.

Extranet Services: Secure remote access to the District’s e-mail and Intranet services.

Access to ICT systems

The District’s Acceptable Use Policies govern all use of the District ICT systems for staff and students. All users must accept the appropriate Acceptable Use Agreement.

World Wide Web: District employees and students with authorization from their supervisor or parent have access to the Web through the District’s networked computers.

Individual E-Mail Accounts for District Employees: District employees, are provided with an individual account and have the ability to forward mail to their personal e-mail if necessary for business purposes.

Guest E-Mail Accounts: No guest accounts are permitted.

Individual E-mail Accounts for Students: E-mail accounts are permitted by the District approved, Children's Internet Protection Act (CIPA) compliant vendor. Students shall not use free Internet or Web mail e-mail providers (including, but not limited to, Hotmail, Gmail, Juno, etc.) to obtain an e-mail address or to send/receive e-mail with an existing address from the District ICT systems.

Parental Notification and Responsibility

The District notifies parents about the District network and the regulations governing its use. Parents must sign an agreement to allow their child(ren) to have Internet access. Parents may request alternative activities for their child(ren) that do not require Internet access.

Parents have the right at any time to investigate the contents of their child(ren)'s electronic files. Parents have the right to request the termination of their child(ren)'s network privileges at any time.

The District's Acceptable Use Policies contain restrictions on accessing inappropriate material. In accordance with CIPA, the District makes every reasonable effort to ensure the safety of students. For this reason, a content filter has been programmed to block unsupervised chat rooms and bulletin boards. Release of such sites containing material that is educationally valuable is addressed on a case-by-case basis.

There is a wide range of material available on the Internet, some of which may not be fitting with the particular values of the families of the students. It is not practical or possible for the District to monitor and enforce a wider range of social values in student use of the Internet.

Further, the District recognizes that parents bear primary responsibility for transmitting their particular set of family values to their children. The District encourages parents to specify to their child(ren) what material is and is not acceptable for their child(ren) to access through the District system within the limits established by the District Acceptable Use Regulations.

The District provides students and parents with the Computer and Internet Acceptable Use Guidelines for student safety while using the Internet.

District Limitation of Liability

The District make no warranties of any kind, either express or implied, that the function or the services provided by or through the District system are error-free or without defect. The District is not responsible for any damage users may suffer including, but not limited to, loss of data, interruptions of service or computer viruses. The District is not responsible for the accuracy or quality of the information obtained through or stored on ICT systems. The District is not responsible for financial obligations arising through the unauthorized use of ICT systems.

The District assumes no responsibility or liability for any phone charges including, but not limited to, long distance charges, per minute (unit) surcharges and/or equipment or line costs incurred by users while accessing the District system. Any disputes or problems regarding phone service are strictly between users and his/her local phone company and/or long distance service provider.

Due Process

The District cooperates fully with local, state or federal officials in any investigation concerning or relating to any illegal activities conducted through the District system.

In the event there is an allegation that a student or employee has violated the District Acceptable Use Policy, the student or employee is notified, if permitted by law, of the alleged violation and an opportunity to be heard in the manner set forth in the Student Code of Conduct.

Disciplinary actions are tailored to meet specific concerns related to the violation and to assist the student or employee in gaining the self-discipline necessary to behave appropriately on an electronic network. If the alleged violation also involves a violation of other provisions of the Student Code of Conduct, the violation is handled in accord with the applicable provision of the Student Code of Conduct.

Employee violations of the District Acceptable Use Regulations are handled in accord with Board policy.

Search and Seizure

Students and employees should have no expectation of privacy with respect to the use of the Internet, Intranet or electronic mail. Violations of District regulations, disciplinary code or the law may result in severe penalties, up to and including termination of employees or expulsion of students.

Routine maintenance and monitoring of ICT systems may lead to discovery that the user has or is violating the District Acceptable Use Regulations, the Student Code of Conduct or the law.

An individual search is conducted if there is reasonable suspicion that a user has violated the law or the disciplinary code. The nature of the investigation is reasonable and in the context of the nature of the alleged violation.

District employees should be aware that their personal files might be discoverable under state public records laws.

Copyright and Plagiarism

Board policies on copyright govern the use of material accessed through the District system. Copyrighted material must not be placed on any system connected to the District system without the author's permission. Only the owner(s) or person(s) they specifically authorize may upload or download copyrighted material to the District system. It may be permissible to redistribute a copyrighted program non-commercially with the expressed permission of the owner or authorized person. Permission must be specified in the document, on ICT systems or must be obtained directly from the author. Teachers will instruct students to respect copyright and to request permission when appropriate.

Board policies on plagiarism govern use of material accessed through the District system. Teachers will instruct students in appropriate research and citation practices.

Academic Freedom, Selection of Material, Student Rights to Free Speech

Board policies on academic freedom and free speech govern the use of the Internet.

When using the Internet for class activities, teachers select material that is appropriate in light of the age of the students and that is relevant to the course objectives. Teachers preview the materials and sites they require or recommend students access to determine the appropriateness of the material contained on or accessed through the site. Teachers provide guidelines and lists of resources to assist their students in channeling their research activities effectively and properly. Teachers assist their students in developing the skills to ascertain the truthfulness of information, distinguish fact from opinion and engage in discussions about controversial issues while demonstrating tolerance and respect for those who hold divergent views.

District Website: The District establishes a website, www.dps.k12.oh.us, and develops web pages that present information about the District. The Office of Public Information is responsible for maintaining the District website and Website Publishing Guidelines. The Webmaster or his/her appointee is responsible for managing and posting to the District website.

District Acceptable Use Guidelines

Users must abide by the following guidelines:

1. Personal Safety:

Users will not post personal contact information about themselves or other people. Personal contact information includes address, telephone, school address, work address, etc.

Users will not agree to meet with someone they have met online.

Student users will promptly disclose to their teacher or other school employee any message they receive that is inappropriate or makes them feel uncomfortable. Employees will report messages to their supervisor.

2. Illegal Activities:

Users will not attempt to gain unauthorized access to the District system or to any other computer system through the District system, or go beyond their authorized access. This includes attempting to log on through another person's account or access another person's files. These actions are illegal, even if only for the purpose of "browsing."

Teachers will not give students administrative access to any network that is not isolated from the District system and intended for educational purposes.

Users will not make deliberate attempts to disrupt the computer system performance or destroy data by spreading computer viruses or by any other means. These actions are illegal.

Users will not use the District system to engage in any illegal act, such as arranging for a drug sale or the purchase of alcohol, engaging in criminal gang activity, threatening the safety of person, etc.

3. System Security:

Users are responsible for the use of their individual account and should take all reasonable precautions to prevent others from being able to use their account. Under no conditions should a user provide their password to another person.

Users will immediately notify the Director, Office of Information and Technology or his/her designee if they have identified a possible security problem. Users will not attempt to discover security problems as these actions may be construed as an illegal attempt to gain access.

Users will avoid the inadvertent spread of computer viruses by following the District virus protection procedures if they download files.

Users must not attach a modem to a District computer connected to the District system without express written consent from the Superintendent or his/her designee.

4. Inappropriate Language:

Restrictions against inappropriate language apply to public messages, private messages and material posted on web pages.

Users will not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening or disrespectful language.

Users will not post information that, if acted upon, could cause damage or a danger of disruption.

Users will not engage in personal attacks, including prejudicial or discriminatory attacks.

Users will not harass another person. Harassment is persistently acting in a manner that distresses or annoys another person. If a user is told by a person to stop sending them messages, he/she must stop.

Users will not knowingly or recklessly post fake or defamatory information about a person or organization.

5. Respect for Privacy:

Users will follow Board policy with regard to confidential material.

Users will not post private information about another person.

6. Respecting Resource Limits:

Users will use ICT systems only for education and professional or career development activities (no time limit), and limited, high-quality, self-discovery activities. Employees will limit their use of ICT systems for self-discovery purposes to no more than three hours per week of non-work time (e.g., lunch, before or after work).

Students must obtain approval prior to downloading any files. Any files should be of an educational value. The network is not meant to store personal pictures or backup CDs and DVDs on desktops. Inappropriate and/or personal files may be removed at any time without notice.

Users will not post chain letters or engage in “spamming.” Spamming is sending a message that is annoying, unnecessary or has no clear educational purpose to a large number of people.

7. Plagiarism and Copyright Infringement:

Users will not plagiarize works that they find on the Internet. Plagiarism is taking ideas or writings of others and presenting them as if they were original to the user.

Users will respect the rights of copyright owners. Copyright infringement occurs when an individual inappropriately reproduces a work that is protected by a copyright. If a work contains language or artwork that specifies acceptable use of that work, the user should follow the expressed requirements. If the users are unsure whether they can use a work, they should request permission from the copyright owner.

8. Inappropriate Access to Material:

Users will not view, download or transmit material that is profane or obscene (pornography) that advocates illegal acts or that advocates violence or discrimination toward other people (hate literature) or that could be construed as harassment, bullying or disparagement of others based on their race, color, national origin, ancestry, citizenship status, economic status, sex, sexual orientation, age, disability, religion, political beliefs, military status or any other personal or physical characteristic. For students, a special exception may be made for hate literature if the purpose of such access is to conduct research and both the teacher and the parent approve access. District employees may access the above material only in the context of legitimate research.

Examples of material considered inappropriate include, but are not limited to, topics dealing with sex, illegal use of drugs, hate speech, online merchandising, gambling, non-educational games, occult, cults, non-educational entertainment, criminal skills, non-educational chat groups, dating and matchmaking.

If users inadvertently access such information, they should immediately disclose the inadvertent access in a manner specified by their school. This protects users against an allegation that they have intentionally violated the Acceptable Use Policies.

9. Other Inappropriate Uses:

Users may not use the District system for commercial purposes, defined as offering or providing goods or services for personal use.

Users may not use ICT systems for solicitation and/or campaigning.

10. Access to Future Updates of Acceptable Use Regulations:

Employees may access future updates of the Acceptable Use Regulations through the District’s Internet site at www.dps.k12.oh.us or through the District Intranet system.

All other users are notified of changes at the beginning of each school year or may access future updates of the Acceptable Use Regulations through the District's Internet site of www.dps.k12.oh.us or by submitting a written request to the District Webmaster.

(Approval date: August 5, 2009)

[Re-adoption date: June 21, 2011]

[Re-adoption date: October 14, 2014]

BRING YOUR OWN TECHNOLOGY (BYOT) PROGRAM

The District recognizes the importance of technology and the educational benefits available through the use of technology. The use of portable electronic devices in the classroom can add educational value when such devices deliver content and extend, enhance or reinforce the student learning process. Classroom teachers determine the appropriateness of in-class use of electronic devices, consistent with district instructional objectives, and with approval of the building principal.

All personal electronic devices must be used in a responsible, and legal manner. Students using their own devices are subject to the District Acceptable Use Policy and guidelines, Board approved BYOT guidelines, all other Board policies and procedures, including but not limited to the student code of conduct. Failure to adhere to these guidelines may result in the revocation of the privilege to use personal electronic devices in the classroom and/or disciplinary action as appropriate.

The following personal electronic devices are approved:

1. Laptop computers
2. Tablet PCs (Android tablets)
3. iOS devices (e.g., iPads, smartphones)
4. E-readers

Students from grade k-12 are permitted to use approved personal electronic communication devices for educational purposes under the direction of a classroom teacher.

Students using their own electronic devices may access only the wireless Internet provided by the District. The District provided Internet access is filtered in compliance with the Children's Internet Protection Act. Internet access from outside sources allowing for 3G or 4G access is not permitted on school grounds in order to promote safe, filtered Internet access.

BYOT activities are implemented at the discretion of classroom teachers and building administrators. When electronic devices are used to enhance learning in the classroom, students without a personal device will be provided access to an appropriate district-owned digital device.

Violations of any board policies, regulations, or school rules involving a student's personal electronic device may result in the loss of use of the device in school and/or disciplinary action. The school reserves the right to inspect a student's personal electronic device if there is reason to believe that the student has violated board policies, regulations, school rules or has engaged in other misconduct while using their personal electronic device. Any search will be conducted in compliance with board policies.

[Adoption date: December 16, 2014]

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
EDE, Computer/Online Services (Acceptable Use and Internet Safety)
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)
JFCK, Use of Electronic Communications Equipment by Students
JFG, Interrogations and Searches
Staff Handbooks
Student Handbooks

NOTE: Districts who are implementing a BYOT program should work with appropriate stakeholders to address:

- *Digital equity and access to devices*
- *Infrastructure requirements*
- *Building specific guidelines*

It is important to reference and ensure compliance with Children’s Internet Protection Act (CIPA) requirements as referenced in EDE, Computer/Online Services (Acceptable Use and Internet Safety).

The district should state specifically in the policy what grade levels the program is for and what devices specifically are permitted.

BRING YOUR OWN TECHNOLOGY PROGRAM

The use of an approved personal electronic device is a privilege, and students may be denied access at any time. Students wishing to participate in the Bring your Own Technology program must comply with the following guidelines and procedures. Students:

1. must abide by the District Acceptable Use Policy and Regulations, and are subject to all student code of conduct restrictions and disciplinary consequences relating to use or misuse of technology.
2. are responsible for ensuring the safety of their own personal devices. The District is not responsible for the loss or theft of a device, nor are they responsible for any damage done to the device while at school, or on school board property.
3. will use approved devices only for an educational purpose, and only when directed by a classroom teacher or administrator.
4. must keep devices turned off when not directed to use them.
5. may not use the camera feature to capture, record, or transmit audio, video or still photos of other students, faculty, or staff without explicit permission given by the subject of the photo or video.
6. are not to use the device in a manner that is disruptive to the educational environment.
7. exhibiting harassing, intimidating behavior or found bullying through the use of a personal electronic device are subject to discipline under the District Hazing and Bullying policy and procedures.
8. are responsible for servicing their personal electronic devices. The District will not service, repair or maintain any non-district owned technology brought to, and used at school by students.

Approval date: September 9, 2014

NOTE: These regulations serve as a guide for districts. Districts should work with appropriate stakeholders to add additional criteria to this regulation as appropriate. Additional detailed information can be placed in student handbooks.

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.

In addition to that required by law, the Board provides school bus transportation to all elementary and secondary school students to the extent determined by the administration and approved by the Board. This may vary because of safety conditions that prevail in certain areas of the District. 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 Highway 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 who are not accessible to school buses may be transported by other means as defined by State law.

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 and Private Schools

The District will provide transportation for eligible students who attend community, STEM 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: August 5, 2009]

[Re-adoption date: February 18, 2014]

LEGAL REFS.: ORC 3327.01 through 3327.10
4511.76 through 4511.78
OAC 3301-83

CROSS REFS.: EEAA, Eligibility Zones for Pupil Transportation
EEAC, School Bus Safety Program

NOTE: In all city, local and exempted village districts, the board provides transportation for resident elementary students, kindergarten through grade eight, who live more than two miles from the school of attendance and for all students with physical or mental disabilities that make walking impossible or unsafe. The transporting of high school students is optional. Students attending a joint vocational school must be provided with transportation from the high school to the JVSD. Buses used to transport students may be operated by the district, other districts or in some cases private contractors that meet the requirements for the state for pupil transportation. The approved alternative methods for transporting students are outlined in Ohio Administrative Code 3301-83-19.

The board is not required to transport nonpublic or community school students whose travel is more than 30 minutes to school from their district school of assignment. These students are not eligible for any services, including payment in lieu of transportation in accordance with State law.

State law permits districts, upon request, to transport students in grades K-12 who do not reside in the district to a nonpublic school the student attends if the:

- 1. student's resident district is not required to transport the student because the travel time is more than 30 minutes and*
- 2. parent agrees to reimburse the nonresident district for the costs of transporting the student that exceed the amount the district receives from the state.*

If the nonresident district declines the request, it is required to state its reasons in writing.

With an overall policy on student transportation, such as the above, few policies would be needed in subcategories of code EEA. It is advisable for a board to delegate to the superintendent/designee the responsibility of developing district- level policies and procedures for the daily transportation procedure. Many laws will apply in these areas.

ELIGIBILITY ZONES FOR PUPIL TRANSPORTATION

The Board provides transportation for resident elementary students in grades kindergarten through 8, who live more than two miles from school, and for all students with physical or mental disabilities that make walking impossible or unsafe. The transportation of high school students is optional.

The administration designates and the Board approves areas of residence from which students are provided transportation to schools. The Board may create exceptions to the established eligibility zones.

Resident students attending a joint vocational school are provided with transportation to the program from the high school they are assigned to.

The Board authorizes the staff responsible for administering the student transportation program to require student identification as a prerequisite to riding a school bus when this is deemed necessary.

[Adoption date: February 14, 2014]

LEGAL REFS.: ORC 3327.01; 3327.011
OAC 3301-51-10

CROSS REF.: EEA, Student Transportation Services

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. Special limits are set for students if terrain, age of student, traffic, lack of sidewalk or student's health has a bearing on the student's safety.
4. Bus stops are limited, where feasible, so that students from several homes can meet safely at a central point for group pickup.
5. Emergency evacuation drills, supervised by someone other than the bus driver, are conducted regularly throughout the school year to thoroughly acquaint student riders with procedures in emergency conditions.
6. 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.
7. 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.
8. Passengers participating in non-routine use of school buses will receive safety instructions at the beginning of the bus trip.

[Adoption date: August 5, 2009]

[Re-adoption date: February 18, 2014]

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
EEAD, Non-Routine Use of School Buses
GBQ, Criminal Records Check
IICA, Field Trips

NOTE: Districts are encouraged to develop for distribution a drivers' manual that includes by reference the Ohio pre-service driver training manual, the Ohio pupil transportation rules and regulations, as well as the local requirements of the transportation program, including the drivers' responsibilities for the care and maintenance of buses and other school vehicles.

THIS IS A REQUIRED POLICY

STUDENT CONDUCT ON SCHOOL BUSES

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 bus and after the student leaves the bus at the end of the school day.

Students on a bus are under the authority of, and directly responsible to, the bus driver. The driver has the authority to enforce the established regulations for bus 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 school bus riding privileges for a period not to exceed one school year. The only due process required is the student must receive notice of an intended bus riding suspension and an opportunity to appear before the Superintendent or other administrator before the suspension is imposed.

A student suspended from bus riding privileges may also be suspended or expelled from school as determined by the Superintendent.

The Board's policy regarding suspension from bus riding privileges must be posted in a central location in each school building and made available to students upon request.

Regulations regarding conduct on school buses, as well as general information about the school transportation program, are available to all parents and students.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 3327.01; 3327.014
OAC 3301-83-08

CROSS REFS.: JFC, Student Conduct (Zero Tolerance)
JGA, Corporal Punishment
JGD, Student Suspension
JGE, Student Expulsion
Student Code of Conduct

VIDEO CAMERAS 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 cameras on all school vehicles transporting students to and from curricular, cocurricular and extracurricular activities.

The video cameras monitor student behavior and the recordings are hereby stipulated as admissible evidence in student disciplinary proceedings. The videotapes 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 video cameras in accordance with the provisions of law and this policy.

[Adoption date: August 5, 2009]

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 School Buses
JO, Student Records

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. Special limits are set for students if terrain, age of student, traffic, lack of sidewalk or student's health has a bearing on the student's safety.
4. Bus stops are limited, where feasible, so that students from several homes can meet safely at a central point for group pickup.
5. Emergency evacuation drills, supervised by someone other than the bus driver, are conducted regularly throughout the school year to thoroughly acquaint student riders with procedures in emergency conditions.
6. 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.
7. 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.
8. Passengers participating in non-routine use of school buses will receive safety instructions at the beginning of the bus trip.

[Adoption date: August 5, 2009]

[Re-adoption date: February 14, 2014]

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
EEAD, Non-Routine Use of School Buses
GBQ, Criminal Records Check
IICA, Field Trips

NOTE: Districts are encouraged to develop for distribution a drivers' manual that includes by reference the Ohio pre-service driver training manual, the Ohio pupil transportation rules and regulations, as well as the local requirements of the transportation program, including the drivers' responsibilities for the care and maintenance of buses and other school vehicles.

THIS IS A REQUIRED POLICY

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 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: August 5, 2009]

[Re-adoption date: February 18, 2014]

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

NOTE: THIS IS A REQUIRED POLICY

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 standard seven-panel Department of Transportation drug screen, which includes: Cannabinoid (THC), amphetamines (and methamphetamines), cocaine, MDMA (ecstasy), opiates, heroin (6-Monoacetyl morphine) and phencyclidine (PCP).

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.

[Adoption date: August 5, 2009]

[Re-adoption date: February 18, 2014]

NOTE: THIS IS A REQUIRED REGULATION

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 or his/her designee to develop and maintain regulations to implement this policy.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 3327.01
4511.76
OAC 3301-83-20 (O)

CROSS REFS.: ECF, Energy Conservation
EEAC, School Bus Safety Program
Staff Handbooks

THIS IS A REQUIRED POLICY

SPECIAL USE OF SCHOOL BUSES

Buses owned by the Board are used primarily for the purpose of transporting students and school personnel for school-approved activities. They are available to all classes, groups or organizations within the schools in accordance with the following.

1. The use of District-owned buses is scheduled through the transportation office.
2. Fees for the use of the buses are established and made part of District regulations.
3. The drivers of the buses must meet all federal, state, and District requirements for school bus drivers, and be registered with the Ohio Department of Education as a qualified bus driver.
4. The drivers of the buses ensure that the buses are not overloaded, that students conduct themselves in a safe and orderly manner while in the buses and that the buses are operated in a safe and lawful manner.
5. The drivers of the buses are responsible for reporting in writing to the transportation office the condition of buses, particularly any need for repair or servicing.

Non-Routine Use of School Buses

“Non-routine student transportation” is defined as transportation of passengers for purposes other than regularly scheduled routes to and from school. School buses may be used for non-routine trips only when approved by the Board and the trips do not interfere with routine transportation services. All non-routine transportation will be conducted in compliance with State law. The Superintendent/designee will issue a trip permit that meets the requirements of the Ohio Administrative Code for any non-routine student transportation.

[Adoption date: August 5, 2009]

[Re-adoption date: November 19, 2013]

LEGAL REFS.: ORC 3327.01; 3327.05; 3327.10; 3327.13; 3327.14; 3327.15
OAC 3301-83-16

CROSS REFS.: EEACD, Drug Testing for District Personnel Required to Hold a
Commercial Driver’s License
GBQ, Criminal Records Check
IICA, Field Trips

NOTE: This code, EEAD, and its accompanying term, “Special Use of School Buses,” is for statements pertaining to the use of school buses for field trips and student activities, such as the policy above. Code may also be used for statements on other authorized uses, such as leasing of buses for senior citizens and adult education groups.

Ohio Administrative Code 3301-83-16 sets forth the Ohio Department of Education’s (ODE) guidance for special use of buses. This code formerly included a list of acceptable uses. In August 2013 the department replaced the list of approved uses with language indicating that any special use must comply with other ODE rules as well as possibly needing to comply with commercial motor carrier rules. Districts that are interested in avoiding the need to comply with additional motor carrier and public utility regulations should avoid uses of their buses that can be categorized as commerce.

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 the need arises, transportation by private vehicles is permitted only if previously approved by the appropriate administrator.

If it is necessary to use private vehicles, evidence must be presented to the appropriate administrator that the vehicle and driver are covered for liability, medical payments, physical damage and uninsured motorist liability. The Board maintains excess insurance through a nonownership liability endorsement to its bus fleet insurance policy covering all private vehicles used for transportation to and from student activities. 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.

No student will be sent on school errands with his/her own automobile, an employee's automobile or a District-owned vehicle. Students will not be permitted to transport other students on field trips or other trips where students are under District supervision.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 3327.01; 3327.02; 3327.09

USE OF DISTRICT-OWNED VEHICLES

Vehicles owned or leased by the District are used in accordance with the provisions of State statutes and administrative directives of the Superintendent. Drivers of such vehicles must be properly licensed and receive training as determined by the administration to be appropriate. The term “vehicles” used below includes inland marine equipment such as tractors, motorized carts, riding mowers, etc.

1. Supervising administrators are required to fill out a Vehicle Request Form to be approved by the Superintendent before a vehicle can be leased or purchased for an employee.
2. District-owned or leased vehicles are to be used for District business only, unless personal use is included as part of the employee’s compensation package.
3. Vehicles are assigned to personnel for the benefit of the District and may be reassigned, used in car pools or such other arrangements made as deemed most beneficial.
4. Vehicles to be purchased are selected on the basis of economy and efficiency toward accomplishing the assigned purpose.
5. Annually, driver’s license checks are made on all employees who have authorization to drive vehicles owned by the District. A driver’s abstract from the Bureau of Motor Vehicles must be received by the Transportation Supervisor prior to driving a District vehicle.
6. It is the responsibility of the employee to report all accidents and/or citations issued by the law enforcement officials to their immediate supervisor when operating a District vehicle and complete an incident report within 72 hours of the incident.
7. District vehicles are to be parked at a proper location on District-owned property, as designated by the Superintendent or his/her designee.
8. Only employees needing vehicles for a business trip the following morning or maintenance workers specifically designated for emergency call are permitted to take vehicles home and only with permission of the Superintendent and/or his/her designee.
9. Employees using District-owned or leased vehicles will keep a log of miles, destination and the reason for the travel. The log is to be submitted to the Transportation Center upon the earlier of the return of the vehicle to the Transportation Center or on the last day of each month for review and audit purposes.

10. District vehicles will be fueled at the Transportation Center whenever possible. Board purchasing cards may be used to fill District-owned vehicles only when it is not practicable to fuel at the Transportation Center.
11. Gasoline purchasing cards will only be issued on an as-needed basis. Employees using the purchasing cards must give a strict accounting of mileage, destinations and reason for the travel, and support such by receipts.
12. Any employee who is required to operate a District-owned or leased motor vehicle as part of their regular duties, who is on paid status and appears to be using alcohol or any drug, shall be taken promptly to a laboratory or hospital for a blood or other appropriate test, or the administration may choose to have the test administered at the school site. Said test is administered in accordance with Board policy and state and federal regulations where applicable. The employee shall be on paid status until returned to the work site and the test is at Board expense. A positive test or refusal to submit to a test is cause for discipline up to and including termination.
13. It is the responsibility of the driver to check the vehicle for safe operation, to clean the vehicle after use and return the vehicle to its assigned storage area.
14. Misuse of District-owned vehicle for personal business will result in disciplinary action up to and including termination.
15. District-owned or leased vehicles may be equipped with GPS tracking technology.

[Adoption date: August 5, 2009]

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' Collective Bargaining Agreement
Support Staff Collective Bargaining Agreement

THIS IS A REQUIRED POLICY

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.

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.

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, school-wide 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: August 5, 2009]

[Re-adoption date: July 20, 2010]

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.
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; 3313.815
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

NOTE: Each board of education participating in the National School Lunch Program shall report monthly the number of free lunches served by the district each month. The monthly report shall be submitted not later than the 10th of each month following the month being reported.

House Bill (HB) 1 (2009) requires all school districts, community schools and STEM schools to establish a written policy with respect to protecting students with peanut or other food allergies. In developing the policy, administrators must consult with parents, school nurses and other school employees, school volunteers, students and community members.

Details on food services management may be included in the Support Services Manual, Food Service section.

When a policy covers two topics that appear consecutively in the classification system, the terms and codes can be combined as illustrated on this page.

THIS IS A REQUIRED POLICY

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.

[Adoption date: August 5, 2009]
[Re-adoption date: July 20, 2010]
[Re-adoption date: August 16, 2011]
[Re-adoption date: August 21, 2012]
[Re-adoption date: October 14, 2014]

LEGAL REFS.: ORC 3313.814; 3313.816; 3313.817
OAC 3301-91-09

CROSS REFS.: EF, Food Services Management
EFG, Student Wellness Program
IGDF, Student Fundraising Activities

NOTE: In light of the national concerns with poor health and childhood obesity, districts should be particularly vigilant of the types of foods sold in the schools. School wellness plans and programs must include nutrition guidelines equal to the guidelines issued by the U.S. Department of Agriculture (USDA).

Senate Bill (SB) 210, passed in 2010, requires boards of education to adopt standards specifying the nutritional standards governing the types of food and beverages that may be sold on school premises and the time and place each type of food or beverage may be sold. Boards are encouraged to delegate this duty to food services supervisors and/or other administrators. Specifications should be detailed in food services plans of operation or administrative guidelines and made available to the board for adoption.

The USDA interim final rule establishing standards for all food and beverages sold on school campus throughout the school day to students, took effect July 1, 2014. Where the provisions of SB 210 and the USDA rules differ, districts are required to comply with the more restrictive requirements. The Ohio Department of Education (ODE) has provided information on their website for district implementation of these requirements. The ODE information also outlines foods that are exempt from the specific nutrition requirements (including fresh fruits) and provides necessary definitions and standards. Districts should review the new guidelines when establishing guidelines for the sale of food and beverage items to students during the school day on school premises.

Fundraisers: ODE may set a number of exempt fundraisers that happen during the school day and must be infrequent in nature. ODE has not yet determined if any exempt fundraisers will be allowed during the regular school day.

THIS IS A REQUIRED POLICY

STUDENT WELLNESS PROGRAM

The goal of the student wellness program is to include educational goals for nutrition education and physical activity designed to promote student wellness. This policy ensures that all other school-based activities are consistent with local wellness policy goals.

Building administrators ensure the school environment is safe, comfortable, pleasing and allows adequate time for eating. To comply with this, the building administrator does not allow student discipline measures to interfere with breakfast or lunch opportunities. Student discipline measures do not interfere with physical activity opportunity including, but not limited to, physical education and recess.

In order to promote student health and reduce childhood obesity, the District includes nutrition guidelines for all foods available during the school day.

The District ensures that guidelines for reimbursable school meals are, at a minimum, equal to the guidelines issued by the U.S. Department of Agriculture.

A wellness council is established to implement and monitor this policy. Members of the council include parents, students, food service professionals, administrators, the Board and the public, including representatives from wellness, health and educational organizations.

[Adoption date: August 5, 2009]

[Re-adoption date: October 15, 2015]

LEGAL REFS.: 2010 Healthy, Hunger Free Kids Act
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

NOTE: In response to the Reauthorization of the Child Nutrition and Women, Infants and Children Act of 2004, school districts are required to develop a "school wellness" policy. Components of the program are listed in the policy.

THIS IS A REQUIRED POLICY

STUDENT WELLNESS PROGRAM

Nutrition Education

1. In all aspects of local wellness, the school staff integrates nutrition education into other areas of the curriculum such as math, science, language arts and social studies.
2. Nutrition education is provided in the form of handouts, nutrition lessons on the District web site, or presentations that focus on nutritional value and healthy lifestyles.
3. Nutrition education information will be obtained from a reliable source (e.g., a School Food and Nutrition Specialist, a Registered Dietician, who is specialized in school-based nutrition).

Physical Activity

1. Physical activity is included in a school's daily education program from grades pre-K through 12. Physical activity includes regular instructional physical education, cocurricular activities and recess. Substituting any one of these components for the others is not appropriate.
2. Physical activity is integrated across curricula and through the school day. Movement can be made a part of science, math, social studies and language arts.
3. Physical education assessment courses are the environments where students learn, practice and are assessed on developmentally appropriate motor skills, social skills and knowledge.
4. Children should have several opportunities for integrated physical activity lasting 15 minutes or more, especially during the daytime hours. One hour of physical activity per day should be encouraged.
5. Provide a daily recess period, which is not used as a punishment. Recess before lunch is recommended since research indicates that physical activity prior to lunch can increase the nutrient intake and reduce food waste.
6. Physical education includes the instruction of individual activities as well as competitive and non-competitive team sports to encourage lifelong physical activity.

7. Adequate equipment is available for all students to participate in physical education. Physical activity facilities on school grounds are safe.
8. The school provides a physical and social environment that encourages safe and enjoyable activity for all students.
9. Information is provided to families to help them incorporate physical activity into their students' lives.
10. Schools encourage families and community members to institute programs that support physical activity, such as The Walking School Bus.

School-Based Activities

1. After-school programs encourage physical activity and healthy habit formation.
2. Local wellness policy goals are considered in planning school-based activities (such as school events, field trips, dances and assemblies).
3. Support for the health of students is demonstrated by providing nursing services and complying with state-mandated health screenings, as well as helping to enroll eligible children in Medicaid and other state children's health insurance programs.

Nutrition Guidelines

1. All foods made available on campus during the school day comply with the USDA Dietary Guidelines for Americans, SB 210 regulations and the Healthy Hunger-Free Kids Act, 2010, including:
 - A. vending machines
 - B. a la carte
 - C. beverage contracts
 - D. fund-raisers
 - E. student stores
 - F. school parties/celebrations (alternate reward list)

2. Food providers (i.e., Nutrition Services, booster clubs, and fundraisers) take every measure to ensure that student access to foods and beverages meet federal, state and local laws and guidelines (i.e., Ohio SB 210, Healthy Hunger-Free Kids Act, October 2010). Food providers offer a variety of age-appropriate healthy food and beverage selections for elementary schools, middle schools and high schools.
3. Nutrition information for products offered a la carte, vending, and school stores is readily available near the point of purchase.
4. Promotional activities are limited to programs that are requested by school officials to support teaching and learning. All promotional activities in schools are connected to activities that encourage physical activity, academic achievement or positive youth development and are in compliance with local guidelines.
5. Food and beverage providers (e.g., Coca Cola and Pepsico) will be not display their logos and trademarks on school grounds unless an agreement exists.
6. Classroom snacks feature healthy choices. No food rewards are offered.
7. Nutrition education is incorporated during classroom times, not just during meals.
8. Foods and beverages sold at fundraisers will comply with SB 210 and Healthy Hunger-Free Kids Act, 2010. -
9. The full meal program will continue to follow the USDA Nutrition Standards.

-

School Environment

1. The National Association of State Boards of Education recommends that students should be provided adequate time to eat lunch, at least 10 minutes for breakfast and 20 minutes for lunch, from the time the student is seated.
2. Lunch periods are scheduled as near the middle of the school day as possible. Recess for elementary grades is scheduled ideally before - lunch.
3. Students are provided with convenient hand washing facilities or hand disinfectant prior to eating.
4. Foods made available on campus comply with state and local food safety and sanitation regulations. Hazard Analysis Critical Control Points plans and guidelines are implemented to prevent food illness in schools.

5. For the safety and security of the food and facilities, access to the food service operations is limited to Child Nutrition staff and authorized personnel. For further guidance see the U.S. Department of Agriculture food security guidelines.

Discipline/Reward Measures

1. Food is not used as a punishment for student behaviors.
2. Strong consideration should be given to nonfood items as part of any student incentive program. Should teachers feel compelled to utilize food items as an incentive, they are encouraged to adhere to USDA standards.
3. Entire classes will not lose lunch recess as a discipline measure. This process is monitored by the wellness committee at the site level.

Wellness Council

1. The DPS District Wellness Council will continue to monitor the status of this policy on a quarterly basis. The council is comprised of:
 - A. cabinet member (Superintendent's designee)
 - B. Board member (Board assignment)
 - C. physical education teachers
 - D. administrative principal(s)
 - E. health services (director of health services or nurse designee)
 - F. nutrition services (director of nutrition services or staff dietician)
 - G. parent (secondary and elementary school level)
 - H. community representative (Center for Healthy Communities, Dayton Children's Hospital, American Cancer Society or other community members as identified)
 - I. building administrator (principal or assistant principal)
 - J. teacher (volunteer member and alternate)
2. A wellness committee is formed in each school building within the District to implement and monitor progress within its domain. Quarterly meetings are held and reports forwarded to members of the District's wellness committee for review.

3. Members of the committee include:

- A. building administrator or designee
- B. teacher
- C. nurse
- D. physical education educator
- E. parent
- F. two students

(Approval date: August 5, 2009)

[Re-approval date: October 15, 2015]

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, school-wide 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: March 2, 2010]

LEGAL REFS.: 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

NOTE: House Bill (HB) 1 (2009) requires all school districts, community schools and STEM schools to establish a written policy with respect to protecting students with peanut or other food allergies. In developing the policy, districts must consult with parents, school nurses and other school employees, school volunteers, students and community members.

THIS IS A REQUIRED POLICY

COPYRIGHT

The Board conforms to existing United States copyright laws and maintains the highest ethical standards in the use of copyrighted materials for instructional purposes.

The Board encourages its staff to enrich the learning programs by making proper use of supplementary materials. It is the responsibility of the staff to abide by the copying procedures and obey the requirements of the law. Under no circumstances may employees of the District violate copyright requirements in order to perform their duties properly. The Board is not responsible for any violations of the Copyright Act by its employees.

Public Law 94-533, The Copyright Act, affects all employees because it sets guidelines regarding the duplication and use of all copyrighted materials – print, nonprint, music, computer software and others. The Superintendent is responsible for disseminating the guidelines for duplication and use of copyrighted materials to all employees.

Any employee who is uncertain as to whether the reproducing or use of copyrighted materials complies with the procedures or is permissible under law shall contact the Superintendent/ designee.

Employees who willfully disregard the Board's copyright policy do so at their own risk and assume all liability, including the possibility of dismissal for copyright infringements.

[Adoption date: August 5, 2009]

LEGAL REFS.: U.S. Const. Art. I, Section 8
Copyright Act, 17 USC 101 et seq.

COPYRIGHT

Educational Use of Copyrighted Print Materials

1. Fair use

The fair use of copyrighted work for purposes such as criticism, comment, news reporting, teaching (including multiple copies for classroom use), scholarship or research is not an infringement of copyright. In determining whether the use made of a work in any particular case is a fair use, the factors to be considered include the:

- A. purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
- B. nature of the copyrighted work;
- C. amount and substantiality of the portion used in relation to the copyrighted work as a whole and
- D. effect of the use upon the potential market for or value of the copyrighted work.

2. Single copying for teachers

A single copy may be made of any of the following by or for a teacher at his/her individual request for his/her scholarly research or use in teaching or preparation to teach a class:

- A. a chapter from a book;
- B. an article from a periodical or newspaper;
- C. a short story, short essay or short poem, whether or not from a collective work or
- D. a chart, graph, diagram, drawing, cartoon or picture from a book, periodical or newspaper.

3. Multiple copies for classroom use

Multiple copies (not to exceed more than one copy per student in a course) may be made by or for the teacher giving the course for classroom use or discussion, provided that:

- A. the copying meets the tests of brevity, spontaneity and cumulative effect as defined below and
- B. each copy includes a notice of copyright.

1) Brevity

Poetry: (a) a complete poem if fewer than 250 words and if printed on not more than two pages or (b) from a longer poem, an excerpt of not more than 250 words.

Prose: (a) a complete article, story or essay of fewer than 2,500 words or (b) an excerpt of not more than 1,000 words or 10% of the work, whichever is less, but in any event a minimum of 500 words.

Each of the numerical limits stated in "poetry" and "prose" above may be expanded to permit the completion of an unfinished line of a poem or of an unfinished prose paragraph.

Illustration: one chart, graph, diagram, drawing, cartoon or picture per book or periodical issue.

Special work: certain work in poetry, prose or "poetic prose", which often combines language with illustrations, of fewer than 2,500 words.

A "special work" may not be reproduced in its entirety. However, an excerpt comprising not more than two of the published pages of a special work, and containing not more than 10% of the words found in the text thereof, may be reproduced.

2) Spontaneity

The copying is at the instance and inspiration of the individual teacher. The inspiration and decision to use the work, and the moment of its use for maximum teaching effectiveness, are so close in time that it would be unreasonable to expect a timely reply to a request for permission.

3) Cumulative effect

The copying of the material is for only one course in the school in which copies are made.

Not more than one short poem, article, story or essay, or two excerpts, may be copied from the same author, nor more than three from the same collective work or periodical volume, during one class term.

The limitations stated in the preceding two paragraphs shall not apply to current news periodicals and newspapers and current news sections of other periodicals.

The limitations as to single copying for teachers and multiple copies for classroom use are applicable.

4. Prohibitions

- A. Copying shall not be used to create, replace or substitute for anthologies, compilations or collective works. Such replacements or substitutions may occur whether copies of various works or excerpts there from are accumulated or reproduced and used separately.
- B. There shall be no copying of or from works intended to be “consumable” in the course of study or teaching. These include workbooks, exercises, standardized tests, test booklets, answer sheets and similar consumable material.
- C. Copying shall not:
 - 1) substitute for the purchase of books, publishers’ reprints or periodicals;
 - 2) be directed by higher authority or
 - 3) be repeated with respect to the same item by the same teacher from term to term.
- D. No charge shall be made to the student beyond the actual cost of the photocopying.

Educational Use of Copyrighted Music

1. Permissible uses

- A. Emergency copying may be done to replace purchased copies which for any reason are not available for an imminent performance, provided purchased replacement copies shall be substituted in due course.

- B. For academic purposes other than performance, single or multiple copies of excerpts of works may be made, provided that the excerpts do not comprise a part of the whole which would constitute a performable unit such as a section, movement or area, but in no case more than 10% of the whole work. The number of copies shall not exceed one copy per student.
- C. Printed copies which have been purchased may be edited or simplified, provided that the fundamental character of the work is not distorted or that lyrics, if any, are not altered or added.
- D. A single copy of recordings of performances by students may be retained by the educational institution or individual teacher.
- E. A single copy of a sound recording (such as a tape, disc or cassette) of copyrighted music may be made from sound recordings owned by an educational institution or an individual teacher for the purpose of constructing aural exercises or examinations and may be retained by the educational institution or individual teacher. (This pertains only to the copyright of the music itself and not to any copyright which may exist in the sound recording.)

2. Prohibitions

- A. Copying shall not be used to create, replace or substitute for anthologies, compilations or collective works.
- B. Copying of or from works intended to be “consumable” in the course of study or of teaching such as workbooks, exercises, standardized tests, answer sheets and similar material is prohibited.
- C. Copying shall not be used for the purpose of performance except as previously stated.
- D. Copying shall not be used for the purpose of substituting for the purchase of music except as previously stated.
- E. Copying without inclusion of the copyright notice which appears on the printed copy is prohibited.

Educational Use of Copyrighted Audiovisual Material

- 1. Before reproducing small portions of sound recordings, filmstrips, slide sets, transparencies or motion pictures, or videotaping commercial television broadcasts, employees shall consult with the principal to determine whether the proposed action complies with the “fair use” principles of the Copyright Act.

2. School recordings may be made of certain instructional television programs telecast by the local Public Broadcasting Systems educational television station. Before recording the telecast, the following conditions shall be satisfied.
 - A. The monthly list of programs not licensed for recording shall be consulted. Any program listed shall not be recorded.
 - B. Recordings may be used in classroom or instructional settings as an educational activity or at a PTA meeting, board meeting or similar activity.
 - C. Recordings shall be used only in the facilities of the District and shall not be loaned or made available outside of those facilities.
 - D. Recordings made from evening programs, which may be copied, shall be retained for no more than seven days following the telecast unless an extension is received in writing in advance. Daytime telecasts may be recorded and retained permanently unless otherwise notified.

Educational Use of Copyrighted Library Material

1. A library may make a single copy of unpublished work to replace a damaged, deteriorated, lost or stolen copy, provided that an unused replacement cannot be obtained at a fair price.
2. A library may provide a single copy of copyrighted material at cost to a student or staff member.
 - A. The copy must be limited to one article of a periodical issue or a small part of other material, unless the library finds that the copyrighted work cannot be obtained elsewhere at a fair price. Under the latter circumstances, the entire work may be copied.
 - B. The copy shall contain the notice of copyright, and the student or staff member shall be notified that the copy is to be used only for private study, scholarship or research. Any other use subjects the person to liability for copyright infringement.
3. At the request of the teacher, copies may be made for reserve use. The same limits apply as for single or multiple copies as previously stated.

Copying Limitations

1. Circumstances arise when personnel are uncertain whether or not copying is prohibited. In those circumstances, the Superintendent shall be contacted. If the Superintendent is uncertain, he/she shall consult with the District's legal counsel.
2. The following prohibitions have been expressly stated in federal guidelines.
 - A. Reproduction of copyrighted material shall not be used to create or substitute for anthologies, compilations or collective works.
 - B. Unless expressly permitted by agreement with the publisher and authorized by District action, there shall be no copying from copyrighted consumable materials such as workbooks, exercises, test booklets, answer sheets or similar materials.
 - C. Employees shall not:
 - 1) use copies to substitute for the purchase of books, periodicals, music recordings or other copyrighted material, except as permitted by District procedure;
 - 2) copy or use the same items from term to term without the copyright owner's permission;
 - 3) copy or use more than nine instances of multiple copying of protected material in any one term;
 - 4) copy or use more than one short work or two excerpts from works of the same author in any one term or
 - 5) copy or use protected materials without including a notice of copyright. The following shall constitute a satisfactory notice:

NOTICE: THIS MATERIAL MAY BE PROTECTED BY
COPYRIGHT LAW.
3. Employees shall not reproduce or use copyrighted material at the direction of a District administrator without permission of the copyright owner.

Computer Software Copyright

The Board recognizes that computer software piracy is a major problem for the industry, and that violations of copyright laws contribute to higher costs and lessen incentives for publishers to develop effective educational software. Therefore, in an effort to discourage software piracy and to prevent such illegal activity, the District will take the following steps.

1. The ethical and practical implications of software copyright violations will be provided to all employees and students using District computer facilities and software.

2. Employees and students will be informed that they are expected to adhere to the Copyright Act and all subsequent amendments thereto governing the use of software.
3. Wherever possible, efforts will be made to prevent software from being duplicated from floppy disks, hard drives or networked systems.
4. Illegal copies of copyrighted software shall not be made or used on District equipment.
5. District administrators shall be designated as the only individuals who may sign license agreements for educational software used on District computers.
6. Documentation of licenses for software used on District computers will be located at the site where the software is being used.

Unsupervised Copy Equipment

The following notice, in large type, shall be affixed to all District copying equipment (Xerox, Thermofax, audiotape recorder, videotape recorder and copy camera):

NOTICE: THE COPYRIGHT LAW OF THE UNITED STATES GOVERNS THE MAKING OF
COPIES OF COPYRIGHTED MATERIAL. THE PERSON USING THIS
EQUIPMENT IS LIABLE FOR ANY INFRINGEMENT.

Library Copying for Students or Staff

1. The following notice, in large type, shall be posted prominently where copies are made available to students or staff:

NOTICE: THE COPYRIGHT LAW OF THE UNITED STATES GOVERNS THE
MAKING OF COPIES OF COPYRIGHTED MATERIAL.

2. The following notice, in large type, shall be posted prominently where print copies are made available to students and/or staff:

WARNING CONCERNING COPYRIGHT RESTRICTIONS

THE COPYRIGHT LAW OF THE UNITED STATES GOVERNS THE MAKING OF
COPIES OR OTHER REPRODUCTION OF COPYRIGHTED MATERIAL.

UNDER CERTAIN CONDITIONS SPECIFIED IN THE LAW, LIBRARIES AND ARCHIVES ARE AUTHORIZED TO FURNISH A PHOTOCOPY OR OTHER REPRODUCTION. ONE OF THESE SPECIFIED CONDITIONS IS THAT THE PHOTOCOPY OR REPRODUCTION IS NOT TO BE "USED FOR ANY PURPOSE OTHER THAN PRIVATE STUDY, SCHOLARSHIP OR RESEARCH." IF A USER MAKES A REQUEST FOR, OR LATER USES, A PHOTOCOPY OR REPRODUCTION FOR PURPOSES IN EXCESS OF "FAIR USE," THAT USER MAY BE LIABLE FOR COPYRIGHT INFRINGEMENT.

THIS INSTITUTION RESERVES THE RIGHT TO REFUSE TO ACCEPT A COPYING ORDER IF, IN ITS JUDGMENT, FULFILLMENT OF THE ORDER WOULD INVOLVE VIOLATION OF COPYRIGHT LAW.

(Approval date: August 5, 2009)

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 telephones, except by permission of teachers and other staff.

The Board authorizes the Superintendent or his/her designee to develop administrative guidelines for the proper handling of use and charges.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 3313.20
OAC 3301-35-06
3301-83-20 (M)

CROSS REFS.: Staff Handbooks
Student Handbooks

THIS IS A REQUIRED POLICY

DATA AND RECORDS RETENTION

All records¹ 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 Records Commission is composed of the Board President, the Treasurer and the Superintendent and meets at least once every 12 months.

The functions of the commission are to review applications for one-time records disposal 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.

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 District records have been approved for disposal, the Records Commission sends a list of such records to the Auditor of State. If he/she disapproves the action by the commission, in whole or in part, he/she so informs the commission within a period of 60 days, and these records are not destroyed. Before public records are disposed of, the Ohio Historical Society is informed and given the opportunity for a period of 60 days to select for its custody such public records as it considers to be of continuing historical value.²

Electronic Mail

Electronic mail sent or received by the Board and/or District employees may be considered a public record subject to public disclosure or inspection under Ohio's Open Meetings Act. Upon sending or receiving electronic mail, all users shall segregate or store public electronic mail records.

All Board and District electronic mail communications are monitored in accordance with the attached regulation to ensure that all public electronic mail 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: August 5, 2009]

LEGAL REFS.: Family Educational Rights and Privacy Act; 20 USC 1232g et seq.

ORC 9.01

149.35; 149.41; 149.43

3313.29

3319.321

3701.028

Auditor of State Form RC-2

CROSS REFS.: DI, Fiscal Accounting and Reporting

GBL, Personnel Records

JO, Student Records

KBA, Public's Right to Know

¹Records include documents, devices or items, regardless of physical form or characteristic, created or received by or coming under the jurisdiction of the District which serves to document the organization, functions, policies, decisions, procedures, operations or other activities of the District. ORC Section 149.011

²The Historical Society may not review or select for its custody the records set forth in ORC Section 149.41(A) and (B).

THIS IS A REQUIRED POLICY

DATA AND RECORDS RETENTION (Records Disposal)

The orderly acquisition, storage and retention of District records and reports are essential for the overall efficient and effective operation of the District. The Board establishes a District records commission to govern matters pertaining to District records, their retention and disposal.

The records commission consists of the Board President, Treasurer and Superintendent. The Treasurer serves as chairman/secretary of the District records commission. The members of this commission shall appoint necessary records officers through the District to carry out the necessary work associated with District records.

The District records commission shall meet at least once annually to review the certificates of records disposal as submitted by the records officers. Upon the approval of the commission, such records may be disposed of, pursuant to the following standards:

1. Procedures to dispose of records according to the approved schedule of records retention and disposition are initiated by April 1 of each year.
2. Records officers will list those eligible, disposable records on the certificate of records disposal (RC-3), per the adopted schedule.
3. The records commission shall review the certificates of records disposal as submitted prior to a regular May Board of Education meeting each year.
4. Upon the commission's approval, the certificates (RC-3) are forwarded as follows:
 - A. Original: Forward original to Ohio Historical Society Network Specialist for your county.
 - B. Copy: Keep one copy with your records commission files.

Ohio Historical Society Records Specialists will make and send a copy to State Auditor's office on your behalf. You do not need to send a copy to the State Auditor's office.

5. Records shall be destroyed only as directed by the District records secretary. The District records commission shall develop the necessary regulations and record retention schedules to carry out their purpose.

(Approval date: August 5, 2009)

DATA AND RECORDS RETENTION (Electronic Mail)

The Ohio Electronic Records Committee has established the following guidelines for managing electronic mail (e-mail).

Retention or disposition of e-mail messages must be related to the information they contain or the purpose they serve. The content, transactional information and any attachments associated with the message are considered a record (if they meet State law criteria). Because the content of e-mail messages may vary considerably, the content must be evaluated to determine the length of time messages must be retained.

There are two categories of e-mail retention: non-record messages and official record messages.

Non-Record Messages

E-mail messages that do not meet the criteria of the Ohio Revised Code definition of a record may be deleted at any time, unless they become part of some official record as a result of special circumstances. These items may be immediately deleted, or maintained in a "Non-Record" mailbox and deleted later, just as you might trash the unwanted publications or promotional flyers. Types of messages may include:

1. Personal Correspondence: Any e-mail not received or created in the course of state business may be deleted immediately, since it is not an official record. Examples include, but are not limited to, the "Let's do lunch" (not a business lunch) or "Can I catch a ride home" type of note.
2. Non-State Publications: Publications, promotional material from vendors and similar materials that are "publicly available" to anyone are not official records. In the electronic world, this includes list serve messages (other than those you post in your official capacity), unsolicited promotional material ("spam"), files copied or downloaded from Internet sites, etc.

Official Record Messages

E-mail messages that meet the definition of a record in the ORC are official records and must be scheduled, retained and disposed of as such. These official records fall into the following categories:

1. Transient Messages: This type of e-mail has a very limited administrative value. Transient messages do not set policy, establish guidelines or procedures, certify a transaction or become a receipt. The informal tone of transient messages might be compared to a communication that might take place during a telephone conversation in an office hallway.

Transient Documents: Include telephone messages, drafts and other limited documents which serve to convey information of temporary importance in lieu of oral communication.

Retention: Until no longer of administrative value, then destroy

2. Intermediate Messages: E-mail messages that have more significant administrative, legal and/or fiscal value but are not scheduled as transient or permanent should be categorized under other appropriate record series. These may include (but are not limited to):

- A. General Correspondence: Includes internal correspondence (e.g., letters, memos); also, correspondence from various individuals, companies and organizations requesting information pertaining to agency and legal interpretations and other miscellaneous inquiries. This correspondence is informative (it does not attempt to influence District policy).

Retention: 1 year, then destroy

- B. Routine Correspondence: Referral letters, requests for routine information or publications provided to the public by the District which are answered by standard form letters.

Retention: 6 months, then destroy

- C. Monthly and Weekly Reports: Document status of ongoing projects and issues; advise supervisors of various events and issues.

Retention: 1 year, then destroy

- D. Minutes of Agency Staff Meetings: Minutes and supporting records documenting internal policy decisions.

Retention: 2 years, then transfer to State Archives for their possible retention or destruction

3. Permanent Messages: E-mail messages that have significant administrative, legal and/or fiscal value and are scheduled as permanent also should be categorized under the appropriate record series. These may include, but are not limited to:

- A. Executive Correspondence: Correspondence dealing with significant aspects of the administration of executive offices. Correspondence includes information concerning policies, program, fiscal and personnel matters.

Retention: 2 years, then transfer to State Archives

- B. Departmental Policies and Procedures: Includes published reports, unpublished substantive reports and policy studies.

Retention: Retain until superseded, obsolete or replaced, then transfer to State Archives for their possible retention and destruction

(Approval date: August 5, 2009)

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: August 5, 2009]

LEGAL REFS.: ORC 9.83
9.90
3313.201; 3313.202; 3313.203
3327.09
3917.01; 3917.04

CROSS REFS.: BHE, Board Member Insurance
GCBC, Professional Staff Fringe Benefits
GDBC, Support Staff Fringe Benefits

CONTRACT REFS.: Teachers' Collective Bargaining Agreements
Support Staff Collective Bargaining Agreements

SECTION F: FACILITIES DEVELOPMENT

FA	Facilities Development Goals
FAB	Facilities Design
FB	Facilities Planning
FD	Tax Issues (Also KBE)
FEE	Site Acquisition Procedure
FEF	Construction Contracts Bidding and Awards
FF	Naming Facilities
FF-R	Naming Facilities Regulations
FL	Retirement of Facilities (Building Closures)

FACILITIES DEVELOPMENT GOALS

The educational program is influenced significantly by the environment within which it functions. The development of a quality educational program and District facilities which help to implement it should be complementary.

It is this Board's goal to provide the facilities needed for the number of students in the District, to provide the kind of facilities which best support and accommodate the educational program and to develop a long-range planning and evaluation program.

The Board recognizes that capital outlay funds are limited and that it must establish priorities in order to make the best use of the school building funds. Whenever possible, the cultural as well as educational needs of the community are considered in planning facilities expansions.

Architects employed by the Board are expected to plan for simplicity of design, sound economics (including low, long-range maintenance costs), efficiency in energy consumption, low insurance rates and high educational utility and flexibility.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 153.65 through 153.71
3313.76; 3313.77
3318.01 et seq.
OAC 3301-35-03

FACILITIES DESIGN

The Program of Requirements (POR) for the design of new and renovated school and administrator facilities should include, to the greatest extent fiscally feasible, modern technologies, facility designs and materials that:

1. control the sources of contamination, eliminate exposure to toxic fumes and prevent unwanted moisture accumulation;
2. maximize natural daylight and indoor air quality to meet or exceed the recommendations from research for the optimal learning and working environment;
3. ensure optimal acoustics for all students regardless of where the students are located in the classroom;
4. maximize water efficiency both within the facility (in all lavatories, kitchens, etc.) and on the grounds of the facility (irrigation, etc.);
5. maximize the use of recycled material and minimize the generation of solid waste and
6. utilize heating, ventilating and cooling units that:
 - A. maximize efficient operations and maintenance;
 - B. maximize conservation of natural resources and
 - C. minimize consumption of non-renewable energy.

Fiscal feasibility is determined using a life cycle cost analysis consisting of, but not necessarily limited to:

1. initial costs;
2. operating costs and
3. maintenance, repair and replacement costs.

To the extent fiscally feasible, all construction and renovation projects will minimize the amount of solid waste material sent to landfill sites through a variety of efforts including resale, recycle and reuse.

[Adoption date: August 5, 2009]

CROSS REFS.: ECF, Energy Conservation
FA, Facilities Development Goals
FB, Facilities Planning

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 which 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: August 5, 2009]

LEGAL REFS.: ORC 3313.37
3315.10; 3315.18; 3315.181
Chapter 3318
OAC 3301-35-03; 3301-35-06

CROSS REFS.: FA, Facilities Development Goals
FL, Retirement of Facilities

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: August 5, 2009]

[Re-adoption date: June 16, 2015]

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 REFS.: BCF, Advisory Committees to the Board
FL, Retirement of Facilities

NOTE: The coding of this sample policy indicates that the identical policy is also filed in Section K, School-Community Relations.

File: FEE

SITE ACQUISITION PROCEDURE

When the Board determines that a particular piece of land should be acquired for school purposes, it authorizes the Superintendent to discuss the purchase of the property. He/She may acquire information about the property from a qualified appraiser and advice about the purchase from its attorney. If an agreement is reached, the Board authorizes the Superintendent to acquire the property at the agreed-upon price.

If the Board is unable to reach an agreement with the property owners, appropriation proceedings may begin. The amount of compensation to be awarded to the owners of the land is deposited in escrow with the Clerk of the Court of Common Pleas when the action is filed.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 163.01 through 163.22
3313.16; 3313.17; 3313.37; 3313.39; 3313.41

CROSS REF.: KH, Public Gifts to the District

CONSTRUCTION CONTRACTS BIDDING AND AWARDS

Upon the approval of working drawings and specifications by the Board and state agencies, the Board solicits bids to be submitted at the office of the Board on or before a specified time. Each bid is accompanied by either a bond for the full amount of the bid or a cashier's check or letter of credit equal to 10% of the total bid. The advertisement states that the Board reserves the right to reject any or all bids and to re-advertise the project, if necessary.

The architect or authorized individual takes the responsibility for preparing the advertisements, bid forms, bid bond forms, performance and payment bonds and forms of agreement between the Board and the successful bidder(s). Bids are opened publicly and entered into the minutes of the Board. The architect or other authorized individual assists the Board and District personnel in analyzing the bids. The Board attorney or other authorized individual's advice on awarding the contract is of particular value with respect to legal aspects of the contract provisions regulating alterations, extras, nonperformance, damages and security bonds.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 9.33 through 9.333
Chapter 153
Chapter 1305
3313.37; 3313.46
3318.01 et seq.
Chapter 4703
OAC generally 4101 (Ohio Building Code)

CROSS REF.: DJF, Purchasing Procedures

NAMING FACILITIES

The Board is responsible for the naming/renaming of all Board-owned facilities. The Board also reserves the right to change the name of its facilities at its discretion.

The Board considers facilities to include, but not be limited to, buildings, athletic fields, stadiums, gymnasiums, libraries and multi-purpose 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: August 5, 2009]

LEGAL REF.: ORC 3313.20

NAMING FACILITIES

The Board and its representatives inform each local community-based committee involved in the naming of its facilities that they can choose to bring forth a recommendation for a name change. The Board has established the following criteria for such a name change:

1. If named after a person, the person shall be deceased, although the Board reserves the right to consider exceptions to this rule if a strong case can be made.
2. Names must be historically relevant in general, but preferably historically relevant to Dayton or education in general.
3. If named after a person(s), the person(s) selected should be good models of citizenship with strong community values.

The Board expects that the committee is representing a diverse group of its community members.

The Board reserves the right to approve or reject recommendations. It also reserves the right to offer additional names for consideration in renaming new school facilities. Although the Board considers all recommendations, final authority rests with the Board.

(Approval date: August 5, 2009)

RETIREMENT OF FACILITIES (Building Closures)

The question of school closings will be considered in the development of long- and short-range plans for buildings and facilities modernization and improvement of student performance.

The following conditions are considered when examining the possible closing of a school:

1. age and physical condition of facility, operating systems and costs, adequacy for the educational program;
2. current use and enrollment; adequacy of site, location, access, surrounding development, traffic patterns and other environmental conditions;
3. possibilities for appropriate and convenient reassignment of students to other school(s); impact on racial balance;
4. transportation factors, including time, distance, safety;
5. effect on continuity of the students' educational program;
6. effect on neighborhood and community programs;
7. future use of building; disposal possibilities;
8. cost/savings of closing in terms of: personnel, plant operations, transportation, capital investment, alternative uses;
9. meeting the requirements of the Board's Master Facilities Plan as approved by the Ohio School Facilities Commission and
10. need to improve academic performance as required by Federal and/or State law.

In presenting recommendations for school closings, the authorized administrators/committees examining building utilization will present alternative approaches, when possible, detailing advantages/disadvantages of each in terms of the above considerations. The Board also considers the building's historical value. In such cases, the Board may take special action to provide for its preservation.

Recommendations for future use/disposal of any school proposed for closing are included in recommendations. Efforts are made in planning stages to discuss with other local agencies uses for the school that enhance the quality of life in the neighborhoods.

Before acting on recommendations, the Board hears and considers the viewpoints of parents, students, staff and community groups.

[Adoption date: August 5, 2009]

(Re-adoption date: December 6, 2011)

LEGAL REFS.: ORC 3313.41; 3313.49
3318.02; 3318.03

CROSS REFS.: ABA, Community Involvement in Decision Making (Also KC)
BCF, Advisory Committees to the Board
BCH, Consultants to the Board
DN, School Properties Disposal Procedure

SECTION G: PERSONNEL

GA	Personnel Policies Goals
GA-E	Definitions of Staff Positions
GBA	Equal Opportunity Employment
GBB	Staff Involvement in Decision Making (Also ABB)
GBC	Staff Ethics
GBCA	Staff Conflict of Interest
GBCB	Staff Conduct
GBCB-R-1	Attendance and Punctuality
GBCC	Staff Dress and Grooming
GBCD	Release of Confidential Information
GBD	Board-Staff Communications (Also BG)
GBE	Staff Health and Safety
GBE-R	Staff Health and Safety Regulations
GBG	Staff Participation in Political Activities
GBH	Staff-Student Relations (Also JM)
GBI	Staff Gifts and Solicitations
GBK	Tobacco Use on District Property by Staff Members
GBL	Personnel Records
GBM	Staff Complaints and Grievances
GBM-R	Staff Complaints and Grievances Regulations
GBP	Drug-Free Workplace
GBQ	Criminal Record Check
GBR	Family and Medical Leave
GBR-R	Family and Medical Leave Regulations
GBS	Health Insurance Portability and Accountability (HIPAA)
GCA	Professional Staff Positions
GCB	Administrator Employment Contracts
GCB-R	Administrator Employment Contracts Regulations
GCBA	Administrator Salary Schedules
GCBB	Professional Staff Supplemental Contracts
GCBBB	Supplemental Compensation for Administrators
GCBC	Professional Staff Fringe Benefits
G CBD	Professional Staff Leaves and Absences
G CBDA	Professional Staff Leaves for Illness/Injury with Pay (Administrators and Supervisors)
G CBDB	Professional Staff Assault Leave (Administrators and Supervisors)

SECTION G: PERSONNEL

(Continued)

GCBDC	Professional Staff Catastrophic Illness/Injury Leave (Administrators)
GCBDC-R	Catastrophic Illness/Injury Leave Regulations
GCBDD	Paid Time Off for Bereavement, Personal Days and Court Reasons (Administrators and Supervisors)
GCBDE	Professional Staff Long-Term Leaves Without Pay (Administrators and Supervisors)
GCBDF	Professional Staff Sabbaticals (Administrators and Supervisors)
GCBE	Professional Staff Vacations and Holidays (Administrators and Supervisors)
GCC	Professional Staff Recruiting
GCD	Professional Staff Hiring
GCD-R	Procedures for Administrative and Supervisory Positions
GCL	Professional Staff Development Opportunities
GCLA	Professional Staff Visitations and Conferences
GCN-1	Evaluation of Professional Staff (Teachers) (Also AFC-1)
GCN-2	Evaluation of Professional Staff (Administrators) (Also AFC-2)
GCN-2-R	Evaluation of Professional Staff Regulations (Administrators) (Also AFC-2-R)
GCPA	Reduction in Professional Staff Workforce
GCPB	Resignation of Professional Staff Members
GCPC	Retirement of Professional Staff Members
GCPCA	Severance Pay
GCPD	Suspension and Termination of Professional Staff Members
GCQAB	Tutoring for Pay
GDA	Support Staff Positions
GDBA	Non-Bargaining Unit Support Staff Salary Schedules
GDBC	Support Staff Fringe Benefits
GDBD	Support Staff Leaves and Absences
GDBD-R	Support Staff Leaves and Absences Regulations
GDBDA	Catastrophic Illness/Injury Leave for Nonteaching Employees
GDBDA-R	Catastrophic Illness/Injury Leave for Nonteaching Employees Regulations
GDBE	Support Staff Vacations and Holidays
GDC	Support Staff Recruiting
GDCA	Posting of Vacancies
GDD	Support Staff Hiring
GDE	Part-Time, Temporary and Substitute Support Staff Employment
GDF	Support Staff Orientation and Supervision
GDJ	Support Staff Time Schedules (Non-Bargaining Unit)
GDKA	Support Staff Extra Duty
GDKA-R	Regulations for Non-Bargaining Unit Support Staff Extra Duty

SECTION G: PERSONNEL
(Continued)

GDL	Support Staff Development Opportunities
GDN	Evaluation of Support Staff (Also AFD)
GDPA	Reduction in Support Staff Workforce
GDPB	Resignation of Support Staff Members
GDPC	Retirement of Support Staff Members
GDPD	Suspension, Demotion and Termination of Support Staff Members

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 highly qualified personnel, conducts appropriate staff development activities and establishes policies and working conditions which are conducive to high morale and enable 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 which 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 principles and democratic ideals in all students.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 124.11
3313.602
3319.01; 3319.02; 3319.081; 3319.11; 3319.111
Chapter 4117

CROSS REF.: GBB, Staff Involvement in Decision Making (Also ABB)

THIS IS A REQUIRED POLICY

DEFINITIONS OF STAFF POSITIONS

Professional Staff

Employees, including managerial personnel, who must possess certificates issued by the State Board of Education, pursuant to the Ohio Revised Code, in order to hold their positions. The term "professional staff" includes all teachers and those administrators, directors and supervisors who supervise teachers or other certificated personnel.

Support Staff

Employees who do not need professional certificates issued by the State Board of Education. The support staff includes all personnel in classified positions of the civil service, instructional aides, security officers, certain specialists and all administrators, directors and supervisors in positions where certification by the State Board of Education is not required.

Administrative/Supervisory Staff

Employees in the central office or schools who hold administrative, managerial or supervisory positions. Such positions may be certificated or noncertificated. Administrative personnel include Deputy Superintendent, Assistant Superintendents, executive directors, directors, associate directors, principals, assistant principals, coordinators, supervisors, assistant supervisors, associate supervisors and any other personnel recognized by the Board as "administrative." Except when inconsistent with their positions and/or the provisions of the Ohio Revised Code, the term "administrative personnel" also includes the Superintendent and Treasurer.

Note: The term "administrative personnel" is used in policies to cover all persons mentioned above.

Conditions of Employment Established Through Collective Bargaining Agreements

Compensation and benefits and other arrangements negotiated with staff bargaining units are not included in any detail in this manual; however, contract references are offered as appropriate to the category and topic.

Revised:

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, disability, sexual orientation, military status or any other human difference.

[Adoption date: August 5, 2009]

[Re-adoption date: April 19, 2011]

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; 42 USC 12101 et seq.
ORC Chapter 4112
5903.01 (G)

CROSS REF.: AC, Nondiscrimination/Harassment

NOTE: ***While not a federally protected class, the Genetic Information Nondiscrimination Act of 2008 prohibits employers from discrimination based on genetic information.***

THIS IS A REQUIRED POLICY

STAFF INVOLVEMENT IN DECISION MAKING

The District involves the efforts of many people and functions best when all personnel are informed of the major activities and concerns.

There should be an exchange of ideas and pertinent information among all elements of a school district. Problems and unfavorable attitudes develop when employees are denied information essential for the performance of their respective assignments or when they feel that their ideas and concerns are not heard. Morale is enhanced when employees are assured that their voices are heard by those in positions of administrative authority.

A pattern of decision making and problem solving close to the task also contributes to efficiency and high morale.

While all employees have the opportunity to bring their ideas or grievances to the Board, they are expected to proceed through the recognized administrative channels. Final authority for all decisions rests with the Board.

[Adoption date: August 5, 2009]

LEGAL REF.: OAC 3301-35-05

CROSS REFS.: BCE, Board Committees
BCF, Advisory Committees to the Board
BF, Board Policy Development and Adoption
CCB, Staff Relations and Lines of Authority
CD, Management Team
CE, Administrative Councils, Cabinets and Committees
DBD, Budget Planning
GCD, Professional Staff Hiring
GDD, Support Staff Hiring
IF, Curriculum Development

CONTRACT REFS.: Teachers' Collective Bargaining Agreement
Support Staff Collective Bargaining Agreements

STAFF ETHICS

The Board expects administrators, teachers and other members of the staff to be familiar with the code of ethics that applies to their professions and to adhere to it in their relationships with students, coworkers, officials of the District and the public.

[Adoption date: August 5, 2009]

CONTRACT REF.: Teachers' Collective Bargaining Agreement

STAFF CONFLICT OF INTEREST

Employees of the Board will not engage in any activity that conflicts or raises a reasonable question of conflict with their responsibilities in the District. More specifically, employees will not:

1. use instructional privileges for private gain;
2. solicit or receive compensation, other than that allowed by law, for performance of his/her duties. This precludes, among other things, acceptance of any gratuities, gifts or favors that might impair or appear to impair professional judgment and any personal dealings with any individual or entity with whom he/she, on behalf of the Board, has any direct or indirect contact for purposes of obtaining from such individual or entity noncompetitive contracts, services or materials;
3. knowingly authorize or employ 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 any of his/her business associates has an interest;
4. offer any favor, service or thing of value to obtain special advantage;
5. permit commercial exploitation of his/her professional position;
6. engage in selling any of the following merchandise or services for personal profit to students or parents in the attendance area serviced by the schools in which they work: instructional supplies and equipment, reference books, educational tours and/or
7. furnish lists of students or parents to anyone selling such materials or services.

Employees will use time granted for leave, planning and workshops for the purpose of which it is intended.

Nepotism

In order that there be no conflict of interest in the supervision and evaluation of employees, at no time may any administrator directly responsible for the supervision and/or evaluation of an employee be directly related to him/her.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 2921.42
3313.811
3319.21
3329.10
4117.20

CROSS REFS.: GBL, Personnel Records
GCQAB, Tutoring for Pay
JO, Student Records
KBA, Public's Right to Know
Employee Manual

STAFF CONDUCT

All persons employed by the Board are representatives of the District. As such, they are expected to conduct themselves in a manner that reflects credit upon themselves and the District.

The following actions may lead to disciplinary action, including suspension with or without pay or discharge. The list does not include all types of prohibited conduct, but is intended to suggest the types of conduct that will not be condoned:

1. theft of school property, the property of another employee or theft occurring during work hours;
2. falsification of any school record or employment application;
3. deliberate damage to or destruction of school property;
4. negligent conduct while on duty, resulting in personal injury or property damage;
5. possessing, using, selling or buying any alcoholic beverage, narcotic, hallucinogenic drug, marijuana, barbiturate, amphetamine or other intoxicant during working hours or on school premises, or reporting for work under the influence of alcohol or controlled substances;
6. smoking in restricted areas;
7. unauthorized use of school equipment;
8. use of abusive or profane language or racial slurs toward students or other employees;
9. disorderly conduct on school property or while on duty: fighting, threatening or attempting to inflict bodily harm on another person;
10. engaging in immoral conduct;
11. unauthorized absence or misuse of leave;
12. insubordination: refusal to follow a supervisor's instruction;

13. unauthorized use or possession of any dangerous weapon on school property. The definition of a dangerous weapon includes, but is not limited to, firearms, knives, metal knuckles, straight razors, explosives, noxious irritants or poisonous gases, poisons, drugs or other items possessed with the intent to use, sell, harm, threaten or harass students, staff members, parents or members of the school safety zone and
14. associating with students at any time in any situation or activity which could be considered sexually suggestive or involve the presence or use of controlled substances such as tobacco, alcohol or drugs, or dating a student enrolled in the District. (Any such conduct with a student by an employee of the District can also subject the offender to criminal liability.)

[Adoption date: August 5, 2009]

LEGAL REFS.: Gun-Free Schools Act; 20 USC 8921
ORC 124.34
2923.1212; 2923.122
3319.081; 3319.16; 3319.31; 3319.36

CROSS REFS.: JFC, Student Conduct (Zero Tolerance)
KGB, Public Conduct on District Property
Employee Manual

ATTENDANCE AND PUNCTUALITY

PURPOSE: The ability to provide our children and young people with high quality education depends greatly on the reliability of our employees. Attendance and punctuality are an important aspect of an employee's job performance. Dayton Public Schools (DPS) does not make value judgments as to the cause of an absence or tardiness. Unscheduled absences and tardiness in any department diminishes our success in meeting our obligation to our students and places an additional burden on coworkers. It is the responsibility of managers to schedule employees to meet the needs of our students and other customers. It is the responsibility of all DPS employees to report to work and be on time as scheduled.

ELIGIBILITY: The Attendance and Punctuality Policy applies to Administrators, Confidential and Non-Administrative, Non-Negotiated employees.

DEFINITIONS

1. **Unscheduled Absence** – The failure of an employee to report to work. Consecutive days not worked for reasons of employee or immediate family illness will count as one (1) incident. Each day not worked for any other reason will count as an individual incident. Partial days of absenteeism will not count as an incident.
2. **Scheduled Absence** – An absence which has been prearranged and approved by the manager prior to the day of absence will not be counted as an incident of absenteeism. For purposes of this policy, any absence that qualifies as Family Medical Leave in accordance with the FMLA policy will be considered scheduled. Also, jury duty, vacation, personal days, emergency leave and bereavement leave are considered scheduled absences.
3. **Unreported Absence** - When an employee fails to notify his/her manager prior to the scheduled shift that he/she will not be at work .
4. **Tardiness** - An incident of tardiness will occur each instance of an employee clocking in after the scheduled starting time.
5. **Failure to Clock** - An incident of failure to clock occurs when an hourly employee fails to clock in and/or fails to clock out.

MANAGERS AND EMPLOYEE RESPONSIBILITIES

1. *Managers shall be responsible for communicating and explaining DPS' absenteeism/tardiness standards. An employee is expected to notify their manager (or designee) prior to the beginning of the work shift if he/she will not be able to report to work as scheduled. Failure to do this means an unreported absence has occurred.*

2. Managers are responsible for monitoring their employees' attendance/tardiness records and to take appropriate action if an employee is not adhering to the standard. The standard should be monitored in a manner to assure that it is consistently handled for each employee who is in violation of the standard.
3. All employees are required to call their manager (or designee) a minimum of 60 minutes prior to the start of the work shift if they are taking an unscheduled absence, in accordance with departmental policies.
4. Should arrival at work be delayed, employees are required to notify their manager (or designee) in advance of the scheduled start time or as close to the start time as possible. An incident of tardiness will be incurred.

UNREPORTED ABSENCES

1. An unreported absence is serious. Performance counseling will be followed when this occurs.
2. An unreported absence of three consecutive scheduled workdays without prior notice will be considered abandonment of employment and will be treated as a voluntary resignation without proper notice.

ATTENDANCE/TARDINESS STANDARDS

The numerical standards listed below will apply in determining the level of employee performance improvement counseling. Incidents will be counted on a calendar year basis. The "Multiple Violations" section of the "Employee Performance Improvement" Policy may also be applicable in determining what level of performance counseling applies.

	Incidents of Unscheduled Absences	Incidents of Tardiness	Incidents of Failure to Clock
First Written Reminder	6	10	10
Second Written Reminder	8	14	14
Decision Making Day	10	8	18

Legal Ref: 124.34; 3319.16
 ORC 3319.20; 3319.31; 3319.36;

EMPLOYEE PERFORMANCE IMPROVEMENT

Purpose – Quality educational services is dependent upon the compliance and professional conduct of each employee. To achieve this objective, all employees are expected to adhere to established policies, rules and standards of conduct. Employee performance improvement places emphasis on helping managers identify and resolve performance problems as soon as they arise. Dayton Public Schools (DPS) wants its managers to bring any concerns they may have to the employee’s attention quickly and informally. There may be times when performance issues cannot be resolved informally. In those cases, the Employee Performance Improvement Policy provides a fair and consistent method for resolving performance issues.

Eligibility – The Employee Performance Improvement Resolution Regulation applies to all administrative, confidential, and non-administrative, non-negotiated employees.

Procedure – In accordance with our mission and values, DPS adopts an approach for allowing employees to receive recognition for their contributions, and communicating in a professional manner when changes need to be made. Performance counseling is a system for recognizing good performance and providing a logical intervention when problems arise. The system is a fair approach that gives the employee the responsibility to make decisions and changes about their performance. This system allows managers and employees a chance to make decisions and changes regarding their performance, solve problems, and enhance relationships.

The approach will be progressive when appropriate and will identify performance issues and a plan of action.

The progressive steps in this approach are:

- First Written Reminder
- Second Written Reminder
- Decision-Making Day

Employment termination will occur when it is apparent that the behavior remains uncorrected.

I. PROGRESSIVE STEPS

When it becomes apparent that employee performance improvement needs to be initiated, the manager will initiate the First Written Reminder as outlined below. The Human Resources Department is available to guide the manager through the process.

A. First Written Reminder

1. When an incident occurs highlighting the unacceptable performance or behavior, and the facts show performance improvement is needed beyond coaching/counseling, a formal session is held between the manager and the employee.

2. The discussion will outline the issue to the employee and include appropriate corrective actions and manager expectations.
3. This discussion will be documented on First Written Reminder form and placed in the manager's notes. This is not sent to Human Resources. The employee will also receive a copy of the First Written Reminder.

B. Second Written Reminder

1. A formal session is held between the manager and the employee when another incident occurs which highlights the unacceptable performance or behavior, and the facts show that continued performance counseling is needed. After the discussion, the manager will inform the employee that the Second Written Reminder stage has been reached.
2. The discussion will outline the issues to the employee and include appropriate corrective actions and the manager's expectations. The discussion is to be documented on a written reminder form and given to the employee.
3. A copy of the form is sent to Human Resources to be placed in the employee's personnel file.

C. Decision Making Day

1. A formal session is held between the manager and the employee when another incident occurs which highlights the unacceptable performance or behavior, and the facts show that continued improvement in performance is needed.
2. The discussion will be documented on the Decision-Making Day Documentation Form and will outline the issues to the employee and include appropriate corrective actions and the manager's expectations.
3. A Decision-Making Day will occur since the employee did not take the appropriate action to modify the performance behavior or failed to make the continuous improvement efforts.
4. During the meeting with the employee, the manager will give the employee the Recommitment Plan Form. The manager needs to clarify that this is a requirement should the employee choose to continue his/her employment.
5. The manager will inform the employee that the Decision- Making Day is to be used to make a decision about his/her job. The employee needs to decide between the following:
 - To solve the immediate problem and make a recommitment to improve their performance in every area of the job.

- To decide that working for Dayton Public Schools is not for them and return with a decision to voluntarily resign employment and find other employment.
6. The manager will confirm with the employee that he/she knows exactly what is expected and that there are no questions about exactly what he/she is to do.
 7. The employee will be told he/she is being removed from work for the remainder of the current workday and the next scheduled workday as a Decision-Making Day. He/she is to utilize this time to make a final decision about whether he/she wishes to continue employment by improving his/her performance and by abiding by all policies and procedures.
 8. Prior to reporting to work on the next scheduled day, the employee should sit down with the manager to inform him/her of the decision.
 - If the employee decides that he/she wants to continue employment with Dayton Public Schools, the manager reviews the Recommitment Plan Form.
 - If the employee returns to work without a decision and/or completing the Recommitment Plan Form, the manager needs to ask the employee why he/she did not comply. If the reply is not reasonable, the manager should inform the employee that this is not acceptable and that he/she is placing his/her employment in jeopardy. The manager should then send the employee home pending review of the situation with the Human Resources Department. After consulting with the Human Resources Department and confirming that the instructions were understood, the employee may be terminated.
 - A voluntary resignation is accepted if the employee decides that he/she does not want to continue employment with the Dayton Public Schools. The resignation is effective immediately.
 9. If the employee's decision is to recommit to the job, the discussion is to be documented and given to the employee along with a copy of the Recommitment Form.
 10. An employee must use available vacation or personal leave for the Decision-Making Day. A day off without pay may be used if vacation or personal days are not available.
 11. The Manager is encouraged to formally or informally acknowledge improved employee performance. This can be done verbally or in writing at the time the improvement is noted.

D. Employment Termination

Employee termination will occur after the other steps have not resulted in achieving the desired performance/conduct or when the nature of deviation warrants drastic action. Termination decision must be reviewed with the applicable Cabinet Member, the Superintendent, and the Board prior to the employee being informed.

II. REMOVAL FROM WORK WITHOUT PAY

There will occasionally be situations where an alleged incident has occurred necessitating the need for management to conduct an investigation. In this situation, the employee will be asked not to report to work and will not be paid during this period unless vacation or personal leave days are elected.

III. MULTIPLE VIOLATIONS

- A. Generally, issues should be handled separately. However, there may be times when an employee continues to have multiple policy violations, job performance issues, or attendance and punctuality issues. In this instance, the manager may take the employee to the next step of performance improvement counseling. The Human Resources Department will be consulted in multiple violation situations.
- B. Once an employee reaches the Decision-Making Day state of any offense, the next offense in any category will lead to employment termination. Once an employee has reached the decision making day state, they have made a commitment to improve overall job performance.

IV. LENGTH OF TIME ACTIVE

Progression in these steps will occur only when previous steps are still active (see the multiple violation section above).

- A. First Written Reminder – Remains active for 6 months
Second Written Reminder – Remains active for 9 months
Decision-Making Leave – Remains active for 12 months
- B. There may be times when an employee has developed a pattern of behavior which may require continued performance counseling. An example of this would be an employee who continues to receive written reminders for absenteeism every 6 months. This pattern of behavior becomes unacceptable and movement to the next step of performance counseling may be necessary.

V. SUGGESTIONS FOR ADMINISTERING EMPLOYEE PERFORMANCE IMPROVEMENT

The following guidelines are provided to ensure effective administration of this Regulation:

1. **INVESTIGATION MUST BE THOROUGH AND OBJECTIVE.** In the investigation, all individuals involved will have the opportunity to provide their perception and understanding of the situation before a decision is made as to the appropriate action. The investigation will be done immediately upon discovery of the incident.
2. **ADMINISTRATION MUST BE TIMELY.** A meeting between the manager and the employee must be held as close to the discovery of the incident or undesirable performance as possible, within a two to three day time period following the investigation.
3. **CONFIDENTIALITY AND PRIVACY MUST BE MAINTAINED.** A performance improvement session will be conducted in a private setting with strict confidentiality in the investigation and performance improvement session.
4. **PERFORMANCE IMPROVEMENT WILL INCLUDE A PLAN FOR CORRECTION/IMPROVEMENT.** A personal plan of action will be developed by the employee to correct the situation. Following a decision-making day, a recommitment plan is required. After receiving a Decision-Making Day, the employee must meet with the supervisor in charge and complete the recommitment plan prior to beginning the next scheduled shift.
5. **PROPER DOCUMENTATION MUST BE MAINTAINED.** Proper documentation is necessary and will be maintained in the manager's file. This includes working with the employee to set specific and measurable goals to reach an agreeable outcome.
6. **FOLLOW-UP COMMUNICATION.** When an employee's performance improves, managers will recognize that the improvement has been made by verbally and in writing indicating such to the employee. The written documentation will be sent to employee's file in Human Resources.

VI. PERFORMANCE IMPROVEMENT GUIDELINES

The following guidelines will be used in normal situations and should be followed in most cases. Some or all steps can be waived when it is determined to be necessary to protect the welfare of our students, co-workers or other customers.

A regulation outlining standards of conduct and performance cannot be all-inclusive. The Dayton Public Schools management reserves the right, and will exercise the right, to take appropriate action, including employment termination for certain conduct not specifically included in this policy when the conduct is of so serious a nature that any reasonable person would be expected to know it to be against the best interest of Dayton Public Schools.

When determining the proper level of action, managers will consider past performance, and previous employment history. Consultation with the Human Resources Department is recommended. Employee performance issues may generally be assigned as being either Minor, Serious, or Major. However, degrees of severity may exist which may change the level of employee performance improvement counseling. Also, situations may arise which require action not specifically covered by the examples listed.

MINOR VIOLATIONS

Minor violations do not involve issues of honesty or trust, do not by themselves constitute a threat to the operation of Dayton Public Schools, and pose no threat to the safety or well-being of the individual, students or other employees. For these problems, the Employee Performance Improvement process will normally begin with the First Written Reminder and continue through the remaining steps if training and coaching are not sufficient to bring about change. Examples of minor violations could include:

- Accepting tips or gifts
- Absenteeism, tardiness or failure to clock
- Failure to wear ID badge or failure to wear it in the appropriate manner
- Violation of parking regulations
- Failure to maintain sanitary or good housekeeping conditions
- Wasting time, loitering or absent from work area without permission
- Extended meal or coffee breaks
- Smoking in an unauthorized area
- Posting, altering or removing material from bulletin boards or Dayton Public Schools property without authorization

SERIOUS VIOLATIONS

Serious violations are those which constitute a threat to the operation of Dayton Public Schools, interfere with the educational process, or are detrimental to the safety of students or co-workers. For these offenses, either a Second Written Reminder, a Decision-Making Day, or Employment Termination will be most appropriate. Examples of serious issues include:

- Unreported absences of less than 3 consecutive work days
- Reporting a false reason for an absence
- Conduct disruptive to fellow employees

- Failure to exercise reasonable care or courtesy in dealing with students, customers or other employees
- Revealing or disclosing confidential information
- Gambling on Dayton Public Schools premises
- Negligence
- Dishonesty, misrepresentation, or making false statements
- Careless or unsafe work habits
- Unsatisfactory work performance
- Neglect of duty
- Lack of cooperation

MAJOR VIOLATIONS

Major violations are those which threaten the operation of Dayton Public Schools, the safety of individuals or the employees themselves. Examples of major issues include:

- Unreported absences of 3 or more consecutive work days (job abandonment)
- Falsification of employee time records
- Deliberate falsification of Dayton Public Schools records, including but not limited to employment application
- Theft or removal of Dayton Public Schools property without authorization
- Possession of firearms or weapons on Dayton Public Schools property
- Student abuse
- Insubordination
- Being under the influence of drugs or alcohol while on Dayton Public Schools property
- Conviction of a felony
- Serious or intentional confidentiality violation
- Sleeping on duty
- Conflict of interest
- Possession of alcohol or other controlled substances on Dayton Public Schools premises
- Malicious or deliberate abuse of Dayton Public Schools property
- Fighting or inflicting bodily harm to a student, visitor, employee or other customer

For these offenses, employment termination will be most appropriate. In making this decision, it would depend on the seriousness of the violation, the employee's previous history, the action Dayton Public Schools has taken previously in similar cases, and the manager's best judgment about which step would be more effective in solving the problem.

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 work assignments.

[Adoption date: August 5, 2009]

LEGAL REF.: ORC 3313.20

CROSS REF.: Employee Manual

CONTRACT REFS.: Teachers' Collective Bargaining Agreements
Support Staff Collective Bargaining Agreements

RELEASE OF CONFIDENTIAL INFORMATION

No employee shall disclose or use, without appropriate authorization, any information acquired by him/her in the course of his/her official duties which is confidential because of statutory provisions, or which has been clearly designated to him/her as confidential when such confidential designation is warranted because of the status of the proceedings or the circumstances under which the information was received and preserving its confidentiality is necessary to the proper conduct of business.

[Adoption date: August 5, 2009]

LEGAL REF.: ORC 102.03

CROSS REFS.: GBC, Staff Ethics
GBCB, Staff Conduct

BOARD-STAFF COMMUNICATIONS

The Board wishes to maintain open channels of communication with the staff. The basic line of communication is through the Superintendent. Staff members should utilize the Superintendent to communicate to the Board or its subcommittees.

Accordingly, all official communications, policies and directives of staff interest and concern, with the exception of notifications to be made by the Treasurer or as required by law, 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.

Visit to Schools

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 a 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: August 5, 2009]

LEGAL REF.: ORC 3313.20

CROSS REFS.: 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 which 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 or the Superintendent may require an employee to receive a physical or mental examination at any time when job-related to the specific position and necessary to ensure performance of the job's essential functions and/or to protect the health and safety of students or other employees. If so required, the employee may:

1. request an examination at the Board's expense either by the school physician or another physician designated by the school physician or
2. receive an examination at his/her own expense by his/her personal physician.

A complete report regarding any physical and/or mental examination given pursuant to this policy is submitted to the Superintendent and/or the employee's personal physician but will not be released to the public without the prior approval of the employee, provided nothing in this section precludes a review of this medical report by a physician contacted as a consultant by either the school physician or the employee's personal physician.

In the following instances employees must, if asked, submit a medical statement from their personal physicians:

1. An employee who has used 25 or more days of sick leave for personal illness between September 1 and the following August 31 may be required to submit a medical certificate indicating his/her ability to perform the job.

2. An employee on sick leave for more than three consecutive days may be required to submit a doctor's statement.
3. An employee who is absent because of illness for 20 consecutive days or more must submit a statement from his/her doctor before returning to work.

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 work assignment, 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 central office 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 or under the influence of a controlled substance not prescribed by the employee's physician. 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 worker's compensation benefits.

[Adoption date: August 5, 2009]

[Re-adoption date: April 19, 2011]

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 and Persons Required to Hold a
Commercial Driver's License
GBCB, Staff Conduct
GBP, Drug-Free Workplace
GBQ, Criminal Record Check
GCBC, Professional Staff Fringe Benefits
GDBC, Support Staff Fringe Benefits
Employee Manual

CONTRACT REFS.: Teachers' Collective Bargaining Agreements
Support Staff Collective Bargaining Agreements

NOTE: This category is for statements on staff physical and mental health examination requirements, the school board's commitment to assisting employees in the maintenance of good health, its concern with occupational safety and so on.

Language regarding the handling of genetic information has been added in compliance with the Genetic Information Nondiscrimination Act of 2008. Additional language should be added to all medical request forms and is available upon request.

Observe the cross references. Health insurance plans for employees are properly coded under Fringe Benefits for the appropriate category of staff.

THIS IS A REQUIRED POLICY

STAFF HEALTH AND SAFETY

Staff Assaults

Employees are to inform the principal/other supervisor immediately in case of assaults and submit a written report which gives all facts of the incident, including names of participants, witnesses, date, time of day, location and nature of incident.

The principal, in accordance with Board policy, initiates disciplinary action against a student who assaults an employee and reports the incident to the Pupil Personnel Services Department for further investigation.

The employee involved should, if the situation warrants, prosecute for assaults or assault and battery. The employee must file formal charges, as the action involves a police investigation and court hearing.

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 or under the influence of a controlled substance not prescribed by the employee's physician.

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 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:
 - 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: August 5, 2009)

THIS IS A REQUIRED REGULATION

STAFF PARTICIPATION IN POLITICAL ACTIVITIES

The Board subscribes to the principle that District employees must, with all other citizens, share the responsibility for the development of a sound public body and assure full political and citizenship responsibilities. In fulfilling this obligation, each District employee has an obligation to the public and the schools; however, in his/her political activities, an employee will not:

1. misrepresent the District, but take adequate precautions to distinguish between his/her personal and institutional views;
2. interfere with a colleague's exercise of political and citizenship rights and responsibilities or
3. use instructional privileges, District resources or working time to promote political candidates or partisan political activities.

Circulation of political literature for or against any candidate or cause or the posting of such literature is prohibited in the schools or on the school premises, with the exception of literature pertaining to District levies and bond issues. The Superintendent acts to ensure that unauthorized distribution is not permitted.

School employees not in the civil service may run for public offices that do not represent a conflict of interest with their service to the District. Upon request, the Board may grant a leave of absence to an employee for campaigning and/or serving in public office. (Note: State law bars civil service employees from engaging in partisan political activity, except for voting and freely expressing political opinions.)

[Adoption date: August 5, 2009]

LEGAL REFS.: Intergovernmental Personnel Act; 42 USC 4701 et seq.
ORC 124.57
3315.07

CROSS REFS.: GCBD, Professional Staff Leaves of Absences
GDBD, Support Staff Leaves of Absences

THIS IS A REQUIRED POLICY

STAFF-STUDENT RELATIONS

Relationships between the District's staff and students must be cooperative, understanding and mutually respectful. 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.

Information and Communication Technology (ICT) and Social Media Usage

ICT and social media are recognized technologies that enable the District and students to share information in a timely, relevant manner across numerous platforms. As mediums continue to evolve, the District recognizes the importance of finding new ways to reach families, students, the community and other stakeholders, while remaining mindful of its obligation to uphold regulations regarding student privacy, Internet safety and Board policies.

Social media is to be used within the district as another tool for effective two-way communication. Any site representing the District as a whole will be created and maintained by the Public Information Office or other Superintendent designee; no other entity shall purport to officially represent the District in this capacity.

Social media shall be used:

- 1) To promote the District in a positive manner;
- 2) To share District news and information in a timely and relevant fashion;
- 3) To encourage two-way communication between the District and the public; and
- 4) In ways that are not in violation of policies regarding student safety (see also JM).

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. Staff members shall not give or receive gifts of substance.

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, in written, verbal or digital format 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 which could be considered sexually suggestive or involve the presence or use of tobacco, alcohol or drugs.
6. Staff members shall not engage in behavior with students that may be deemed inappropriate such as: dating, physical, peer-like.
7. Staff members shall not use insults or sarcasm against students as a method of forcing compliance with requirements or expectations.
8. Staff members shall maintain a reasonable standard of care for the supervision, control and protection of students commensurate with their assigned duties and responsibilities.
9. Staff members shall not send students on a staff member's 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 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.

Social Networking Web Sites

1. District staff who personally participate in social networking web sites are prohibited from posting data, documents, photographs or inappropriate information on any web site that might result in a disruption of classroom, school or district activity. The Superintendent/designee has full discretion in determining when a disruption of classroom, school or district activity has occurred.
2. District staff is prohibited from providing personal social networking web site passwords to students.

3. Fraternalization between District staff and students via the Internet, personal e-mail accounts, personal social networking websites and other modes of virtual technology is also prohibited.
4. Unauthorized access of personal social networking web sites during school hours is prohibited.

Violation of the prohibitions listed above will 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. Nothing in this policy prohibits District staff and students from the use of education web sites and/or use of social networking websites created for curricular, cocurricular or extracurricular purposes.

[Adoption date: August 5, 2009]

[Re-adoption date: January 18, 2011]

[Re-adoption date: February 8, 2011]

CROSS REFS.: AC, Nondiscrimination/Harassment (Including Nondiscrimination on the Basis of Sex and Disability; Sexual Harassment)
AC-R-1, Employer/Student Grievance Procedures
AC-R-2. Sexual Harassment Complaint Procedures
EDE, Computer/Online Services (Acceptable Use and Internet Safety)
EDE-R, Acceptable Use and Internet Safety Regulations
GBC, Staff Ethics
GBCA, Staff Conflict of Interest
GBCB, Staff Conduct
GBI, Staff Gifts and Solicitations
JFC, Student Conduct (Zero Tolerance)
JG, Student Discipline
JHG, Reporting Child Abuse
JL, Student Gifts and Solicitations
JO, Student Records
KBA, Public's Right to Know
Student Handbooks

CONTRACT REFS.: Teachers' Collective Bargaining Agreements
Support Staff Collective Bargaining Agreements

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 system are governed by the following.

1. Each building principal appoints, or employees may volunteer for, a small social committee to plan social affairs such as teas and luncheons.
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

Consistent with long-standing practice, school employees may solicit or be solicited on school premises for contributions to the United Way campaign and to the United Negro College Fund.

Other solicitations of or by employees on school premises is strictly controlled. More specifically:

1. No employees will solicit memberships or contributions or conduct personal business or distribute printed matter for any nonschool purposes during his/her own working time or the working time of the person being solicited.

2. No employees will distribute printed matter of a promotional, advertising or political nature, or for personal purposes, at any time in Board working areas.
3. Persons who are not employees of the Board will not solicit or distribute any printed matter for any purpose inside Board buildings or elsewhere on Board property unless otherwise permitted by law.
4. No person will affix any poster, sign, sticker or any other type of advertising or propaganda material or device on Board buildings, property or bulletin boards unless otherwise permitted by Board policy or law.
5. No employees will sell, take orders for or deliver commercial merchandise, subscriptions, tickets, personal services or similar items under the circumstances described above. Prohibited at all times on Board premises are the sale of lottery tickets, chain letters or other gambling activities.

The Superintendent may consider exemptions to this policy on a case-by-case basis.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 102.03
117.01
2921.43
3313.81; 3313.811
3315.15
3329.10

CROSS REFS.: IGDG, Student Activities Funds Management
IICA, Field Trips
JL, Student Gifts and Solicitations

TOBACCO USE ON DISTRICT PROPERTY BY STAFF MEMBERS

Health professionals have determined that the use of tobacco products can be detrimental to one's health. Specifically, smoking poses not only a health safety issue for the tobacco user, but secondhand smoke can produce health hazards for non-smokers, as well.

The Dayton Public School District Board of Education, in an effort to protect and promote the health and well-being of all staff, aware of the serious health risks associated with the use of tobacco products to users and non-users, and recognizing that district personnel and visitors serve as role models to students, adopts this 100% Tobacco-Free School Campuses Policy.

Recognizing these health issues and subject to the provisions of Federal and State law and the provisions of collective bargaining agreements permitted by the law, the Board prohibits the use of all tobacco products, including e-cigarettes in all District-owned, leased or contracted property and vehicles. This prohibition also includes all outside areas. No staff member, volunteer, or school visitor is permitted to use tobacco products at any time, including non-school hours on district property. For the purpose of this policy, "tobacco product" is defined to include any product that contains tobacco, is derived from tobacco or contains nicotine that is intended for human consumption, or is likely to be consumed, whether smoked, heated, chewed, absorbed, dissolved, or ingested by any other means. The term "tobacco products" includes e-cigarettes and other electronic smoking devices, but does not include any cessation product approved by the United States Food and Drug Administration for use as a medical treatment to reduce and eliminate nicotine or tobacco dependence.-

Appropriate signs indicating that tobacco use is not permitted will be posted throughout the district at entrances and other appropriate locations on all academic buildings, administrative spaces, parking lots, and athletic fields. District personnel will be provided notice of this policy through personnel handbooks. District vehicles will display the international "No Smoking" insignia.

Disciplinary measures taken against staff for violations of this policy need to comply with Requirements of Ohio law, related district policies, and contractual agreements.

[Adoption date: August 5, 2009]

[Re-adoption date: March 18, 2014]

[Re-adoption date: October 14, 2014]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
Goals 2000: Educate America Act; 20 USC 6081 through 6084
ORC 3313.20
3794.01; 3794.02; 3794.03(F); 3794.04; 3794.06
OAC 3301-35-02; 3301-35-05

CROSS REFS.: JFCG, Tobacco Use by Students
KGC, Use of Tobacco Products on School Premises
Employee Manual

THIS IS A REQUIRED POLICY

NOTE: Electronic cigarettes (e-cigarettes) have increased in popularity. These devices are not classified as tobacco and State and Federal law do not regulate their use. Districts that want to prohibit students from possessing or using these devices like other tobacco products should review the provided permissive language.

PERSONNEL RECORDS

The Superintendent develops and implements a comprehensive and efficient system of personnel records. The Executive Director of Human Resources 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 is 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: August 5, 2009]
[Re-adoption date: July 16, 2013]

LEGAL REFS.: Genetic Information Nondiscrimination Act of 2008; 42 USC 2000ff et seq.
ORC 9.01; 9.35
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
Support Staff Negotiated Agreement

NOTE: THIS IS A REQUIRED POLICY

STAFF COMPLAINTS AND GRIEVANCES

The Board directs 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 applies only to “grievances” as defined in the particular contract(s).

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 4117.09; 4117.10

CROSS REF.: GBB, Staff Involvement in Decision Making (Also ABB)

CONTRACT REFS.: Teachers’ Collective Bargaining Agreements
Support Staff Collective Bargaining Agreements

STAFF COMPLAINTS AND GRIEVANCES

An employee will present any grievance to his/her principal or other immediate supervisor no later than five working days after the alleged occurrence. The principal/supervisor investigates and tries to resolve the problem.

In the event that the supervisor/principal and employee fail to find a satisfactory solution to the grievance, the complainant may present the matter in written form to the next higher administrative official.

If the problem is not resolved satisfactorily at this step, and the administrator who heard the complaint was not the Superintendent, the complainant may submit a written report to the Superintendent, who will attempt to settle the problem.

(Approval date: August 5, 2009)

NOTE: The above procedure applies to instances when grievance procedures established by collective bargaining agreements do not apply.

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: February 18, 2014]

LEGAL REF.: Consolidated Omnibus Budget Reconciliation Act; 42 USC 300bb-1 et seq.

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 of the District engaged in work or while in the workplace shall unlawfully manufacture, distribute, dispense, possess or use any alcoholic beverage, narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana or any other controlled substance as defined in Federal and State law.

"Workplace" is defined to mean the site for the performance of work. The workplace includes any school building, school property, school-owned vehicles or school-approved vehicle used to transport students to and from school or school activities; off school property during any school-sponsored or school-related activity, event or function, such as a field trip or athletic event where students are under the jurisdiction of the school district where work is performed.

As a condition of employment or continuing employment, each employee who is engaged in performance of a federal grant shall notify his/her supervisor 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 notified that compliance with the standards of conduct is mandatory. An employee who violates the terms of this policy is subject to disciplinary action including suspension with or without pay or discharge. At the discretion of the administration, an employee may be required to attend a drug abuse assistance or rehabilitation program approved by federal, state or local health, law enforcement or other appropriate agency, in lieu of or as part of disciplinary action resulting from a violation of this policy. Failure to satisfactorily participate in such a program will result in the suspension and/or discharge of the employee.

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: August 5, 2009]

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 4123.01 et seq.; 4123.35; 4123.54

CROSS REFS.: EB, Safety Program
EEACD, Drug Testing for District Personnel and Persons Required to Hold a
Commercial Driver's License
GBCB, Staff Conduct
GBE, Staff Health and Safety
GBQ, Criminal Record Check
Employee Manual

CONTRACT REFS.: Teachers' Collective Bargaining Agreement
Support Staff Collective Bargaining Agreement

THIS IS A REQUIRED POLICY

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) .

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. Applicants are given a separate written statement informing them that the Board uses a criminal records check as part of the initial hiring process and at various times during the employment career. This notice must be on a separate document that only contains this notice. The applicant's written authorization to obtain the criminal records check will be obtained prior to obtaining the criminal records check.

Prior to taking an adverse action against an applicant or employee (such as declining to employ, reassigning an employee, denying a promotion, suspension, nonrenewal or termination) based in whole or in part on a criminal records check, the applicant or employee is given a written pre-adverse action disclosure statement that includes a copy of the criminal records check and the Federal Trade Commission's notice titled "A Summary of Your Rights Under the Fair Credit Reporting Act."

After taking an adverse action, the applicant or employee is given a written adverse action notice that includes the name, address and telephone number of the BCI, a statement that the BCI did not make the decision to take the adverse action and cannot give specific reasons for it, the individual's right to dispute the accuracy or completeness of any information furnished by the BCI and the individual's right to an additional free criminal records check from the BCI upon request within 60 days.

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.

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 ODE and (4) the contractor is not a bus driver.

[Adoption date: August 5, 2009]

[Re-adoption date: July 16, 2013]

LEGAL REFS.: Fair Credit Reporting Act; 15 USC 1681 et seq.
ORC 109.57; 109.572; 109.575: 109.576
2953.32
3301.074
3314.19; 3314.41
3319.088; 3319.089; 3319.22; 3319.222; 3319.29; 3319.291
3319.303; 3319.311; 3319.313; 3319.315; 3319.39;
3319.391; 3319.392
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

NOTE: School districts must initiate the five-year cycle by requesting criminal records checks by September 5, 2008. State law identifies a number of individuals to submit to criminal records checks for initial and renewal of licenses, certificates or permits; and every five years if holding an eight-year professional teaching certificate or permanent teaching certificate. These individuals are persons with professional educator licenses, teachers' certificates, educational aid permits, educational paraprofessional licenses, conditional teaching permits for those seeking alternative educator licenses, intervention specialists, treasurers, business managers and those with pupil activity program permits who do not have valid educator licenses, certificates or permits.

With respect to contractors, "essential school services" are those services that are provided by a private company under a contract with the District that the District's Superintendent has determined are necessary for the operation of the District and that would need to be provided by employees of the District if the services were not provided by the private company.

If a contractor meets the definition and is covered by State law, the District may not allow that contractor to work in the District unless the contractor's employer provides documentation of a criminal records check or the District adopts certain safety measures to safeguard students. The contractor's employer may provide proof that the person has (1) been subject to a criminal records check in the five years prior to the date for the proposed work and (2) the criminal records check indicates they have not been convicted of or pleaded guilty to any offense listed in Ohio Revised Code Section 3319.39(B)(1). Instead of a criminal records check for a contractor who meets the definitions above, the District may require an employee of the District to be present in the same room with the child or within a 30-yard radius of the child if they are outside.

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 servicemember) of unpaid family and medical leave in 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 the employee to the same or - position after the 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: August 5, 2009]

[Re-adoption date: February 8, 2011]

[Re-adoption date: April 19, 2011]

[Re-adoption date: October 15, 2013]

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 school districts only)
- 3319.13; - 3319.141

CROSS REFS.: GCBD, Professional Staff Leaves and Absences
GDBD, Support Staff Leaves and Absences

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

NOTE: Genetic information acquired in relation to FMLA and its certification process falls into an exception to the prohibition against acquisition of genetic information under the Genetic Information Nondiscrimination Act of 2008. Although acquisition of genetic information is not prohibited in this instance, employers are still prohibited from discriminating based on such genetic information.

THIS IS A REQUIRED POLICY

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:

1. 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.

An eligible employee may elect to use any accrued and unused paid vacation, personal or sick leave concurrently with unpaid FMLA leave, subject to the District’s policies governing such 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, either spouse is entitled to the full amount of FMLA leave even if their spouse has already exhausted leave for a qualifying event.

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.

(Permissive language)

Upon the employee's return to work from FMLA leave occasioned by the employee's own serious health condition, the Board requires 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: May 14, 2015)

NOTE: THIS IS A REQUIRED REGULATION

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 the 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: August 5, 2009]

[Re-adoption date: February 18, 2014]

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
Collective Bargaining Agreements

NOTICE OF PRIVACY PRACTICES
(Effective Date: December 10, 2013)

YOUR INFORMATION. YOUR RIGHTS. OUR RESPONSIBILITIES.

THIS NOTICE DESCRIBES HOW MEDICAL INFORMATION ABOUT YOU MAY BE USED AND DISCLOSED AND HOW YOU CAN GET ACCESS TO THIS INFORMATION. PLEASE REVIEW IT CAREFULLY.

If you have questions about this notice please contact: Jyllian Guerriero, Legal & Labor Relations, 937-542-3007.

Your Rights

You have the right to:

- Get a copy of your health and claims records
- Correct your health and claims records
- Request confidential communication
- Ask us to limit the information we share
- Get a list of those with whom we've shared your information
- Get a copy of this privacy notice
- Choose someone to act for you
- File a complaint if you believe your privacy rights have been violated

Your Choices

You have some choices in the way that we use and share information as we:

- Answer coverage questions from your family and friends
- Provide disaster relief
- Market our services and sell your information

Our Uses and Disclosures

We may use and share your information as we:

- Help manage the health care treatment you receive
- Run our organization
- Pay for your health services
- Administer your health plan
- Help with public health and safety issues
- Do research

- Comply with the law
- Respond to organ and tissue donation requests and work with a medical examiner or funeral director
- Address workers' compensation, law enforcement, and other government requests
- Respond to lawsuits and legal actions

Your Rights

When it comes to your health information, you have certain rights. This section explains your rights and some of our responsibilities to help you.

Get a copy of health and claims records

- You can ask to see or get a copy of your health and claims records and other health information we have about you. Ask us how to do this.
- We will provide a copy or a summary of your health and claims records, usually within 30 days of your request. We may charge a reasonable, cost-based fee.

Ask us to correct health and claims records

- You can ask us to correct your health and claims records if you think they are incorrect or incomplete. Ask us how to do this.
- We may say “no” to your request, but we’ll tell you why in writing within 60 days.

Request confidential communications

- You can ask us to contact you in a specific way (for example, home or office phone) or to send mail to a different address.
- We will consider all reasonable requests, and must say “yes” if you tell us you would be in danger if we do not.

Ask us to limit what we use or share

- You can ask us not to use or share certain health information for treatment, payment, or our operations.
- We are not required to agree to your request, and we may say “no” if it would affect your care.

Get a list of those with whom we've shared information

- You can ask for a list (accounting) of the times we've shared your health information for six years prior to the date you ask, who we shared it with, and why.
- We will include all the disclosures except for those about treatment, payment, and health care operations, and certain other disclosures (such as any you asked us to make). We'll provide one accounting a year for free but will charge a reasonable, cost-based fee if you ask for another one within 12 months.

Get a copy of this privacy notice

You can ask for a paper copy of this notice at any time, even if you have agreed to receive the notice electronically. We will provide you with a paper copy promptly.

Choose someone to act for you

- If you have given someone medical power of attorney or if someone is your legal guardian, that person can exercise your rights and make choices about your health information.
- We will make sure the person has this authority and can act for you before we take any action.

File a complaint if you feel your rights are violated

- You can complain if you feel we have violated your rights by contacting us using the information on page one.
- You can file a complaint with the U.S. Department of Health and Human Services Office for Civil Rights by sending a letter to 200 Independence Avenue, S.W., Washington, D.C. 20201, calling 1-877-696-6775, or visiting www.hhs.gov/ocr/privacy/hipaa/complaints/.
- We will not retaliate against you for filing a complaint.

Your Choices

For certain health information, you can tell us your choices about what we share. If you have a clear preference for how we share your information in the situations described below, talk to us. Tell us what you want us to do, and we will follow your instructions.

In these cases, you have both the right and choice to tell us to:

- Share information with your family, close friends, or others involved in payment for your care
- Share information in a disaster relief situation

If you are not able to tell us your preference, for example if you are unconscious, we may go ahead and share your information if we believe it is in your best interest. We may also share your information when needed to lessen a serious and imminent threat to health or safety.

In these cases we never share your information unless you give us written permission:

- Marketing purposes
- Sale of your information

Our Uses and Disclosures

How do we typically use or share your health information? We typically use or share your health information in the following ways.

Help manage the health care treatment you receive

We can use your health information and share it with professionals who are treating you.

Example: A doctor sends us information about your diagnosis and treatment plan so we can arrange additional services.

Run our organization

- We can use and disclose your information to run our organization and contact you when necessary.
- We are not allowed to use genetic information to decide whether we will give you coverage and the price of that coverage. This does not apply to long-term care plans.

Example: We use health information about you to develop better services for you.

Pay for your health services

We can use and disclose your health information as we pay for your health services.

Example: We share information about you with your dental plan to coordinate payment for your dental work.

Administer your plan

We may disclose your health information to your health plan sponsor for plan administration.

Example: Your company contracts with us to provide a health plan, and we provide your company with certain statistics to explain the premiums we charge.

How else can we use or share your health information?

We are allowed or required to share your information in other ways – usually in ways that contribute to the public good, such as public health and research. We have to meet many conditions in the law before we can share your information for these purposes. For more information see:

www.hhs.gov/ocr/privacy/hipaa/understanding/consumers/index.html.

Help with public health and safety issues

We can share health information about you for certain situations such as:

- Preventing disease
- Helping with product recalls
- Reporting adverse reactions to medications
- Reporting suspected abuse, neglect, or domestic violence
- Preventing or reducing a serious threat to anyone's health or safety

Do research

We can use or share your information for health research.

Comply with the law

We will share information about you if State or Federal laws require it, including with the Department of Health and Human Services if it wants to see that we're complying with Federal privacy law.

Respond to organ and tissue donation requests and work with a medical examiner or funeral director

- We can share health information about you with organ procurement organizations.
- We can share health information with a coroner, medical examiner, or funeral director when an individual dies.

Address workers' compensation, law enforcement, and other government requests

We can use or share health information about you:

- For workers' compensation claims
- For law enforcement purposes or with a law enforcement official
- With health oversight agencies for activities authorized by law
- For special government functions such as military, national security, and presidential protective services

Respond to lawsuits and legal actions

We can share health information about you in response to a court or administrative order, or in response to a subpoena.

Our Responsibilities

- We are required by law to maintain the privacy and security of your protected health information.
- We will let you know promptly if a breach occurs that may have compromised the privacy or security of your information.
- We must follow the duties and privacy practices described in this notice and give you a copy of it.
- We will not use or share your information other than as described here unless you tell us we can in writing. If you tell us we can, you may change your mind at any time. Let us know in writing if you change your mind.

For more information see:

www.hhs.gov/ocr/privacy/hipaa/understanding/consumers/noticepp.html.

Changes to the Terms of this Notice

We can change the terms of this notice, and the changes will apply to all information we have about you. The new notice will be available upon request, on our website, and we will mail a copy to you.

Source: U.S. Department of Health and Human Services. www.hhs.gov

PROFESSIONAL STAFF POSITIONS

All positions in the District are acted upon by the Board when recommended by the Superintendent. Only the Board may abolish a position which it has created.

In each case, the Board requires a job description which sets forth the necessary qualifications, Board purpose and function of the position and specific duties and responsibilities. The Board also requires a method of evaluating performance.

The Superintendent maintains on a continuing basis a comprehensive, coordinated set of job descriptions for all positions. The Superintendent amends and modifies job descriptions to keep them up-to-date with positions authorized by the Board.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 3319.02; 3319.03; 3319.09; 3319.10; 3319.22
4117.01
OAC 3301-35-01; 3301-35-03

PROFESSIONAL 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 hold highly qualified 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 certified/licensed teaching personnel. Contracts are by and between the staff member and the Board.

The basic types of contracts are as follows:

1. Limited Contract

A limited contract is one to five years in length. It may be entered into by a teacher who has not been an employee of the Board for at least three years and must be entered into, regardless of length of previous employment, by a teacher who holds a provisional or alternative license or who holds a professional license and is not eligible to be considered for a continuing contract.

Any teacher employed under a limited contract and not eligible to be considered for a continuing contract is, at the expiration of the contract, considered reemployed at the same salary plus any increment provided by the salary schedule, unless acted upon by the Board.

The Board may, acting on the Superintendent's written recommendation that the teacher not be reemployed, not renew a limited contract so long as evaluation procedures have been completed in compliance with law. The Board must give the teacher written notice of its intent not to reemploy on or before April 30.

2. Extended Limited Contract

An extended limited contract of one or two years in length is given to a teacher who is eligible for consideration for, but not awarded, a continuing contract.

3. Continuing Contract

Teachers who have taught in the District for at least three years within the last five years and teachers who have attained continuing contract status elsewhere and have served two years in the District are eligible for continuing contracts.

A continuing contract may be issued to eligible teachers who:

- A. hold a professional, permanent or life teaching certificate or
- B. Any teacher who was initially issued a teacher's certificate or educator's license prior to January 1, 2011 who meets the following conditions:
 - 1) Holds a professional educator license or a senior professional educator license or lead professional educator license;
 - 2) Has completed the applicable one of the following:
 - a. If the teacher did not hold a master's degree at the time of initially receiving the license, 30 semester hours of coursework are required in the area of licensure or in an area related to teaching since the initial issuance of the license.
 - b. If the teacher held a master's degree at the time of initially receiving his/her license, six semester hours of graduate coursework are required in the area of licensure or in an area related to teaching since the initial issuance of the license.
- C. Any teacher who never held a teacher's certificate and was initially issued an educator license on or after January 1, 2011 who meets the following conditions:
 - 1) Holds a professional educator licenses or a senior professional educator licenses or lead professional educator license;
 - 2) Has held an educator license for at least seven years;
 - 3) Has completed the applicable one of the following:
 - a. If the teacher did not hold a master's degree at the time of initially receiving an educator license, 30 semester hours of coursework in the area of licensure or an area related to the teaching field since the issuance of the licenses.

- b. If the teacher held a master's degree at the time of initially receiving his/her licenses, six semester hours of graduate coursework are required in the area of licensure or in an area related to teaching since the initial issuance of the license.

Upon the recommendation of the Superintendent that a teacher eligible for continuing contract service status be reemployed, a continuing contract is granted unless the Board rejects the recommendation by three-fourths vote. A continuing contract remains in effect until the teacher resigns, elects to retire, is retired for reasons consistent with law or until he/she is terminated or suspended.

If the Board rejects the recommendation for reemployment of the teacher, the Superintendent may recommend reemployment of the teacher under an extended limited contract for a term not to exceed two years, if continuing service status has not previously been attained elsewhere. Written notice of the Superintendent's intention to make such a recommendation must be given to the teacher with reasons directed at the professional improvement of the teacher on or before April 30. Upon subsequent reemployment of the teacher, only a continuing contract may be entered into.

The Board may reject the Superintendent's recommendation for reemployment of the teacher under an extended limited contract by three-fourths vote of its full membership.

The Board declares its intention not to reemploy the teacher by giving the teacher written notice on or before April 30. If evaluation procedures have not been completed in compliance with law or if the Board fails to give the teacher written notice of its intent not to reemploy by the aforementioned date, the teacher is reemployed under an extended limited contract for a term not to exceed one year at the same salary plus any increment provided by the salary schedule.

The Superintendent's recommendation is considered in all contracts pertaining to certificated/licensed individuals.

[Adoption date: June 18, 2013]

LEGAL REFS.: ORC 3313.53
3317.13; 3317.14
3319.07; 3319.08; 3319.09; 3319.10; 3319

CROSS REFS.: GCBA, Professional Staff Salary Schedules
GCBB, Professional Staff Supplemental Contracts
GCBC, Professional Staff Fringe Benefits
GCBD, Professional Staff Leaves and Absences
GCBE, Professional Staff Vacations and Holidays

CONTRACT REF.: Teachers' Negotiated Agreement

NOTE: Specific provisions for teacher contracts are established through negotiated agreements for those districts with collective bargaining units. Supplemental contracts for teachers are addressed in policy GCBB.

Policy GCB-1 applies to teachers. Policy GBC-2 applies to administrators. This numbering system is followed in other policies such as AFC-1 regarding teachers and AFC-2 regarding the same topic for administrators.

PROFESSIONAL STAFF CONTRACTS AND COMPENSATION PLANS
(Teachers)

The Board may offer an employment contract to a qualified individual with a resident educator license, issued by the State Board of Education (SBOE), in the Teach For America program. Teach For America is a national program that recruits recent college graduates to teach for two years in urban and rural public schools.

Applicants for a resident educator license must satisfy the following qualifications for the duration of the program:

1. hold a bachelor's degree from an accredited institution of higher education;
2. maintain a cumulative undergraduate grade-point average of at least 2.5 out of 4.0, or its equivalent;
3. pass an examination prescribed by the SBOE in the subject area to be taught;
4. successfully complete the summer training institute operated by Teach For America; and
5. remain an active member of the Teach for America two-year support program.

Prior to being placed in a classroom, participants in the Teach For America program must complete a five-week summer training seminar that covers such topics as instructional planning and delivery, classroom management and culture, and learning theory and literacy development.

Participants must also receive ongoing professional development in an accredited four-year institution of higher learning during their two-year teaching commitment.

The SBOE is required by law to issue a resident educator license to an applicant who has completed at least two years of teaching in another state as a participant in the Teach For America program and credit him/her with two years of the four-year Ohio Teacher Residency Program.

In addition, the SBOE is required by law to revoke a resident educator license issued to a Teach for America Program participant who is assigned to teach in the state if the participant resigns or is dismissed from the program prior to completion of the two-year Teach for America support program.

(Approval date: February 12, 2015)

ADMINISTRATOR EMPLOYMENT CONTRACTS

The Board may request that the State Department of Education issue an alternative administrative license valid for employing a principal, superintendent or other administrative specialist as specified by the Board.

The State Department of Education may issue a one-year alternative principal license, valid for serving as principal or assistant principal, or a two-year alternative superintendent or administrative specialist license at the request of the District. The individual must:

1. be of good moral character;
2. submit to a BCII background check;
3. have a bachelor's degree (for principals and administrative specialists) or a master's degree (for superintendents) and a grade point average of at least 3.0 and
4. have two or more years of teaching experience or five years of documented successful work experience in education, management or administration (for principals) or five or more years of documented successful experience in teaching, education, management or administration (for administrative specialists and superintendents).

The District provides a mentoring program for alternatively licensed administrators compliant with State law.

For non-educators issued an alternative principal license, the District develops and implements a planned program for obtaining classroom-teaching experience. For non-educators issued an alternative administrative specialist or superintendent license, the District develops and implements a plan that outlines observation or classroom instruction across grade levels and subject areas.

(Approval date: August 5, 2009)

PROFESSIONAL STAFF CONTRACTS AND COMPENSATION PLANS
(Administrators)

Fair compensation plans are necessary in order to attract and hold highly qualified 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 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 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 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 **(date)**, 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 - of the year in which the 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: July 16, 2013]

LEGAL REFS.: ORC 3319.01; 3319.02; 3319.11 ; 3319.12; 3319.225; 3319.27
4117.01
OAC 3301-24-11; 3301-24-12

CROSS REFS.: GCBA, Professional Staff Salary Schedules
GCBB, Professional Staff Supplemental Contracts
GCBC, Professional Staff Fringe Benefits
GCBD, Professional Staff Leaves and Absences
GCBE, Professional Staff Vacations and Holidays

PROFESSIONAL STAFF CONTRACTS AND COMPENSATION PLANS
(Administrators)

The Board may request that the State Department of Education issue an alternative administrative license valid for employing a principal, superintendent or other administrative specialist as specified by the Board.

The State Department of Education may issue a one-year alternative principal license, valid for serving as principal or assistant principal, or a two-year alternative superintendent or administrative specialist license at the request of the District. The individual must:

1. be of good moral character;
2. submit to a BCII background check;
3. have a bachelor's degree (for principals and administrative specialists) or a master's degree (for superintendents) and a grade-point average of at least 3.0 and
4. have two or more years of teaching experience or five years of documented successful work experience in education, management or administration (for principals) or five or more years of documented successful experience in teaching, education, management or administration (for administrative specialists and superintendents).

The District provides a mentoring program for alternatively licensed administrators compliant with State law.

For non-educators issued an alternative principal license, the District develops and implements a planned program for obtaining classroom-teaching experience. For non-educators issued an alternative administrative specialist or superintendent license, the District develops and implements a plan that outlines observation or classroom instruction across grade levels and subject areas.

(Approval date: July 16, 2013)

NOTE: The State Board of Education adopted requirements for alternative licensure to ensure that qualified individuals have increasing opportunities to become school administrators through alternative routes. The law ensures that alternative routes are standards-based and high quality. Alternative administrative licenses eliminate temporary licenses.

Alternative administrator licenses are available to individuals for whom their employing district has a Board resolution supporting their position. There are currently two pilot programs assisting alternatively licensed administrators gain licensure. They are operated through the Ohio Hamilton County Educational Service Center and Bowling Green State University.

ADMINISTRATOR SALARY SCHEDULES

Salary increases for administrator positions are based solely on a performance evaluation program recommended by the Superintendent and approved by the Board.

The Superintendent recommends for Board approval salary ranges for all administrator positions which determines the minimum and maximum salary range.

Salary ranges will be considered for adjustment no later than March 31 of each year as determined by the Superintendent and subject to approval by the Board.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 3317.13; 3317.14
3319.12

CROSS REF.: GCB, Administrator Employment Contracts

CONTRACT REFS.: Teachers' Collective Bargaining Agreements

PROFESSIONAL STAFF SUPPLEMENTAL CONTRACTS

Certain positions assigned to professional staff members may require extra responsibility or extra time beyond that required of all professional 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 five years. 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, which 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: August 5, 2009]

[Re-adoption date: June 21, 2011]

[Re-adoption date: June 18, 2013]

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, Professional Staff Contracts and Compensation Plans
GCKA, Professional Staff Extra Duty
GDBB, Support Staff Pupil Activity Contracts
IGD, Cocurricular and Extracurricular Activities
IGDJ, Interscholastic Athletics

CONTRACT REF.: Teachers' Negotiated Agreement

NOTE: Concussion Management

House Bill 143 (effective April 23, 2012) added requirements to State law for concussion management in athletics. The specific requirements are outlined in Ohio Revised Code 3313.539. The law states that if districts are subject to the rules of an interscholastic athletic conference they will be in compliance if the rules of the organization are substantially similar to that of State law. Districts who are part of the Ohio High School Athletic Association (OHSAA) should already be implementing procedures that are similar to what is now in State law. If your district is not a member of OHSAA, or has sports that are not recognized as OHSAA sports, check with your regulatory organization to ensure compliance with State law.

OHSAA has already made a concerted effort to provide educational resources to member schools on concussion management. This information is outlined in the OHSAA bylaws and sports regulations.

Specifically, OHSAA has adopted the following sports regulation:

“Any athlete who exhibits signs, symptoms or behaviors consistent with a concussion (such as loss of consciousness, headache, dizziness, confusion or balance problems) shall be immediately removed from the contest and shall not return to play until cleared with written authorization by an appropriate health care professional.

In Ohio, an “appropriate health care professional” shall be a physician, as authorized under ORC Chapter 4731 and includes both doctors of medicine (M.D.), doctors of osteopathy (D.O.) and an athletic trainer, licensed under ORC Chapter 4755.

OHSAA has further defined parameters to guide OHSAA licensed officials, medical personnel and member schools in implementing these guidelines. Information is provided by OHSAA on recognizing signs and symptoms consistent with a concussion. Specific guidelines and expectations for coaches, officials, and students for concussion management are outlined in the OHSAA general sports regulations. Details are additionally outlined in these regulations for when athletes can be returned to play and who is able to decide whether a student is fit to return to practice or competition.

HB 143 amended the requirements for the issuing or renewal of a pupil-activity program permit to coach interscholastic athletics. These permits are issued by the Ohio Department of Education. To receive a first time permit each individual must successfully complete a training program that is specifically focused on brain trauma and brain injury management. To renew a permit, individuals must present evidence that they have successfully completed a training program in recognizing the symptoms of concussions and head injuries within the previous three years.

OHSAA has a Web page dedicated to sports safety, which includes links to concussion resources. Visit <http://www.ohsaa.org/medicine/sportssafety.htm> for more information.

THIS IS A REQUIRED POLICY

SUPPLEMENTAL COMPENSATION FOR ADMINISTRATORS

Administrators are compensated at an annual dollar amount for all duties performed in the execution of their employment contract. As a general statement, administrators are not eligible to receive supplemental contracts, stipends, extended duty or other forms of additional compensation above and beyond the annual compensation indicated in their employment contracts.

On an exception basis, the Superintendent may recommend, subject to approval by the Board, additional compensation for an administrator assuming additional responsibilities above and beyond the normal duties of the administrator. These additional responsibilities must be unrelated to the normal duties of the administrator.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 3319.08; 3319.11

CROSS REFS.: GCB, Administrator Employment Contracts
GCL, Professional Staff Development Opportunities

PROFESSIONAL STAFF FRINGE BENEFITS

Insurance and other benefits provided to employees are considered part of the overall compensation plan.

All regular employees qualify for participation in the District's group plans for health and life insurance.

Administrative Personnel

Insurance and other benefits extended to administrative personnel are at least equivalent to those extended to teachers.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 9.83; 9.90
3313.20 through 3313.203; 3313.38
3319.141
3917.04
Chapter 4117
4123.01
Chapter 4141

CROSS REFS.: EI, Insurance Management
GCB, Administrator Employment Contracts
Employee Manual

CONTRACT REFS.: Teachers' Collective Bargaining Agreements

PROFESSIONAL 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.

(permissive language)

Community Schools Leave of Absence

The Board grants a leave of absence of at least three years to each member of its teaching staff who is an employee at a community school. If an employee wishes to remain at the community school beyond the term of the leave of absence, he/she must re-apply to the Board for an additional leave of absence. The Board will consider such requests on a case-by-case basis. The Board re-instates a former employee after they are discharged from the community school unless the employee is terminated by the community school for a reason for which the Board itself would have sought to terminate the employee. In such cases, the Board may institute termination proceedings in compliance with State law and/or the negotiated agreement .

Any teacher holding valid certification and returning to employment by the District upon termination of the leave of absence is restored to the previous position and salary or to a position and salary similar to the previous position. The Board may reduce the number of teachers it employs as a result of teachers returning to employment upon termination of a community school leave of absence. The reduction will be in compliance with the provisions contained in State law and/or the negotiated agreement.

The Board permits employees returning from community schools to receive credit for any personal leave days accrued while employed at the community school.

[Adoption date: August 5, 2009]

[Re-adoption date: April 19, 2011]

[Re-adoption date: September 18, 2012]

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, Professional Staff Contracts and Compensation Plans

CONTRACT REF.: Teachers' Negotiated Agreement

NOTE: This is an area that is generally covered by contracts negotiated with recognized bargaining units. It is also an area in which many State laws set forth provisions for various types of leaves. In many cases, legal references referring the reader to the appropriate sections of State law and to the pertinent contract(s) would be appropriate; however, if there are separate policies on leaves and absences for professional staff members who are not members of a recognized bargaining unit, code GCBD can be used. This code is useful for an overall policy and there may be regulations pertaining to all leaves and absences to file under code GCBD-R. Subcategories under GCBD were left open so that school districts might add them as most appropriate for their particular collection of leave policies and the terminology used in the individual school districts.

In 2011, the biennium budget, HB 153, changed the sick leave accrual language under State law for those school employees who work other than full-time. Now, ORC 3319.141 states that school employees who work part-time, seasonal, intermittent, per diem or hourly will accrue 4.6 hours of sick leave for every 80 hours of service. This change to State law does not supersede conflicting collective bargaining language, so boards with recognized bargaining units who wish to follow the State law must negotiate changes into their collective bargaining agreements. It also is important to note that "part-time" is not defined in State law, so if a board wishes to utilize this language, it will need to define that term.

It is important to point out that if a board grants a leave of absence to a teacher and the teacher pays his/her share of retirement costs, the board has an obligation to pay its share of retirement costs for the period of time covered by the leave unless the employee agrees to forgo retirement credit as a condition of the leave.

Persons employed by the District and assigned to a community school are considered employees of the District in all respects.

PROFESSIONAL STAFF LEAVES FOR ILLNESS/INJURY WITH PAY
(Administrators and Supervisors)

Sick Leave - General Rules (Based on Law)

1. Administrative personnel accrue sick leave at the rate of one and one-fourth days for each calendar month of completed service. Sick leave is cumulative to a maximum of 250 days.
2. Sick leave is credited fractionally on a monthly basis by pay periods in proportion to the time paid.
3. An administrator/supervisor who terminates employment with the Board and who then is re-employed will have accumulated sick leave reinstated upon re-employment, provided such sick leave has not been used in the employ of another board of education or other agency of the state.
4. An administrator/supervisor re-employed by the Board who, since leaving the employ of the Board, has been continuously employed by other boards of education or by state, county or municipal government in Ohio, will receive full-time credit for the sick leave accumulated in this previous employment to a maximum of 250 days total accumulation.
5. An administrator/supervisor who, immediately preceding this employment, has been in the employ of another board of education or state, county or municipal government in Ohio will receive full credit for the sick leave accumulated in this previous employment as shown in the records of the last employing organization to a maximum of 250 days.
6. An administrator/supervisor may use sick leave in accordance with the Ohio Revised Code, which lists as acceptable reasons: "for absence due to personal illness, pregnancy, injury, exposure to contagious disease which could be communicated to other employees and for absence due to illness, injury or death in the employee's immediate family." ("Immediate family" as used here includes father, mother, current spouse, child, brother, sister, grandparents, grandchildren, in-laws and any person who is a permanent resident of the household.)
7. The Board requires each administrator/supervisor to furnish a written signed statement on forms provided by the Board for use of sick leave. If medical attention is required, the person will list the name of the attending physician and the date he/she was consulted.

8. Each administrator/supervisor new to the District, as well as others, having used all available sick leave at the beginning of the school year is given an accumulation of sick leave as prescribed and limited by the Ohio Revised Code. Pursuant to the Ohio Revised Code, each administrator/supervisor under a regular full-time contract, having used all available sick leave, but absent because of illness, will continue to accumulate sick leave at the rate of one and one-fourth days per month.

Work-Related Injury Leave

1. In the event of a service-connected occupational illness or injury, as determined by the Industrial Commission, administrative personnel are not required to exhaust sick leave before receiving compensation from the Industrial Commission.

Administrative personnel may use sick leave to receive the difference in pay between worker's compensation benefits received and regular compensation. If an administrator/supervisor so elects, there will be a charge against the individual's sick leave credits to the extent necessary on a pro rata basis. Administrative personnel who desire this arrangement must present evidence of the amount received from the Bureau of Workers' Compensation to the Treasurer. The Treasurer will issue a check for the difference and make the appropriate charge against the sick leave credits of the individual.

2. An administrator/supervisor absent from work because of a service-connected occupational illness or injury, as determined by the Industrial Commission, is entitled to reinstatement at the appropriate rate of pay, upon approval of the application to return to work. Such application will include medical certification of ability to assume full-time responsibilities. The application must be made within one school year following the date of the last receipt of compensation benefits from the state.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 124.38
3313.20

CROSS REF.: Employee Manual

PROFESSIONAL STAFF ASSAULT LEAVE
(Administrators and Supervisors)

An administrator/supervisor absent from regular duties because of a physical disability resulting from an assault which occurs in the course of Board employment is entitled to a leave of absence under the following conditions:

1. The maximum number of days for which assault leave will be payable is 45.
2. The administrator/supervisor must furnish the Superintendent with a signed statement describing in detail all of the facts and circumstances surrounding the assault, including, but not limited to, the location, time and identity of all witnesses, if known.
3. The administrator/supervisor must submit to the Superintendent verification from an attending physician that he/she is disabled from performing normal duties and indicating the nature of the disability and its probable duration.
4. The administrator/supervisor must cooperate fully with the Superintendent and other public authorities in the prosecution of the assailant(s). The Board provides the staff member with an attorney selected by and paid by the Board to represent such staff member in this matter. If other legal representation is required by the staff member, this may be provided by the Board as recommended by the Superintendent.
5. The administrator/supervisor is required to file for worker's compensation.
6. Assault leave is not chargeable to sick leave.
7. In the event the administrator/supervisor is eligible for and receives worker's compensation for all or part of the period of disability due to an assault, the amount payable by the Board as assault leave is the difference between the worker's compensation benefits paid and the individual's regular compensation. This shall be accomplished either by the staff member's receiving his/her regular compensation from the Board and executing the necessary form so that such worker's compensation is paid directly to the Board or by the employees following the procedure set forth in the section on work-related injury leave.
8. Falsification of any statement by an employee to secure paid leave for assault constitutes cause for termination of contract.

NOTE: Assault leave for the teaching professional staff is administered in accordance with the teachers' collective bargaining agreements.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 3319.08; 3319.141; 3319.143
Chapter 4123

CONTRACT REFS.: Teachers' Collective Bargaining Agreements

PROFESSIONAL STAFF CATASTROPHIC ILLNESS/INJURY LEAVE
(Administrators)

The Superintendent may provide by regulation for additional paid leave in cases of personal hardship to an employee brought on by catastrophic illness or injury, where the employee has exhausted all accumulated, unused paid leave as a result of the catastrophic illness or injury. The additional paid leave is provided through voluntary donation of sick leave from other employees, as designated by the Superintendent. Any decision made pursuant to the Superintendent's regulation is final. Any regulation by the Superintendent implementing this policy shall be approved by the Board.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 124.391
3313.20

PROFESSIONAL STAFF CATASTROPHIC ILLNESS/INJURY LEAVE
(Administrators)

An employee having exhausted all accumulated paid leave as a result of catastrophic illness or injury may be granted additional paid leave through the donation of accumulated unused sick leave by employees in the same employee group who volunteer to do so in accordance with the following guidelines:

1. The term "catastrophic illness or injury" includes only those illnesses or injuries which are calamitous in nature, constituting a great misfortune. The "catastrophic illness or injury" must be unusual, extraordinary, sudden, an unexpected manifestation of the forces of nature which cannot be prevented by human care, skill or foresight.
2. The following employee groups are established for purposes of this regulation:
 - A. all nonteaching/nonadministrative employees
 - B. all administrative employees
3. A joint committee is appointed by the Superintendent for each of the following units of employees:
 - A. DPSU Security Resource Officers
 - B. DPSU Operations, Purchasing, Food Service and Maintenance Unit
 - C. OAPSE Transportation Unit
 - D. OAPSE Clerical Unit
 - E. OAPSE Paraprofessional Unit
 - F. Dayton Building and Construction Trades Council Unit
 - G. administrative employees
 - H. all other nonteaching/nonadministrative employees

Each committee consists of three employees and three administrators appointed on an annual basis by the Superintendent to review requests for additional paid leave under this regulation.

4. Applications for catastrophic illness/injury sick leave must be submitted to the Executive Director of Personnel Services. Applications will include, but not be limited to, the following information:
 - A. nature of the claimed catastrophic illness or injury;
 - B. physician(s) diagnosis and prognosis of the catastrophic illness or injury;
 - C. projected date of return to duty;
 - D. explanation of previous leave usage and
 - E. any other pertinent information the applicant can submit to the committee for its consideration.
5. Upon receipt of the application, the Executive Director of Personnel Services shall notify the appropriate joint committee. The joint committee will meet as soon as practicable after receipt of a request and make a determination regarding the request. In order to approve a request for catastrophic illness/injury sick leave donation, two-thirds vote of the entire committee must prevail. The employee is informed of the committee's decision and the reasons therefore in writing. The decision of the committee is final.
6. A maximum of 45 days of catastrophic illness or injury leave may be granted to an applicant. The applicant must re-apply for any catastrophic illness or injury leave beyond 45 days. In no event will any employee be granted a total of more than 90 days of catastrophic illness or injury leave.
7. If an application is approved by the appropriate committee, the affected employee or his/her representative assumes the responsibility for solicitation of donations of accrued, unused sick leave from employees in the same employee group deducted from a donating employee's (donor's) accrued, unused sick leave and credited to the affected employee's (donee's) account. Personnel Services provide the necessary forms used to solicit donations. All completed donation forms are submitted to the Executive Director of Personnel Services for processing.
8. All information and reports relating to applications submitted under this regulation will remain confidential.

(Approval date: August 5, 2009)

PAID TIME OFF FOR BEREAVEMENT,
PERSONAL DAYS AND COURT REASONS
(Administrators and Supervisors)

NOTE: The following policies apply to administrative and supervisory personnel on both the professional and support staff.

Death in Family

1. An administrator/supervisor is allowed three days of absence without loss of regular pay, not chargeable to sick leave, in the event of a death in the immediate family; i.e., father, mother, current spouse, child, brother, sister and in-laws bearing any of these relationships and any other person who is a permanent resident of the household.
2. An administrator/supervisor is allowed one day of absence without loss of regular pay, not chargeable to sick leave, to attend the funeral of other relative; that is, grandparents, grandchildren, uncle, aunt, niece, nephew and in-laws bearing these relationships.
3. If the death of a member of the immediate family or other relative occurs at a distance greater than 150 A.A.A. miles from Dayton, the employee is allowed one extra day; if it occurs at a distance of 300 A.A.A. miles from Dayton, the employee is allowed two extra days without loss of pay, not chargeable to sick leave, for travel time.

Personal Leave

1. Administrators have five days of personal leave from normal duties per school year without loss of regular earnings. Non-administrators and non-negotiated employees earn three personal days of personal leave for normal duties per school year without loss of regular earnings.
2. Personal leave may not be used the week before school opens, during the first week of school or the last week of school in any semester. It may not be used on the day before or after any holiday, vacation or professional day.
3. Personal leave will not need justification or explanation. All requests for personal leave must be submitted to the Superintendent, when possible, at least two days in advance of the school day on which the person desires to take the day.
4. Personal leave is not charged for a leave of absence unless the administrator/supervisor has requested use of such day as personal leave.

Appearance in Court

Absence in response to subpoena or jury summons:

1. An administrator/supervisor who is summoned for jury duty during normal working hours or who is not party to a court case or an administrative hearing who is subpoenaed to appear in a court or an administrative hearing during normal working hours is granted a leave of absence at no loss in pay from normal duties to permit compliance, provided he/she:
 - A. notifies the Superintendent within two days after receipt of the jury summons or of the subpoena;
 - B. submits a signed statement to the Treasurer declaring the:
 - 1) date and time in attendance at the proceeding and
 - 2) actual amount of compensation which was received as a result of the appearance, or, if no compensation was received, a statement so stating and
 - C. remits to the Treasurer before the end of the pay period the amount of any witness fee or other compensation, except that which is paid specifically for expenses incurred by reason of the subpoena or summons.
2. If an administrator/supervisor is a defendant in an action arising out of his/her employment with the Board, the Superintendent may authorize absence with no loss of salary in accordance with this section.

The decision of the Superintendent with respect to such matters is final.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 3313.211
3319.08; 3319.141

CROSS REFS.: GCBD, Professional Staff Leaves and Absences
GCLA, Professional Staff Visitations and Conferences
Employee Manual

PROFESSIONAL STAFF LONG-TERM LEAVES WITHOUT PAY
(Administrators and Supervisors)

With the exception of military leave, service in special governmental assignments, teaching in military dependents' school, other teaching outside the United States and/or political leave, administrative personnel will not be granted a leave of absence from the District if they are otherwise employed during the time of such leave of absence, unless such employment is approved as part of the leave request. Evidence of such concurrent employment is grounds for immediate termination of such leave and termination of contract.

Leaves of absence without pay are recommended by the Superintendent and approved by the Board as detailed below for: personal illness (including maternity), adoption of a child, military leave, service in or accompanying husband or wife on special governmental assignment, professional study, emergency, professional improvement through travel or political office.

Leave of Absence for Personal Illness

1. An application for leave of absence without pay due to personal illness or disability (including maternity) must be filed with the Executive Director for Personnel Services along with a statement from the attending physician stating the nature of the disability and recommending that a leave of absence be granted. The administrator/supervisor has the option of using sick leave until such days are exhausted or being placed on medical leave of absence without pay.
2. This leave of absence is approved on a school year basis and may be renewed, but will extend for no more than two school years. Any request for extension of leave for personal illness will be accompanied by a physician's statement as described above.
3. If granted a leave of absence for personal illness based on a physician's statement as described above.

Leave of Absence for Adopting a Child

1. A leave of absence without pay for the adoption of a child is granted after one complete year of service in the District or after a contract has been granted for a second year of service.
2. The adoptive parent must notify the principal or other immediate supervisor and personnel services as soon as the date of adoption has been definitely determined. The request for leave must be accompanied by a statement from the agency through which the adoption has been arranged, recommending that the leave of absence be granted for the welfare of the child being adopted.

3. Such leave of absence may be granted for a maximum of four consecutive semesters, including that portion of the semester in which the adoption may take place.

Military Leave of Absence

1. In accordance with the provisions of the Ohio Revised Code, military leave of absence is granted to any regular contract administrative personnel drafted or recalled to active duty with any branch of the armed services of the United States.
2. An administrator/supervisor returning from military service who is entitled to re-employment pursuant to law is returned to a position comparable to that before leave and given full credit on the salary schedule for such service.
3. Voluntary re-enlistment immediately terminates military leave granted by the Board.

Leave of Absence for Service on Special Governmental Assignments or to Accompany Spouse on Such Assignments

1. A leave of absence for service in special governmental assignments is granted after two complete years of service in the District or after a contract has been granted for a third year of service.
2. Such leaves are granted for such purposes as service in the Peace Corps or Action Corps, exchange teaching abroad under federal auspices, overseas teaching of dependents of military personnel or other such assignments as deemed of special value to the government or to the District and granted at the discretion of the Superintendent.
3. Up to two years' credit on the salary schedule is granted for such leave, as determined by the Superintendent.
4. A leave of absence to accompany a spouse on special government assignments is granted after completion of two complete years of service in the District or after a contract has been granted for a third year of service.
5. In cases in which military or governmental service requires special absence from the District of considerable duration, a leave of absence for more than two years is granted at the discretion of the Superintendent.

Leave of Absence for Professional Study or Internship

1. A leave of absence for professional study or internship may be granted after completion of two complete years of service in the District or after a contract has been granted for a third year of service.

2. Leave for professional study or internship is granted only in units of full semesters or full years. Such leave is not to exceed two years.
3. The leave is granted only for full-term graduate study, and earned credits must be filed upon return to the District. For purposes of this leave, full-time study is considered a minimum of 12 quarter hours/quarter or eight semester hours/semester.
4. Administrative personnel applying for professional study or internship leave must recognize that there can be no guarantee of re-assignment to a comparable or equal administrative position upon return from such leave.

Emergency Leave of Absence

Emergency leave is granted because of serious illness in the immediate family for a period not to exceed two years to any administrator/supervisor who has completed two years of service with the District and may be granted, at the discretion of the Superintendent, upon submission of justifiable reason, to administrative personnel who have completed one semester with the District.

Leave of Absence for Professional Improvement Through Travel

1. A leave of absence for professional improvement through travel may be granted to administrative personnel.
2. The written request for such leave of absence must include an itinerary and an outline relating it to professional growth.
3. Such leave will not exceed one school year.

Political Leave of Absence

1. An administrator/supervisor has the right to become a candidate for public office and to serve in such elective office unless there is a specific legal prohibition.
2. A leave of absence without pay in order to run for or serve in public office is granted. Such leave of absence shall be for a period not to exceed two school years.

Duration and Return from Leave of Absence With or Without Pay

1. Return from a leave of absence without pay prior to the stipulated expiration date may be allowed at the discretion of the Superintendent whenever the need for such leave no longer exists and when a suitable vacancy is available.

2. Return from leave of absence prior to the stipulated expiration date is required whenever the need for such leave of absence no longer exists.
3. Administrative personnel on a leave of absence which expires during the school year are returned to service after the expiration date when a suitable vacancy is available.
4. Request for such leave must be submitted in writing. Failure to complete the terms for which a leave is requested is grounds for termination of the leave. A person returning from leave of absence without pay is placed on the salary step held prior to the leave, unless otherwise stated in this policy.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 3313.84
3319.08, 3319.13; 3319.14; 3319.141
5903.061; 5923.05

CROSS REFS.: GCBDF, Professional Staff Sabbaticals (Administrators and Supervisors)
Employee Manual

PROFESSIONAL STAFF SABBATICALS
(Administrators and Supervisors)

An administrator/supervisor who has completed five consecutive years as a member of the professional staff of the District may be granted a leave of absence with pay for professional improvement for one full semester or two full semesters, but no longer than one school year, provided, however, such pay is a partial annual salary and not in excess of the difference between the substitute's pay and the administrator's salary in accordance with the Ohio Revised Code.

Application for sabbatical leave for professional study, research or professional improvement must be made by April 15.

The applicant is notified by the committee (see below) of the disposition within 60 days following April 15. The application must be accompanied by an outline of the program of study or research to be pursued or the proposals for professional improvement.

1. Applications are made to the administrative sabbatical leave committee by April 15 for leaves effective the first or second semester of the following school year. The applicant submits plans for the use of the sabbatical leave and will meet all other requirements as established by the committee as found on the application. This committee will ask the applicant's supervisor to react to the proposed plan of study.
2. The administrative sabbatical leave committee consists of five administrators appointed by the Superintendent, at least two of whom are principals. The Dayton Administrators Association recommends to the Superintendent names for appointment.

Generally, it is intended that study and other proposals for professional improvement include a full graduate load and lead to the completion of a degree in the administrative professional person's field or area of professional service, if such degree, either undergraduate or graduate, is not already held.

Application for leave for travel will outline in detail the scope and nature of the travel, will make provision for an itinerary covering a minimum of four months or eight months, will show clearly how such travel will contribute directly to the improvement of classroom instruction or to improve professional services by the administrator, and will give reasons why such travel may not be accomplished when schools are not in session or when the administrator is not on duty.

Recommendation by the administrative sabbatical leave committee of the number of sabbatical leaves is subject to the recommendation of the Superintendent and approval by the Board. The number of leaves granted to administrators will not exceed the eligibility number allowed to the teaching staff.

Sabbatical leave for professional improvement is not granted to any employee more often than once for every five consecutive years of service, nor will leave be granted a second time to the same individual when other members of the staff in sufficient numbers to fill the quota for the period have filed a qualifying request for and are awaiting such leave.

Upon return from leave, an administrator may be returned to the position held before the sabbatical, if available; if not, to an equivalent position, if available. Such determination is made by the Superintendent.

During the absence of the administrator, the position vacated may be filled by one appointed to the position in an acting role for the interim period.

If, during the administrator's absence, the previously held position is eliminated from the table of organization, the person may be offered an equivalent ranking administrative assignment, if an opening exists, or as close a position in ranking as may be available.

In the event no equivalent administrative offerings are available or the person previously elected a lower ranking position, the person may be considered first in line for future opportunity of first refusal for re-assignment to an equivalent ranking administrative position to that one held. This privilege of first refusal is allowed only once under provisions of this policy.

All administrative personnel will, as a condition of approval for leave of absence for professional growth, sign a written agreement to return to service in the District for a period of at least two years immediately following satisfactory completion of the program for professional improvement within the specified period or to refund to the Board all of the partial pay received during the period of leave.

The refund requirement will not apply in the case of death of the person while on leave; in cases of illness or injury, the obligation is deferred until the person can resume his/her employment. Refund of pay received on leave is required if the person fails to complete satisfactorily the program of professional improvement. Obligations arising under this agreement are deferred if the person is granted a leave of absence under any other Board leave provisions immediately following leave of absence for professional improvement or, if other types of leaves are granted prior to the completion of the required two years' service, such deferment is not to extend beyond the other types of leave plus two years.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 3319.131
OAG 73-084

PROFESSIONAL STAFF VACATIONS AND HOLIDAYS
(Administrators and Supervisors)

The school calendar, adopted by the Board, establishes school recess periods for the District, as well as holidays on which all schools and District offices are closed.

Vacations

1. The vacation allowance for administrative personnel under contract on a 12-month basis is as follows:

<u>Calendar Years of Continuous Service</u>	<u>Number of Days Allowed for Vacation Annually</u>
Over nine months, but less than one year	One day per month of employment
One year	12 days
Two years	13 days
Four years	15 days
12 years or more, or any year in which 120 days of sick leave have been accumulated as of January 1 of that year	20 days

The above is based on service rendered during the "vacation year" which is between July 1 and June 30. No vacation of more than 20 consecutive days may be granted for earned vacation without the prior authorization of the Superintendent upon the recommendation of the appropriate department head.

Each 12-month administrative staff member receiving vacation leave will have the earned days credited to his/her account on a monthly basis. Such vacation may be used 90 days after the individual's date of employment by the District.

Each person receiving vacation leave will use or lose all vacation leave by June 30 of the fiscal year after which it is earned.

The provisions of the Ohio Revised Code are applicable in determining an administrative staff member's anniversary date for vacation purposes.

Any deviation from this stated vacation policy requires the written authorization of the Superintendent.

2. The vacation allowance for administrative personnel under contract for the regular school year only, or for any period of less than 12 calendar months or serving under a supplemental contract extending the work year to 26 pays, will be determined by the vacation period set in the adopted school calendar for the year.

Holidays

All administrative personnel will receive the holidays established by the school calendar. These are paid holidays for administrative staff working a 12-month schedule.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 3313.20; 3313.63

CROSS REFS.: GCB, Administrator Employment Contracts
Employee Manual

PROFESSIONAL STAFF RECRUITING

It is the responsibility of the Superintendent and his/her staff to locate suitable candidates to recommend to the Board for employment.

Requirements for Appointment

1. To be considered for appointment, a candidate for a teaching or other instructional position must possess, be eligible for or be qualified for a certificate issued by the State Board of Education, in the field of teaching or area of supervision/administration for which the candidate applies.
2. To be eligible for appointment to the position of principal or assistant principal, a candidate must hold a master's degree, possess the administrative certificate required by the State Board for the particular level, and meet such other qualifications as established by this Board.
3. To be eligible for appointment to any other position on the administrative and supervisory staff, the candidate must possess the particular certificate or license required by the State Board, if applicable, and meet other qualifications established for the position by this Board.

Recruiting Procedures

1. All representatives of the District who participate in recruiting and hiring, or who are responsible for decisions on promotions, will carry out their responsibilities in a manner consistent with providing equal employment opportunities.
2. The Human Resources Department will consider qualified candidates within the District. When a vacancy occurs in an administrative or supervisory position, the Superintendent will cause the vacancy to be made known to the current teaching/administrative staff through posting or other means. Information released on the opening will include: qualifications, general responsibilities, procedures for making application and deadline for application.

[Adoption date: August 5, 2009]

LEGAL REF.: OAC 3301-35-03

CROSS REFS.: AC, Nondiscrimination/Harassment
GBA, Equal Opportunity Employment

THIS IS A REQUIRED POLICY

PROFESSIONAL STAFF HIRING

The Superintendent determines the District's personnel needs and recommends to the Board highly qualified 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 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 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 meet the Ohio Department of Education's standards of highly qualified teacher (HQT).
7. The employment of professional staff members prior to approval by the Board is authorized when their employment is required to maintain continuity in the educational program. Employment shall be recommended to the Board at the next regular meeting. The superintendent's weekly memo will serve as notification to the Board when/if new/replacement and/or existing vacancies are filled.

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 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 highly qualified 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: August 5, 2009]

[Re-adoption date: November 19, 2013]

[Re-adoption date: November 17, 2015]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.

Fair Credit Reporting Act; 15 USC 1681 et seq.

ORC 2921.42

3307.01; 3307.353

3313.53

3319.02; 3319.07; 3319.08; 3319.11; 3319.22 through 3319.31;

3319.39

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

NOTE: Any residency requirements that the board has established for appointment should also be included at this code. Procedures pertaining to staff selection (although not recruitment) are appropriately included in a regulation under GCD-R. When regulations differ extensively for teachers and other categories of professional personnel, numerals can be added to the code letters, as explained in the coding note at GCB, Professional Staff Contracts and Compensation Plans.

In 2013, House Bill 59 added language to Ohio Revised Code Section (RC) 3319.07 that allows the board to designate someone other than the superintendent to nominate a teacher for employment if the superintendent's nomination would create an unlawful interest (conflict of interest) in a public contract pursuant to RC 2921.42.

THIS IS A REQUIRED POLICY

PROFESSIONAL STAFF HIRING
(Administrative and Supervisory Positions)

The procedures below pertain to evaluation and recommendation of applicants for administrative and supervisory positions of coordinator through director, including principal and assistant principal, in the District.

Openings for administrative and supervisory positions of coordinator through director (including principal and assistant principal) are posted by sending special bulletins to each school and department office. The posting identifies the basic eligibility requirements for the position, including responsibilities, job qualifications and experience as enumerated in the position description.

The posting advises interested parties to submit a letter of interest to Personnel Services on or before a specified date.

After it is determined by Personnel Services that the letter of interest is filed on or before the specified date, that the applicant meets the requirements of the posting, and that the applicant has on file in Personnel Services current state certification or license for the position (if required), an application form (Form B) is mailed to the applicant by the office of the Superintendent to be returned on or before a specified date. The letter accompanying the application form notifies the candidate of the time and place of a written exercise, which each candidate is required to complete.

Those applicants who do not file a letter of interest on or before the specified date, or who do not meet the requirements as stated in the posting (including current state certification for the position), are notified in writing by Personnel Services. A copy of the correspondence attached to the candidate's letter of interest is maintained in the administrative files of the Superintendent.

All returned applications are reviewed by the Superintendent to ascertain if the application was filed on or before the specified date and contains the required number of references. If this is so determined, a reference form (Form C) is mailed to those referents identified in the application form (to be returned on or before a specified date).

The responsibility for obtaining addresses of referents is solely that of the applicant.

Those applicants who do not file an application form by the specified date are notified in writing by the Superintendent that they are not eligible for further consideration for the position. A copy of the letter is maintained in the administrative files of the Superintendent.

A six-member committee, with a minimum of four members participating, reviews the application form, any reference forms returned by the specified date and the written exercise of each applicant.

The name, race and sex of the applicant are not revealed to the committee members during this Training and Experience review rating. A Training and Experience rating form (Form D) is used by each member of the committee for purposes of arriving at a Training and Experience factor score. The average scores given by committee members on Form D are recorded on a score sheet, totaled and then divided by the number of members on the committee to arrive at a committee Training and Experience average score. The score sheet is appended to the committee's Form Ds.

The chairperson then prepares a Training and Experience rating list in numerical order setting forth the sex, race, applicant's identification number and name of each candidate who achieved a committee average score of 83 percent or above.

1. Those applicants receiving a committee average score of 83 percent or above are eligible for a personnel file review and personal interview, which are conducted by that same committee. All eligible applicants are notified in writing by the Superintendent of the date and place of the interview.
2. Those applicants receiving a committee average score below 83 percent are notified in writing by the Superintendent that they are unable to proceed any further in the screening process for this position.

The committee conducting the personnel file review and the personal interview use a Personal and Professional Qualifications rating form (Form E) for purposes of evaluating the applicant and assigning a Personal and Professional Qualifications factor score. The average scores given by committee members on Form E are recorded on the score sheet, totaled and then divided by the number of members on the committee (which should be the identical number used in the division for Form D average score) to arrive at a committee Personal and Professional Qualifications average score. The score sheet is removed from the committee's Form Ds and appended to the committee's Form Es.

The committee Training and Experience average score will represent 60 percent of the final score. The committee Personal and Professional Qualifications average score will represent 40 percent of the total factor score.

The committee Training and Experience average score (multiplied by 60 percent) and the committee Personal and Professional Qualifications average score (multiplied by 40 percent) are added together to arrive at the applicant's total factor score.

The chairperson then prepares a promotional list in numerical order setting forth the sex, race, applicant's identification number and name of each candidate who achieved a committee total factor score of 83 percent or above, which is submitted to the Superintendent for appointment to the position.

Those applicants receiving a committee total factor score below 83 percent are notified in writing by the Superintendent that they will not be included on the promotional list for appointment to the position.

The Superintendent makes the appointment from the promotional list. If the candidate who is finally selected is one that has a lower ranking than one or more other candidates, the Superintendent prepares a statement setting forth the reason or reasons for the selection.

The promotional list for the position of principal and assistant principal of elementary and secondary schools will remain in effect for a period of three years; however, individuals on this list may reapply each year to change their position on the list, and the new score then remains in effect for three years.

(Approval date: August 5, 2009)

PROFESSIONAL STAFF DEVELOPMENT OPPORTUNITIES

The Board believes in continued professional growth of staff; further, the Board and the administration support, within available resources, programs of professional growth that are:

1. cooperatively planned;
2. systematically designed to increase knowledge and skills needed by school personnel;
3. designed to foster positive attitudes necessary to quality performance of assigned responsibilities;
4. role-centered and produce observable outcomes and
5. based on assessment of needs, specific objectives, differentiated learning experiences and ongoing evaluation.

Stipends for In-Service Program Participation

Teachers qualify for stipends at rates established by the Board for participation in certain in-service programs in accordance with the collective bargaining agreement. Such programs are those that are held beyond the normal working day or on weekends when the individual's attendance is requested and/or required.

The stipends are paid as authorized by the Board upon recommendation of the Superintendent.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 3313.20
3315.07
3319.131
OAC 3301-35-03

CROSS REFS.: GCBC, Professional Staff Fringe Benefits
GCBD, Professional Staff Leaves and Absences
Employee Manual

CONTRACT REFS.: Teachers' Collective Bargaining Agreements

THIS IS A REQUIRED POLICY

PROFESSIONAL STAFF VISITATIONS AND CONFERENCES

Professional personnel are permitted and encouraged to attend professional conferences of value to the District within budgetary limitations and with administrative and/or Board approval.

Administrative and supervisory staff members may be authorized to attend such meetings at no loss in pay as recommended by the Superintendent and approved by the Board in accordance with Board policy DLC, Expense Reimbursements.

Payment toward allowable expenses are made in keeping with Board policy.

[Adoption date: August 5, 2009]

LEGAL REF.: ORC 3313.20

CROSS REFS.: DLC, Expense Reimbursements
Employee Manual

CONTRACT REFS.: Teachers' Collective Bargaining Agreements

EVALUATION OF PROFESSIONAL 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).

The Board directs the Superintendent/designee to implement this policy in accordance with State law. The requirements of this policy prevail over any conflicting provisions of collective bargaining agreements entered into on or after September 24, 2012.

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.

Credentialed Evaluators

Evaluations carried out under this policy are conducted by persons holding evaluator credentials established by the Ohio Department of Education (ODE). Evaluators must complete state-sponsored evaluation training and pass the online credentialing assessment. The Board adopts a list of approved credentialed evaluators chosen from ODE's list.

Effectiveness Rating

Teachers are assigned an effectiveness rating of Accomplished, Skilled, Developing or Ineffective. This rating will be determined based on 50% teacher performance and 50% student growth measures. Student growth will be determined through multiple measures.

Annually, the Board submits to the ODE the number of teachers assigned an effectiveness 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.

Teacher Performance Calculation

Teachers are evaluated via two formal observations and periodic classroom walk-throughs. The teacher performance measure is based on the Ohio Standards for the Teaching Profession.

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

Student Growth Calculation

For the purpose of this policy, student growth means the change in student achievement for an individual student between two or more points in time. Student growth is evaluated by a combination of: (1) Value-added data or an alternative student academic progress measure if adopted under RC 3302.03(C)(1)(e); (2) ODE-approved assessments and/or (3) Board-determined measures. When available, value-added data or an alternative student academic progress measure if adopted under RC 3302.03(C)(1)(e) shall be included in the multiple measures used to evaluate student growth in proportion to the part of the teacher's schedule of courses or subjects for which the value-added progress dimension is applicable.

Until June 30, 2014, if a teacher's schedule is comprised only of courses or subjects for which value-added data is applicable, the majority of the student academic growth factor of the evaluation shall be based on the value-added progress dimension. On or after July 1, 2014, the entire student academic growth factor of the evaluation for such teachers shall be based on the value-added progress dimension.

Students with 45 or more excused or unexcused absences during the full academic year will not be included in the calculation of student academic growth. Data from Board-determined multiple measures will be converted to a score of: (1) Above, (2) Expected or (3) Below student growth levels.

Professional Growth and Improvement Plans

Teachers meeting above-expected levels of student growth must develop professional growth plans and choose their credentialed evaluators from the Board-approved evaluator list.

Teachers meeting expected levels of student growth must develop professional growth plans collaboratively with their credentialed evaluators from the Board-approved evaluator list.

Teachers meeting below-expected levels of student growth must develop an improvement plan with their credentialed evaluators. The Superintendent/designee assigns credentialed evaluators to teachers meeting below-expected levels of student growth.

Evaluation Time Line

District administrators evaluate teachers annually. Annual evaluations include two formal observations at least 30 minutes each and periodic classroom walk-throughs. 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 carried out under this policy, and whose student growth measures are at least average or higher every two years. Such evaluations 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.

Testing for Ineffective Teachers in Core Subjects

Beginning with the 2015-2016 school year, teachers of core subject areas, as defined by State law, who have received a rating of Ineffective for two of the three most recent school years must register for and take all written examinations of content knowledge selected by ODE.

Retention and Promotion

The Board uses evaluation results for retention and promotion decisions. The Board adopts procedures for use by District administrators 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: August 5, 2009]

[Re-adoption date: October 16, 2012]

[Re-adoption date: May 21, 2013]

[Re-adoption date: November 19, 2013]

[Re-adoption date: November 18, 2014]

[Re-adoption date: August 18, 2015]

LEGAL REFS.: ORC 3319.11; 3319.111; 3319.112; 3319.114; 3319.16; 3319.58

Chapter 4117

OAC 3301-35-05

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

CONTRACT REF.: Teachers' Negotiated Agreement

NOTE: By July 1, 2013, the board of each district, in consultation with teachers employed by the board, must adopt a standards-based teacher evaluation policy that conforms with the Ohio Department of Education (ODE) framework for evaluation of teachers developed under Ohio Revised Code Section (RC) 3319.112. The requirements of the RC prevail over any conflicting bargaining agreement entered into on or after September 24, 2012.

Districts that receive Race to the Top (RttT) funds should follow the teacher evaluation time line and guidelines set forth in their scopes of work.

Districts not receiving RttT funds whose bargaining agreement was entered into on or after September 24, 2012 must implement this policy by the 2013-2014 school year. Districts who entered into a bargaining agreement prior to September 24, 2012 must implement the evaluation system at the expiration of that bargaining agreement.

Fifty percent of the teacher's evaluation must be based on student growth measures. Student growth must be based on multiple measures, including value-added data where it is available. Local boards of education may administer assessments chosen from the ODE assessment list for teachers of subjects where value-added scores are not available, and/or local measures of student growth using state-designed criteria and guidance. The multiple measures designated by the board for teachers may vary based on subject level and grade taught and should be determined at the district level. The board-determined measures should be consistent for teachers teaching the same subject and/or grade level. The remaining 50% of the evaluation is based on teacher performance measured by the Ohio Standards for the teaching profession.

Evaluations conducted pursuant to these requirements must be carried out by a person who holds a credential established by ODE. The board adopts a list of approved credentialed evaluators chosen from the ODE's list.

House Bill 362 provides districts with the option of an alternative evaluation framework. For the 2014-2015 school year, districts may elect to evaluate based on 42.5% student academic growth and 42.5% teacher performance. The remaining 15% measure must come from a choice of one of the following: student surveys, teacher self-evaluations, peer review evaluations or student portfolios.

For the 2015-2016 school year, districts may elect to evaluate based on 42.5% - 50% student academic growth and 42.5% - 50% teacher performance. The measures must be equal. The remaining percentage must come from a choice of one of the following: student surveys, teacher self-evaluations, peer review evaluations or student portfolios. ODE must compile a list of approved instruments for evaluating the components of the remaining percentage for district use beginning with the 2014-2015 school year.

Districts may choose to evaluate teachers receiving effectiveness ratings of Accomplished on their most recent evaluations every three years and teachers receiving effectiveness ratings of Skilled on their most recent evaluations every two years. If the district chooses to do this, policy language should be included. Districts may choose to place limits on this language, for instance, limiting to only teachers on continuing contracts or teachers not in the last year of a limited contract. Districts should consult with board counsel when making this determination.

Districts may choose to evaluate teachers receiving effectiveness ratings of Accomplished on the most recent evaluations through one formal observation and the completion of a board-approved project. If the district chooses to do this, policy language should be included.

Beginning with the 2014-2015 school year, boards also can elect to not evaluate teachers who: 1) were on leave for 50% or more of the school year as calculated by the board or 2) have submitted a notice of retirement that has been accepted by the board no later than December 1 of the school year in which the evaluation would have been conducted.

Boards are required to use teacher evaluation results for promotion and retention decisions and for removing poorly performing teachers. These procedures are required to appear in board policy, but will be unique to each district. Boards should develop these procedures with district administrators and adopt them into board policy as a regulation, which should be coded as GCN-1-R (also GCN-1-R).

Boards are required to allocate financial resources to support professional development. While ODE's model policy suggests that the allocation should appear in board policy, neither the law nor the framework requires the addition of such specific language. Boards wishing to do so may include the allocation of financial resources in the regulation language.

THIS IS A REQUIRED POLICY

EVALUATION OF PROFESSIONAL STAFF
(Teachers)

The Board of Education (Board) of the Dayton City School District (District) adopts the following teacher evaluation policy in accordance with the standards-based statewide teacher evaluation framework adopted by the State Board of Education in November 2011. The Board acknowledges that this teacher evaluation policy aligns with the *Standards for the Teaching Profession* as set forth in State law.

The Board directs the Superintendent to implement this policy in accordance with State law. The requirements of this policy prevail over any conflicting provisions of a collective bargaining agreement entered into on or after September 24, 2012.

Definition of “Teacher”

This policy applies to District employees who meet one of the following categories:

1. A teacher working under a license issued under Ohio Revised Code (ORC) Sections 3319.22, 3319.26, 3319.222 or 3319.226 who spends at least 50% of his/her time providing content-related student instruction; or
2. A teacher working under a permanent certificate issued under ORC 3319.222 as existed prior to September 2003 who spends at least 50% of his/her time providing content-related student instruction; or
3. A teacher working under a permanent certificate issued under ORC 3319.222 as it existed prior to September 2006 who spends at least 50% of his/her time providing content-related student instruction; or
4. A teacher working under a permit issued under ORC 3319.301 who spends at least 50% of his/her time providing content-related student instruction.

Principals and assistant principals shall be evaluated in accordance with the principal evaluation policy adopted by the Board in accordance with ORC 3319.02.

This policy does not apply to the superintendent, assistant superintendent(s), business manager, treasurer or “other administrator” as defined by ORC 3319.02. This policy also does not apply to substitute teachers.

Assigning an Effectiveness Rating

Each evaluation will result in an effectiveness rating of “Accomplished,” “Proficient,” “Developing,” or “Ineffective.” An effectiveness rating is based on the following two categories: 1) Teacher Performance; and 2) Student Growth Measures. Fifty percent (50%) of the evaluation will be attributed to teacher performance and fifty-percent (50%) will be attributed to multiple measures of student growth.

Teacher Performance and Student Growth Measures ratings shall be combined to reach the summative teacher effectiveness rating. The Evaluation Matrix is attached hereto as Exhibit A and incorporated herein.

The Board shall annually submit to the Ohio Department of Education (ODE), in accordance with ODE guidelines, the number of teachers assigned an effectiveness rating, aggregated by the teacher preparation programs from which, and the years in which, the teachers graduated.

Calculating Teacher Performance

Teacher Performance is evaluated during the two cycles of formal observations and periodic classroom walkthroughs. Fifty-percent (50%) of the effectiveness rating will be attributed to Teacher Performance through a holistic process based upon the following *Ohio Standards for the Teaching Profession* and training for credentialed evaluators:

1. Understanding Student Learning and Development and Respecting the Diversity of the Students they Teach;
2. Understanding the Content Area for which they have Instructional Responsibility;
3. Understanding and Using Varied Assessment to Inform Instruction, Evaluate and Ensure Student Learning;
4. Planning and Delivering Effective Instruction that Advances Individual Student Learning;
5. Creating Learning Environments that Promote High Levels of Learning and Student Achievement;
6. Collaborating and Communicating with Students, Parents, Other Educators, District Administrators and the Community to Support Student Learning; and
7. Assuming Responsibility for Professional Growth, Performance and Involvement.

The Superintendent/designee shall select or develop, in consultation with teachers, evaluation tools to be used in calculating the Teacher Performance fifty-percent (50%), which must be aligned to the *Ohio Standards for the Teaching Profession* and the Ohio Teacher Evaluation System Performance Rubric.

The District will use the Ohio Department of Education (ODE) Ohio Teacher Evaluation System (OTES) model including all OTES tools, forms, rubrics, placement and software.

Calculating Student Growth Measures

For purposes of the Ohio Teacher Evaluation System (OTES), “student growth” means the change in student achievement for an individual student between two or more points in time. This component of the evaluation includes some combination of the following: 1) Teacher-level Value-Added Data; 2) ODE-Approved Assessments; and/or 3) Locally-determined Measures.

1. Teacher-level Value-Added: “Value-Added” refers to the value-added methodology provided by ODE. Where value-added data for grades 4-8 for English language arts and mathematics exists (via state-provided assessments), value-added data must be one of the multiple measures used in calculating student growth.
2. ODE Approved List of Assessments: Assessments, if utilized by the district, must be included as one of the multiple measures of student growth. Assessments utilized must be included when calculating the fifty percent (50%) attributed to student growth measures. The Superintendent/designee, in consultation with teachers and subject to Board approval, will utilize the assessments on the approved list as he/she deems necessary and appropriate.
3. Locally-determined Measures: For courses of instruction in which neither teacher level value-added data nor ODE-approved assessments are available, the Superintendent/designee, in consultation with teachers and subject to Board approval, shall establish a process in accordance with ODE guidance to create Student Learning Objectives (SLOs) to measure student growth in the courses of instruction.

The District will develop measures in accordance with S.B. 316 which stipulates that Value Added must be used when available for at least 10-15% of a teacher’s evaluation.

In the calculation for student academic growth, a student who has sixty or more excused and/or unexcused absences for the school year will not be included.

Data from these multiple measures will be scored on five levels in accordance with ODE guidance and converted to a score in one of three levels of student growth: 1) “Above”; 2) “Expected”; and 3) “Below.”

Evaluation Timeline

District administrators shall conduct an evaluation of each teacher subject to this policy at least annually. Each evaluation shall include: 1) Two (2) cycles of formal observations of at least thirty (30) minutes each; and 2) Periodic classroom walkthroughs by the evaluator. All teacher evaluations shall be completed by the first day of May and each teacher subject to this policy shall be provided with a written copy of the evaluation results by the tenth day of May.

For those teachers who are on limited or extended limited contracts pursuant to ORC 3319.11 and who are under consideration for nonrenewal, one evaluation consisting of at least three formal observations must be conducted annually by the first day of May. Each teacher on a limited or extended limited contract shall be provided with a written copy of the evaluation results by the tenth day of May.

The Board elects to evaluate annually a teacher receiving an effectiveness rating of “Accomplished” on the teacher’s most recent evaluation.

The Board elects to evaluate a teacher receiving an effectiveness rating of “Accomplished” on the teacher’s most recent evaluation conducted pursuant to this policy via two cycles of formal observations and periodic classroom walkthroughs.

Credentialed Evaluators

The Board will adopt a list of approved credentialed evaluators. Each teacher evaluation conducted under this policy shall be conducted by a person: 1) who is eligible to be an evaluator in accordance with ORC 3319.111(D); and 2) who holds a credential established by ODE for being an evaluator. Every evaluator must complete state-sponsored evaluation training and is required to pass an online credentialing assessment.

Professional Growth and Improvement Plans

Teachers must develop professional growth or improvement plans based on the Evaluation Matrix. Teachers who meet Above-Expected levels of student growth must develop a professional growth plan and choose their credentialed evaluator for the evaluation cycle from the Board-approved list. The professional growth plan shall include the following components: The District will utilize ODE’s professional development plans as adopted and/or modified.

Teachers who meet Expected levels of student growth must develop a professional growth plan collaboratively with a credentialed evaluator for the evaluation cycle from the Board-approved list. The teacher will have input on the selection of a credentialed evaluator for the evaluation cycle. The professional growth plan shall include the following components:
The District will utilize ODE’s professional development plans as adopted and/or modified.

Teachers who meet Below-Expected levels of student growth must comply with an improvement plan developed by the credentialed evaluator assigned by the Superintendent/designee for the evaluation cycle from the Board-approved list. The improvement plan shall include the following components:
The District will utilize ODE’s improvement plans as adopted and/or modified.

Testing for Teachers in Core Subject Areas

Beginning with the 2015-16 school year, teachers who teach in a “core subject area” are required to register for and take all written examinations of content knowledge selected by ODE if the teacher has received an effectiveness rating of “Ineffective” on evaluations for two of the three most recent school years. “Core subject area” means reading and English language arts, mathematics, science, foreign language, government, economics, fine arts, history, and geography.

Retention and Promotion Decisions

The Board adopts the following procedures to be used by district administrators in making retention and promotion decisions:

The District, in consultation with teachers, will develop procedures for use in evaluation to retain and/or promote teachers.

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

Removal of Poorly-Performing Teachers

The Board adopts the following procedures to be used by district administrators in removing poorly-performing teachers:

The District, in consultation with teachers, will develop procedures to use evaluation results to remove teachers.

Professional Development

The Board's plan for the allocation of financial resources to support professional development is as follows:

The District and Board will develop and approve a yearly work plan with funding for professional development.

Legal References: ORC 3319.111; 3319.112; 3319.58

Legislative Reference: Am. Sub. HB 153 (September 29, 2011);
 Sub. SB 316 (September 24, 2012)

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. 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)

Procedures for evaluating principals and assistant principals are based on principles comparable to the Ohio Teacher Evaluation System, but are tailored to the duties and responsibilities of principals and assistant principals and the environment in which they work. Principals and assistant principals are evaluated under the above system, with the inclusion of the following components.

Principals and assistant principals are assigned an effectiveness rating of Accomplished, Skilled, Developing or Ineffective. This rating will be determined based on 50% measures of principal or assistant principal performance and 50% student growth measures. Student academic growth is determined through multiple measures.

Principals and assistant principals are evaluated via two formal observations and periodic building walk-throughs. The 50% principal and assistant principal performance measure is based on the Ohio Standards for Principals. Proficiency on the standards includes consideration of professional goal setting, communication and professionalism, and skills and knowledge.

Student academic growth is evaluated by a combination of: (1) Value-added data; (2) Ohio Department of Education (ODE)-approved assessments and/or (3) Board-determined measures. When available, value-added data shall be included in the multiple measures used to evaluate student growth.

The principal's performance rating is combined with the results of student growth measures to produce a summative evaluation rating according to ODE requirements.

The Superintendent/designee evaluates all principals and assistant principals annually. Annual evaluations include two formal observations at least 30 minutes each and periodic building walk-throughs.

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

(Approval date: August 5, 2009)

(Re-adoption date: April 9, 2013)

(Anticipated re-adoption date: March 17, 2015)

LEGAL REFS.: ORC 3319.02; 3319.03; 3319.04; 3319.111; 3319.16; 3319.17; 3319.171;
3319.22
OAC 3301-35-05

CROSS REFS.: AF, Commitment to Accomplishment
GBL, Personnel Records

NOTE: See policy coded AFC-1 (Also GCN-1) for an explanation of the coding of this sample policy. Regulations accompanying this policy follow under code AFC-2-R (Also GCN-2-R).

Administrative personnel are all persons issued contracts in accordance with State law, including the following: assistant superintendents, business managers, principals, assistant principals and all other personnel required to maintain certificates/licenses.

The evaluation process for principals and assistant principals is set forth by Ohio Revised Code Section (RC) 3319.02(D). Evaluation procedures for principals and assistant principals include the components set forth for administrative personnel, but include some additional requirements. Principal and assistant principal evaluations must be based on principles comparable to the teacher evaluation policies adopted under RC 3319.111, but must be tailored to the duties and responsibilities of principals and assistant principals and the environment in which they work. Therefore, principals and assistant principals are evaluated like other administrators, but with the addition of the SBOE's evaluation framework requirements.

The phrase "other administrator" as used in the statute is defined as being comprised of three basic types: (1) licensed administrators; (2) nonlicensed supervisors and management-level employees and (3) business managers.

A licensed "other administrator" is any employee who works in a position for which the board requires an administrative license. Professional pupil service employees (most notably guidance counselors), administrative specialists and persons employed in equivalent positions are, however, considered to be "other administrators" only if they spend less than 50% of their time teaching or working with students.

A nonlicensed "other administrator" is any employee (other than the superintendent) whose job duties enable him/her to be considered as either a "supervisor" or "management-level employee" for purposes of the Collective Bargaining Law. Thus, nonlicensed persons employed as transportation coordinators and maintenance supervisors, if they responsibly direct other employees, discipline them or effectively recommend such action, would appear to be "other administrators" within the meaning of the law. Business managers are persons who are employed in positions requiring a business manager's license and whose powers and duties are set forth in a series of statutes applying only to such position.

THIS IS A REQUIRED POLICY

EVALUATION OF PROFESSIONAL STAFF
(Administrators Both Professional and Support)

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: August 5, 2009)

(Re-adoption date: April 9, 2013)

NOTE: See policy coded AFC-1(Also GCN-1) for explanation of coding. It is good if the school board reviews and officially approves regulations, procedures--in fact, the entire plan--for evaluation of administrators.

The above regulation implements the policy coded AFC-2 (Also GCN-2) on evaluation of administrators.

THIS IS A REQUIRED REGULATION

REDUCTION IN PROFESSIONAL STAFF WORKFORCE
(Administrator and Non-Administrators/Non-Bargaining Units)

The Superintendent may recommend to the Board a reduction in the number of employed professional staff (administrators and non-nons). These recommendations may be due to decreased enrollment of students, return to duty of regular teachers after leaves of absence, suspension of schools or territorial changes affecting the District, financial reasons, organization restructuring or lack of work.

The Superintendent, pursuant to Board approval, carries out such reductions and suspensions.

The Superintendent, in making recommendations to the Board on these reductions and reassignment of staff, considers the following factors in determining who may be affected along with the order of suspension in each service area: professional competency, previous relevant experience, performance evaluations, progressive disciplinary action, academic qualifications and length of service. Additionally, the Superintendent may use his/her judgment in the determination of reductions and the reassignment of staff in order to meet the special needs of the individual schools and the District as a whole.

When any positions become vacant or are created for which professional staff are or become qualified, the following provisions will be followed to restore professional staff.

1. The Human Resources Department will maintain a list of employees whose contracts are suspended under this policy. When an employee's contract is suspended, the employee's name and current mailing address shall appear on such list and remain on such list for a period of up to two years from the last day of work, except for when the employee is restored to work during the two-year period, as further explained below.
2. All vacant and approved position job postings will be mailed to employees whose names appear on the above-described list.
3. Employees placed on the list are solely responsible to maintain a current mailing address at all times with the Human Resources office and are solely responsible to make sure their current mailing address appears on the above-described list.
4. Once the professional staff members return to work in any position with the Board, the employee's name will be permanently removed from the list. Thus, no further job posting mailings will be sent to such employee. And, the Board obligations to restore the professional staff member under this policy will end upon the date the employee returns back to work for the Board.

5. At the expiration of two years, if the employee is still not restored to work with the Board in any position, the employee's name will be removed from such list and the right to restoration under this policy will end.
6. The same factors used to determine reductions and reassignment of staff will be considered in determining who will be awarded vacant or created positions for which an employee holding a suspended contract is qualified.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 3319.02; 3319.081; 3319.09(A); 3319.17; 3319.171; 3319.172

CONTRACT REF.: Teachers' Collective Bargaining Agreement

THIS IS A REQUIRED POLICY

RESIGNATION OF PROFESSIONAL STAFF MEMBERS

Any professional staff member who has a contract effective for the next school year is permitted to resign prior to 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: August 5, 2009]

LEGAL REFS.: ORC 3319.02; 3319.15

CROSS REF.: Employee Manual

RETIREMENT OF PROFESSIONAL STAFF MEMBERS

All regularly employed professional staff members participate in the State Teachers Retirement System or the School Employee Retirement System, to which the District makes a major contribution. The membership requirement applies to part-time and substitute personnel, with exceptions.

Staff members planning to retire at the end of the current school year are asked to file information on such plans as early as possible.

Severance Pay Upon Retirement, Based on Accumulated Sick Leave

Pursuant to State law, the following policy on conversion of accumulated unused sick leave at the time of retirement, or upon resignation from active service within two years of the time of retirement, applies to all professional employees, administrators and supervisors.

An employee is eligible who:

1. has been employed by the Board continuously for at least five years prior to date of retirement;
2. has accrued sick leave pursuant to the Ohio Revised Code and
3. is eligible to receive retirement pension benefits as a result of employment in the District pursuant to the Ohio Revised Code.

Conversion Factor

Unused sick leave accumulated by the employee, to a maximum of 180 days, may be converted to severance pay and paid on the basis of one day of severance pay for each four days of unused accumulated leave.

The maximum number of days that will be paid as severance pay under this policy is 45.

Payment for sick leave on this basis eliminates all sick leave credit accrued by the employee at that time. Payment is based on the employee's rate of pay at the time of retirement. Such payment is made only once to any employee.

Severance Account

The following Severance Account shall be effective:

Professional Staff Members must accumulate the maximum 250 days of sick leave to be eligible to accumulate days in the Severance Account.

- Excess sick leave days beyond the 250 maximum will be transferred into a Severance Account for the Professional Staff Member.
- Severance Account days may not be used as sick leave days.
- Accumulated Severance Account days will be paid on the basis of one day for each four days of accumulated severance account days at the time of retirement.

-Maximum payment of Severance Account days is limited to 45 days.

Adoption date: August 5, 2009

Re-Adoption date: December 16, 2014

LEGAL REFS.: ORC 9.90; 124.39

CROSS REF.: Employee Manual

CONTRACT REF.: Teachers' Negotiated Agreement

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 professional staff employees in compliance with State law. Upon payment of severance pay, the retiring employee's sick leave accumulation and Severance Account accumulation is reduced to zero.

Payment will be made on the employee's behalf to a qualified tax-sheltered 403(b) account.

Administrators who have retired under the rules of the State Teachers Retirement System or the School Employee Retirement System are not eligible for severance pay based upon a subsequent retirement.

Adoption date: December 16, 2014

LEGAL REF.: ORC 124.39

CONTRACT REF.: Teachers' Negotiated Agreement

SUSPENSION AND TERMINATION OF PROFESSIONAL STAFF MEMBERS

Suspension

The Board may suspend a professional staff member pending final action to terminate his/her contract if, in its judgment, the character of the charges warrants such action.

Termination

The contract of a professional staff member may be terminated for good and just cause. Before terminating any contract, the Board furnishes the professional staff member a written notice signed by the Treasurer of its intention to consider termination of his/her contract and specification of the grounds for such consideration. The Board informs the professional staff member of his/her right to request a hearing by the Board or by an independent referee. At such a hearing, both parties may be represented by counsel and present and cross-examine witnesses. A stenographic record of the proceedings is made. After the hearing, the Board makes its determination by majority vote. Any order of termination of a contract states the grounds for termination.

If the suspension or termination is based in whole or in part on the results of a consumer report (as that term is used in the Fair Credit Reporting Act), the Board furnishes the professional staff member with pre-adverse action and adverse action notices required by the Fair Credit Reporting Act.

Teachers may only be suspended or terminated under the terms of the collective bargaining agreement and/or State law.

[Adoption date: March 9, 2010]

[Re-adoption date: April 6, 2010]

LEGAL REFS.: Fair Credit Reporting Act: 15 USC 1681 et seq.
ORC 124.36
3319.02; 3319.11; 3319.16; 3319.161; 3319.17

CROSS REF.: GBQ, Criminal Records Check

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.

Insofar as possible, teachers will also avoid tutoring students from the school in which they are assigned in order to avoid the appearance of an arrangement between teachers.

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: August 5, 2009]

SUPPORT STAFF POSITIONS

All positions in the District are acted upon by the Board when recommended by the Superintendent. For each support staff position, a job description sets forth the title, necessary qualifications, function and duties of the position.

The Superintendent maintains on a continuing basis a comprehensive, coordinated set of job descriptions for all positions. Such job descriptions are amended and modified as necessary so that they are up-to-date with the table of organization and needs of the District.

Only the Board abolishes a position which it has created.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 124.11; 124.18; 124.34
3319.081
OAC 3301-35-03

CONTRACT REFS.: Support Staff Collective Bargaining Agreements

NON-BARGAINING UNIT SUPPORT STAFF SALARY SCHEDULES

Support staff personnel are compensated in accordance with salary schedules approved by the Board. Progress toward maximum salaries on the schedules is made by the increments set forth, provided the increment for the individual is recommended by the Superintendent and approved by the Board. The Board may make an exception to provisions of salary schedules upon the Superintendent's recommendation.

Provisions of salary schedules depend on the availability of funds.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 3317.12
3319.081; 3319.082; 3319.083; 3319.088

CONTRACT REFS.: Support Staff Collective Bargaining Agreements

NOTE: Salary schedules for all categories of staff, including schedules established through negotiations, are printed in a separate publication, which also contains information of work year, insurance benefits and other compensation arrangements. As schedules are revised, new editions are published.

SUPPORT STAFF FRINGE BENEFITS

Insurance and other benefits provided to employees are considered part of the overall compensation plan.

All regular employees qualify for participation in the District's group plans for health and life insurance.

Support Staff Not in Bargaining Units

Insurance and other benefits extended to regular employees not in bargaining units are determined by the Board on the basis of the employee's role and/or job description.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 9.83; 9.90
3313.20 through 3313.211
3319.084 through 3319.087; 3319.141; 3319.142
3917.04
4123.01
4141.29; 4141.291

CROSS REFS.: EI, Insurance Management
Employee Manual

CONTRACT REFS.: Support Staff Collective Bargaining Agreements

SUPPORT STAFF LEAVES AND ABSENCES

Leaves and absences granted to the support 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.

(permissive language)

Community Schools Leave of Absence

The Board grants a leave of absence of at least three years to each member of its support staff who is an employee at a community school. If an employee wishes to remain at the community school beyond the term of the leave of absence, he/she must re-apply to the Board for an additional leave of absence. The Board will consider such requests on a case-by-case basis. The Board re-instates a former employee after they are discharged from the community school unless the employee is terminated by the community school for a reason for which the Board itself would have sought to terminate the employee. In such cases, the Board may institute termination proceedings in compliance with State law and/or the negotiated agreement.

The Board permits employees returning from community schools to receive credit for any personal leave days accrued while employed at the community school.

[Adoption date: August 5, 2009]

[Re-adoption date: April 19, 2011]

[Re-adoption date: September 18, 2012]

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 REFS.: GBR, Family and Medical Leave
GDB, Support Staff Contracts and Compensation Plans

CONTRACT REF.: Support Staff Negotiated Agreement

NOTE: It is suggested that the same format be used for organizing and coding leave policies for the classified staff as is used for leave policies for the professional staff. For suggestions, see the note following the same policy coded GCBD.

In 2011, the biennium budget, HB 153, changed the sick leave accrual language under State law for those school employees who work other than full-time. Now, ORC 3319.141 states that school employees who work part-time, seasonal, intermittent, per diem or hourly will accrue 4.6 hours of sick leave for every 80 hours of service. This change to State law does not supersede conflicting collective bargaining language, so boards with recognized bargaining units who wish to follow the State law must negotiate changes into their collective bargaining agreements. It also is important to note that "part-time" is not defined in State law, so if a board wishes to utilize this language, it will need to define that term.

City school districts should also refer to and cite ORC 124.38 and 124.39.

Persons employed by the District and assigned to a community school are considered employees of the District in all respects.

Should any genetic information be acquired as a result of a request for leave, that information should be kept in a confidential medical file, separate from the employee's personnel file. The employer is prohibited from discriminating against the employee based on the acquired genetic information.

SUPPORT STAFF LEAVES AND ABSENCES
(For Support Staff Who Are Not in Bargaining Units)

Support Staff Leaves for Illness/Injury with Pay

1. Sick Leave

A. General Rules (Based on Law)

- 1) Each full-time employee will receive sick leave credit at the rate of one and one-fourth days per calendar month of completed service; i.e., 15 days for a full year's service.
- 2) Part-time, hourly or seasonal employees will receive sick leave credit at the rate of one hour for each 17.3 hours worked.
- 3) At the close of each school year, the unused portion of the annual sick leave is placed in reserve, up to a maximum accumulation of 250 days.
- 4) Two hundred fifty days is the maximum which can be used during any one school year.
- 5) The previously accumulated sick leave of any employee who leaves the service of the Board is placed to his/her credit upon re-employment.
- 6) Absence from work on nonwork days is not considered sick leave and has no effect on the employee's sick leave credit.
- 7) An employee who, immediately preceding employment by the District, has been in the employ of another board of education or state, county or municipal government in Ohio will receive full credit for the sick leave accumulated in this previous employment to a maximum of 250 days.
- 8) Each employee who has exhausted available accumulated sick leave is advanced upon request up to five days of sick leave once each contract year, unless the employee is on an hourly basis. If the employee should resign, be placed on leave of absence or become deceased before this advancement of sick leave has been earned, these unearned sick leave days are deducted from adjusted final pay or claim made to the estate.

B. Purposes for Which Sick Leave May be Used

- 1) Personal illness, pregnancy or injury.
- 2) Exposure to contagious disease which could be communicated to others.
- 3) Illness, injury or death in the employee's immediate family, i.e., parent, brother, sister, current spouse, child, or if a resident of the employee's household, the employee's grandparents, grandchildren, parent, child, brother or sister of the employee's current spouse.

C. Leave without pay may be used to extend time off granted due to illness.

2. Work-Related Injury Leave

A. In the event of a service-connected occupational illness or injury, as determined by the Industrial Commission, employees are not required to exhaust sick leave before receiving compensation from the Industrial Commission.

Employees may use sick leave to receive the difference in pay between worker's compensation benefits received and regular compensation. If an employee elects to do so, there will be a charge against the employee's sick leave credits to the extent necessary on a pro rata basis. Employees who desire such an arrangement must present evidence of the amount received from the Bureau of Workers' Compensation to the Treasurer. The Treasurer issues a check for the difference and makes the appropriate charge against the sick leave credits of the employee.

B. An employee absent from work because of any service-connected occupational illness or injury, as determined by the Industrial Commission, is entitled to reinstatement at the appropriate rate of pay, upon approval of the application to return to work. Such application includes medical certification of ability to assume full-time employment responsibilities. The application must be made within one school year following the date of the last receipt of compensation benefits from the state of Ohio.

Temporary Leaves with Pay for Bereavement, Personal and Court Reasons

1. Death in Family

A. Immediate Family

Up to three consecutive days of absence, including the day of the funeral, without loss of pay is allowed an employee when a death occurs in the employee's immediate family; i.e., current spouse, father, mother, sister, brother, child, father-in-law, mother-in-law or blood relative living in the employee's household.

B. Less Immediate Family

One day's absence, the day of the funeral, without loss of pay, is allowed an employee when the death is that of a more remote relative; i.e., grandparent, grandchild, sister-in-law, brother-in-law, son-in-law, daughter-in-law, aunt, uncle, niece, nephew or first cousin.

C. Additional Travel Time

Additional time not to exceed one day is granted if travel of 150 miles (one way) is required to the site of the funeral. When it is necessary for the employee to travel in excess of 300 miles (one way) from Dayton, additional absence of two days is granted, without loss of pay, not chargeable against sick leave for travel time.

2. Emergencies/Personal Reasons, Court Appearances

A. Emergency/Personal Leave

1) Emergency/Personal Leave Days

Subject to the conditions below, employees are eligible to receive up to three days of emergency/personal leave each school year (July 1-June 30) with pay at the employee's hourly rate of base compensation. Payment is exclusive of any premium pay and the leave is not considered hours worked for purposes of calculating overtime payments. For emergencies the leave must be taken in at least one-hour segments; and for personal reasons the leave must be for one-half or one day.

2) No Charge Against Accrued Sick Leave Credits

- a. The emergency/personal leave days granted under this policy are in addition to any earned sick leave benefits to which an employee may be entitled and are not charged against any sick leave.
- b. Any unused emergency/personal leave days are not carried as an accumulation beyond the school year in which earned.

3) Application for Emergency/Personal Leave

Except in the case of an emergency which prevents the employee from securing advance approval, an employee desiring to take emergency/personal leave must submit an application for such leave to the supervisor of classified personnel through his/her immediate supervisor. The supervisor should indicate on the application his/her recommendation regarding the application.

4) Restrictions on Use of Emergency/Personal Leave

Except for emergency absence, personal leave may not be taken:

- a. on the last day before the first day after any holiday or professional day;
- b. on the last workday before or the first workday after any approved vacation or
- c. during the 10-calendar-day period immediately before or after the opening of schools any school year.

5) Authority of Supervisor of Classified Personnel

- a. In determining whether or not to approve any application for emergency/personal leave, the supervisor of classified personnel will consider the recommendation of the employee's immediate supervisor, which recommendation will be made based on the need for efficient operation of the work regularly performed by the employee.
- b. In the event two or more employees in any unit, school or department request emergency/personal leave on the same day and, in the judgment of the supervisor of classified personnel, not all can be accommodated, the employee with the greater length of service with the District is given preference.

B. Absence in Response to Subpoena - Employees Not Party to Court Case or Administrative Hearing

- 1) Leave at no loss of salary is granted an employee who signs and files with the Treasurer a statement declaring that:
 - a. no compensation was received as a result of the court appearance or
 - b. compensation was received in the amount shown.
- 2) The employee remits to the Treasurer before the end of the current pay period the amount of any witness fee or other compensation, except that which is paid specifically for expenses incurred by reason of the subpoena.

C. Absence in Response to Jury Summons

Leave at no loss of salary is granted an employee who immediately upon return from jury service:

- 1) signs and files a statement with the Treasurer stating that compensation was received in the amount shown and
- 2) remits the compensation received from the court to the office of the Treasurer.

D. Absence When Party to Court Action

In the event of absence from duty for any court hearing or administrative hearing in which the employee is a part, the employee may apply for approval of emergency/personal leave as outlined in section A above.

Long-Term Leaves Without Pay

Employees may, under conditions specified by appropriate sections of the Ohio Revised Code, be granted leaves of absence without pay for personal illness, pregnancy, adoption of child, military service and study.

Such leave of absence may be authorized only by the Board upon the recommendations of the Superintendent in accordance with the provisions of the Ohio Revised Code governing such leave. Failure to report for duty following the expiration of a leave of absence, unless additional absence is authorized, or failure to comply with the provisions of the leave, may be considered by the Board as termination of contract by the employee.

(Approval date: August 5, 2009)

CATASTROPHIC ILLNESS/INJURY LEAVE
FOR NONTEACHING EMPLOYEES

In the absence of a provision in a collective bargaining agreement, the Superintendent may provide, by regulation, for additional paid leave in cases of personal hardship to an employee brought on by catastrophic illness or injury, where the employee has exhausted all accumulated, unused paid leave as a result of the catastrophic illness or injury. The additional paid leave is provided through voluntary donation of sick leave from other employees, as designated by the Superintendent. Any decision made pursuant to the Superintendent's regulation is final. Any regulation by the Superintendent implementing this policy shall be approved by the Board.

[Adoption date: August 5, 2009]

CONTRACT REFS.: Support Staff Collective Bargaining Agreements

CATASTROPHIC ILLNESS/INJURY LEAVE FOR
NONTEACHING AND ADMINISTRATIVE EMPLOYEES

Guidelines

An employee having exhausted all accumulated paid leave as a result of catastrophic illness or injury may be granted additional paid leave through the donation of accumulated unused sick leave by employees in the same employee group who volunteer to do so in accordance with the following guidelines:

1. For purposes of this regulation, the term "catastrophic illness or injury" includes only those illnesses or injuries which are calamitous in nature, constituting a great misfortune. The "catastrophic illness or injury" must be unusual, extraordinary, sudden, an unexpected manifestation of the forces of nature which cannot be prevented by human care, skill or foresight.
2. The following employee groups are established for purposes of this regulation:
 - A. All nonteaching/nonadministrative employees
 - B. All administrative employees
3. A joint committee is appointed by the Superintendent for each of the following units of employees:
 - A. DPSU Security Resource Officers;
 - B. DPSU Operations, Purchasing, Food Service and Maintenance Unit;
 - C. OQPSE Transportation Unit;
 - D. OAPSE Clerical Unit;
 - E. OAPSE Paraprofessional Unit;
 - F. Dayton Building and Construction Trades Council Unit;
 - G. administrative employees and
 - H. all other nonteaching/nonadministrative employees.

Each committee consists of three employees and three administrators appointed on an annual basis by the Superintendent to review requests for additional paid leave under this regulation.

4. Applications for catastrophic illness/injury sick leave must be submitted to the Executive Director of Personnel Services. Applications will include, but not be limited to, the following information:
 - A. the nature of the claimed catastrophic illness or injury;
 - B. physician(s) diagnosis and prognosis of the catastrophic illness or injury;
 - C. projected date of return to duty;
 - D. explanation of previous leave usage and
 - E. any other pertinent information the applicant can submit to the committee for its consideration.
5. Upon receipt of the application, the Executive Director of Personnel Services notifies the appropriate joint committee. The joint committee meets as soon as practicable after receipt of a request and makes a determination regarding the request. In order to approve a request for catastrophic illness/injury sick leave donation, two-thirds vote of the entire committee must prevail. The employee is informed of the committee's decision and the reasons therefore in writing. The decision of the committee is final.
6. A maximum of 45 days of catastrophic illness or injury leave may be granted to an applicant. The applicant must re-apply for any catastrophic illness or injury leave beyond 45 days. In no event will any employee be granted a total of more than 90 days of catastrophic illness or injury leave.
7. If an application is approved by the appropriate committee, the affected employee or his/her representative assumes the responsibility for solicitation of donations of accrued, unused sick leave from employees in the same employee group deducted from a donating employee's (donor's) accrued, unused sick leave and credited to the affected employee's (donee's) account. Personnel Services provide the necessary forms to be used to solicit donations. All completed donation forms are submitted to the Executive Director of Personnel Services for processing.
8. All information and reports relating to applications submitted under this regulation remain confidential.

(Approval date: August 5, 2009)

SUPPORT STAFF VACATIONS AND HOLIDAYS
(Non-Bargaining Unit)

Vacations

1. The vacation allowance for full-time (i.e., 12-month) employees is as follows:

<u>Calendar Years</u> <u>Continuous Service</u>	<u>Number of Days Allowed</u> <u>for Vacation Annually</u>
Over nine months, but less than one year	One day per month of employment
One year	12 days
Two years	13 days
Three years	14 days
Four years or more	15 days
12 years or more, or any year in which 120 days sick leave have been accumulated as of January 1 of that year	20 days

2. Employees working less than 12 calendar months per year earn vacation allowance on the same basis as full-time employees, but pro-rated on a time-worked basis.

Holidays

Employees on the active working payroll on the days established for celebration of the following holidays are paid their regular rate of pay for their normal scheduled hours up to eight hours: New Year's Day, Martin Luther King Day, Good Friday, Memorial Day, Independence Day, Labor Day, Thanksgiving Day, day after Thanksgiving, Christmas Eve day, Christmas Day and New Year's Eve day and one additional floating holiday to be designated by the Board.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 1.14
3319.084; 3319.086; 3319.087

CROSS REF.: Employee Manual

CONTRACT REFS.: Support Staff Collective Bargaining Agreements

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.

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: August 5, 2009]

[Re-adoption date: October 9, 2013]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
Fair Credit Reporting Act; 15 USC 1681 et seq.
ORC Chapter 124
3309.345
3319.031; 3319.04; 3319.081 et seq.; 3319.39
3327.10
4141.29
OAC 3301-35-05; 3301-35-06
3309-1-61

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

CONTRACT REF.: Support Staff Negotiated Agreement

NOTE: This is an example of how topics and codes appearing consecutively in the OSBA coding system can be combined to save space in a manual. When a policy covers two topics that appear consecutively in the classification system, the terms and codes can be combined as illustrated on this page.

In districts employing a business manager, he/she shall appoint support staff employees, subject to confirmation by the board.

In 2013, House Bill 59 added new Ohio Revised Code Section 3319.031, which authorizes a board that chooses not to employ a business manager to assign the statutorily prescribed powers and duties of a business manager to one or more other district employees, including the treasurer. If the board assigns these duties to the treasurer, the superintendent, not the treasurer, has the authority to recommend the appointment or discharge of non-educational employees.

THIS IS A REQUIRED POLICY

PART-TIME, TEMPORARY AND SUBSTITUTE SUPPORT STAFF EMPLOYMENT

Part-time, temporary and substitute support staff are employed as necessary for the efficient operation of the District.

The District maintains lists of persons qualified to serve in various support positions so that substitutes and temporary help may be obtained as needed. The Board approves such persons for substitute and temporary employment on the recommendation of the Superintendent.

Part-time, temporary and substitute support staff employees are paid in accordance with hourly rates established by the Board. Substitute and temporary employees are entitled to sick leave at the rate established by law. Regularly employed, part-time employees are entitled to sick leave on a prorated basis, based on a full-time schedule. Other privileges and benefits may be provided to regularly employed part-time employees.

[Adoption date: August 5, 2009]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
Fair Credit Reporting Act; 15 USC 1681 et seq.
ORC 124.27
3319.081; 3319.141; 3319.39
OAC 3301-35-05; 3301-35-06

CROSS REFS.: AC, Nondiscrimination/Harassment
GBA, Equal Opportunity Employment
GBQ, Criminal Record Check

CONTRACT REF.: Support Staff Collective Bargaining Agreement

SUPPORT STAFF ORIENTATION AND SUPERVISION

Orientation

Administrators of the District are responsible for the orientation of new support staff personnel so that they may clearly understand:

1. the responsibilities of the position to which they have been assigned;
2. the person or persons to whom they are directly responsible;
3. the objectives of the department to which they are assigned and
4. how to acquire professional and technical assistance when needed.

Supervision

Supervisors are expected to guide employees in their work, offer suggestions and assistance for improvement of deficiencies and evaluate their performance in accordance with a regular schedule.

[Adoption date: August 5, 2009]

CROSS REF.: AFD, Evaluation of Support Staff (Also GDN)

SUPPORT STAFF TIME SCHEDULES
(Non-Bargaining Unit)

The normal work week for support staff employees is 40 hours, eight hours per day, although personnel may be employed for a shorter work week depending on job category. The daily work schedules are established by the Superintendent. Personnel working the regular schedules are permitted to take relief periods as scheduled by supervisors.

In accordance with the provisions of the Ohio Revised Code, employees are paid for all regular hours of work lost when the building in which they are employed is closed by order of the Superintendent due to an epidemic or other public calamity. Examples of a public calamity are: tornado, flood, ice conditions, snowstorm. A public calamity does not include any school or building closing necessitated by: fire, power supply interruption or reduction, lack of fuel or reduction of fuel. The Board has the right to determine whether or not an employee or employees are required to work during any public calamity. Any employee required by the Board to work during the time the building in which they are employed is closed by order of the Superintendent due to an epidemic or other public calamity as described above is compensated at the rate of double time for all hours worked during such emergency. The Board has the right to determine whether or not an employee is required to work during such emergency in such building. In the event the employee is transferred to a different building during the period the building to which he/she is regularly assigned is closed, this double time provision is not applicable.

An employee whose health and safety is in jeopardy by virtue of conditions at the place of employment and whose working day due to an emergency is shortened after reporting for work at the direction of the Superintendent will suffer no loss of pay as a result of termination of work on such a day. Personnel assigned to a different building during such emergency will receive their regular rate of pay.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 3319.081; 3319.086

CROSS REF.: EBCD, Emergency Closings

CONTRACT REFS.: Support Staff Collective Bargaining Agreements

SUPPORT STAFF EXTRA DUTY

The Board recognizes that it may occasionally be necessary for support staff employees to work more than 40 hours during a given work week. The Superintendent establishes regulations governing overtime provisions which are in compliance with State and Federal law and the collective bargaining agreements.

[Adoption date: August 5, 2009]

LEGAL REFS.: Fair Labor Standards Act; 29 USC 201 et seq.
ORC 124.18
3319.086

CROSS REFS.: KG, Community Use of School Facilities (Equal Access)
Employee Manual

CONTRACT REFS.: Support Staff Collective Bargaining Agreements

SUPPORT STAFF EXTRA DUTY
(Non-Bargaining Unit)

Nonadministrative support staff personnel are compensated as follows for overtime and Saturday and Sunday work:

1. Employees are paid at one and one-half times their regular hourly rate for time worked in excess of 40 hours in one week, provided that the overtime work has been approved in advance by the employee's supervisor.
2. Employees not regularly scheduled to work on Saturday who are called in to work are guaranteed a minimum of three hours of work and paid at one and one-half times their regular hourly rate.
3. Employees not regularly scheduled to work on Sunday who are called in to work are guaranteed a minimum of two hours of work and paid at double their regular hourly rate.
4. Employees who accept work assignments on Saturday or Sunday who voluntarily choose not to work the minimum number of guaranteed hours are paid only for actual hours worked.

There will be no pyramiding or duplicating of overtime and premium pay. When two rates are applicable, the higher one applies.

Nonadministrative support staff personnel required to work when schools are closed to other staff except security personnel because of an emergency created by a public disturbance are compensated at double their hourly rate during such an emergency. It is understood that the Superintendent has the right to determine which personnel, if any, are required to work during such emergency. Personnel assigned to a different building during such emergency receive their regular rate of pay.

(Approval date: August 5, 2009)

SUPPORT STAFF DEVELOPMENT OPPORTUNITIES

Support staff employees are an integral part of the District's total staff. Their training and development are essential to the efficient and economical operation of the schools.

Therefore, all support staff employees shall be encouraged to grow in job skills and to take additional training that improve their skills on the job. It is the responsibility of all building principals to assist in the training of support staff assigned to their buildings.

Absences to attend meetings, conventions, conferences or workshops of local, state or national associations which serve to advance the welfare of the District through the upgrading and strengthening of the support service may be granted by the Superintendent without loss of pay to the employee.

Stipends for In-Service Program Participation

Paraprofessional support staff members qualify for stipends at rates established by the Board for participation in certain in-service programs. Such programs are those that are held beyond the normal working day or on weekends when the individual's attendance is requested and/or required.

[Adoption date: August 5, 2009]

LEGAL REF.: OAC 3301-35-03

CROSS REF.: Employee Manual

CONTRACT REFS.: Support Staff Collective Bargaining Agreements

THIS IS A REQUIRED POLICY

EVALUATION OF SUPPORT STAFF

Regular evaluation of all support 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 support staff. The program includes written evaluations and a means of making the results known to the evaluated employee.

Following the probationary period, the services of all support staff employees are evaluated at least once each year. Procedures used in the evaluation process are subject to Board approval or in accordance with the collective bargaining agreement and/or State law.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC Chapter 124
Chapter 4117
3319.081
OAC 3301-35-02; 3301-35-03; 3301-35-05

CROSS REFS.: AF, Evaluation of District Operations
GBL, Personnel Records

CONTRACT REFS.: Support Staff Collective Bargaining Agreements

THIS IS A REQUIRED POLICY

REDUCTION IN SUPPORT STAFF WORKFORCE

Whenever it becomes necessary to reduce the support staff because of financial reasons, job abolishment, management re-organization, lack of work or in the interest of economy, the procedures set forth in State law and in the collective bargaining agreement govern the rights of employees affected by the reduction.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 124.32; 124.321
3319.172
4141.29

CONTRACT REFS.: Support Staff Collective Bargaining Agreements

THIS IS A REQUIRED POLICY

RESIGNATION OF SUPPORT STAFF MEMBERS

Any support staff member may terminate his/her contract of employment with the District by filing a written notice with Human Resources two weeks prior to the effective date of termination.

[Adoption date: August 5, 2009]

LEGAL REF.: ORC 3319.081

CROSS REF.: Employee Manual

RETIREMENT OF SUPPORT STAFF MEMBERS

This policy applies to all regularly employed support staff personnel who participate in the School Employees Retirement System, to which the District makes a major contribution.

Severance Pay Upon Retirement for Employees Not in Bargaining Units

Pursuant to the Ohio Revised Code, the following policy on conversion of accumulated unused sick leave at the time of retirement, or upon resignation from active service within two years of the time of retirement, applies to all employees.

An employee is eligible who:

1. has been employed by the Board continuously for at least five years prior to date of retirement;
2. has accrued sick leave pursuant to the Ohio Revised Code and
3. is eligible to receive retirement pension benefits as a result of employment in the District pursuant to the Ohio Revised Code.

Conversion Factor

Unused sick leave accumulated by the employee, to a maximum of 160 days, may be converted to severance pay and paid on the basis of one day of severance pay for each four days of unused accumulated sick leave subject to the following:

The maximum number of days paid as severance pay under this policy is 40.

Payment for sick leave on this basis eliminates all sick leave credit accrued by the employee at that time. Payment is based on the employee's rate of pay at the time of retirement. Such payment is made only once to any employee.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 124.39
Chapter 3309
3319.141

CROSS REFS.: GCPC, Retirement of Professional Staff Members
Employee Manual

CONTRACT REFS.: Support Staff Collective Bargaining Agreements

SUSPENSION, DEMOTION AND TERMINATION OF SUPPORT STAFF MEMBERS

The employment of support staff members may be terminated for violation of written policies and regulations as set forth by the Board or for incompetency, inefficiency, dishonesty, drunkenness, immoral conduct, insubordination, discourteous treatment of the public, neglect of duty, sexual battery, certain ethics violations, conflict of interest or any other acts of misfeasance, malfeasance or nonfeasance.

The Board may also suspend an employee for a definite period of time or demote, with or without pay, an employee for these same reasons.

The action of the Board to terminate any employee or to suspend or demote him/her is done in compliance with all statutory and constitutionally mandated procedures, including the opportunity for a hearing prior to the termination and if a hearing is required, prior to the suspension or demotion.

[Adoption date: August 5, 2009]

LEGAL REFS.: Fair Credit Reporting Act; 15 USC 1681 et seq.
ORC 124.32; 124.33; 124.34; 124.36
3319.04; 3319.081; 3319.083

CROSS REF.: GBQ, Criminal Record Check

CONTRACT REFS.: Support Staff Collective Bargaining Agreements

SECTION H: NEGOTIATIONS
(Collective Bargaining)

HA	Collective Bargaining
HD	School Board Collective Bargaining Powers and Duties
HE	Board Negotiating Agents
HE-R	Board Negotiating Agents (Duties)
HF	Superintendent's Role in Collective Bargaining
HK	Release of Collective Bargaining Information
HM	Procedures Following Ratification
HO	Work Stoppage

COLLECTIVE BARGAINING

The Board is governed by State law regarding collective bargaining with its certified employee bargaining units for the purpose of entering into binding contracts. The scope of bargaining includes matters pertaining to wages, hours, terms, other conditions of employment and the continuation, modification or deletion of an existing provision of a collective bargaining agreement.

The Board negotiates in good faith with the District's bargaining units that are certified by the State Employment Relations Board (SERB) and endeavors to reach agreement on items properly within the scope of bargaining.

[Adoption date: August 5, 2009]

LEGAL REF.: ORC Chapter 4117

CROSS REF.: HD, School Board Collective Bargaining Powers and Duties

CONTRACT REFS.: Teachers' Collective Bargaining Agreements
Support Staff Collective Bargaining Agreements

SCHOOL BOARD COLLECTIVE BARGAINING POWERS AND DUTIES

The Board is recognized as the sole employer of the District and specifically retains unto itself all management rights as defined by law, except as specifically provided in the collective bargaining agreement(s). The Board is a party to the labor contract(s) or agreement(s) entered into with State Employment Relations Board (SERB) certified employee organization(s).

The Board has a duty to choose a negotiating team to meet with the representatives of the certified employee unit(s) to fulfill its responsibilities to bargain collectively in compliance with law.

The Board has the responsibility of reviewing any tentative agreement reached in bargaining with the employee organization and approving or disapproving such agreements.

[Adoption date: August 5, 2009]

LEGAL REF.: ORC Chapter 4117

CROSS REFS.: HA, Collective Bargaining
HE, Board Negotiating Agents

BOARD NEGOTIATING AGENTS

The Board appoints representatives for its team(s) for purposes of collective bargaining and this team may include an outside negotiator. The fee or salary for any outside negotiator is established by the Board at the time of appointment. The Board appoints members to the bargaining team who best serve the District's interest and who meet the qualifications mandated by law. No one other than the appointed team shall collectively bargain with its labor union.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 4117.04; 4117.10; 4117.20

CROSS REFS.: HA, Collective Bargaining
HD, School Board Collective Bargaining Powers and Duties

BOARD NEGOTIATING AGENTS
(Duties)

If the Board appoints an outside negotiator, the negotiator's fees or salary are established at the time of appointment.

The duties of the negotiator are to:

1. negotiate in good faith with the recognized bargaining units to attempt to arrive at a mutually satisfactory agreement on issues which are properly within the scope of bargaining by:
 - A. assisting and directing the Board's bargaining team in accumulating necessary data and information which may be needed for negotiations;
 - B. following guidelines set forth by the Board as to acceptable agreements and report on the progress of negotiations and
 - C. making recommendations to the Board as to acceptable agreements;
2. interpret the signed negotiated contracts to Board members and administrators and
3. plan, organize, direct and represent the District in mediation, fact-finding, arbitration and any other hearings involving negotiated contracts or grievances.

(Approval date: August 5, 2009)

SUPERINTENDENT'S ROLE IN COLLECTIVE BARGAINING

To the extent determined by the Board and permissible by law, the Superintendent is closely involved in planning, preparing and participating in the bargaining process.

The degree of involvement by the Superintendent in negotiations is specifically determined by the Board upon consultation with the Superintendent.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 3319.01
4117.20

RELEASE OF COLLECTIVE BARGAINING INFORMATION

Negotiations between the Board and an employee organization are private and are not conducted in public session. Communication on behalf of the Board relative to the bargaining process with the news media and the public is by a person or persons designated by the Board; such communications are carried out in accordance with Board policy and the obligation or prerogative of the Board under the collective bargaining contract(s) or agreement(s).

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 102.03(B)
121.22(G)
4117.21

CONTRACT REFS.: Teachers' Collective Bargaining Agreements
Support Staff Collective Bargaining Agreements

PROCEDURES FOLLOWING RATIFICATION

The Board ensures that the collective bargaining agreements are distributed to all administrative staff. The Board directs the Superintendent to provide an in-service on the implications of the provisions included in the contracts or agreements for all its administrative staff.

[Adoption date: August 5, 2009]

LEGAL REF.: ORC 4117.14

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: August 5, 2009]

LEGAL REFS.: ORC 4117.01; 4117.15; 4117.16; 4117.18; 4117.23

CONTRACT REFS.: Teachers' Collective Bargaining Agreements
Support Staff Collective Bargaining Agreements

THIS IS A REQUIRED POLICY

SECTION I: INSTRUCTION

IA	Instructional Goals
IAA	Instructional Objectives
IB	Academic Freedom
IC	School Year
ICA	School Calendar
ID	School Day
IE	Organization of Facilities for Instruction
IF	Curriculum Development
IFA	Curriculum Research
IFB	Pilot Projects
IFD	Curriculum Adoption
IFD-R	Curriculum Adoption Regulations
IGA	Basic Curricular Program
IGAB	Human Relations Education
IGAC	Teaching About Religion
IGAC-R	Teaching About Religion Regulations
IGAD	Career-Technical Education
IGAE	Health Education
IGAG	Drugs, Alcohol and Tobacco Education
IGAH	Family Life Education
IGAI	Human Growth and Development Education
IGBA	Programs for Students with Disabilities
IGBA-R	Programs for Students with Disabilities Regulations
IGBB	Programs for Gifted and Talented Students
IGBE	Instructional Intervention
IGBG	Home Instruction
IGBH	Alternative School Programs
IGBI	Limited English Proficiency
IGBJ	Title I Programs
IGBJA	Public School Choice Under the No Child Left Behind Act
IGBJA-R	Public School Choice Regulations
IGBL	Parental Involvement in Education
IGBL-R	Title I Program Parent Involvement Regulations
IGBM	Credit Flexibility
IGBM-R	Credit Flexibility Regulations

SECTION I: INSTRUCTION

(Continued)

IGCA	Summer Schools
IGCB	Experimental Programs
IGCD	Educational Options (Also LEB)
IGCD-R	Educational Options Criteria Regulations
IGCF	Home Schooling
IGCF-R	Home Schooling Regulations
IGCG	Preschool Program
IGCH	Postsecondary Enrollment Options (Also LEC)
IGCH-R	Postsecondary Enrollment Options Regulations
IGD	Cocurricular and Extracurricular Activities
IGDB	Student Publications
IGDC	Student Social Events
IGDF	Student Fund-Raising Activities
IGDF-R	Student Fund-Raising Activities Regulations
IGDG	Student Activities Funds Management
IGDG-R-1	Student Activities Funds Management Regulations
IGDG-R-2	Processing Receipts
IGDG-R-3	Processing Expenditures
IGDI	Intramural Programs
IGDJ	Interscholastic Athletics
IGDJA	Drug Testing of Students in Interscholastic Athletics
IGDJA-R	Drug Testing Regulations
IGDK	Interscholastic Extracurricular Eligibility
IGDL	Athletic Attendance Zone for Eligibility
IGE	Adult Education Programs
IGED	Diploma of Adult Education
IGED-R	Diploma of Adult Education Regulations
IGEE	Awarding of High School Diplomas to Veterans of War
IIA	Instructional Materials
IIAA	Textbook Selection and Adoption
IIAA-R	Textbook Selection and Adoption Regulations
IIAC	Library/Media Center Materials Selection and Adoption
IIAC-R	Library/Media Center Materials Selection and Adoption Regulations
IIBH	District Web Site Publishing
IIC	Community Instructional Resources (Also KF)
IICA	Field Trips
IICA-R	Field Trips Regulations
IICC	School Volunteers

SECTION I: INSTRUCTION
(Continued)

IJ	Guidance Program
IK	Academic Achievement
IKA	Grading Systems
IKA-R	Grading Systems Regulations
IKAB	Student Progress Reports to Parents
IKB	Homework
IKB-R	Homework Regulations
IKE	Promotion and Retention of Students
IKE-R	Promotion and Retention Regulations
IKEB	Acceleration
IKEB-R	Acceleration Regulations
IKF	Graduation Requirements
IKFB	Graduation Exercises
IKFC	Diploma with Honors
IL	Testing Programs
IM	Evaluation of Instructional Programs (Also AFE)
INA	Teaching Methods (Lesson Plans)
INB	Teaching About Controversial Issues
IND	School Ceremonies and Observances
INDA	Patriotic Exercises
INDB	Flag and Motto Displays
INDB-R	Disposal of United States Flags Regulations
ING	Animals in the Schools
ING-R	Animals in the Schools Regulations

INSTRUCTIONAL GOALS

The instructional process must accomplish instructional goals in a manner which makes learning interesting, relevant, exciting and enjoyable. The Board believes these goals can be accomplished only by dedicated teachers and staff who believe in the worth of youth, are committed to these goals and are given the encouragement, means, freedom and guidance necessary to accomplish them.

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 which make for effective personal living and the maintenance of optimum physical and mental health.

[Adoption date: August 5, 2009]

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

THIS IS A REQUIRED POLICY

INSTRUCTIONAL OBJECTIVES

The educational program of the District includes systematic planning, articulation, implementation and evaluation based on the adopted Board philosophy.

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.

The educational program of the District is based on published State Academic Content Standards including benchmarks and indicators. Program implementation includes systematic planning of clearly articulated curriculum and pacing guides in core content areas. Evaluation of curriculum guides should occur on a published cyclical schedule as determined by the Superintendent or his/her designee.

The Board is committed to providing the best possible education for all of its students with optimum uses of available funds for educational services to develop student skills in the following areas:

1. literacy including reading, writing, speaking, listening and composition;
2. mathematical computation and mathematical problem solving;
3. scientific inquiry;
4. dialoging with others including those of different cultures;
5. physical fitness and fine arts;
6. research and analytical thinking;
7. citizenship and personal responsibility and
8. environmental conservatorship.

[Adoption date: August 5, 2009]

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

THIS IS A REQUIRED POLICY

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, which 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 of education 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: August 5, 2009]
(Re-adoption date: December 6, 2011)

CROSS REFS.: AC, Nondiscrimination
EDE, Computer/Online Services (Acceptable Use and Internet Safety)
INB, Teaching About Controversial Issues
JB, Equal Educational Opportunities

CONTRACT REF.: Teachers' Negotiated Agreement

NOTE: THIS IS A REQUIRED POLICY

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: August 5, 2009]

[Re-adoption date: March 18, 2014]

LEGAL REFS.: ORC 3313.48; 3313.62; 3313.63

CROSS REF.: EBCD, Emergency Closings

CONTRACT REF.: Teachers' Negotiated Agreement

NOTE: When a policy covers two topics that appear consecutively in the codification system, the codes and headings can be combined, as shown above.

The category “School Year” is designed for policies about the year for students, rather than the working year for teachers or other staff.

House Bill (HB) 59 (Budget Bill) of 2013 modified the definition of “minimum school year” and required school districts to be open for a certain number of hours, instead of a certain number of days.

The bill prohibits districts from reducing the number of hours the district is open in a year from the number of hours it was open for instruction during the previous school year unless the reduction is board-approved. Boards are also required to work with outside entities prior to making any changes to scheduled hours or days. These “calendar cooperation rules” require boards to work with the career-technical schools (JVSDs) 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.

THIS IS A REQUIRED POLICY

SCHOOL DAY

“School day” is defined as the time during a calendar day that a school is open for instruction pursuant to the Board-adopted schedule. It is the responsibility of the Board to establish the beginning and dismissal times at the various grade levels.

[Adoption date: August 5, 2009]

[Re-adoption date: March 18, 2014]

LEGAL REFS.: ORC 3313.48; 3313.481

CROSS REF.: EBCD, Emergency Closings

CONTRACT REF.: Teachers’ Negotiated Agreement

NOTE: This category is for statements pertaining to the length of the school day for students, and to the particular hours that schools are in session. Policies pertaining to the working day for teachers should be filed under GCJ, Professional Staff Time Schedules.

Information specifying length of the school day may be contained in the teachers’ negotiated agreement. If it is contained, put a contract reference to the teachers’ negotiated agreement.

House Bill (HB) 59 (Budget Bill) of 2013 modified the definition of the “minimum school year” and required school districts to be open for a certain number of hours, instead of a certain number of days. As a part of the bill, the legislature deleted the language requiring the State Board of Education (SBOE) to adopt standards for defining “school day.” As a result of the change, districts are no longer required to adhere to the SBOE’s definition of “school day” that includes a minimum number clock hours per day.

ORGANIZATION OF FACILITIES FOR INSTRUCTION

The Board is responsible for public education, pre-kindergarten through grade 12 throughout the District. It also has assumed certain responsibilities for adult education, postsecondary career-technical training, preschool and other community education programs.

The grouping and housing of instructional levels in school facilities will usually follow a preK-8/9-12 organizational plan, although with Board approval this may be modified in instances to provide for use of the most appropriate available facilities. The organization of each school is made readily available for public review and posted on the District's web site.

The Board may establish such special schools and centers as needed to carry out special programs at elementary, intermediate, secondary and postsecondary levels.

Modifications in the organizational plan of each school may be made only by the Board upon the recommendation of the Superintendent. The Superintendent shall continually monitor the effectiveness of the organizational plan and recommend to the Board modifications in the plan which are in the best interest of the students; provide for the equivalency of instructional materials, equipment and personnel and make the wisest use of resources and personnel to serve the educational goals of the Board.

The organization of facilities may be re-organized to comply with the provisions of No Child Left Behind and State law.

[Adoption date: August 5, 2009]

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, Limited English Proficiency
IGBJ, Title I Programs
JECBD, Intradistrict Open Enrollment

THIS IS A REQUIRED POLICY

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 professional 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 professional 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: August 5, 2009]

[Re-adoption date: September 9, 2014]

LEGAL REFS.: ORC 3313.21; 3313.212
OAC 3301-35-02; 3301-35-03; 3301-35-04; 3301-35-06

CROSS REFS.: ABA, Community Involvement in Decision Making (Also KC)
ABB, Staff Involvement in Decision Making (Also GBB)
AFI, Evaluation of Educational Resources
BCF, Advisory Committees to the Board

CONTRACT REF.: Teachers' Negotiated Agreement

NOTE: THIS IS A REQUIRED POLICY

CURRICULUM RESEARCH

The Board encourages research activities on the part of the staff and urges application of appropriate research findings to instructional and managerial processes. The Superintendent, therefore, is authorized to establish an office to provide educational research and related services.

Services of the office should make it possible for the Board and the Superintendent to examine problems and plans in the light of current research, provide guidance to the staff in helping individuals and groups carry out well-planned, executed investigations and maintain liaison with educational research agencies. Districtwide research will be undertaken by the office with approval of the Superintendent.

Requests for research activities involving all types of student surveys, questionnaires, tests, etc. must be approved by the Superintendent and must be consistent with Board policies.

[Adoption date: August 5, 2009]

LEGAL REFS.: Family Educational Rights and Privacy Act; 20 USC Section 1232 h
The Elementary and Secondary Education Act; 20 USC 1221 et seq.

CROSS REFS.: IGCB, Experimental Programs
JO, Student Records
JOA, Student Surveys

PILOT PROJECTS

The Board encourages action research in the form of pilot projects.

A pilot project may be recommended or developed by an appropriate curriculum committee and may be initiated with the approval of the Superintendent. Plans for such programs will include arrangements for program evaluation in terms of learning outcomes, student achievement and accomplishment of stated objectives.

The Board approves the initiation of pilot projects when they involve new instructional areas for particular levels; special, federal, state or outside funding or any contracts or agreements with other educational agencies, organizations or publishers.

When a pilot project proves its worth, it is considered for implementation on a regular basis. The Board attempts to continue successful programs and services developed by funded pilot projects when the funding runs out.

All instructional materials, including teachers' manuals, films, tapes and supplementary material, used in connection with any pilot project are available for inspection by the parents or guardians of the students in the program. (Note: As used here, "pilot project" means a project designed to explore or develop new content or unproven teaching methods or techniques.)

[Adoption date: August 5, 2009]

CROSS REF.: IGCB, Experimental Programs

CURRICULUM ADOPTION

An effective curriculum requires continuous development, implementation, evaluation and improvement. The Board expects the professional staff to implement courses of study that promote the educational goals of the District and comply with legal requirements.

Legal responsibility for adoption of curriculum resides with the Board. The Board assigns responsibility for curriculum development to the Superintendent. The Board considers and acts on new courses and programs as recommended by the Superintendent. It officially approves courses of study for all subjects as required by State and Federal law.

The Superintendent supervises the evaluation of the curriculum. Courses of study are reviewed and updated as needed. After evaluation, courses of study are presented to the Board for adoption or re-adoption. The Board may initiate studies of prospective new courses and curriculum revisions.

[Adoption date: August 5, 2009]

[Re-adoption date: September 9, 2014]

LEGAL REFS.: ORC 3301.07
3313.21; 3313.212
3313.60; 3313.602; 3313.90
OAC 3301-35-02; 3301-35-03; 3301-35-04; 3301-35-06

CURRICULUM ADOPTION

Any professional staff member and/or administrator who desires to implement a new course for the following school year must:

1. secure and fill out a matrix form for the course he/she wishes to teach. It must have the required signatures and
2. fill out a request form for any supplementary materials needed to implement the course. Matrix forms and supplementary materials forms are available through supervisors/principals.

If materials, texts, etc. are requested to accompany the new courses, information on publisher, the current date of the catalog, page number, etc. must be given.

Signatures

Approvals are needed from: principal, or direct report at Central Office, Superintendent and Board of Education.

(Approval date: August 5, 2009)

[Re-adoption date: September 10, 2013]

BASIC CURRICULAR PROGRAM

Because education is a lifelong process, the educational program provides a curriculum which serves the general academic needs of all students and presents opportunities for individual students to develop specific talents and interests in career-technical and other specialized fields and to grow toward independent learning.

The curriculum provides a balanced, integrated and sequentially articulated foundation of understandings, attitudes and knowledge needed for living in a democracy and pursuing a career and life goals. Standards are established according to State law.

The basic curricular program is viewed as important to the development of intellectual curiosity, critical thinking, problem-solving abilities and aesthetic appreciation which serves the student during his/her school experiences and throughout life.

The curriculum responds to the wide range of developmental needs, learning styles, abilities and English proficiency by providing a variety of materials, curricular adjustments and courses adapted to the special needs of individual students.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 3301.07
3313.53; 3313.60; 3313.604
OAC 3301-35-02; 3301-35-03; 3301-35-04; 3301-35-06

CROSS REFS.: IB, Academic Freedom
INB, Teaching About Controversial Issues

HUMAN RELATIONS EDUCATION

This Board fosters good human relations dealing with race, color, national origin, ancestry, citizenship status, religion, sex, sexual orientation, 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 facts 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: August 5, 2009]

LEGAL REFS.: ORC Chapter 4112
5903.01 (G)
OAC 3301-35-04(B)(1)(b)

CROSS REFS.: AC, Nondiscrimination/Harassment
JB, Equal Educational Opportunities

THIS IS A REQUIRED POLICY

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: August 5, 2009]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
U.S. Const. Amend. I
ORC 3313.601

CROSS REFS.: INB, Teaching About Controversial Issues
IND, School Ceremonies and Observances
JB, Equal Educational Opportunities

TEACHING ABOUT RELIGION

The role that our religious heritage has played in the social, cultural and historical development of our civilization should be recognized.

However, no religious belief or nonbelief should be promoted by the District or its employees, and none should be disparaged. All students and staff members are encouraged to appreciate and be tolerant of each other's religious views. The various holidays throughout the school year may be utilized as an opportunity to foster understanding and mutual respect among students, parents and staff, whether it involves race, culture, economic background or religious beliefs. In that spirit of tolerance, students and staff members should be excused from participating in practices which are contrary to their religious beliefs.

The following guidelines should be followed in conducting holiday activities which involve religious themes:

1. Students and staff members should be excused from participating in activities which are contrary to their religious beliefs, unless there are clear issues of overriding concern which would prevent it.
2. Music, art, literature and drama having a religious theme or basis may be permitted as part of the curriculum for school-sponsored activities and programs, if presented in a prudent and objective manner and as a traditional part of the cultural and religious heritage of the particular holiday.

(Approval date: August 5, 2009)

CAREER-TECHNICAL EDUCATION

The schools should provide education that is pertinent to the practical aspects of life and prepares students to make the transition from the school setting to the world of work. Therefore, the Board supports the inclusion of career-technical education in the basic curriculum.

Career-technical education is a program that enables each student to gain career awareness and to explore career opportunities in all fields so that he/she can make informed decisions about his/her future occupations.

The Board charges the administration with the responsibility for implementation of the career-technical education program in the schools.

Career-technical education is a concept that can be taught in the classroom at all grade levels. In grades seven through 12, it specifically incorporates career exploration, career guidance and career-technical education opportunities. The latter are designed to equip students to enter postsecondary occupational education programs and/or specific occupations directly from high school.

Career-technical education is available as an integral part of the curriculum at the secondary level. It is geared to technological and economic conditions and changes, and, as a core component of comprehensive education, shares with other aspects of the high school curriculum the purpose of development of character, attitudes and skills. Guidance and counseling services are provided to each student throughout his/her program.

In an effort to meet the changing needs of the global, high-tech workforce, the Ohio Administrative Code provides a list of educational programs that may be offered to secondary high school students, adults, postgraduates and others desiring to obtain necessary workforce skills.

The educational program is administered by the career-technical programs director.

Fees may be charged to students, as established by the Board, to pay for materials they use in these courses and programs.

[Adoption date: August 5, 2009]

[Re-adoption date: October 14, 2014]

LEGAL REFS.: ORC Chapter 3303
3311.16; 3311.17; 3311.18; 3311.19
3313.53; 3313.56; 3313.90; 3313.901; 3313.91; 3313.911
3317.024; 3317.16; 3317.17
OAC Chapter 3301-35-04
3301-61

CROSS REFS: JN, Student Fees, Fines and Charges
LB, Relations with Other Schools and Educational Institutions

NOTE: This category may be used for career education, technical education, or both. If you do not wish to combine policies in these areas, as was done above, add a new subcode to the IGAD sequence for file purposes.

If a district participates in a joint vocational school district or other cooperative programs, the details of such programs are more appropriately filed under LBB, Cooperative Educational Programs.

House Bill (HB) 487 (2014) revised district requirements for provision of career-technical education. Ohio Revised Code 3313.90 as revised specifies career-technical education is to be provided to students in grades seven through 12. Districts may request a waiver from the requirements to provide this education to students in grade seven and eight. This waiver is obtained by adopting a resolution specifying the district's intent not to provide career-technical education to students in grade seven and eight for a particular school. This resolution must be submitted to the Ohio Department of Education (ODE) by September 30, for the specific school year. Upon receipt of the resolution, ODE will grant the waiver for the particular school year.

HB 393 (2014) requires ODE to post and maintain on its website, an online education and career planning tool to help students develop education and career plans. By September 30, annually, ODE is required to distribute information on the planning tool to all public high schools. Each high school will be required to share this information annually with parents and students by April 1.

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) and prescription opioid abuse prevention.

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 20, 2010]

[Re-adoption date: March 17, 2015]

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
IGAF, Physical Education
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

NOTE: According to State law, the study of health education must include instruction in:

- 1. the nutritive value of foods, including natural and organically produced foods, the relation of nutrition to health and the use and effects of food additives;*
- 2. the harmful effects of and legal restrictions against the use of drugs of abuse, alcoholic beverages and tobacco;*
- 3. venereal disease education (students may be excused from this instruction with a written request by parents);*
- 4. personal safety and assault prevention for students in kindergarten through grade six (students may be excused from this instruction with a written request by parents); ~~and~~*
- 5. age-appropriate instruction in dating violence prevention for students in grades 7 through 12 that must include recognizing the warning signs of dating violence and the characteristics of healthy relationships; and*
- 6. prescription opioid abuse prevention, with an emphasis on the prescription drug epidemic and the connection between prescription opioid abuse and addiction to other drugs, such as heroin.*

In addition, upon written request to the building principal and within a reasonable amount of time, a parent of a student under 18 years old may examine the school's dating prevention materials at the school.

Although it is not required to do so, districts may want to include other topics in their comprehensive health education instruction program, such as first aid, cardiopulmonary resuscitation, bloodborne pathogens, etc. If adding these topics, add these policies in the cross-references:

EBBA, First Aid

EBBC, Bloodborne Pathogens

EBC, Emergency Management and Safety Plans

GBEA, HIV/AIDS (Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome) (Also JHCCA)

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. The schools provide students with instruction upon the nature of tobacco, alcohol and drugs and their effects on the human system and society.

The objectives of this program, as stated below, are rooted in the Board's belief that prevention requires education and that the most important aspect of the policies and guidelines of the District should be the education of each individual to the dangers of drugs, alcohol and tobacco.

1. Create an awareness of the total drug problem prevention, education, treatment, rehabilitation and law and enforcement on the local, state, national and international levels.
2. Relate the use of drugs and alcohol to physical, mental, social and emotional practices.
3. Encourage the individual to adopt an appropriate attitude toward pain, stress and discomfort.
4. Develop the student's ability to make intelligent choices based on facts and to develop the courage to stand by one's own convictions.
5. Understand the need for seeking professional advice in dealing with problems related to physical and mental health.
6. Understand the personal, social and economic problems causing the misuse of drugs and alcohol.
7. Develop an interest in preventing illegal use of drugs in the community.

The curriculum and instructional materials used in this program are recommended by the Superintendent and approved by the Board.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC Chapter 2925
3313.60; 3313.95
OAC 3301-35-04; 3301-35-06

CROSS REFS.: JFCG, Tobacco Use by Students
JFCH, Alcohol Use by Students
JFCI, Student Drug Abuse

THIS IS A REQUIRED POLICY

FAMILY LIFE/HUMAN GROWTH AND DEVELOPMENT EDUCATION

The Board believes that the purpose of family life and human growth and development education is to help students acquire factual knowledge, attitudes and values that will 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 growth and development is a continuous task of every generation. Parents have the prime responsibility to assist their children in developing moral values. The schools should offer students factual information and opportunities to discuss concerns, issues and attitudes.

Human growth and development education is included as a planned portion of the regular curriculum and recognizes the sociological and psychological aspects of healthy sexuality as well as the biological processes of maturation and reproduction. Health aspects of human growth and development education includes instruction about venereal diseases, which includes HIV-related diseases as required by law.

Parents may request that their children be excused from those parts of regular courses that deal with human growth and development. An appropriate alternate assignment will be given to students excused.

As found desirable by the professional staff, topics pertaining to sex education may be taught in separate groups for boys and girls. Instruction in sex education emphasizes the health benefits of abstinence.

Teachers who provide instruction in family life/sex education will have professional preparation in the subject area, either through pre-service or in-service education.

[Adoption date: August 5, 2009]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
ORC 3313.60
OAC 3301-35-04

THIS IS A REQUIRED POLICY

PROGRAMS FOR STUDENTS WITH DISABILITIES

All students with disabilities living within the District are identified, evaluated and placed in appropriate educational programs. 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. The Board of Education also recognizes that its obligation to provide a Free and Appropriate Public Education (FAPE) includes the provision of providing FAPE to children who are being held or have been court ordered to juvenile detention centers or children who have been committed to community correctional facilities. Accordingly, the Board authorizes the Superintendent to develop procedures in the Administrative Guidelines to implement this policy and ensure that such children receive FAPE.

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 re-evaluation 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 towards 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: August 5, 2009]

[Re-adoption date: December 8, 2009]

[Re-adoption date: December 18, 2012]

[Re-adoption date: April 16, 2013]

[Re-adoption date: June 18, 2013]

[Re-adoption date: January 19, 2016]

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
504 Regulations 34 C.F.R. 300.39

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 3301-51-01(A)(2)(a)
OAC 3301-5134 C.F.R. 300.17
3301-55-01

CROSS REFS.: ACB, Nondiscrimination on the Basis of Disability
IGBJ, Title I Programs
IL, Testing Programs
JB, Equal Educational Opportunities
JGF, Discipline of Students with Disabilities
KBA, Public's Right to Know

NOTE: Ohio's operating standards for Ohio Educational Agencies Serving Children with disabilities ("Operating Standards") require school districts to adopt written policies and procedures regarding the education of children with disabilities. In July 2009, the Ohio Department of Education, Office of Exceptional Children made available the department's model special education policies and procedures. These model special education policies and procedures do not need to be adopted in its entirety as board policy. Instead, a board of education should pass a resolution directing district administrators to comply with and follow ODE's model special education policies and procedures. This policy should be amended to include a paragraph that provides that the Board, by resolution, directs the administration to comply with and follow the model special education policies and procedures

THIS IS A REQUIRED POLICY

PROGRAMS FOR STUDENTS WITH DISABILITIES

As an expression of its commitment to provide a free appropriate public education for children with disabilities in accordance with State and Federal law, 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.

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 free appropriate public education to the child.

3. Multifaceted Evaluation

The District provides a multifaceted 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 multifaceted evaluation, is provided at no cost to the parent(s) by a licensed physician designated by the Superintendent or his/her 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 free appropriate public education 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, or when the child is a ward of the state, 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 intermediate educational unit involved in the education 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 and participation in an alternate assessment are determined only during an IEP conference.

(Approval date: August 5, 2009)

THIS IS A REQUIRED REGULATION

PROGRAMS FOR GIFTED AND TALENTED STUDENTS

In accordance with the belief that all children are entitled to education commensurate with their particular needs, children in the District who are gifted are provided opportunities to progress as their abilities permit. The Board believes that these children require services beyond those offered in regular school programs in order to realize their potential contribution to themselves and society.

Students are assessed in the fall of grade 4 for possible gifted identification. Individual gifted assessments are available utilizing a referral process. The Board encourages efforts to provide services for the children 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 the Ohio Revised Code and the Ohio Administrative Code.

1. The District identifies children of the District, in grades kindergarten through 12, as gifted children who perform at remarkably high levels of accomplishment when compared to other children of the same age, experience and environment, as identified under the Ohio Revised Code and Ohio Administrative Code. Accordingly, a child 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 for screening, assessment and identification of children who are gifted.

District Plan for Identifying Gifted Students

The District adopts and submits to the Ohio Department of Education a plan for the screening, assessment and identification of children who are gifted. Any revisions to the District plan are submitted to the Ohio Department of Education for approval. The identification plan includes the following:

1. the criteria and methods the District uses to screen and select children for further assessment who perform or show potential for performing at remarkably high levels of accomplishment in one of the gifted areas;
2. the sources of assessment data the District uses to select children for further testing and an explanation to parents/guardians of the multiple assessment instruments required to identify children who are gifted;
3. an explanation for parents/guardians of the methods the District uses to ensure equal access to screening and further assessment by all District children, culturally and linguistically diverse children, children from low socio-economic backgrounds, children with disabilities and children for whom English is a second language;
4. the process of notifying parents/guardians regarding all policies and procedures concerning the screening, assessment and identification of children who are gifted;
5. an opportunity for parents/guardians to appeal any decision about the results of any screening procedure or assessment, the scheduling of children for assessment or the placement of a student in any program or for receipt of services;
6. procedures for the assessment of children who transfer into the District;
7. at least two opportunities a year for assessment in the case of children requesting assessment or recommended for assessment by teachers, parents or other children and
8. an explanation that the District accepts scores on assessment instruments approved for use by the Ohio Department of Education 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. Gifted education coordinators provide 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 the Ohio Department of Education a plan for a continuum of services that may be offered to students who are gifted.

1. The District ensures equal opportunity for all children identified as gifted to receive any or all services offered by the District.
2. The District implements a procedure for withdrawal of children from District gifted programs or services and for reassessment of children.
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 the Ohio Revised Code and the Ohio Administrative Code.
5. The District informs parents of the contents of this policy as required by the Ohio Revised Code and the Ohio Administrative Code.

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). The WEP, which is provided to parents of gifted students and educators responsible for providing gifted education services, includes a description of the services provided, including goals for the student in each service specified, methods for evaluating progress toward achieving the goals specified and methods and schedule for reporting progress to students. The WEP also specifies staff members responsible for ensuring that specified services are delivered, 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 a date by which the WEP will be reviewed for possible revision.

Gifted Education Personnel

Gifted education instruction is provided by gifted education intervention specialists by grade level in accordance with the Ohio Administrative Code. 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 differentiated instruction is provided in a regular classroom, the teacher is either licensed in gifted education or has received 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 the Ohio Department of Education.

The District submits, as required, a gifted education data audit to the Ohio Department of Education.

The Superintendent/designee implements all policies and procedures in accordance with laws, rules and regulations and follows the Ohio Administrative Code rules regarding gifted education.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 3324.01 et seq.
OAC 3301-51-15

CROSS REF.: JB, Equal Educational Opportunities

THIS IS A REQUIRED POLICY

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 by September 30 of each school year the reading skills of each student who is reading below grade level. 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.

Any student who scores at or below the proficient level on an Ohio Graduation Test must receive intervention services.

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 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: August 5, 2009]

[Re-adoption date: September 18, 2012]

[Re-adoption date: March 17, 2015]

LEGAL REFS.: ORC 3301.07; 3301.0710; 3301.0711(D); 3301.0712; 3301.0715
3313.608; 3313.609; 3313.6010; 3313.6012, 3314.03
OAC 3301-35-04; 3301-35-06

CROSS REFS.: IGBEA, Reading Skills Assessments and Intervention (Third Grade Reading
Guarantee)
IKE, Promotion and Retention of Students

NOTE: THIS IS A REQUIRED POLICY

This policy applies to community schools.

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, 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 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: September 18, 2012]

[Re-adoption date: April 16, 2013]

[Re-adoption date: March 17, 2015]

LEGAL REFS.: ORC 3301.07; 3301.0710; 3301.0711(D); 3301.0715; 3301.079; 3301.163
3313.608; 3313.609; 3313.6010; 3313.6012; 3324.01
OAC 3301-35-04; 3301-35-06

CROSS REFS.: IGBE, Remedial Instruction (Intervention Services)
IGBI, Limited English Proficiency
IKE, Promotion and Retention of Students

NOTE: This policy applies to community schools.

THIS IS A REQUIRED POLICY

READING SKILLS ASSESSMENTS AND INTERVENTION
(Third Grade Reading Guarantee)

The District is required annually to assess the reading skills of each K-3 student, 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 for the first time on or after July 1, 2013, 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 for the first time on or after July 1, 2013, 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

2. 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. Beginning July 1, 2014, 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 for the first time on or after July 1, 2013, 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. Beginning July 1, 2014, 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

3. Provide a teacher who satisfies one or more of the criteria set forth above.
4. 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.
5. 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.

[Adoption date: September 18, 2012]

[Re-adoption date: April 16, 2013]

[Re-adoption date: October 9, 2013]

[Re-adoption date: September 9, 2014]

[Re-adoption date: February 12, 2015]

NOTE: THIS IS A REQUIRED REGULATION

In 2013, House Bill (HB) 555 made changes to the Third Grade Reading Guarantee, most notably in the requirements for teachers assigned to students who have been retained in the third grade or students who have been assessed to have a substantial reading deficiency. HB 555 also requires school districts and community schools that cannot furnish the needed number of teachers to satisfy the above criteria by the bill's effective date to develop and submit a plan to the Ohio Department of Education (ODE) indicating the criteria that will be used to determine those teachers in the district or community school who will teach and how the teacher criteria will be satisfied. The school district or community school may include the option to contract with another school district or private provider that has been screened and approved by ODE to provide intervention services. If the plan is not approved by ODE by August 15, 2013, the school district or community school is required to use a private contractor from a list approved by ODE or contract with another district to provide intervention services. ODE will determine the manner in which the plan will be submitted.

Senate Bill (SB) 21, also in 2013, made additional changes to the Third Grade Reading Guarantee, mainly in modifying the criteria for teachers assigned to students with a reading deficiency. Under these changes, more teachers will be able to instruct students who do not attain the equivalent level of achievement on the reading assessment. SB 21 also broadened the category of students excused from taking the assessment as well as expanded the category of limited English proficient students who may still be promoted to the fourth grade without achieving the equivalent level of achievement on the assessment.

Further, SB 21 requires the SBOE to adopt reading competencies for all reading credentials and training, which must include, but not be limited to, an understanding of phonemic awareness, phonics, fluency, vocabulary, comprehension, appropriate use of assessments, differentiated instruction and selection of appropriate instructional materials and application of research-based instructional practices. These must be established by January 31, 2014.

Not later than December 31, 2014, the SBOE must adopt rules prescribing the content of and deadlines for the reading achievement improvement plans some districts and community schools will have to submit beginning December 31, 2016 and every December 31 thereafter. The rules must prescribe that each plan include, at the minimum, an analysis of relevant student performance data, measurable student performance goals, strategies to meet specific student needs, a staffing and professional development plan and instructional strategies for improving literacy. The districts or community schools that will be required to submit such plans are those that received a grade of “D” or “F” on the kindergarten through third grade literacy process measure and those with less than 60% of students who took the third grade reading assessment during the most recent fall and spring administrations of the assessment achieving at least a proficient score on the assessment.

A district or community school that cannot furnish the number of teachers needed to satisfy the teacher criteria set forth under the third grade reading guarantee submits a staffing plan to ODE. The staffing plan must include criteria that will be used to assign a student to a teacher, credentials or training held by teachers currently teaching at the school and how the school district or community school will meet these requirements. The district or community school posts the staffing plan on its website for the applicable school year.

Not later than March 1, 2014, and on the first day of March in each year thereafter, a district or community school that has submitted a plan under this division submits to ODE a detailed report of the progress the district or school has made in meeting these requirements.

A district or community school may request an extension of a staffing plan beyond the 2013-2014 school year. Extension requests must be submitted to the department not later than the 30th day of April prior to the start of the applicable school year. ODE may grant extensions valid through the 2015-2016 school year. Until June 30, 2015, ODE annually shall review all staffing plans and report the progress of districts and community schools in meeting the requirements to the SBOE not later than the 30th day of June of each year.

HB 487 (2014) specifies that districts may submit staffing plans for the 2014-2015 or 2015-2016 school year. These plans differ from the extension plans submitted by districts that submitted staffing plans for the 2013-2014 school year.

HOME 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 State Department of Education and be done under the supervision of the Superintendent or his/her designee. If the home instruction teacher is not the student's regular classroom teacher, the building principal arranges cooperative communications among the regular classroom teachers 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 or his/her designee, on the basis of information received from teachers, parents, medical personnel or the building principal. Exceptions are those children with disabilities who have an IEP.

[Adoption date: August 5, 2009]

LEGAL REFS.: Americans with Disabilities Act; 42 USC 12101 et seq.
ORC 3313.64
3321.04
3323.05; 3323.12
OAC 3301-51-06

CROSS REFS.: IGBA, Programs for Students with Disabilities
JEA, Compulsory Attendance Ages
JECBC, Admission of Students from Nonchartered or Home Schooling

CONTRACT REF.: Teachers' Collective Bargaining Agreement

ALTERNATIVE SCHOOL PROGRAMS

The Board may approve alternative school programs for students who cannot benefit from the regular school program.

Alternative school programs:

1. provide a setting in which individual guidance and challenge can be provided for each student;
2. provide an instructional program which assists each student in overcoming academic deficiencies, truancy and behavioral problems;
3. strive to improve each student's self-concept so that he/she recognizes his/her ability to succeed and play a contributing role in society;
4. provide an accepting environment in which respect and confidence are given to each student and
5. develop a realistic instructional program which assists each student in acquiring the skills necessary to become a self-supporting citizen.

The alternative school program is staffed by personnel who are committed to the importance of the program and who recognize that education encompasses more than formal classroom instruction. Staff members must also be able to design a cooperative staff/student individualized educational plan which includes long-range goals and measurable objectives for reaching these goals.

Selection of students to participate in the alternative school program is made according to criteria established by the program staff in accordance with State law and approved by the Superintendent. Students in the alternative school program may return to their regular schools when they and the program staff agree that they are ready to do so.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 3301.07
3313.53 through 3313.534
OAC 3301-35-04; 3301-35-06; 3301-35-09

LIMITED ENGLISH PROFICIENCY

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 have limited English proficiency 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 limited English proficient 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 students with limited English proficiency to be tested. Alternative assessments may be required. Students must make yearly gains towards closing the achievement gap as defined by the State Board of Education performance targets.

Limited English proficient students who have been enrolled in U.S. schools for less than one full year are exempt from one administration of the reading/language arts assessment administered to their grade levels. However, students who choose to take these tests are permitted to do so. (Assessments in math, science and social studies are not exempt.)

The District provides parents with notice of and information regarding the instructional program as required by law. Parental involvement is encouraged and parents are regularly apprised of their child's progress.

[Adoption date: August 5, 2009]

[Re-adoption date: April 16, 2013]

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, Parental Involvement in Education
JB, Equal Educational Opportunities
JK, Employment of Students

NOTE: THIS IS A REQUIRED POLICY

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 parental 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 parental involvement policy and guidelines. The written parental 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.

Parental involvement includes, but is not limited to, parental contribution to the design and implementation of programs under this title, participation by parents in school activities and programs, and training and materials which build parents' 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 of the program, the reasons for their children's participation and the specific instructional objectives;
2. trains parents 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 of participating students;
4. develops partnerships by consulting with parents regularly;
5. provides opportunities for parents to be involved in the design, operation and evaluation of the program and
6. provides opportunities for the full participation of parents 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: August 5, 2009]
[Re-adoption date: January 22, 2013]

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, Limited English Proficiency
IGBL, Parental Involvement in Education
JB, Equal Educational Opportunities

NOTE: Pursuant to Title I, Sections 1118(a)(2) and 1118(c), the written parent involvement policy must describe how the local educational agency will involve parents in the joint development of the plan and process of school review and improvement. With respect to the written parent involvement policy, each district shall convene an annual meeting to explain the requirements and rights of the parents involved; offer a flexible meeting schedule; involve parents in an organized, ongoing and timely manner to plan, review and improve the policy; provide parents with timely information describing and explaining the curriculum and submit parent comments to the district. The Ohio Department of Education has mandated that each written parent involvement policy include the School-Parent Compact. The compact must describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment, methods of communication between teachers and parents and each parent's responsibilities for supporting their children's learning.

On May 29, 2012, Ohio was granted a waiver from some of the provisions of the Elementary and Secondary Education Act (ESEA). This waiver removed the requirements for Public School Choice and Supplemental Educational Services. Students who are already taking advantage of Public School Choice must be permitted to remain at the school of their choice until they have completed the highest grade level in that school.

THIS IS A REQUIRED POLICY

PARENTAL INVOLVEMENT IN EDUCATION

The Board believes that parental 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/guardians in the education of their children generally results in higher achievement scores, improved student behavior and reduced absenteeism.

All parents/guardians and foster caregivers of students enrolled in the district are encouraged to take an active role in the education of their children. Each school is expected to develop their own action plan and ensure it on an annual basis at the start of the year.

The Board directs the administration to develop the necessary procedures to ensure that this policy is followed and that parental involvement is encouraged. The procedures will:

1. encourage strong home-school partnerships;
2. provide for consistent and effective communication between the parents/guardians and school officials;
3. offer parents/guardians ways to assist and encourage their children to do their best;
4. offers ways parents/guardians can support classroom learning activities and
5. provide opportunities for parents/guardians to be involved in the parental involvement program.

[Adoption date: August 5, 2009]

[Re-adoption date: April 17, 2012]

[Re-adoption date: November 17, 2015]

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, Limited English Proficiency
IGBJ, Title I Programs
Student Handbooks

THIS IS A REQUIRED POLICY

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. Students can earn units of high school credit based on an individually approved credit flexibility plan. 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 that enables students to earn high school credit by:

1. completing coursework;
2. testing out or showing mastery of course content;
3. pursuing an educational option and/or an individually approved option and/or
4. 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: August 5, 2009]

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
3301-35-06
Chapter 3301-46
Chapter 3301-51
Chapter 3301-61

CROSS REFS.: IGAD, Career-Technical Education
IGBH, Alternative School Programs
IGCB, Experimental Programs
IGCD, Educational Options (Also LEB)
IGCF, Home Instruction
IGCH, Postsecondary Enrollment Options (Also LEC)
IGE, Adult Education Programs
IKA, Grading Systems
IKE, Promotion and Retention of Students
IKEB, Acceleration
IKF, Graduation Requirements

THIS IS A REQUIRED POLICY

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 on-going basis;
2. allow for demonstrated proficiency options on an on-going 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 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.

The Ohio Department of Education 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: August 5, 2009)

THIS IS A REQUIRED REGULATION

SUMMER SCHOOLS

The Board annually approves summer programs. Board review of summer plans will include locations of summer schools, the summer school calendar, tuition to be charged students at elementary, intermediate and high school levels (both for residents and nonresidents), daily schedules, the grades to be taught and general program plans.

The State Board of Education standards are met for all summer programs.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 3313.57; 3313.608; 3313.641

CROSS REFS.: IGBE, Instructional Intervention
IKE, Promotion and Retention of Students
IL, Testing Programs
JN, Student Fees, Fines and Charges

EXPERIMENTAL PROGRAMS

The Board believes that education is a human enterprise and is not static but dynamic in nature. As such, there are times that approaches other than the traditional and proven should be attempted. Such programs are viewed as experimental and tentative, and may include a variety of organizational arrangements.

An experimental program must meet the following requirements.

1. The program or course is developed by a committee consisting of administrators, grade level and subject area specialists and consultants as needed.
2. The Board makes formal application to the Ohio Department of Education for permission to implement the program on an experimental basis.
3. The program or course must be approved by the Board and the Ohio Department of Education prior to implementation.
4. All instructional materials used in connection with this program are available for inspection by parents of participating students.
5. Students must be recommended for participation. The parent(s) must provide approval for students under 18 years of age to participate. A copy of the written approval must be retained in the school files. Students who are 18 years of age or older must submit a written request to participate. This request is kept on file.
6. The program is evaluated in terms of learning outcomes, student achievement and accomplishment of stated objectives.
7. At the end of an established period of time, the Superintendent recommends either inclusion or exclusion of the experimental program in the District's educational offerings.
8. Fees are estimated for experimental programs as needed. Participating students are expected to pay allowable fees at the beginning of the program.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 3302.07
OAC 3301-35-04; 3301-35-06
3301-46-01

CROSS REFS.: IFB, Pilot Projects
IGCD, Educational Options (Also LEB)
JN, Student Fees, Fines and Charges

THIS IS A REQUIRED POLICY

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: August 5, 2009]

LEGAL REFS.: OAC 3301-35-01(B)(6); 3301-35-06

CROSS REFS.: IGCB, Experimental Programs
IGCH, Postsecondary Enrollment Options (Also LEC)
IKE, Promotion and Retention of Students
IKF, Graduation Requirements
JN, Student Fees, Fines and Charges

THIS IS A REQUIRED POLICY

EDUCATIONAL OPTIONS
(Criteria)

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 which contains written measurable objectives must be submitted to, and approved by, the Superintendent. Instructional objectives must align with the District 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: August 5, 2009)

THIS IS A REQUIRED REGULATION

HOME INSTRUCTION

The Superintendent may excuse from compulsory school attendance, for not more than one school year at a time, any school-age child who is being home schooled in accordance with the State Board of Education rules in the Ohio Administrative Code.

The student being home schooled must be instructed by an individual with one of the following qualifications:

1. a high school diploma;
2. a certificate of high school equivalence;
3. standardized test scores that demonstrate high school equivalence or
4. other credentials found appropriate by the Superintendent.

Lacking the above, the home school teacher must work under the direction of a person holding a baccalaureate degree.

Any request to be excused must be made in writing by the parent(s) and must contain the information required by the Ohio Administrative Code.

The Superintendent approves the home schooling request unless he/she determines that the information required by the Ohio Administrative Code has not been provided or unless he/she has substantial evidence that the minimum educational requirements of the Ohio Administrative Code have not been met, despite the fact that the required information has been provided by the parent(s).

If the Superintendent intends to deny the request for home schooling, he/she notifies the parent(s) within 14 calendar days and informs the parent(s) of the reasons for the intent to deny the request and of the parent(s)' right to a due process hearing before the Superintendent.

Upon substantial evidence of cessation of home schooling in accordance with the Ohio Administrative Code, the Superintendent notifies the parent(s) of the intent to revoke the excuse and of the parent(s)' right to a due process hearing before the Superintendent.

[Adoption date: August 5, 2009]

[Re-adoption date: October 9, 2013]

LEGAL REFS.: ORC 3321.04
OAC Chapter 3301-34

CROSS REFS.: JECBC, Admission of Students from Nonchartered or Home Schooling
JEG, Exclusions and Exemptions from School Attendance

HOME SCHOOLING

1. The Superintendent requires the parent(s) to provide all information listed in the Ohio Administrative Code.
2. If the Superintendent approves the home schooling request, he/she shall do so in writing and maintain a file in his/her office containing a copy of the information supplied by the parent(s), a copy of the excuse for home schooling granted by the Superintendent, papers showing how the qualification of the person instructing the student was determined and all other documents relating to the student's home schooling program.
3. If the Superintendent refuses a parental request for home schooling, he/she notifies the parent(s) of the right to a due process hearing before the Superintendent, and of the right to appeal the Superintendent's decision at the due process hearing to the juvenile court of the county in which the District is located.
4. Academic assessment and remediation of home-schooled students should be performed in accordance with the Ohio Administrative Code.

(Approval date: August 5, 2009)

PRESCHOOL PROGRAM

The District may operate an infant, toddler and preschool program for children who are two weeks of age to four years of age. This program will be operated in accordance with the Ohio Revised Code and the Rules for Preschool Programs developed by the Ohio Department of Education.

Procedures and regulations are written to govern the following:

1. staff;
2. cumulative records;
3. developmentally appropriate programs, equipment and materials;
4. health and safety;
5. admission;
6. attendance and discipline;
7. selection and use of materials, equipment and resources;
8. communicable disease and
9. transportation and field trips.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 3301.53
3313.646
3323.02
OAC Chapter 3301-37; 3301-69-09

CROSS REFS.: EB, Safety Program
EBC, Emergency Preparedness
EEA, Student Transportation Services
IIA, Instructional Materials
IICA, Field Trips
JEC, Student Admission
JG, Student Discipline
JHC, Student Health Services and Requirements
JHCC, Communicable Diseases
JHF, Student Safety
JO, Student Records

THIS IS A REQUIRED POLICY

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 nonsectarian, nonremedial courses for transcribed 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: August 5, 2009]

[Re-adoption date: June 21, 2011]

[Re-adoption date: December 15, 2015]

LEGAL REFS.: ORC Chapter 3365
OAC 3333-1-65 through 3333-1-65-10
3301-83-01(C)

CROSS REFS.: IGBM, Credit Flexibility
IGCD, Educational Options (Also LEB)

NOTE: College Credit Plus replaces Postsecondary Enrollment opportunities beginning with the 2015-2016 academic year. All public school districts and public colleges and universities are required to participate in the program. While the accompanying regulation is not required, it outlines key program requirements.

THIS IS A REQUIRED POLICY

COLLEGE CREDIT PLUS

District Obligations

The District is required to notify all 6⁸th through 11th grade students and their parents about the College Credit Plus (CCP) program through multiple, easily accessible resources by March 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 inform the principal of intent to participate by April 1 of the year in which the student wishes to enroll. Failure to inform the principal April 1 deadline of intent to participate shall result in the student having to secure written permission from the principal in order to participate in the program.

The District holds an annual informational session 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 and;
12. the standard program information packet developed by the Ohio Board of Regents.

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 established standards for admission 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 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.

If a student completes a 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 courses successfully completed counts toward graduation requirements and subject area requirements.

1. The Board awards comparable credit for the course/courses 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 the State Board of Education. The State Board'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.
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.

High School/College Enrollment

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. 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.

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 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 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:)

NOTE: The notice provided to students and parents outlining the College Credit Plus (CCP) program must include the following information:

- *Cost, including:*
 - *notice of CCP opportunities that have no cost to students, including the free option to attend public institutions of higher education;*
 - *clear references to the potential cost of participation at a nonpublic institution of higher education and*
 - *the prohibition of charging economically disadvantaged students who choose to attend a nonpublic institution of higher education.*
- *Criteria for student participation, including the requirement for a counseling session prior to participation*
- *Student participation options:*
 - *a statement secondary schools cannot limit a student's participation in CCP to only the courses offered in that school and that students may also participate online or at any other participating institution of higher education, or any combination thereof.*
 - *a statement that participating students may be concurrently enrolled in multiple postsecondary institutions and may concurrently take postsecondary courses from more than one institution of higher education.*
 - *list of courses offered at the secondary school through an agreement with an institution of higher education.*
 - *a statement students should review the course catalog of an institution of higher education for a full listing of course offerings of the institution.*
- *Deadlines pertinent to the student's participation.*

- *The designated point of contact at the secondary school for CCP who can answer questions from students, parents and the community regarding the program's operation and who will act as a liaison to the state to monitor future changes or amendments to the program.*
- *Specific information regarding a student's option to participate in CCP, at the high school-if applicable-, online, or at an institution of higher education, must also be part of all communications developed by the secondary school to promote CCP.*

Districts are required to report CCP program data by July 15 annually in accordance with requirements to be developed by the Ohio Board of Regents and Ohio Department of Education.

While districts are required to apply any weighted grading policy in a similar manner for CCP courses, districts are not required to create a weighted grade policy if they do not already have one. It is important to note, however, that if you are using a weighted grading policy, a higher value may not be placed on honors courses or other advanced standing program than on CCP courses.

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 professional 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 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.

A student attending a nonpublic, community, or STEM school who is not entitled to attend school in the District may be authorized by the Superintendent to participate in an extracurricular activity offered by a school of the District. The activity must be one the school the student is enrolled in does not offer and may not be interscholastic athletics or interscholastic contests or competitions in music, drama or forensics.

A student receiving home instruction in accordance with State law who is not entitled to attend school in the District may be authorized by the Superintendent to participate in an extracurricular activity offered by a school of the District. The activity must be one that the district the student is entitled to attend does not offer.

[Adoption date: August 5, 2009]
[Re-adoption date: December 8, 2009]
[Re-adoption date: April 16, 2013]
[Re-adoption date: November 19, 2013]
[Re-adoption date: October 14, 2014]

LEGAL REFS.: ORC 3313.537; 3313.5311; 3313.5312; 3313.58; 3313.59; 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
IGDB, Student Publications
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
JGD, Student Suspension
JGDA, Emergency Removal of Student
JGE, Student Expulsion
JL, Student Gifts and Solicitations
JN, Student Fees, Fines and Charges
KGB, Public Conduct on District Property
KK, Visitors to the Schools
Student Handbooks

NOTE: Districts are required to allow resident students enrolled in community schools (House Bill (HB) 487 (2014)) and STEM schools to participate in the district's extracurricular activities.

HB 59, effective September 29, 2013, requires districts to allow resident students who are receiving home instruction to participate in extracurricular activities at the school to which they would be assigned. Districts are also required to allow resident students attending a chartered or non-chartered nonpublic school to participate in extracurricular activities in the school to which the student would be assigned if the activity is one that the nonpublic school they are enrolled in does not offer. Students participating under these provisions must be of the appropriate grade and age level as determined by the superintendent and must meet the same academic, nonacademic and financial requirements as any other student. Districts are prohibited from imposing additional rules or fees on a student participating under these provisions that are not applied to other students participating in the same program.

Districts may allow nonpublic, community, and STEM school students who are not eligible to enroll in the district the opportunity to participate in an extracurricular activity operated by a school of the district if the activity is one the school the student is enrolled in does not offer, and the activity is not interscholastic athletics or interscholastic competitions in music, drama or forensics. The superintendent may also allow a homeschool student not eligible to enroll in the district to participate in an extracurricular activity offered by one of the schools if it is an activity the district in which they are eligible to enroll does not offer.

In 2009, the Ohio General Assembly enacted HB 1, which directed school districts to count – up to four days as excused absences – time that a student is absent from school for the sole purpose of traveling out of state to participate in a board-approved enrichment activity or an extracurricular activity. The student is required to make up all missed classroom assignments.

In addition, if the student will be out of the state for four or more consecutive school days for a board-approved enrichment or extracurricular activity, a classroom teacher employed by the board must accompany the student to provide instructional assistance.

For boards developing policy without the assistance of an OSBA consultant, this category is useful for general policy on student activities and for establishing definitions.

THIS IS A REQUIRED POLICY

STUDENT PUBLICATIONS (Student Expression)

Within the school program students should be provided the opportunity for free expression of ideas. Responsible criticism and reasonable dissent are basic to the educational process. No idea should be suppressed simply because it is unpopular. False statements, disruptive or potentially disruptive activities, the use of obscenities and advocating violation of the law or official school regulations are unacceptable means of expression.

School Newspaper

The official school newspaper affords an educational experience for those students interested in the activity of learning how to report the news events of the school and should provide an opportunity for the sincere expression of all facets of student opinion. These guidelines should be followed:

1. Faculty advisors advise on matters of style, grammar, format and suitability of materials.
2. The school paper reflects the policy and judgment of the student editors. Materials of a controversial nature should not be prohibited unless material:
 - A. clearly endangers the health or safety of students;
 - B. threatens to disrupt the educational process of the school;
 - C. is of a libelous or obscene nature;
 - D. threatens any person or a group within the school or advocates racial or religious discrimination;
 - E. advocates violation of the law or official school regulations and
 - F. is considered false in the light of available facts.
3. The final decision as to the suitability of material rests with the principal after consultation with the student editor and faculty adviser. Parties have the right of appeal to the Superintendent.

Nonschool-Sponsored Publications and Materials

1. Publications or materials may be distributed by students at locations off the limits of the school grounds without school authorization.

2. Students must request authorization from the principal to distribute on school property petitions, handouts, leaflets and other literature written and signed by students.
 - A. The source of such material must be indicated on any printed matter.
 - B. Two copies of material to be distributed must accompany the request two days prior to the time of distribution.
 - C. Upon receiving the copy and in consideration of criteria indicated under "School Newspaper" above, the principal may approve, disapprove or refer the request to a student-faculty-administrative committee for recommendation.
 - D. If approval is granted, time and place of distribution is designated by the school principal in such a manner that there will be no disruption of the educational process of the school.
 - E. If the request is referred to a committee, the committee should be convened as soon as possible. Student request should be answered within two days.
 - F. If the request is denied by the principal, the denial should be in writing, stating reasons for denying the request. The request and a copy of the written statement of the principal should be forwarded to the Superintendent. Students requesting distribution of material will then have the right of appeal through the Superintendent.

3. No commercial material is distributed in the schools unless authorized by the Superintendent.

School Communications

The administration, faculty and students jointly establish regulations as to the manner, time and place for using communication facilities of the school. Based upon these established policies, access is made available to student groups for announcements and statements to the student body through the public address systems, bulletin boards and personal contact.

Forums

Guidelines for the use of forums should be formulated by the school and made available to students and teachers. Open forums are encouraged to provide students with the opportunity to speak or hear others speak on topics of general interest. Classrooms, school assemblies and extracurricular organization meetings are some appropriate settings for the oral exchange of ideas. These forums may be restricted by the principal or faculty adviser when such a forum would be in violation of attendance regulations, or clearly endanger the health or safety of members of the school community, or clearly and imminently disrupt the educational process.

Symbolic Expression

Students may wear political buttons, armbands and badges of symbolic expression, as long as these conform to the limits set forth under "School Newspaper" above and "Dress Code."

[Adoption date: August 5, 2009]

LEGAL REFS.: U.S. Const. Amend. I
ORC 3313.66; 3313.661

CROSS REFS.: EDE, Computer/Online Services (Acceptable Use and Internet Safety)
EGAAA, Copyright
IIBH, District Web Site Publishing
JFCA, Student Dress Code
KJ, Advertising in 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 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: August 5, 2009]

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 FUND-RAISING ACTIVITIES

The Board recognizes the advantages of student participation in the activities and contests of educational, civic, physical and ethical value, which cannot always be secured through the regular school program and encourages their proper use.

The Board, in its efforts to stimulate interest in such areas and yet maintain a balanced approach between curricular and extracurricular activities, sets forth the following basic objectives:

To promote the general welfare and morale of the student body as a whole, projects for raising funds by students will contribute, in general, to their education experience and will not conflict with the instructional program. Expenditures from such funds will be for purposes for which the money was raised or in the case of the general fund for purposes benefiting all students presently in school, and in accordance with budgets approved by the Superintendent.

The Board believes in providing opportunities for students to participate through cocurricular activities in fund-raising projects which contribute to their educational growth and which do not conflict with the instructional program. Since the Ohio Revised Code and the Auditor'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, advisors 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, advisors, 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 fund-raising 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 Superintendent. Each principal submits to the Superintendent a list of the proposed sales or fund drives which the school plans to conduct during the school year and the purpose for which the funds are going to be used. The Superintendent then indicates his/her approval or disapproval within the limitations of the above criteria.

Funds derived from approved student fund-raising activities are handled by the Treasurer's office in accordance with the State Auditor's requirements.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 3313.51; 3313.53; 3313.811
3315.062

CROSS REFS.: IGD, Cocurricular and Extracurricular Activities
IGDG, Student Activities Funds Management
IICA, Field Trips
JL, Student Gifts and Solicitations

CONTRACT REF.: Teachers' Collective Bargaining Agreement

THIS IS A REQUIRED POLICY

STUDENT FUND-RAISING ACTIVITIES

The following guidelines must be followed for any activity that involves fund raising by or from students.

Any fund-raising activities involving students must meet the following conditions:

1. All student fund-raising activities must be in compliance with State law and the requirements of the Ohio Auditor's Office.
2. Use of instructional time is to be limited in planning, conducting, assessing or managing a fund-raising activity, unless such an activity is part of an approved course of study.
3. Fund-raising activities conducted in a school or on other District premises are not to interfere with the conduct of any cocurricular or extracurricular activity. Students involved in the fund raiser are not to interfere with students participating in other activities in order to solicit funds.
4. In accordance with Board policy, each fund-raising activity occurring on or off District premises must be approved by the Superintendent or his/her designee. In order to be approved, the group leader or advisor must submit a proposal which is in compliance with the Ohio Auditor's requirements.
5. Each recognized school-sponsored student group must submit in writing to the Treasurer a statement which identifies the purpose of the fund-raising activity and the reason for raising the money as well as all other items required by the Ohio Auditor.
6. Student groups can have only one fund-raiser per year unless approved by the Superintendent.
7. All fund-raising activities must stop when the total projected budget has been met or within two weeks from the start of the project, whichever comes first. Exceptions may be granted with the approval of the Superintendent or building principal.
8. Notice of fund-raising activities is posted in school newsletters for parental information.
9. All participants soliciting from and/or selling to service organizations, businesses or the general public must carry and understand a cover letter explaining the specific purpose of their project.

10. Requests for purchases from student activities funds can be made only by faculty advisors, coaches or teachers assigned to an activity.
11. Elementary students (K-5) do not sell items or solicit donations by going door to door.
12. Pep rallies or assemblies promoting aggressive student selling, prizes, awards or incentives are discouraged.
13. All prizes, awards and incentives must be approved by the principal.
14. Contracts with outside suppliers for merchandise to be sold in a fund-raising activity are to be reviewed by the principal and signed by the staff member in charge, who shall be personally responsible for the merchandise sold and monies collected. The contract must specify that any merchandise which is unsold and is resalable by the supplier can be returned for full credit. The District is not responsible for any unsold merchandise that cannot be returned to a supplier for credit for any reason.
15. Fund-raising activities off District premises shall be voluntary and with written permission from parents. If an activity involves the students providing a service in return for money, such as a car wash, a member of the professional staff shall supervise the activity at all times. His/Her responsibility is to ensure that the service is provided in a proper manner, and also to ensure the safety and well-being of the students and the property of both the purchaser and the owner of the site.
16. Any fund-raisers that require students to exert themselves physically beyond their normal pattern of activity, such as runs for charity, must be monitored by a staff member who has the necessary knowledge and training to recognize and deal appropriately with a situation in which one or more students may be overexerting themselves to the point of potential injury.
17. The staff member in charge should establish procedures to ensure that all merchandise is properly stored, distributed and accounted for, and a report should be made within five days after the end of the fund-raiser. The report should indicate:
 - A. cost of items or merchandise;
 - B. amount of money projected and amount of money raised;
 - C. any differences between the actual activity and the planned activity;
 - D. any problems that occurred and how resolved;

- E. when and where funds are deposited and
 - F. if merchandise was involved, how many items were offered for sale, how many sold, the amount of money collected and the disposition of any unsold items.
18. Donations to the District to be used for fund-raising activities must be approved by the Board or its designee.
19. Failure to follow these regulations could result in the suspension or loss of fund-raising approval.

School and Community Service Project Definitions

1. Fund-Raising Activities

- A. Any donation, product or service solicited from and/or sold to community service organizations, businesses or the general public.
- B. Any awards, prizes or incentives offered as part of a student selling activity. Examples:
 - 1) candy sales
 - 2) magazine sales
 - 3) carnival for profit

2. School Service Projects

- A. Any project done to service or benefit students, teachers or parents which involves no soliciting of donations, products or services from community service organizations, businesses or the general public. Examples:
 - 1) skate parties
 - 2) pizza parties
 - 3) Mother's Day gifts
 - 4) carnival for nonprofit

- B. Any profit-intended project, completed in-house, which principally involves students, teachers or parents requiring no soliciting of donations, products or services from community service organizations, businesses or the general public.

Examples:

- 1) concession stands
- 2) school pictures
- 3) book fairs
- 4) sale of miscellaneous items (caps, t-shirts, jackets, etc.)

3. Community Service Projects

Any project which involves open solicitation, is completely nonprofit and is charitable in nature. Examples:

- A. holiday food drives
- B. generation of funds for a recognized charity
- C. funds for scholarships/grants

(Approval date: August 5, 2009)

STUDENT ACTIVITIES FUNDS MANAGEMENT

To safeguard and provide for the efficient financial operation of student activities, the funds of these activities are managed as follows.

1. The Superintendent designates an individual to serve as the activity account clerk under the jurisdiction of the Treasurer. The Treasurer is authorized to receive and disburse student funds in support of the entire school activity program. The Treasurer is directly responsible for the proper accounting of student activities funds.
2. Requests for purchases from student activities funds can be made only by faculty advisors, coaches or teachers assigned to an activity. These requests must be approved in writing by the school principal or other person designated by the Superintendent. Funds must be available before such purchases may be authorized. Expenses are subject to Board approval.
3. An accounting of all student funds is made monthly and a report of all accounts is made by the Treasurer to the Superintendent and the Board. The account system complies with the regulations of the Ohio Auditor. The system separates and verifies each transaction and shows the sources from which the revenue is received, the amount collected, source and the amount expected for each purpose.
4. When an unexpended balance remains in the account of a graduating class (Fund 200), the class should specifically indicate its intent to the Board for the disposal of such funds. The Board exercises its prerogative in disposing of such funds when the graduating class is negligent in giving instructions.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 3313.51; 3313.53; 3313.811
3315.062
5705.41; 5705.412

CROSS REFS.: DH, Treasurer's Bond
DI, Fiscal Accounting and Reporting
DJF, Purchasing Procedures
IGD, Cocurricular and Extracurricular Activities
IGDF, Student Fund-Raising Activities
JL, Student Gifts and Solicitations

CONTRACT REF.: Teachers' Collective Bargaining Agreement

THIS IS A REQUIRED POLICY

ACTIVITIES FUND MANAGEMENT

Student Activity Funds at the high school level are reclassified as follows:

- 014 Rotary Fund
- 108 Principal's Fund
- 200 Student Activity Fund - Clubs
- 300 Student Activity Fund - Athletics

Expenditures

1. The Division of Budget and Fiscal Management will assign numbers to be placed in the upper right hand corner of payouts. Payouts serve as purchase orders.
2. Business managers write a payout for each purchase. As purchases are made, expenditures are recorded on the McBee System. Each payout must include an expenditure code. (Expenditure codes are provided by the Division of Budget and Fiscal Management.)
3. The white copy of the payout is given to the vendor. The business manager keeps the pink copy of the payout for filing purposes. The sponsor of the student activity will be given a Xerox copy of the payout.
4. After the materials have been received, the yellow copy of the payout and the signed original invoice must be submitted to the account clerk for cocurricular activities.
5. The account clerk for cocurricular activities stamps the payout (purchase order) with the Treasurer's signature verifying the availability of funds.
6. The payout (purchase order) is forwarded to Accounts Payable to be entered into the accounting system and for payment.

Receipts

1. Business managers make daily deposits with the cashier. Deposits must include proper receipt codes.
2. Deposits are entered into the computer terminal. A receipt is issued to the school.

Accounting for Funds

1. A monthly printout showing the status of the above accounts is provided to schools.
2. Business managers continue to keep records on the status of these accounts and are responsible for submitting a monthly reconciliation to the Division of Budget and Fiscal Management as in the past.

Expenditures Deemed Unacceptable for Funds 200 and 300

Keeping in mind the purpose of the student activity program, the following list includes examples of expenditures and/or collections which would be deemed unacceptable by the Bureau of Inspection and Supervision of Public Offices.

1. Although the Board may, pursuant to State law, permit the use of student activity funds to pay a school's portion of the institutional membership fee in an association of secondary school principals, when such portion of the fee amounts to a subscription to the association's publication, it may not pay dues to a professional organization or pay for periodicals subscribed to for the distinct benefit of an individual. Opinion of the Attorney General No. 75-021, dated March 25, 1975.
2. Gifts, flowers and/or honorariums unless for a purpose specifically stated in the policy and/or purpose of an activity group. Moneys collected specifically for gifts, flowers and/or honorariums must be placed in a "miscellaneous fund" (300-399 classifications), and expended in accordance with the policy and/or purpose of that fund.
3. Installment purchases. No authority to justify this type of expenditure. State ex rel Clark v. Cook, 103 O.S. 465-467.
4. Blazers, jackets, shoes, uniforms and/or other wear if they are to be used as personal apparel of the individual (refers to coaches). These items may be purchased and used if turned in at the end of the respective sport season the same as players' equipment. Article VIII, Section 4, Ohio Constitution, cited.
5. A fee based upon a percent of receipt(s) from an activity fund to a miscellaneous fund (300-399 classification), so as to provide a source of income for such miscellaneous fund. Section 3315.062, Revised Code, cited.
6. Lending or advancing moneys to individuals or agencies when dollars have not been collected. Article VIII, Section 4, Ohio Constitution, cited.
7. Tuition and/or expenses with respect to additional college training for staff or students. Article VIII, Section 4, Ohio Constitution, cited.

8. Expenses related to employees group activity meetings unless such meetings are within the policy and/or purpose of the “organization group.” Article VIII, Section 4, Ohio Constitution, cited.
9. Donations to nonprofit organizations unless specifically stated in the policy and/or purpose of an activity group and approved by the Board as for a public purpose. Article VIII, Section 4, Ohio Constitution, cited.
10. Reimbursement to any school personnel for expenses related to an athletic tournament or meeting unless it is approved in accordance with the provisions of Section 3313.20, Revised Code, and the participants are under a supplemental contract for coaching duties in the respective sport. Sections 3313.20 and 3319.08, Revised Code, cited.
11. Reimbursement to any individual for the replacement of a personal article which has been lost, destroyed or damaged while participating in an activity function. Article VIII, Section 4, Ohio Constitution, cited.
12. Insurance for students covering personal injury whether in connection with regular school activities or participating in sports programs. Article VIII, Section 4, Ohio Constitution, cited.
13. Private physical examinations for participation in sport programs. The policy and/or purpose of the athletic fund may provide for the employment of a team physician who may give physical examinations to athletes as a part of his/her contract services. Article VIII, Section 4, Ohio Constitution, cited.
14. In order for a person to receive any compensation for guidance services rendered to an activity group, he/she must have a supplemental contract for additional duties. No supplemental contact under these circumstances may be paid through a student activity program. This type of payment must be paid through a regular payroll account and charged to payroll appropriations of the district. Sections 3319.08 and 3319.088, Revised Code, cited.
15. Acceptance of donations from any source if such donation is designated for a purpose which is not authorized in accordance with the regulations governing public moneys. Sections 3315.062, 5705.41 and 5705.45, Revised Code, cited.
16. Meals including those for in-service training, employee orientation, appreciation dinners or guests for same, potential employees, members of business, civic, charitable organizations or other organizations or associations not directly connected with the Board. Those allowed would be:
 - A. those in connection with meetings approved as professional by Board policy;

- B. those for athletic teams traveling in connection with sports contests, with the amount allowed to be determined by the policy and/or purpose of the activity group;
 - C. those for training table meals prior to a sports event but limited to those actively participating in the respective sport (opinion of the Attorney General No. 3486, dated 1938);
 - D. those for tours, field trips or conventions when they are included as a program within the policy and/or purpose of the activity group and approved by proper action of the Board;
 - E. those for a class, athletic or organizational group banquet, with the amount allowed to be determined by the policy and/or purpose of the activity group and
 - F. when an amount is included for meals as a part of the assessment for membership made by a league or conference, the authorization should be contained in the policy and/or purpose of the activity group.
17. Tips of any kind. Article VIII, Section 4, Ohio Constitution, cited.
 18. Payments from any activity fund to promote a school levy or bond issue. Opinion of the Attorney General Number 1532, dated 1920, and Number 3489, dated 1938, cited.
 19. Monies collected for lab fees, lunchroom sales, lost books and book fines, and those collected from sales in connection with curriculum subjects such as auto mechanic and beautician training classes. Such monies must be deposited daily with the Treasurer. Sections 117.17 and 3313.51, Revised Code, cited.
 20. Equipment, supplies, forms, postage for curricular or classroom use or for District business. Section 3315.062, Revised Code.
 21. Repairs and maintenance of District-owned equipment or property. Section 3315.062, Revised Code.

(Approval date: August 5, 2009)

FLOW CHART FOR PROCESSING RECEIPTS FOR COCURRICULAR
FUNDS 014, 018, 200, and 300
HIGH SCHOOL LEVEL ONLY

1. The user gives monies to the business manager who enters all work on the McBee System. The pay-in order along with a deposit slip and the moneys are forwarded to the cashier.
2. Accounts Receivable verifies cash and sends a receipt back to the business manager.

Accounts Receivable verifies the pay-in sheet and the deposit slip and forwards them to the account clerk for cocurricular activities to enter into the terminal and file.
3. Until programmed for receipts to be entered automatically into the expenditure file, the account clerk for cocurricular activities will provide the information to Accounts Payable for entry into the appropriation for the particular account.
4. The Division of Budget and Fiscal Management sends the monthly Operational Unit Program Summary and Detailed Appropriation Ledger to the user for verification of receipts into proper accounts.

(Approval date: August 5, 2009)

FLOW CHART FOR PROCESSING EXPENDITURES FOR CO-CURRICULAR
FUNDS 014, 018, 200, and 300
HIGH SCHOOL LEVEL ONLY

1. The user requests permission from the business manager to expend funds.
2. If funds are available, permission is given. The business manager writes a payout order. (No check is written.)

The business manager or user makes the required purchases using the payout order.

3. After materials have been received, the invoice is signed and sent with the payout order to the account clerk for cocurricular activities for processing.
4. The account clerk for cocurricular activities checks the expenditure against the objectives and budget to make sure all paperwork is proper for Fund 200.

For funds 014, 018, 200, and 300 the Operational Unit Program Summary will be checked for availability of funds. After it has been determined that required funds are available, the payout order is stamped with the Treasurer's signature and forwarded to Accounts Payable for processing.

5. Accounts Payable enters the expenditure into the computer terminal for payment. When the check arrives, it is returned to the account clerk for cocurricular activities.

The account clerk for cocurricular activities sends the check to the vendor and files the paperwork for auditing.

6. A printout is provided to schools showing transactions which occurred.

The business manager reconciles the printout and the records maintained at the school and submits a report to the Division of Budget and Fiscal Management.

Budget, Goals and Objectives for Fund 200

A budget, goals and objectives are submitted to the account clerk for cocurricular activities for Fund 200 as has been done in the past.

After they have been reviewed and accepted, a statement is placed on the Board minutes recommending Board acceptance.

(Approval date: August 5, 2009)

INTRAMURAL PROGRAMS

The Board is committed to support a diversified and balanced program of intramural programs. It sees the goal of such activities as the life enrichment of each participant through development of skills, health, strength, self-reliance, emotional maturity, social growth and good sportsmanship. The Board intends that intramural programs be designed to meet the needs and interest of students irrespective of sex, physical endowment, developed skills or natural aptitude. It also intends that resources be allocated in an equitable manner relative to students' needs and interests. Supervision for the intramural programs is under the direction of the Superintendent's designee.

[Adoption date: August 5, 2009]

CROSS REF.: IGD, Cocurricular and Extracurricular 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 ineligible 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, until the one-year anniversary date of enrollment in the school the student transferred to. 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. Exceptions to the ineligibility 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 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.

A student receiving home instruction in accordance with State law who is not entitled to attend school in the District may be authorized by the Superintendent to participate in interscholastic athletic programs offered by a school of the District. The activity must be one the district the student is entitled to attend does not offer.

[Adoption date: August 5, 2009]

[Re-adoption date: June 21, 2011]

[Re-adoption date: October 15, 2013]

[Re-adoption date: October 14, 2014]

LEGAL REFS.: ORC 2305.23; 2305.231
3313.537; 3313.5311; 3313.5312; 3313.539; 3313.66; 3313.661;
3313.664
3315.062
3319.303
3321.04
3707.52
OAC Chapter 3301-27

CROSS REFS.: IGD, Cocurricular and Extracurricular Activities
IGDK, Interscholastic Extracurricular Eligibility
IKF, Graduation Requirements
JECBA, Admission of Exchange Students
JECBC, Admission of Students from Non-Chartered or Home Schooling
JGD, Student Suspension
JGE, Student Expulsion
JN, Student Fees, Fines and Charges
Student Handbooks

NOTE: Districts are required to allow resident students - enrolled in - community schools (House Bill (HB) 487 (2014)) and STEM schools to participate in the district's extracurricular activities.

HB 59, effective September 29, 2013, requires districts to allow resident students who are receiving home instruction to participate in extracurricular activities at the school to which they would be assigned. Districts are also required to allow resident students attending a chartered or non-chartered nonpublic school to participate in extracurricular activities in the school to which the student would be assigned if the activity is one that the nonpublic school they are enrolled in does not offer. Students participating under these provisions must be of the appropriate grade and age level as determined by the superintendent and must meet the same academic, nonacademic and financial requirements as any other student. Districts are prohibited from imposing additional rules or fees on a student participating under these provisions that are not applied to other students participating in the same program.

Districts may allow nonpublic, community, and STEM school students who are not eligible to enroll in the district the opportunity to participate in an extracurricular activity operated by a school of the district if the activity is one the - school the student is enrolled in does not offer, and the activity is not interscholastic athletics or interscholastic competitions in music, drama or forensics. The superintendent may also allow a homeschool student not eligible to enroll in the district to participate in an extracurricular activity offered by one of the schools if it is an activity the district in which they are eligible to enroll does not offer.

Concussion Management

HB 143 (effective April 23, 2012) added requirements to State law for concussion management in athletics. The specific requirements are outlined in Ohio Revised Code Section (RC) 3313.539. The law states that if districts are subject to the rules of an interscholastic athletic conference, they will be in compliance if the rules of the organization are substantially similar to that of State law. Districts who are part of the Ohio High School Athletic Association (OHSAA) should already be implementing procedures that are similar to what is now in State law. If your district is not a member of OHSAA, or has sports that are not recognized as OHSAA sports, check with your regulatory organization to ensure compliance with State law.”

OHSAA has already made a concerted effort to provide educational resources to member schools on concussion management. This information is outlined in the OHSAA Bylaws and sports regulations.

Specifically, OHSAA has adopted the following sports regulation:

“Any athlete who exhibits signs, symptoms or behaviors consistent with a concussion (such as loss of consciousness, headache, dizziness, confusion or balance problems) shall be immediately removed from the contest and shall not return to play until cleared with written authorization by an appropriate health care professional.” HB 487 (2014) amended the requirements for who can clear a student to return to practice or play, after the student was removed for exhibiting signs or symptoms of a concussion. The requirements are outlined in RC 3313.539.

OHSAA has further defined parameters to guide OHSAA licensed officials, medical personnel and member schools in implementing these guidelines. Information is provided by OHSAA on recognizing signs and symptoms consistent with a concussion. Specific guidelines and expectations for coaches, officials, and students for concussion management are outlined in the OHSAA general sports regulations. Details are additionally outlined in these regulations for when athletes can be returned to play and who is able to decide whether a student is fit to return to practice or competition.

HB 143 amended the requirements for the issuing or renewal of a pupil-activity program permit to coach interscholastic athletics. These permits are issued by the Ohio Department of Education. To receive a first time permit, each individual must successfully complete a training program that is specifically focused on brain trauma and brain injury management. To renew a permit, individuals must present evidence that they have successfully completed a training program in recognizing the symptoms of concussions and head injuries within the previous three years.

OHSAA has a Web page dedicated to sports safety, which includes links to concussion resources. Visit www.ohsaa.org/medicine/sportssafety.htm for more information.

Requirements for coverage by insurance and for physical examinations might be part of such a policy or these could be dealt with under Student Insurance Program and Physical Examinations of Students and cross-referenced from this page. Another source of information would be the student handbook.

THIS IS A REQUIRED POLICY

DRUG TESTING OF STUDENTS IN INTERSCHOLASTIC ATHLETICS

The Board recognizes that the interscholastic athletic program is an integral part of the entire educational program. Through participation in interscholastic athletics, students have an opportunity for educational and character-building experiences.

The athlete assumes responsibility for regulating his/her personal life in ways that make him/her an efficient member of a team and a worthy representative of his/her school. Drug use/abuse by student athletes is a major detriment to these goals. The Board believes that by implementing a drug testing program it encourages students who want to participate in interscholastic athletics to remain drug-free.

Interscholastic athletes must participate in a drug-testing program. Prior to the initial drug testing of a student, the student and the parent(s) must sign a form consenting to the drug testing. The student is tested prior to the start of each sport season. In addition, random testing of 10% of the athletes on the team is conducted on a weekly basis throughout the season.

If an athlete tests positive for the presence of drugs, a second sample is tested. No further action is taken if the second test is negative. If the second test is positive, the athlete's parent(s) are notified and the school principal convenes a meeting with the student athlete and his/her parent(s). The student has two options as follows.

1. The athlete must participate for six weeks in an assistance program which includes a weekly urinalysis.
2. If the athlete refuses the first option, he/she is suspended from athletics for the remainder of the current season and the next athletic season.

A second offense results in the automatic suspension of the athlete for the current season and the next athletic season. A third offense results in suspension for the remainder of the current season and the next two athletic seasons. There are no penalties involving regular school attendance, nor any referrals for criminal penalties.

Following this policy are procedures to conduct the drug test, to define the chain of custody of the test samples and to access test results.

[Adoption date: August 5, 2009]

LEGAL REF.: ORC 3313.20

CROSS REFS.: IGD, Cocurricular and Extracurricular Activities
IGDJ, Interscholastic Athletics
JFCH, Alcohol Use by Students
JFCI, Student Drug Abuse
JO, Student Records

DRUG TESTING OF STUDENTS IN INTERSCHOLASTIC ATHLETICS

Students participating in interscholastic athletics programs participate in a drug testing program. Each student and parent(s) are required to sign a form consenting to the drug testing. If the form is not signed, the student may not participate in interscholastic athletics.

Once the form is signed, the athlete is tested at the beginning of the season for his/her particular sport. In addition, once each week of the season the names of the athletes are placed in a "pool" from which a student, with the supervision of two adults, randomly draws the names of 10% of the athletes for random testing. The athletes selected are notified and tested the same day, if possible. Following are the regulations to implement the drug testing procedure.

1. Prior to the testing procedure, the student provides a copy or copies of any prescription medications or a doctor's authorization. This information is sent directly to the testing laboratory to protect student privacy.
2. The student then completes a specimen control form which bears an assigned number.
3. The student enters an empty locker room accompanied by an adult monitor of the same sex.
4.
 - A. Each male athlete selected produces a sample at a urinal. The athlete remains fully clothed with his/her back to the monitor. The monitor stands 12 to 15 feet behind the student and listens for normal sounds of urination.
 - B. Each female is in an enclosed bathroom stall. The monitor stands outside of the stall where she can hear but not observe the student and listens for normal sounds of urination.
5. The monitor checks the sample for temperature and tampering and then transfers it to a vial. The vial has an assigned control number in place of the student's name. The sample is maintained under strict security so as to maintain proper chain of custody.
6. The sample is sent to an independent laboratory, where the sample is tested for amphetamines, cocaine and marijuana. (The District may ask the laboratory to test for additional drugs.) The test results are reported as follows.
 - A. The laboratory administrator mails written test results only to the Superintendent. The Superintendent does not receive a name but the assigned control number accompanies the results.

- B. Authorized District personnel may receive test results by telephone only after the requesting official recites a code confirming his/her authority. (Authorized personnel are limited to the Superintendent, assistant superintendent, principals, assistant principals and athletic director(s).)
- C. The test results are kept until the student graduates or is no longer enrolled in the District. Only authorized personnel (as described in B above) may review the test results.

(Approval date: August 5, 2009)

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.

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: August 5, 2009]

[Re-adoption date: October 10, 2010]

[Re-adoption date: October 14, 2014]

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
JECBA, Admission of Exchange Students
JECBC, Admission of Students from Non-Chartered or Home Schooling
JFC, Student Conduct (Zero Tolerance)
Student Handbooks

NOTE: Districts are required to allow resident students - enrolled in - community schools (House Bill 487 (2014)) or STEM schools to participate in the district's extracurricular activities. -

HB 59, effective September 29, 2013, requires districts to allow resident students who are receiving home instruction to participate in extracurricular activities at the school to which they would be assigned. Districts are also required to allow resident students attending a chartered or non-chartered nonpublic school to participate in extracurricular activities in the school to which the student would be assigned if the activity is one that the nonpublic school they are enrolled in does not offer. Students participating under these provisions must be of the appropriate grade and age level as determined by the superintendent and must meet the same academic, nonacademic and financial requirements as any other student. Districts are prohibited from imposing additional rules or fees on a student participating under these provisions that are not applied to other students participating in the same program.

Districts may allow nonpublic, community, and STEM school students who are not eligible to enroll in the district the opportunity to participate in an extracurricular activity operated by a school of the district if the activity is one the- school the student is enrolled in does not offer, and the activity is not interscholastic athletics or interscholastic competitions in music, drama or forensics. The superintendent may also allow a homeschool student not eligible to enroll in the district to participate in an extracurricular activity offered by one

of the schools if it is an activity the district in which they are eligible to enroll does not offer.

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 and must meet all other academic, nonacademic and financial requirements as established by the district for participants.

If the 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 and must meet all other academic, nonacademic and financial requirements as established by the district for participants.

Consistent with State law, the board has the option of deciding if a student may or may not participate in interscholastic extracurricular activities if the student has received a failing grade in the previous grading period. This sample policy offers both options. Prior to adoption, the board must decide which option it wishes to utilize.

Districts may choose to expand the eligibility requirement to all extracurricular activities.

The board is - permitted to - determine the minimum grade-point average for eligibility- while considering Ohio High School Athletic Association (OHSAA) requirements for minimum number of classes passed in previous grading period.

The board must make sure that any policy language adopted is not in conflict with the - OHSAA.

THIS IS A REQUIRED POLICY

ATHLETIC ATTENDANCE ZONE FOR ELIGIBILITY

Once a student enters the seventh grade, his/her attendance zone is established by the residence of the legal parent or guardian or his/her selection of a home school; his/her athletic eligibility remains with that high school attendance zone or magnet program until graduation.

If a student transfers from one attendance zone in the District to another, the student is ineligible to participate in athletics for one year from the date of transfer.

Exceptions:

1. The student's legal parent or guardian physically moves from the attendance zone and reliable proof of change of address is presented; e.g., a bill from Dayton Power & Light Company with the name of legal parent or guardian shown. This exception does not apply where a student has been placed in a magnet school program.
2. The Superintendent assigns a student to another high school with athletic eligibility.
3. Legal Custody Changes: Athletic eligibility would be reviewed by the Assistant Superintendent for Secondary Education as related to granting athletic eligibility at the receiving school.
4. Any other exceptions must be presented to the Superintendent.

[Adoption date: August 5, 2009]

THIS IS A REQUIRED POLICY

ADULT EDUCATION PROGRAMS

The Board recognizes that it has an educational responsibility to the entire community and to lifelong education. Accordingly, adult education courses are provided to meet the needs of adults and out-of-school youth for basic education, general and academic education, career-technical education.

The Superintendent or his/her designee administers the adult education program supported by a combination of District funds, state and federal aid and fees. State aid is requested for all courses for which the state offers such aid. Adults who attend such programs are expected to comply with established rules and regulations.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 3313.52; 3313.53; 3313.531; 3313.532; 3313.54; 3313.58; 3313.641;
3313.644
OAC 3301-35-05

CROSS REF.: IGAD, Career-Technical Education

DIPLOMA OF ADULT EDUCATION

The Board grants a Diploma of Adult Education to any adult who has completed the required 20 units for earning a high school diploma. These 20 units can consist of no more than six equivalent high school credits for adult students' life experiences. The life experiences may include work and volunteer experience; completion of academic, vocational or self-improvement courses and other experiences judged by the Board as providing knowledge, learning experiences and competencies comparable to those gained in the classroom. School staff evaluate the applicant's application for the Diploma of Adult Education. Each application must be approved by the Superintendent.

To be eligible to receive equivalent high school credits for the Diploma of Adult Education, an applicant must be at least 22 years old, be a resident of the District and not have been issued a high school certificate of attendance or diploma.

The District must make provisions to administer the Ohio Graduation Test to any eligible adult with exceptions for disabled persons. The adult must pass all subtests of the Ohio Graduation Test.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 3301.0710; 3301.0711
3313.611; 3313.645
3317.024
OAC 3301-13-02; 3301-13-05; 3301-13-06
3301-35-01; 3301-35-02

CROSS REFS.: IKF, Graduation Requirements
IL, Testing Programs

DIPLOMA OF ADULT EDUCATION

The Board grants a Diploma of Adult Education to any adult who has completed the required 20 units for earning a high school diploma. These 20 units can consist of at least one-half and no more than six equivalent high school units for adult students' life experiences.

Criteria for Issuing Adult Diplomas

Any eligible adult is awarded the Diploma of Adult Education if the individual:

1. is at least 22 years old and currently resides in the District;
2. has earned a minimum of one-half and maximum of six equivalent adult high school units;
3. has earned sufficient high school units as required by the District for high school graduation, including equivalent life experience units, adult high school continuation units and chartered high school units and
4. has passed the Ohio Graduation Test in reading, writing, mathematics, science and citizenship or has been excused from the test because of a disabling condition described in the Ohio Revised Code.

All four requirements must be satisfied.

Program Elements Basis for Awarding Equivalent Adult High School Credits

According to the procedures established by the Board for granting equivalent adult high school units, the Board may award those units for successful completion of the following.

1. Educational option approved by the Board must be in compliance with the provisions of the Ohio Administrative Code.
2. The credentialed staff will evaluate the documentation of life experiences. The life experiences must demonstrate the competencies that the Board has approved as equivalent to those attained in a classroom setting. Those may include one or more of the following:
 - A. work experience;
 - B. experience as a volunteer;

- C. completion of an academic, vocational or self-improvement course and
 - D. other life experiences judged by the Board to provide knowledge, learning experiences and competencies comparable to those attained in a classroom setting.
3. Staff holding credentials appropriate for the subject in which equivalent credit is granted shall provide instruction and/or evaluate the applicant's performance in tutorial and independent study programs.
 4. Staff holding credentials for the subject in which credit is granted shall evaluate the applicant's performance in correspondence courses, educational travel, mentor programs and portfolio development.
 5. Each applicant's learning experiences and competencies are evaluated in terms of their equivalence to experiences and competencies attained through the regular classroom instruction. The evaluation is based on a review of the following components of the regular classroom program:
 - A. subject objectives;
 - B. instructional activities, materials and environment and
 - C. criteria and methods of assessing student performance.
 6. Coordination of this program is under the direction of the high school principal or his/her designee. The Superintendent certifies all applications for a Diploma of Adult Education and the Board grants the diploma.

For Item 1 above – A high school counselor evaluates the transcript of an applicant to determine units to be completed to fulfill the District's curriculum requirements.

For Item 2 above – The same counselor meets with the applicant. The counselor prepares an instructional plan and advises regarding courses needed and equivalency credit documentation in the form of a portfolio which is needed to complete District requirements for graduation. At least one-half and no more than six life experience units may be counted toward those needed to earn a Diploma of Adult Education.

The Board President, Superintendent and Treasurer shall sign the Diploma of Adult Education. Each diploma shall bear the date of its issuance, be in such form as the Board prescribes and be paid for from the District's General Fund.

Administering the Ohio Graduation Test to Eligible Adults

The Board must make provisions to administer the Ohio Graduation Test to any eligible adult who is scheduled to earn a diploma.

Exceptions can be made for disabled adults. The tests are to be administered twice each year according to the Ohio Administrative Code.

The Ohio Graduation Test is limited to persons enrolled in an adult high school continuation program and/or to eligible persons who have earned at least one-half equivalent adult high school credit.

Although the Ohio Graduation Test is to be administered to eligible adults on the same days in the same manner as prescribed for high school students, the District may administer the tests to adults in the evening.

The test is to be provided and administered at no cost to the adult student. The District administers the test and the State Board of Education provides the test and scoring.

All test security provisions apply, answer documents are scored and results are reported according to the Ohio Administrative Code.

By September 1 of each year, the District must notify the Director of the Division of Education Services, Ohio Department of Education, of the number of eligible adult students expected to take the Ohio Graduation Test in November of that year.

(Approval date: August 5, 2009)

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 GED 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: August 5, 2009]

[Re-adoption date: January 22, 2013]

LEGAL REFS.: ORC 3313.61; 3313.611; 3313.612; 3313.614; 3313.616
5902.02

CROSS REF.: IGED, Diploma of Adult Education

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 professional 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, filmstrips, 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: August 5, 2009]

[Re-adoption date: October 14, 2014]

LEGAL REFS.: Family Educational Rights and Privacy Act; 20 USC Section 1232h
ORC 3313.21; 313.212
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)
EGAAA, Copyright
IIAA, Textbook Selection and Adoption
IIAC, Library Materials Selection and Adoption
INB, Teaching About Controversial Issues
KLB, Public Complaints About the Curriculum or Instructional Materials

NOTE: A broad policy, such as the above, can establish the framework for the selection and adoption of all instructional materials used in the district.

THIS IS A REQUIRED POLICY

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: August 5, 2009]

[Re-adoption date: October 14, 2014]

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

NOTE: Regulations might be necessary to cover procedures for the selection of textbooks and the methods used to select members for committees.

The cross-reference is to a related category in the OSBA coding system.

THIS IS A REQUIRED POLICY

REGULATIONS FOR TEXTBOOK SELECTION AND ADOPTION

The Board policy for textbook selection and adoption states that the legal responsibility for the selection of textbooks rests with the Board. The Board delegates this responsibility to the Superintendent and staff. The Board officially acts on textbooks for graded continuing courses of study upon the recommendation of the Superintendent.

Care is taken in the selection process to ensure that membership on textbook selection committees is representative of the central curriculum office, school administration and teachers who use the textbooks.

The selection process also ensures that the textbook programs selected advance the educational objectives of the District and the particular objectives of the course of study or program; that they contribute toward continuity, integration and articulation of the curriculum and that they establish a sturdy framework for instruction.

All principles involved in the Board's policy on selection of library materials will apply generally to the selection of textbooks.

These are the steps staff take in selecting new textbooks for recommended adoption:

1. Current textbook needs are identified and decisions made to select textbooks for specific courses.
2. The required budget is estimated.
3. Approval for proceeding with the process is obtained from the Deputy Superintendent.
4. Request is made to teachers and administrators for persons interested in committee membership.
5. Instruction department staff and/or school administrators are designated to chair or cochair committees.
6. Committee members are selected recognizing a balance by race, sex, schools or area of city. Also included are representatives from DEA, Career Education, Consumer Education and other groups as appropriate. Members are notified officially of the committee appointment.
7. The Superintendent establishes textbook and/or curriculum committees, which include representation of teachers who use the texts, administrators, other staff members, higher education and community representatives. Students and parents may also be asked to serve on these committees.

8. Suggestions and advice of community representatives are used by the professional committee in making final recommendations.
9. Publishing companies are notified in one letter of the intent to select all new materials.
10. A rating form is designed and/or updated by the committee.
11. Submitted textbooks are examined by committee members and those obviously not suitable are rejected.
12. Representatives of textbook companies present materials to the committee.
13. Committee members use rating forms to rate textbooks. Scores of different committee members are averaged to give one score for each textbook.
14. The highest ranking textbooks are placed on display and all teachers of the subject area, administrators and the community are invited to review the textbooks and offer suggestions and comments and to ask questions about the materials.
15. The Superintendent or his/her designee examines all suggestions, comments and questions and makes a final decision for recommended adoption.
16. The budget is finalized and a report is written.
17. The report and samples of the books are presented to the Superintendent for approval. When approved, the Superintendent presents the books to the Board for approval and adoption.
18. Adopted books are purchased. Teachers' guides are issued and teachers are given training in use of the materials as necessary.

(Approval date: August 5, 2009)

LIBRARY/MEDIA CENTER MATERIALS SELECTION AND ADOPTION

Responsibility for Selection

The Board delegates the responsibility for the selection of print, nonprint and other electronic resources for the library/media centers to the Superintendent or his/her designee.

Selection of Potentially Controversial Materials

In selecting material on potentially controversial topics, the following criteria are considered:

1. The educational materials on controversial issues should be representative of various points of view; a sincere effort should be made to select equally representative materials covering contrasting points of view.
2. The educational material does not unfairly or inaccurately picture or disparage a particular race or religion. A writer's expression of a certain viewpoint is not to be considered a disparagement when it represents the historical or contemporary views held by some persons or groups.
3. The selection of educational materials on political theories and ideologies, or public issues, is directed toward maintaining a balanced collection representing various views.
4. The educational materials on religion are chosen to explain rather than convince, and are selected to represent the field as widely as necessary for the school purposes.
5. In a literary work of established quality, the use of profanity or the treatment of sex is not an adequate reason for eliminating the material from the school library or classroom.
6. Educational materials on physiology, physical maturation or personal hygiene should be accurate and in good taste.
7. Educational materials should be selected for their strengths rather than rejected for their weaknesses.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 3329.05; 3329.07
OAC 3301-35-04; 3301-35-06

CROSS REFS.: IIA, Instructional Materials
INB, Teaching About Controversial Issues
KH, Public Gifts to the District
KLB, Public Complaints About the Curriculum or Instructional Materials

THIS IS A REQUIRED POLICY

LIBRARY/MEDIA CENTER MATERIALS SELECTION AND ADOPTION

The primary objective of the school library/media center is to support and enhance the research, informational, reading, viewing and instructional needs of the staff and students and to support the District curricula. The school library/media center should support and encourage reading for academic achievement and lifelong learning.

It is the duty of the center to provide a wide range of resources to accommodate different learning styles and multiple intelligences. The responsibility of the library/media center is as follows, to:

1. provide educational resources that will enrich and support the curriculum, taking into consideration the varied interests, abilities and maturity levels of the students served;
2. provide educational resources that will stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards;
3. provide background of information which will enable students to make intelligent judgments in their daily life;
4. provide educational resources on opposing sides of controversial issues so that young citizens may develop, under guidance, the practice of critical reading and thinking;
5. provide educational resources representative of the many cultural, religious and ethnic 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/media center.

Criteria for Educational Resources Selection

Needs of the individual school curriculum and any serious gaps in the existing collection are given first consideration.

Materials for purchase will be considered on the basis of:

1. overall purpose
2. timeliness; permanence

3. importance of the subject matter
4. quality of the writing/production
5. readability; popular appeal
6. authoritativeness
7. reputation of the publisher/producer
8. reputation and significance of the author/artist/composer/producer
9. format and price
10. overall purpose

Gifts

Any gifts will be judged by the same selection standards and accepted or rejected by these standards.

(Approval date: August 5, 2009)

DISTRICT WEBSITE PUBLISHING

The District website and corresponding school websites are valuable communication tools. These sites provide opportunities to communicate with stakeholders and highlight district achievements. The District website:

1. gives the Board additional avenues to communicate its mission, goals, policies and plans with stakeholders;
2. allows individual schools to provide current and complete information to their communities at large;
3. gives stakeholders a means to communicate effectively with the Board and staff;
4. provides new opportunities for schools to communicate with their students and families.

The Public Information Office is responsible for maintaining the District's websites in accordance with the directives provided by the Superintendent. The principal or designee of each school shall ensure that the school's website is maintained in such a way that stakeholders receive current and accurate information.

The District may elect to have its website serve additional purposes related to its educational mission. These include, but are not limited to:

1. publishing a student newspaper;
2. posting teacher-created class information;
3. publishing appropriate student class work;
4. posting class-related videos or
5. posting project- or program-specific photo galleries.

When a school allows student publications (such as, but not limited to, newsletters, video productions, audio compositions and photography) on its website, the purpose of including such media shall be clearly identified in that section of the site. These media shall be consistent with the District's mission, goals, policies, programs and activities. All media shall meet established District requirements related to student publications and comply with State and Federal law related to student expression

Advertising or Sponsorships

Any use of advertising or sponsorships that appear on the District's website must be approved by the Superintendent or his/her designee. Use must be consistent with District policies and-publications guidelines.

Refer to Acceptable Use Policy (EDE-R) and District Websites (IIBH-R)

[Adoption date: August 5, 2009]

[Re-adoption date: August 16, 2011]

LEGAL REFS.: Family Educational Rights and Privacy Act; 20 USC Section 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 149.43
3313.20
OAC 3301-35-04; 3301-35-06

CROSS REFS.: EDE, Computer/Online Services (Acceptable Use and Internet Safety)
IGDB, Student Publications
JO, Student Records
KBA, Public's Right to Know
KJ, Advertising in the Schools

DISTRICT WEBSITE PUBLISHING

Purpose

These guidelines are intended to ensure that all school- and department-related sites affiliated with the official DPS website reflect the same standards of excellence, consistency and quality found in all district official print and electronic communications. All pages affiliated with the DPS website are subject to these guidelines. Failure to follow these policies will result in the loss of authoring privileges, access privileges and/or other more stringent disciplinary measures.

For the purposes of this document, “web page” refers to a document designed with the specific intent of being posted on the Internet. “Home page” refers to a web page designed as a main landing page for site visitors; it usually contains a logo, and navigation options. “Website” refers to a collection of web pages linked together to provide information on a common topic. “Hosting” refers to posting a “website” on the District server, for worldwide access.

Ownership and Retention

All web pages are property of Dayton Public Schools. Daily backups of the DPS website will be maintained in accordance with District procedures.

School Board Policies

All documents must conform to school board policies and regulations as well as established guidelines. Copies of board policies are available in all school offices. Persons developing or maintaining web documents are responsible for complying with these and other policies (see Policy EDE and Regulations EDE-R: Information and Communication Technology Regulations – Acceptable Use and Internet Safety).

Website Management

The Public Information Office will manage the DPS website. Web publishing rights will be granted only to those who have been certified in “basic user” areas of website development and publishing (Exhibits 1 and 2, Webmaster Application and Website Approval).

Each school/office should have a plan for maintaining and revising web pages. If obsolete material or link problems are noted, an email will be sent to the sponsor/contact of the page with a request for updates. If updates are not made within two weeks, the sponsor/contact of the page will receive a phone call. If changes are not made within two business days of the phone call, the page will be unlinked from the district site until updates are made.

Although the Public Information Office will assist departments/schools with design and update questions, the ultimate responsibility for regular department/school site updates lies with the appointed designee for each site.

General Content and Design Standards

The DPS website is an official district publication; therefore, all pages should promote and represent the district, its programs and its employees in a professional, positive light.

1. Links to district web pages should be curriculum or school-related. Links should not include sites that are known to be sectarian, discriminatory or for profit. Links should not include entities whose primary purpose is commercial or political advertising.
2. Web page content, data programs/code must reside on the District web server. No compiled objects, programs, or widgets will be allowed without source code.
3. Web page content for each school/office must have a sponsor/contact and approval by the appropriate administrator.
4. All home/main pages must include an email contact.
5. Web page content must be grammatically correct.
6. Copyrighted material or images may not be used.
7. Content must be complete – no “under construction” or empty (placeholder) pages accepted.

School Content and Design Standards

1. Student Safety
 - Content may not include a student’s personal information, i.e., phone number, home address, email address, names of other family members or identifying links.
 - Content should not include any information that indicates the physical location of a student at a given time other than attendance at a particular school or participation in school activities.
 - Identifiable photos of students must not be displayed without explicit permission of the parents/guardians.
2. Parental consent:
 - Regarding usage of student images, consent is not implied. Parent or guardian must approve usage of student images via written consent.
3. Web page designs:
 - Use of frames is discouraged.
 - Use of non-essential backgrounds and animations are heavily discouraged and subject to deletion.
 - Use of web-safe colors is encouraged.
 - Use clear navigation.

- Include the school name, address and phone number; a title (for browser bar) and descriptive header on each page; a contact link to the web sponsor (and other staff as desired).
4. File names:
- Use lowercase characters and allowable special characters (underscores, hyphens and periods). DO NOT USE any other special characters or SPACES in your file names.
 - Including name of school or department in file name is recommended, for easy retrieval.
5. File sizes:
- Keep graphics to pre-approved sizes.

Department Content and Design Standards

Administrative departments with an official web presence (website) will have a webmaster designee, as determined by the department director.

1. Each administrative department should assign up to two people to be the webmaster.
2. Administrative department webmasters may request content proofing or editing assistance from the Public Information Office.

Content Approval

All information posted on the DPS website is considered to be endorsed by the school district, and will be in support of the district's strategic plan. The building principals or department heads are responsible for their respective website's content, accuracy and compliance with district requirements. All web pages must be reviewed and approved by the webmaster and principal/department head prior to their submission. The principal/department director is ultimately responsible for school/department website content.

(Approved: June 14, 2011)



APPLICATION FOR SCHOOL / DEPARTMENT WEBMASTER

PRINCIPAL / DIRECTOR INFORMATION

Title: _____

Phone: _____

Printed Name: _____

Signature Date

The principal/department head (or designee) must approve all web pages prior to publication.

The personnel listed below are designated to be my school/department web content author, pending completion of their certification.

Please Print Legibly:

Primary Webmaster:

Last Name First Name

Approved designee: YES NO

Phone number Email address

Alternate Webmaster:

Last Name First Name

Approved designee: YES NO

Phone number Email address



WEB SITE APPROVAL

School or Department Name: _____

School or Department Location: _____

Please Print Legibly:

Principal's or Department Head's Last Name	First Name
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Phone number	Email address
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1. I have read, understand and will support and abide by the following guidelines and directives.
 - DPS Web Publishing Guidelines
 - DPS Computer & Internet Acceptable Use Policy, EDE

2. I submit this form as my written approval for the establishment of a website for my school/department. I understand I will be held accountable for all content posted to this site by myself or designee.

3. I must approve all web pages prior to publication.

Signature	Date
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WEBMASTER CERTIFICATION

Please Print Legibly:

Last Name First Name

Phone number Email address

School or Department Location: _____

I have read, understand and will support and abide by the following guidelines and directives:

- DPS Web Publishing Guidelines
- DPS Computer and Internet Acceptable Use Policy, EDE
- Complete district's web publishing class

Signature Date

Mail or fax this application along with completed Web Content Author Application to:
Public Information Office, Fax: 542-3053

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 students.

The community relations program gives evidence of efforts to:

1. encourage citizen participation in school functions in accordance with the philosophy of education and educational goals;
2. communicate educational program goals, strengths and needs;
3. provide information regarding school activities and student accomplishments;
4. enlist community resources to support the educational program and
5. utilize the services of volunteers who are assigned responsibilities consistent with their qualifications and experience and who are supervised by appropriate school personnel.

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: August 5, 2009]

LEGAL REFS.: ORC 3315.07
OAC 3301-35-02; 3301-35-04; 3301-35-06

CROSS REFS.: GBQ, Criminal Record Check
IICC, School Volunteers

THIS IS A REQUIRED POLICY

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.

Nonschool-Sponsored Field Trips

Nonschool-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 nonschool-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: August 5, 2009]

LEGAL REFS.: ORC 3327.15
OAC 3301-35-01; 3301-35-06

CROSS REFS.: EEAD, Special Use of School Buses
IF, Curriculum Development
IGDF, Student Fund-Raising Activities
JL, Student Gifts and Solicitations
JN, Student Fees, Fines and Charges

THIS IS A REQUIRED POLICY

FIELD TRIPS

Eligible Participants

In most cases, an entire class takes part in a field trip. From time to time, however, trips may be planned for a smaller group (when, for example, the place to be visited can accommodate only a small group or when the trip is appropriate only for a few students working together on a project). The Board also wishes to make it possible for an individual student to experience a field trip if such a trip would provide instructional benefits.

In all cases, when only part of a class goes on a field trip, the administration ensures that satisfactory arrangements are made for the instruction of those staying in school and adequate transportation and supervision are provided for those who are going on the trip.

Trip Approval

Every field trip requires the principal's approval.

The Superintendent must also approve:

1. extensive one-day trips outside the metropolitan area. These trips may not exceed 200 miles round trip and
2. out-of-state and overnight trips during the regular school year regardless of whether on school time or not.

All out-of-country trips must be approved by the Board.

Parental Permission

Written permission from parent(s) must be obtained prior to any student's participation in a school-sponsored field trip. Notices of impending trips must be sent to parents at least 48 hours prior to the trips.

Expenses

Field trips which are part of the instructional program and do not involve overnight stays may be paid for by the District.

Field trips which are part of the school's extracurricular activities (such as sports spectator trips, band trips, etc.), and/or trips which involve overnight stays, usually involve some expense to the participating student. The administration is careful that such trips do not proliferate to the point at which the expense becomes a burden for the parents.

Fund drives are allowed under the Board's policies governing student gifts and solicitations and student fund-raising activities. In no case may a student be prevented from participating in a field trip solely because of inability to pay.

Regulations Governing Field Trips

It is the responsibility of the Superintendent to set Districtwide regulations for field trips and each building principal to set rules for his/her school which comply with Board policy and District regulations.

(Approval date: August 5, 2009)

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.

Current and prospective volunteers who have or will have unsupervised access to students on a regular basis may, at any time, be subject to a criminal record check (BCII).

At the discretion of the Superintendent or his/her designee, volunteers who have unsupervised access with students on a regular schedule, over an extended period of time, may be required to have a criminal record check.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 2305.23; 2305.231
Chapter 2744
3319.39
OAC 3301-9-01

CROSS REFS.: GBQ, Criminal Record Check
IIC, Community Instructional Resources (Also KF)

GUIDANCE PROGRAM

The Board views guidance 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 personal, educational and career-technical matters, and also in becoming capable of mature self-guidance.

Guidance is based upon these broad fundamental principles.

1. Individuals are different from one another in their capabilities, aptitudes, interests, needs, goals, desires and values.
2. Conditions are improvable. Equality of educational opportunity benefits the individual and society.
3. Guidance is a continual and developmental process.
4. Guidance does not propose to program an individual's course of action but rather tries to assist the individual in arriving at his/her own satisfactory solutions.
5. Guidance should assist the individual to understand his/her circumstances and opportunities and to plan his/her life in a satisfactory manner to serve himself/herself as well as society.

A written guidance plan is developed to provide systematic aid to students in kindergarten through 12th grade regarding educational, career, civic, personal and social concerns, including the harmful effects of drugs, alcohol and tobacco. This plan provides for appraisal of students' academic abilities, a variety of counseling opportunities and approaches, educational and career planning and, when necessary, appropriate referral. The plan is evaluated and submitted to the Board for adoption every three years.

The guidance department is responsible for assisting with implementation of the testing dimension of the educational program. The guidance staff further assists the instructional staff and administration in developing and implementing intervention programs to assist students to realize academic improvement.

Counseling services are provided by certificated/licensed school counselors.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 3317.023
OAC 3301-35-04; 3301-35-05; 3301-35-06

CROSS REF.: AFI, Evaluation of Educational Resources

THIS IS A REQUIRED POLICY

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 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: June 16, 2015]

LEGAL REF.: ORC 3313.6020

CROSS REFS.: AFI, Evaluation of Educational Resources II,
Guidance Program
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.

The Board supports staff efforts to find better ways to measure and report student progress and requires the following elements.

1. Parents are informed regularly, at least four times a year, about the progress their children are making in school.
2. Parents are alerted and conferred with as soon as practicable when a child's performance or behavior becomes unsatisfactory or shows marked or sudden deterioration.
3. At comparable levels, the school system seeks consistency in grading and reporting except when such procedure is inappropriate for certain classes or certain students.
4. When no grades are given and the student is evaluated informally in terms of his/her own progress, the school staff provides a realistic appraisal of the student's standing in relation to his/her peers when requested by parents to do so.
5. When grades are given, the school's staff takes particular care to explain the meaning of marks and symbols to parents.

[Adoption date: August 5, 2009]

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

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 administration and professional staff devise grading systems for evaluating and recording student progress. The records and reports of individual students are kept in a form which 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 which 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 shall be 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.

[Adoption date: August 5, 2009]

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

CROSS REFS.: IK, Academic Achievement
IKAB, Student Progress Reports to Parents
JED, Student Absences and Excuses

THIS IS A REQUIRED POLICY

GRADING SYSTEMS

Grades provide a means for the evaluation of student achievement. Student progress should be reported using a format which is useful and understandable to the student and to parents. The critical issue in grading is the validity and usefulness of grades for the variety of purposes they serve: conveying information on student achievement, providing incentives for students to study, serving as selection criteria, helping in the evaluation and monitoring of the instructional process and assisting students in educational and occupational planning.

There is a uniform grading procedure in the District. Student progress in kindergarten is reported by check marks (3) indicating skill performance.

Student progress in grades 1-12 is recorded on report cards in letter grades according to the grading scale below.

A = 90-100

B = 80-89

C = 70-79

D = 60-69

Below 60 = F

Letter grade equivalents (LGE) are used to compute semester averages in secondary schools according to the conversion table below:

<u>Letter Grade</u>	<u>LGE</u> <u>(Regular Courses)</u>	<u>LGE Honors</u> <u>(Honor Courses)</u>
A	4	5
B	3	4
C	2	3
D	1	2
F	0	0

Grade point average (GPA) is computed for secondary students only. Quality points are used to compute GPA according to the following conversion table:

<u>Letter Grade</u>	<u>LGE</u> <u>(Regular Courses)</u>	<u>LGE Honors</u> <u>(Honor Courses)</u>
A	4	5
B	3	4
C	2	3
D	1	2
F	0	0

In the event of ties for valedictorian, students having the same GPA are ranked number 1, with the student(s) having the next highest GPA receiving the rank of number 2. This process applies to all ties in the class ranking process; that is, equal GPAs result in the same class rank. Therefore, there are four types of honor rolls:

<u>Letter Grade</u>	<u>Elementary Schools</u>	<u>Secondary Schools</u>
Superintendent's Scholars*	All A's	All A's
Principal's List	All A's	4.0 and above no D's or F's
High Honors	B+ average no D's or F's	3.5-3.999 no D's or F's
Honors	B average no D's or F's	3.0-3.499 no D's or F's

*Based on quarters.

Grade Point Average Calculation

Each of the student's grades is converted to its Grade Point Equivalent,*then multiplied by the course's Full Year Equivalent Credit (semester credit doubled) to obtain the student's Quality Points in that course. The total of the student's Quality Points in all courses is divided by the total of the student's Full Year Equivalent Credits to obtain the student's grade point average.

Only the higher of two grades awarded for the same course is included in the grade point calculation, e.g., when a student who has received an F grade in a course retakes the course and receives a passing grade of C, only the C grade is used in the calculation of the grade point average.

Course Syllabi

Each teacher is encouraged to prepare and distribute a course syllabus for each class to all students. A copy is submitted to the principal. The syllabus should include, but is not limited to, the following items:

1. course text and/or instructional materials;
2. general expectations;
3. grading information, i.e., scale, method of computing quarter grades, weight of each assignment toward quarter grade (homework, classwork, project, participation, tests, research);
4. course requirements;
5. projects/research with dates due (if applicable) and
6. make-up policy (must be in line with Board policy).

(Approval date: August 5, 2009)

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 professional staff in cooperation with parents.

Written reports are provided to parents of children in grades 1 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 by telephone is encouraged. Conferences with parents are used as an integral part of the reporting system and should occur at the end of the third quarter for students who are failing.

[Adoption date: August 5, 2009]

LEGAL REF.: OAC 3301-35-06

CROSS REF.: IK, Academic Achievement

THIS IS A REQUIRED POLICY

HOMEWORK

The Board defines homework as written or non-written tasks assigned by a teacher to be completed outside of the classroom. The Board believes homework contributes toward building responsibility, self-discipline and lifelong learning habits. Homework should provide students with the opportunity to apply information they have learned, complete class assignments to transfer new skills and develop independence.

It is expected that homework assignments:

1. provide students with practice in planning and organizing time;
2. establish good study habits;
3. strengthen the home-school links;
4. reaffirm the role of parents and caregivers as partners in education and
5. develop a range of skills in identifying and using information resources.

Every school must develop its own homework guidelines using Board policy as a guide. It is expected that homework shall be assigned across all curriculum areas.

[Adoption date: August 5, 2009]

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

THIS IS A REQUIRED POLICY

HOMEWORK

Every school must develop its own homework guidelines using Board policy as a guide. It is required that homework shall be assigned across all curriculum areas. School policies must include guidance on the amount of time at each grade level homework should be allocated and discourage the assignment of “busy work.” The assignment of homework shall not be used for disciplinary purposes.

Whenever possible, technology should be incorporated into homework assignments. This includes the use of home computers, e-mail and the Internet to organize and access information. Equity issues must be considered when requiring the use of technology. Students who do not have access to technology at home should not be penalized. Alternative assignments should be provided.

Benefits of Homework

Homework is most beneficial when:

1. students receive feedback and follow-up regularly;
2. it is reviewed, corrected and returned promptly;
3. it is assigned on a regular basis and establishes a habit of home study;
4. the teacher communicates expectations clearly;
5. it takes into account students’ home responsibilities, extracurricular activities and the assignment from other teachers;
6. the amount of homework is varied according to the age, grade level and the abilities of students;
7. students learn to be responsible for the completion of homework with the support of their parents or caregivers and
8. it reinforces and extends class work and is challenging and purposeful without being so demanding as to adversely affect a student’s motivation.

Requirements

It is expected that:

1. homework is well-planned, age-appropriate and provides a meaningful opportunity for learning and skill practice;
2. schools develop policies that define the appropriate amount of homework assigned at each grade level;
3. teachers assign homework daily and that they coordinate homework assignments so that a student's workload is appropriate and reasonable;
4. homework is differentiated to provide support for learning differences;
5. homework expectations should be clearly shared with students and parents;
6. homework is corrected and the grading process is shared with students and parents and
7. students who miss homework due to absence shall receive the opportunity to make up missed work.

Types of Homework

There are three types of homework that should be assigned. They include:

1. practice exercises that provide students with opportunities to apply new skills and to review, revise and reinforce new knowledge;
2. preparatory homework that provide students with the opportunity to gain background information about a unit of study or topic so that they are prepared for future lessons and
3. extension assignments that encourage students to complete enrichment activities that provide them with the opportunity to work independently and to incorporate creative ideas.

Responsibilities

Teacher responsibilities include:

1. assigning relevant, challenging and meaningful homework that extends the learning that has taken place in the classroom;

2. providing feedback and/or correcting the homework assignment in a timely fashion;
3. communicating with other teachers that their students may have additional assignments;
4. providing clear instructions and expectations so that students understand the purpose of the homework;
5. involving parents by communicating expectations and contacting them when homework assignments have not been completed and
6. allocating enough time for students to complete assignments, taking into account extracurricular activities and assignments from other teachers.

Student responsibilities include:

1. being aware of and understanding the school's homework policy;
2. writing down assignments;
3. completing all homework assignments in the time allotted;
4. ensuring homework meets high standards;
5. organizing their time appropriately and
6. asking questions when an assignment is not clear.

Parent/caregiver responsibilities include:

1. establishing a quiet, well-lit study area;
2. setting a regular time each day for students to complete homework;
3. taking an active interest in homework;
4. providing assistance when necessary but do not teach content;
5. monitoring the completion of homework;
6. signing completed homework assignments and
7. communicating with teachers about the nature of homework.

(Approval date: August 5, 2009)

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.

Beginning with students who enter third grade in the 2013/2014 school year, 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 a limited English proficient student 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: August 5, 2009]

[Re-adoption date: October 16, 2012]

[Re-adoption date: April 16, 2013]

[Re-adoption date: November 19, 2013]

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)

NOTE: This policy also applies to community schools.

Senate Bill (SB) 316 changed districts' option related to students who don't pass the Third Grade Reading Assessment. These changes go into effect for students who enter the third grade in the 2013-2014 school year.

In 2013, SB 21, made additional changes to retention and promotion practices under the Third Grade Reading Guarantee beginning with students who enter the third grade in the 2013/2014 school year. First, students may be excused from taking the assessment if they fall under an exception in Ohio Revised Code Section 3301.0711(C), which addresses alternate assessments determined by the student's individualized educational plan (IEP), delayed administration of assessments based on medical reasons or other good cause and limited English proficient students. It also extended the time in which a limited English proficient student can receive an exception to being retained from two full school years or two years of English instruction to three years for both.

THIS IS A REQUIRED POLICY

PROMOTION AND RETENTION OF STUDENTS

Students retained at any grade level are to be provided instruction designed to continue their progress toward accomplishment of the requisite skills. The District is committed to the continuous progress of students in the basic skills. Retention is an administrative procedure which allows additional time needed by some students to achieve minimum competency. The teaching/learning activities provided for these students must enhance their growth, not simply repeat the program of the previous year. Students who are candidates for retention should have a progress review by the Intervention Assistance Dean.

1. A student is retained in the same grade no more than once. A student completing 10 years in the elementary school (grades 1-8), not meeting minimum expectations, may be recommended for assignment to grade 9 at the high school level.
2. A student who has been retained at a grade level may not be retained at any subsequent grade without a thorough review of the student's progress by the principal, teacher, psychologist and instructional supervisor.
3. A student who has been retained may be promoted or assigned to the next higher grade level if the teacher and principal determine that requirements have been met and that the placement is in the best interest of the student. Such assignment may be made at any time during the school year; however, the close of the semester creates fewer problems for all concerned.
4. Students being retained who could complete minimum expectations or strengthen skills in the summer school may be recommended for enrollment. The student's grade placement would be re-evaluated in the fall, considering the student's progress and performance in summer school.
5. Students are not to be retained in kindergarten. In the rare instance where the teacher has serious reservations regarding the ability of the child to function at the first-grade level, a referral should be made to the school psychologist for an evaluation to the school intervention assistance dean. If the only workable solution is determined to be the recommendation of an additional year in kindergarten, there must be documented evidence of parental participation in the IAT process.

Administrative Assignment of Students

A student who has not met minimum expectations and who would not benefit from retention or specialized services may be administratively assigned to the next higher grade level by the school principal.

1. The student's parents are notified in writing or through a conference of an administrative assignment. The reason for the assignment decision must be provided to the parent. A written acknowledgment of this notification should be secured from the parent and maintained in the student's cumulative record.
2. The student's cumulative record must clearly indicate "grade placement by administrative assignment."

Accelerated Placement of Students

A student exhibiting an exceptionally high level of achievement and motivation and evidencing the social skills and emotional maturity to benefit from instruction at a higher grade level may be advanced to that grade. Advancement may be made at any time during the school year; however, the close of the semester creates fewer problems for all concerned. For students being considered for advancement in grades 1 through 6, the procedure must be initiated no later than the end of the third nine weeks. It is imperative that a seventh-grade student be advanced to grade 8 at close of semester if consideration of ninth year placement is to be made.

1. An accelerated placement may be made by the school principal following a psychological evaluation and only with the consent of the parents of the student.
2. A written statement indicating the consent of the parent to an accelerated placement is secured and maintained in the student's cumulative record.
3. The student's cumulative record should clearly indicate "accelerated placement."

The Student Progression Plan for Elementary Schools seeks to secure and maintain the understanding and acceptance of administrators, teachers, parents and students of the standards for student placement and progress within the instructional program. Each person must make every effort to become cognizant of the promotion, retention and assignment procedures to be utilized and the responsibility which must be assumed by each principal, teacher, student and parent. The plan outlined is not a panacea. It can provide structure and substance to the instructional program if implemented with reason and sound judgment.

(Approval date: August 5, 2009)

ACCELERATION

The Board recognizes that all students learn and progress at different rates and that the time it takes to reach academic standards varies among students. The Board believes students should be challenged and supported to reach their full potential and that the practice of educational acceleration is used to match appropriate learning opportunities with student abilities. The goals of acceleration are to adjust the pace of instruction to the student's capabilities, provide an appropriate level of challenge and to reduce the time period necessary for students to complete traditional schooling.

The District uses acceleration strategies in four academic areas.

1. Whole-grade acceleration: The practice of assigning a student on a full-time basis to a higher grade level than is typical, given the student's age, for the purpose of providing access to appropriately challenging learning opportunities.
2. Individual subject acceleration: The practice of assigning a student to a higher grade level than is typical, given the student's age, for the purpose of providing access to appropriately challenging learning opportunities in one or more subject areas.
3. Early admission to kindergarten: The practice of admitting a student to kindergarten who has not yet reached the typical age at which students are admitted to kindergarten, for the purpose of providing access to appropriately challenging learning opportunities.
4. Early high school graduation: The practice of facilitating completion of the high school program in fewer than four years, for the purpose of providing earlier than typical access to postsecondary educational opportunities.

Referrals for students to be evaluated and assessed should be made to the building principal. Students referred and having parental permission are tested using a variety of assessments.

The assessments are reviewed by an acceleration evaluation committee to determine the most appropriate and available learning environment for the students.

The committee issues a written recommendation to the building principal and the students' parents. Parents have the right to appeal the committee's recommendation to the Superintendent or his/her designee.

The committee develops a written acceleration plan for any student who is admitted early to kindergarten, offered whole-grade acceleration or acceleration in one or more individual subject areas. The parents of the student are provided with a copy of the written plan.

The Board directs the administration to develop rules for referring and evaluating students who may qualify for acceleration services.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 3321.01
 3324.01 et seq.
 OAC 3301-51-15

CROSS REFS.: IGBB, Programs for Gifted and Talented Students
 JB, Equal Educational Opportunities
 JEB, Entrance Age (Mandatory Kindergarten)
 Ohio Department of Education Model Acceleration Policy for Advanced
 Learners
 Student Handbooks

THIS IS A REQUIRED POLICY

ACCELERATION

Academic Acceleration, Early Entrance to Kindergarten, and Early High School Graduation

In accordance with the belief that all students 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 students 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. Students 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 student may be placed in the accelerated placement on the first day of school. Students 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 student 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 student should be accelerated. Pursuant to Ohio Revised Code 3321.01, all students 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 student's parent or legal guardian. Students 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 student or pediatrician or psychologist who knows the student. Students 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 student's current school;
- B. current teacher of the referred student (with the exception of students referred for possible early admission to kindergarten);
- C. 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. parent or legal guardian of the referred student or a representative designated by a parent or legal guardian of the referred student and
- E. 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 whom 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 Revised 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.

(Approval date: August 5, 2009)

GRADUATION REQUIREMENTS

The Board desires that its standards for graduation meet or exceed the minimum standards of the Ohio Department of Education 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.

<u>District Minimum</u>		<u>Statutory Graduation Requirements</u>	
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
Total	20 units	Total	20 units

The statutory graduation requirements also include:

1. 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), 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;
2. units earned in social studies shall be integrated with economics and financial literacy and
3. passing all state-required examinations.

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 and Postsecondary Enrollment 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, or where applicable the former Postsecondary Enrollment Options Program, 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

The Board may allow a student who, during high school, has participated in interscholastic athletics, marching band, or cheerleading for at least two full seasons or an approved Junior Reserve Officer Training Corps (JROTC) program for two years to not be 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.

Junior Reserve Officer Training Corps (JROTC) Exemption

A student who has participated in JROTC for at least two full school years is not required to complete any physical education courses as a condition to graduate. In addition, the academic credit received from participating in JROTC may be used to satisfy the one-half unit of Physical Education and completion of another course is not necessary for graduation.

Community Service

The District offers community service education, which acquaints students with the history and importance of volunteer service and with a wide range of existing community needs. Community service opportunities may be considered an elective towards graduation.

Graduation Requirements Opt Out

The District does not offer students the ability to participate in the Opt Out program.

[Adoption date: August 5, 2009]
[Re-adoption date: July 20, 2010]
[Re-adoption date: August 21, 2012]
[Re-adoption date: April 16, 2013]
[Re-adoption date: October 14, 2014]
[Re-adoption date: July 21, 2015]

LEGAL REFS.: ORC 3301.07(D)(3)
3313.60; 3313.6014; 3313.603; 3313.605; 3313.61
3345.06
OAC 3301-35-04

CROSS REFS.: IGBM, Credit Flexibility
IGCA, Summer Schools
IGCD, Educational Options (Also LEB)
IGCH, College Credit Plus (Also LEC)
IGCI, Community Service
JN, Student Fees, Fines and Charges

NOTE: Although the minimum requirements for graduation are listed in the policy as 20 units of credit, boards are permitted to require more than 20 units in order for its students to graduate from high school and should edit this policy accordingly. District requirements should be reflected in the district minimum column.

Senate Bill (SB) 311, passed in 2006, permits boards to adopt a policy that excuses from high school physical education those students who have participated in interscholastic athletics, cheerleading or marching band for at least two full seasons. However, excused (exempted) students must complete one-half unit of at least 60 hours of instruction in another course of study in order to graduate from high school.

House Bill (HB) 290, passed in 2009, adds participation in Junior Reserve Officer Training Corps (JROTC) programs approved by the United States Congress to the list of permitted electives within the Ohio Core curriculum. Boards may also excuse (exempt) participating students from high school physical education courses if participation in JROTC is for at least two full years.

In addition, under HB 290, boards are permitted to grant high school credit for two full years of participation in JROTC without the student having to take another course of study in order to graduate from high school.

HB 487 in 2014 sets forth three alternative paths to graduation in addition to the regular curriculum requirements. These graduation pathways appear in RC 3313.618, and apply to students entering ninth grade for the first time on or after July 1, 2014. In order to qualify for a high school diploma, eligible students must satisfy at least one of the following conditions: 1) be remediation-free on each of the nationally standardized assessments in English, mathematics and reading; 2) attain a cumulative score of 18 points on the seven end-of-course examinations or 3) attain a score that demonstrates workforce readiness and employability on a nationally recognized job skills assessment and obtain either an industry-recognized credential or license issued by a state agency or board for practice in a vocation that requires an examination for issuance of that license.

Additionally, several provisions of HB 487 changed references from the Ohio Core to graduation requirements.

THIS IS A REQUIRED POLICY

GRADUATION EXERCISES

Any student having successfully completed all requirements for graduation is eligible to participate in the graduation exercises conducted by a District high school. Students participating in the ceremony must meet all graduation requirements.

1. Students must have successfully completed all requirements contained in the Ohio Revised Code and set by the Ohio Department of Education and the Dayton City Board of Education.
2. Students graduating early shall request participation in the graduation ceremony. Early graduates can only participate in the graduation exercises in the year of graduation.
3. All financial obligations to the District must be paid.
4. All disciplinary obligations must be satisfactorily completed.
5. Participation in graduation rehearsal is required for participation in the graduation ceremonies.
6. Students participating in the ceremony must wear the prescribed cap and gown.
7. Prior to graduation, misconduct that results in suspension or expulsion may result in denial of participation in graduation ceremonies.

Students whose decorum is disruptive or brings undue attention to themselves will not be awarded their diploma at the commencement exercises. They will be required to fulfill the disciplinary requirements given by the Superintendent or his/her designee. Once the disciplinary requirements have been satisfied, the students shall receive their diplomas.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC.: 3313.120; 3313.66; 3313.661

CROSS REFS.: IKF, Graduation Requirements
JECBA, Admission of Exchange Students
Student Handbooks

DIPLOMA WITH HONORS

Students must meet the requirements for the regular diploma as listed in policy IKA plus criteria for honors listed below.

Students who complete the college preparatory curriculum in high school must meet any eight of the following nine criteria:

1. four units of English
2. three units of mathematics that include Algebra I, Algebra II and Geometry or complete a three-year sequence of courses that contains equivalent content
3. three units of science that develop concepts for physical, life and earth and space sciences
4. three units of social studies
5. either three units of one foreign language or two units each of two foreign languages
6. one unit of fine arts
7. either one unit of business/technology and two additional units in (1) through (6) or earn three additional units in (1) through (6) above
8. maintain an overall high school grade point average of at least 3.5 on a 4.0 scale up to the last grading period of the senior year
9. obtain a composite score of 27 on the American College Testing (ACT) tests or an equivalent composite score of 1210 on the Scholastic Assessment Tests (SAT)

Students who complete an intensive career-technical education curriculum in the high school must meet any nine of the following 10 criteria:

1. four units of English which may include one unit of applied communication
2. four units of mathematics which include Algebra and Geometry or a sequence of courses that contain equivalent content
3. three units of science that develop concepts for physical, life and earth and space sciences
4. three units of social studies

5. two units of a foreign language or two units of business/technology, or one unit of each
6. three units in the student's career-technical education curriculum
7. two additional units in (1) through (6) above, or in fine arts
8. maintain an overall high school grade point average of at least a 3.5 on a 4.0 point scale up to the last grading period of the senior year
9. complete a career passport that reflects achievement of the occupational proficiency benchmark established for the Ohio Vocational Competency Assessment or the equivalent
10. obtain a composite score of 27 on the American College Testing (ACT) tests or an equivalent composite score of 1210 on the Scholastic Assessment Tests (SAT)

[Adoption date: August 5, 2009]

LEGAL REF.: ORC 3313.647

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: August 5, 2009]

LEGAL REFS.: ORC 3301.0710 through 0713; 3301.0715; 3301.0717
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

NOTE: A general policy on testing may cover functional literacy; if not, subcategories may be added to the Testing Programs category (code IL). To assist administrators in developing the required written testing security plan, a regulation follows this policy, which details the requirements for the secure storing and administration of proficiency test.

Should a policy in this category relate to Graduation Requirements, it would be good to provide a cross reference.

THIS IS A REQUIRED POLICY

EVALUATION OF INSTRUCTIONAL PROGRAMS

The Board considers it essential that students in District schools meet the Academic Content Standards issued by the Ohio Department of Education.

The Superintendent or his/her designee is directed, on a regularly recurring basis, to evaluate District instructional programs. The evaluation will make systematic use of appropriate national and/or state evaluation standards established for program evaluation.

The Superintendent reports the findings of the instructional program evaluations to the Board for its consideration and action. The specific purpose of this report is to provide data for planning budgeting for instructional improvements and for informing the public about the performance of the public schools.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 3313.60
3323.02
OAC 3301-35-02(B); 3301-35-03; 3301-35-04; 3301-35-06; 3301-35-07

CROSS REFS.: AF, Evaluation of District Operations
IA, Instructional Goals
IAA, Instructional Objectives
IL, Testing Programs

THIS IS A REQUIRED POLICY

TEACHING METHODS
(Lesson Plans)

Members of the instructional staff teach efficiently and faithfully, using the approved books and materials, following the approved courses of study and employing approved methods of instruction; however, teachers are encouraged to suggest to the principal their own teaching methods, within the limits of good educational practice and stated goals and objectives.

Classroom climate within the District encourages open inquiry and responsible discussion of any and all questions and viewpoints relating to the ethical, social and cultural welfare of people to help prepare students for adult community roles.

Lesson plans are developed and recorded in a standard format. As requested, these are submitted by teachers to the principal, who has authority to require changes in lesson plans or teaching methods. If the teacher disagrees with the required changes, the teacher and/or principal shall review the matter with the Superintendent or his/her designee. The parties are notified promptly of the decision of the Superintendent or his/her designee.

[Adoption date: August 5, 2009]

LEGAL REF.: ORC 3313.20

CONTRACT REF.: Teachers' Collective Bargaining Agreement

TEACHING ABOUT CONTROVERSIAL ISSUES

Controversial issues arise from conflicts in the interests, beliefs or affiliations of large groups of our citizens. They also are issues which arise out of the discussion and study of the academic disciplines.

The District-prescribed curriculum is composed of established facts, concepts and principles which may include controversial issues. The public schools include the study of some important unresolved problems that involve controversial issues. These are appropriate studies insofar as the maturity of students and the means available permit. Only through the study of such issues will youth develop the abilities needed for citizenship in our democracy.

In the study of controversial issues, students have four rights which recognize the right to:

1. study any controversial issue which has political, economic or social significance and concern;
2. have free access to all appropriate information, including materials which circulate freely in the community;
3. study under competent instruction in an atmosphere free from bias and prejudice and
4. form and express their own opinions on controversial issues without jeopardizing relations with teachers or the school.

The study of controversial issues should be objective and scholarly with minimum emphasis on opinion. The teacher must approach controversial issues in the classroom in an impartial and objective manner and must refrain from using classroom privileges and prestige to promote a partisan point of view.

Teachers determine the appropriateness of certain issues for consideration using the following criteria.

1. Treatment of the issue in question must be within the range, knowledge, maturity and competence of the students.
2. There should be study materials and other learning aids available from which a reasonable extent of data pertaining to all aspects of the issue can be obtained.
3. The issue should receive only as much time as is needed to consider it adequately.
4. The issue should be current, significant and relevant to the students and the teacher.

A teacher who is in doubt about the advisability of discussing certain issues in the classroom shall confer with the principal concerning the appropriateness of doing so. If discussion of an issue is not approved by the building principal, the teacher may refer the issue to the Superintendent.

If parents desire that their child be excused from participation in discussion of such material, arrangements are made to respect that request.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 2907.31
OAC 3301-35-04

CROSS REFS.: IB, Academic Freedom
KLB, Public Complaints About the Curriculum or Instructional Materials

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 which have significance for a particular religion should not be sung or performed in the school during the period which 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.

Pledge of Allegiance

The Board believes one's appreciation of country is promoted by the ceremonies and observances held in the schools and that the United States flag is a symbol of our democratic heritage, ideals and freedom.

The Board believes that saluting the flag and reciting daily the Pledge of Allegiance help students to learn and to reinforce these principles. Therefore, the Board requires students, grades kindergarten through 12, to recite the pledge during the school day at a time and manner specified by the building principal.

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 to the Ohio Department of Education by October 1.

Moment of Silence

The Board may provide for a moment of silence with participation of students for a student's choice of 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: August 5, 2009]

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

THIS IS A REQUIRED POLICY

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 American flag will be on display on school grounds or on school properties during all school sessions in fair weather and will be displayed on the inside of school buildings on all days. Outside the buildings, flags are raised every morning before the opening of school and lowered every night. Exceptions include buildings with all-weather flags which may be displayed 24 hours with appropriate nighttime illumination. The Board directs the Superintendent or his/her 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: August 5, 2009]

LEGAL REFS.: ORC 3313.80; 3313.801; 3313.99
3314.03(A)(11)(h)

CROSS REFS.: IND, School Ceremonies and Observances
INDA, Patriotic Exercises

DISPOSAL OF UNITED STATES FLAGS

All ragged or discolored United States flags must be boxed up and sent to the Distribution Center for disposal. Every four to six months the flags will be transported to a veterans' organization for proper disposal by that organization. Disposal of the flag in any other way is not permissible.

(Approval date: August 5, 2009)

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: August 5, 2009]

[Re-adoption date: March 8, 2011]

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
JFG, Interrogations and Searches

ANIMALS IN THE SCHOOLS

Prior to bringing any animal(s) into the schools, other than service animals, the building principal 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 be:

1. on a harness, leash or other tether or be under the control of the handler;
2. housebroken and
3. up-to-date on vaccinations.

In the rare case the animal is aggressive, disruptive or not housebroken, the school may exclude the animal.

(Approval date: August 5, 2009)

(Re-adoption date: September 13, 2011)

SECTION J: STUDENT

JA	Student Policies Goals
JB	Equal Educational Opportunities
JC	School Attendance Areas
JEA	Compulsory Attendance Ages
JEB/JEBA	Entrance Age (Mandatory Kindergarten)
JEC	School Admission
JEC AA	Admission of Homeless Students
JEC B	Admission of Nonresident Students
JEC BA	Admission of Exchange Students
JEC BA-R	Admission of Exchange Students Regulations
JEC BB	Admission of Interdistrict Transfer Students
JEC BC	Admission of Students from Nonchartered or Home Schooling
JEC BD	Intradistrict Open Enrollment
JEC C	Assignment of Students to Schools
JEC C-R	Student Reassignment
JEC D	Assignment of Students to Classes
JEC E	Student Withdrawal from School (Loss of Driving Privileges)
JED	Student Absences and Excuses
JED A	Truancy
JEE	Student Attendance Accounting (Missing and Absent Children)
JEG	Exclusions and Exemptions from School Attendance
JEG A	Permanent Exclusion
JF	Student Rights and Responsibilities
JF-E	Exhibit
JF A	Student Due Process Rights
JF B	Student Involvement in Decision Making (Also ABC)
JF B-R	Superintendent's Student Senate Regulation
JF BA	Student Government
JF C	Student Conduct (Zero Tolerance)
JF CA	Student Dress Code
JF CC	Student Conduct on School Buses (Also EEACC)
JF CE	Secret Societies
JF CE A	Gangs
JF CF	Hazing and Bullying (Mandatory Reporting)
JF CF-R	Hazing and Bullying (Mandatory Reporting) Regulation
JF CG	Tobacco Use by Students
JF CH	Alcohol Use by Students

SECTION J: STUDENT
(Continued)

JFCI	Student Drug Abuse
JFCI-R	Procedure for Apprehension of Drug Offenders
JFCJ	Weapons in the Schools
JFCL	Unsafe Schools (Persistently Dangerous Schools)
JFE	Pregnant Students
JFG	Interrogations and Searches
JFG-R	Interrogations and Searches Regulations
JFH	Student Complaints and Grievances
JG	Student Discipline
JGA	Corporal Punishment
JGD	Student Suspension
JGD-R	Suspension and Expulsion Regulations
JGDA	Emergency Removal of Student
JGDA-R	Emergency Removal Regulations
JGE	Student Expulsion
JGEA	Instructional Services for Suspended and Expelled Students
JGF	Discipline of Special Education Students
JFG-R	Discipline of Special Education Students Regulations
JHC	Student Health Services and Requirements
JHC-R	Student Health Services and Requirements Regulations
JHCA	Physical Examinations of Students
JHCB	Inoculations of Students
JHCC	Communicable Diseases
JHCD	Administering Medicines to Students
JHCD-R-1	Administering Medicines to Students Regulations
JHCD-R-2	Use of Asthma Inhalers
JHCD-R-3	Use of Epinephrine Autoinjectors
JHF	Student Safety
JHG	Reporting Child Abuse
JHH	Notification About Sex Offenders
JI	Student Awards and Scholarships
JK	Employment of Students
JL	Student Gifts and Solicitations
JM	Staff-Student Relations (Also GBH)
JN	Student Fees, Fines and Charges

SECTION J: STUDENT
(Continued)

JO	Student Records
JO-R	Student Records Regulations
JOA	Student Surveys
JOA-R	Student Surveys Regulations

STUDENT POLICIES GOALS

The Board through its policies establishes the availability of a system of services designed to assist students, parents and school personnel in the pursuit of educational excellence.

Students have access to equal educational opportunities, constitutional protection through established due process procedures which affirm the importance of health, safety, emotional well-being and personal responsibility for learning and behavior.

Individual self-worth is promoted through curriculum, instruction and practices which allow for growth, responsibility and consequences as staff, students and parents interact with both the educational system and process.

Therefore, the Board seeks to advance the following goals, including but not limited to:

1. promoting equal access to educational opportunities for all students;
2. promoting regular attendance;
3. ensuring that the constitutional rights of all students as citizens in a democracy have practical meaning and application;
4. developing in students a sense of personal responsibility for their actions and their related consequences;
5. attending vigorously to matters of student safety, health and welfare;
6. dealing justly and constructively with all students in matters of discipline and
7. helping all students feel that they are valued as individuals in the school environment.

[Adoption date: August 5, 2009]

LEGAL REFS.: Ohio Const. Art. II
ORC 3313.20; 3313.48

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, ancestry, citizenship status, religion, creed or opinion, sex, economic status, marital status, pregnancy, status as a parent, age, disability, military status, sexual orientation or any other human difference 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: August 5, 2009]

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; 42 USC 12101 et seq.
Vocational Rehabilitation Act of 1973, Section 504
ORC 9.60 through 9.62
 Chapter 4112
 5903.01(G)
OAC 3301-35-02; 3301-35-04

CROSS REFS.: AC, Nondiscrimination/Harassment
GBA, Equal Opportunity Employment
IGBA, Programs for Students with Disabilities
IGBB, Programs for Gifted and Talented Students
IGBI, Limited English Proficiency
IGBJ, Title I Programs
JECOA, Admission of Homeless Students
JFA, Student Due Process Rights

THIS IS A REQUIRED POLICY

SCHOOL ATTENDANCE AREAS

The Superintendent or his/her designee recommends attendance areas, taking into consideration the best use of school facilities, the equalization of enrollments in classrooms, natural barriers and traffic hazards and patterns. Except as the foregoing factors influence boundary lines, the area established should permit each student to attend the school nearest his/her place of residence.

Students are expected to attend the schools in the areas in which they live; exceptions may be made within Board policy or may be made in the best interests of the student and/or the schools.

[Adoption date: August 5, 2009]

[Re-adoption date: January 4, 2011]

LEGAL REFS.: ORC 3313.48; 3313.97
3319.01

CROSS REFS.: IGBJ, Title I Programs
JECB, Admission of Nonresident Students
JECBA, Admission of Exchange Students
JECBB, Admission of Interdistrict Transfer Students
JECBD, Intradistrict Open Enrollment
JECC, Assignment of Students to Schools
JFCL, Unsafe Schools (Persistently Dangerous Schools)

COMPULSORY ATTENDANCE AGES

Children between the ages of six and 18 are of compulsory school age. Every person of compulsory school age must attend a school which conforms to the standards prescribed by the State Board of Education until one of the following occurs.

1. The person receives a diploma or a GED granted by the Board or other governing authority indicating such student has successfully completed all state and local requirements.
2. The person receives an age and schooling certificate (work permit) and is enrolled in a GED program.
3. The person is excused from school under standards adopted by the State Board of Education pursuant to State law.

The parent(s) of any person who is of compulsory school age must send such person to school unless he/she is exempt as listed above.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 3313.61
3321.01 et. seq.
3331.02
OAC 3301-35-04
3301-41

CROSS REFS.: IGBG, Home-Bound Instruction
JEB, Entrance Age (Mandatory Kindergarten)
JEG, Exclusions and Exemptions from School Attendance
JFE, Pregnant Students

ENTRANCE AGE
(Mandatory Kindergarten)

Each child who is five years of age on or before September 30 is eligible to enroll in kindergarten.
Each child who is six years of age on or before September 30 and who has successfully completed kindergarten is eligible to enroll in the first grade.

[Re-adoption date: July 21, 2015]

LEGAL REF.: ORC 3321.01

CROSS REFS.: IKEB, Acceleration
JEA, Compulsory Attendance Ages
JEBA, Early Entrance to Kindergarten

SCHOOL ADMISSION

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.

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 DHS. Forwarded documents are:

1. an updated copy of the student's transcript;
2. a report of the student's behavior in school while in DHS 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: August 5, 2009]

[Re-adoption date: October 14, 2014]

[Re-adoption date: March 17, 2015]

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
JECB, Admission of Nonresident Students
JEE, Student Attendance Accounting (Missing and Absent Children)
JHCA, Physical Examinations of Students
JHCB, Immunizations
JO, Student Records

NOTE: Use this category for statements covering all school admissions. Statements on exceptions to general residency requirements, tuition charges for nonresident students, admission of students from neighboring districts on a transfer basis, etc., should be filed under the appropriate subcategory of code JEC.

For purposes of determining a student's "residence," the term "parent" is defined by law as "... either parent, unless the parents are separated or divorced, in which case 'parent' means the parent with legal custody of the child. If neither parent has legal custody of the child, 'parent' means the person or agency with legal custody or permanent custody..." See policy JECB, Admission of Nonresident Students, for related statements.

House Bill 367 (2014) defines a "protected child" as a child placed in a foster home as defined by Ohio Revised Code Section (RC) 5103.02 or in a residential facility defined as a group home for children, a children's crisis care facility, children's residential center, residential parenting facility that provides 24-hour childcare, county children's home or district children's home. The definition and accompanying prohibition on denying a protected child admission based solely on inability to present a birth certificate upon enrollment is found in RC 3313.672.

ADMISSION OF HOMELESS STUDENTS

The Board believes that all school-aged students have a basic right to equal educational opportunities. Accordingly, the District must enroll each homeless student in the District in the school determined to be in the student's best interest. A homeless student is defined as an individual who lacks fixed, regular and adequate nighttime residence including:

1. a "doubling up" or sharing the housing with another family 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. awaiting foster care placement;
6. 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;
7. living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or similar settings and
8. migratory students.

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. To the extent feasible, homeless students are kept in the school of origin unless doing so is contrary to the wishes of the student's parent or guardian.

To the extent feasible, 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 enrollment, retention and success in school of homeless students;

2. the District does not segregate homeless students into separate schools or separate programs within a school, based on the student's status as homeless;
3. it appoints a District liaison who ensures that homeless students enroll and succeed in school and
4. homeless students are provided with education, nutrition and transportation services that are at least comparable to the services provided to nonhomeless students.

The liaison 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.

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 5, 2009]

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/Harassment
JB, Equal Educational Opportunities

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, which 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 education 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).)
10. the student is under the age of 22 and his/her parent(s) moved from the District, but within the county, after the first full week of October, for the remainder of the school year;
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.)
13. the student is under the age of 22 and the superintendent of the district in which the student is entitled to attend (the student's district of origin) enters into a contract with the Superintendent of this District (the district into which the student wishes to enroll) consenting to the attendance of the student in this District or
(The Superintendent of this District specifies that the purpose of such attendance is to protect the student's physical or mental well-being or to deal with other extenuating circumstances deemed appropriate by the Superintendent.)
14. the student whose parent is a full-time employee of an educational service center may be admitted tuition free to the schools of the district where the parent's job is primarily located, pursuant to the admission policy of that district.

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 support 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 nonadmittance 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: August 5, 2009]

[Re-adoption date: July 16, 2013]

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
JECAA, Admission of Homeless Students
JECBA, Admission of Exchange Students
JECBB, Admission of Interdistrict Transfer Students
JO, Student Records

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

NOTE: THIS IS A REQUIRED POLICY

ADMISSION OF EXCHANGE STUDENTS

The Board believes that one of the most effective vehicles for improving international understanding is communications among the individuals of various nations. Accordingly, the Board endorses the involvement of high school students and their families in recognized foreign exchange student programs. The Superintendent and administrative staff are responsible for developing regulations to direct the involvement of the high school with such programs.

Exchange students are not responsible for tuition if sponsored under an approved exchange program while temporarily residing in the District with a host family. Exchange students must meet the same requirements and expectations required of resident students, including immunization requirements.

Exchange students are encouraged to participate in all student activities, provided they meet the academic requirements.

The Board reserves the right to limit the number of exchange students in any given year.

Foreign exchange students enrolled in a recognized visitor exchange program may be eligible to participate in interscholastic athletics in accordance with Ohio High School Athletic Association Bylaws.

[Adoption date: August 5, 2009]

[Re-adoption date: February 18, 2014]

[Anticipated re-adoption date: June 16, 2015]

LEGAL REFS.: ORC 3313.20; 3313.535; 3313.61(H); 3313.615; 3313.64

CROSS REFS.: IGD, Cocurricular and Extracurricular Activities
IGDJ, Interscholastic Athletics
IGDK, Interscholastic Extracurricular Eligibility
IKFB, Graduation Exercises
JECB, Admission of Nonresident Students
JHCB, Immunizations

ADMISSION OF EXCHANGE STUDENTS

The following regulations shall be observed in administering the foreign exchange student program:

1. Exchange students must be associated with an organized foreign exchange program that is approved by the Board. Such programs must maintain either an office or a representative in Ohio.
2. The sponsoring parents and/or representatives of the approved sponsoring organization must contact the designated coordinator of the foreign exchange student program in the high school guidance office.
3. The Board reserves the right to restrict the number of foreign exchange students in any given academic year.
4. The school reserves the right to deny enrollment to foreign exchange students if approval by the high school guidance office has not been given by July 1 preceding the year of desired enrollment.
5. In order to provide a quality education and to minimize potential disruption, the high school will not accept foreign exchange students after the school year has begun. However, students who were accepted before the July 1 deadline will not be denied enrollment due to late arrival.
6. Exchange students must be full-time students carrying a full academic classload. Enrollment eligibility shall be determined on an annual basis. Exchange students shall receive pass/fail grades only for purposes of class GPA ranking. The coordinator shall keep a record of the students' actual grades for permanent records.
7. Exchange students will not be accepted on a part-time basis. Part-time is defined as less than a full school day or school year.
8. Priority for enrollment will be granted to students enrolling in a level other than grade 12.

9. Exchange students completing grade 12 will receive an honorary diploma or certificate of attendance.

To receive a regular diploma, the exchange student must successfully complete a program of study developed by the principal/designee and fulfill all other requirements for graduation. Exchange students must complete the applicable state mandated testing requirements for graduation.- Exchange students may be exempt from passing the applicable social studies assessment(s) required for graduation. Exchange students are not eligible for an honors diploma.

Exchange students who are subject to the requirements of the Ohio Graduation Tests (OGT) and - wish to qualify for graduation under alternative testing conditions are required to pass the OGT in social studies in order to graduate.

Exchange students who complete the program of study will be permitted to participate in graduation ceremonies, with expenses borne by the student or sponsoring parents.

10. Exchange students are expected to share their cultural heritage to the fullest extent possible including topics such as government, economics, historical understanding and language.
11. Exchange students are subject to the same policies, rules, fees, fines and regulations of the Board that apply to all high school students.

(Approval date: May 14, 2015)

ADMISSION OF INTERDISTRICT TRANSFER STUDENTS

The Board does not participate in an open enrollment program for students from other districts and does not accept such students.

[Adoption date: August 5, 2009]

LEGAL REF.: ORC 3313.98

THIS IS A REQUIRED POLICY

ADMISSION OF STUDENTS
FROM COMMUNITY, NONCHARTED OR HOME SCHOOLING

Students seeking admission into the District's schools who have been enrolled in community, nonchartered 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 community, nonchartered nonpublic school are permitted to participate in the District's extracurricular activities at the school to which the student would be assigned if the community, nonchartered 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.

A student attending a community, nonchartered nonpublic school who is not entitled to attend school in the District may be authorized by the Superintendent to participate in an extracurricular activity offered by a school of the District. The activity must be one that the community, nonchartered nonpublic school the student is enrolled in does not offer and may not be interscholastic athletics or interscholastic contests or competitions in music, drama or forensics.

A student receiving home instruction in accordance with State law who is not entitled to attend school in the District may be authorized by the Superintendent to participate in an extracurricular activity offered by a school of the District. The activity must be one that the District the student is entitled to attend does not offer.

Home-schooled students must be enrolled in the District for a minimum of 15 courses/classes/credit hours/Carnegie units in order to be selected as valedictorian or salutatorian for graduation purposes.

[Adoption date: August 5, 2009]
[Re-adoption date: October 9, 2013]
[Re-adoption date: October 14, 2014]

LEGAL REFS.: ORC 3313.535; 3313.537; 3313.5311; 3313.5312; 3313.664
3321.04
OAC 3301-34

CROSS REFS.: IGBG, Homebound Instruction
IGCF, Home Instruction
IGD, Cocurricular and Extracurricular Activities
IGDK, Interscholastic Extracurricular Eligibility

Note: House Bill 59, effective September 29, 2013, requires districts to allow resident students who are receiving home instruction to participate in extracurricular activities at the school to which they would be assigned. Districts are also required to allow resident students attending a chartered or, nonchartered nonpublic school to participate in extracurricular activities in the school to which the student would be assigned if the activity is one that the nonpublic school they are enrolled in does not offer. Students participating under these provisions must be of the appropriate grade and age level as determined by the superintendent and must meet the same academic, nonacademic and financial requirements as any other student. Districts are prohibited from imposing additional rules or fees on a student participating under these provisions that are not applied to other students participating in the same program.

Districts may allow nonpublic school students who are not eligible to enroll in the district the opportunity to participate in an extracurricular activity operated by a school of the district if the activity is one the nonpublic school the student is enrolled in does not offer, and the activity is not interscholastic athletics or interscholastic competitions in music, drama or forensics. The superintendent may also allow a homeschool student not eligible to enroll in the district to participate in an extracurricular activity offered by one of the schools if it is an activity the district in which they are eligible to enroll does not offer.

INTRADISTRICT OPEN ENROLLMENT

The Board permits students to apply for attendance at their school of choice based upon criteria established by the school administration. The specific criteria are consistent with State law and include application procedures, including deadlines for application and notification to students and principals of alternative schools, when a student's application is accepted or rejected (if applicable). Only students wishing to attend a school other than their assigned school need apply.

Procedures for admitting applicants to other schools include but are not limited to:

1. establishing capacity limits by grade level, school building and educational program;
2. requiring that students enrolled in a school building or living in the attendance area of the school building established by the Board be given preference over applicants and
3. ensuring that an appropriate racial balance is maintained in the schools.

(Permissive language)

The Board may, in accordance with the district's intradistrict open enrollment procedures, permit a student to permanently transfer to a school other than the student's assigned school so that the student need not apply annually.

[Adoption date: August 5, 2009]

[Re-adoption date: January 4, 2011]

[Re-adoption date: March 24, 2012]

LEGAL REFS.: ORC 3313.64; 3313.65; 3313.97, 3313.982
OAC 3301-48-01

CROSS REFS.: IE, Organization of Facilities for Instruction
IGBJ, Title I Programs
JECC, Assignment of Students to Schools

NOTE: THIS IS A REQUIRED POLICY

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.

Students shall not be placed in an attempt to benefit a district employee's performance level in relation to others.

[Adoption date: August 5, 2009]

[Re-adoption date: January 4, 2011]

LEGAL REFS.: ORC 3313.49; 3313.64; 3313.65; 3313.97
3319.01

CROSS REFS.: JC, School Attendance Areas
JECB, Admission of Nonresident Students
JECBD, Intradistrict Open Enrollment
JECD, Assignment of Students to Classes

THIS IS A REQUIRED POLICY

ASSIGNMENT OF STUDENTS TO SCHOOLS (Student Reassignment)

Purpose

The purpose of this regulation is to establish the procedures pursuant to Board policy JECC for initiating and responding to requests for student reassignments consistent with Board policies and regulations on enrollment, racial/ethnic diversity, facility utilization, transportation and educational program stability.

Categories of Reassignment

Students attending District schools are required to attend the school assigned by the Superintendent or his/her designee. The District will review reassignment requests initiated by parents or guardians, principals or the Director of Special Education. Reassignment requests will be reviewed for the reasons outlined below; reassignment requests will be reviewed subject to procedures and criteria described below. It is within the District's discretion to approve or deny requests based on procedures and criteria described below; in its discretion, the District may also request additional information in support of any reassignment request. All reassignment requests are subject to the following controls:

1. compliance with desegregation guidelines
2. available space
3. available transportation

Reasons for Which Reassignments May Be Reviewed

1. Requests Initiated By Parents or Guardians
 - A. Day Care for Non-Magnet Kindergarten Students

The District will review requests for reassignment for a non-magnet kindergarten student due to the need for day care.

B. Sibling Rule

The District will review requests for reassignment of a student to the school where an older sibling is assigned. For purposes of this regulation, sibling is defined as follows:

- 1) brothers and sisters residing in the same household;
- 2) children who live in the same household and have the same custodial parent(s) or guardian(s) and
- 3) foster children residing in the same household.

C. Move During the School Year

The District will review requests for reassignment of students whose change of residence results in the inability of the District to provide transportation.

D. Transportation Waiver

The District will review requests for reassignment for students whose parents request a school for which District transportation is not available; in such cases, however, the parent or guardian will assume full responsibility for providing transportation of students.

E. Child(ren) of District Resident Employees

The District will review requests for reassignment for students whose parent or guardian is both an employee and resident of the District. For purposes of this regulation, the following definitions of child(ren) apply:

- 1) natural or step child(ren);
- 2) foster child(ren);
- 3) child(ren) for whom employee is legal custodian or guardian and
- 4) grandchild(ren) residing in the same household as employee.

F. Medical/Psychological Condition

The District will review requests for reassignment due to students having a medical or psychological condition which is exacerbated by the initial assignment. Reassignment requests of this nature must be documented by the licensed psychologist, psychiatrist or physician; the documentation must include the diagnosis, duration and dates of treatment regime, nature of treatment, including name(s) of prescribed medication(s).

The documentation also requires a statement which explains how a reassignment will help to alleviate the student's medical/psychological condition. Medical/psychological reassignments are effective only during the current school year in which the reassignment was made.

2. Requests Initiated by Principal

A. School Environment Problem

The District will review requests for reassignment to alleviate school environment problems. School environment problems represent problems between and among students, staff and parents. Every effort should be made to resolve these problems at the building level.

B. Safety

The District will review requests for reassignment to prevent injury to the student. Requests for reassignment of this type must be documented by written findings detailing what safety issues the reassignment seeks to alleviate, what alternatives to reassignment have been considered and how a reassignment would alleviate the problem.

3. Requests Initiated by Director of Special Education

The District will review requests for reassignment of students who have been identified in need of a special education program; options for reassignment are based on the recommendations of the Director of Special Education.

Procedures

1. Requests Initiated by Parents or Guardians

Requests for reassignments during the current school year will be accepted through February. If approved, the effective date of the reassignment will be the first day of the quarter following the approval date. Students are expected to attend the assigned school until the effective date of the reassignment. Non-attendance, excessive absenteeism or severe tardiness may result in discontinuing the review process or rescinding an approved reassignment. No reassignments will be made after the first day of the final quarter of the school year.

Requests for reassignments for the following school year will only be accepted from February 1 through March 31. Every effort will be made to notify parents or guardians of the action taken on the reassignment request by May 31; if, however, the reassignment request is for a student who is a possible retention, the notification will not be made until the retention decision is firm. Reassignment requests submitted after March 31 will not be accepted unless the student is a new resident or there is a bona fide emergency or event that could not have been foreseen prior to March 31.

Once a request has been granted, the student will continue at the school for which the reassignment is granted until he/she completes the highest grade at the school as long as the reason remains valid and subject to the controls outlined above. The District shall review previously granted reassignments annually.

A. Day Care for Non-Magnet Kindergarten Students

Parents or guardians must complete the Day Care Provider form; this form authorizes the District to use the address of the day care provider to determine the school assignment based on the District's fixed attendance areas for the non-magnet kindergarten program.

B. Sibling Rule

If parents complete a magnet theme application and indicate on the application that they want the sibling rule applied in the initial assignment of the student, every attempt will be made to follow the parent's request. If the parent did not indicate this preference on the application or if the parent did not submit an application, a Request for Reassignment form must be completed within the published deadline.

C. Move During the School Year

Students whose residence changes during the school year will be reassigned only if the change makes it impossible for the District to provide transportation to the assigned school. The parents must complete a Request for Reassignment form and present documentation to verify the address change.

D. Transportation Waiver

Parents who request reassignment to schools where District transportation is not available must complete a Waiver of District Transportation form; this waiver removes the District's obligation to provide transportation and transfers the obligation to the parents or guardians. This type of reassignment may be rescinded because of excessive absenteeism, tardiness or failure of the parent or guardian to provide prompt transportation to or from school.

E. Child(ren) of District Resident Employees

District employees who are residents of the District who want their child(ren) to attend the school where they are employed should complete a Request for Reassignment form.

F. Medical/Psychological Condition

Parents of students who request medical/psychological reassignments must complete the Request for Reassignment form. Upon receipt of this form, a Medical/Psychological Validation form will be mailed to the licensed psychologist, psychiatrist or physician. A decision will be made within 30 working days after receiving the validation form signed by the licensed psychologist, psychiatrist or physician. Medical/psychological reassignments are effective only during the current school year in which the reassignment was made. A new application may be requested for review prior to continuation of such reassignments in subsequent years.

2. Requests Initiated by Principals

Principals who request reassignment of students will complete a Request for Administrative Reassignment and attach the proper documentation to initiate a reassignment for either of the reasons described above. The documentation must include proof of parental consultation, recommendation of the school's Intervention Assistance Team and proof of consultation with the school psychologist.

Additional documentation should include written findings detailing the nature of the problem, what alternatives to reassignment have been considered and how a reassignment would alleviate the problem. If approved, the building principal will be contacted; the principal will be responsible for notifying the parent and for implementing the transfer on the first day of the quarter following the approval of such transfer.

3. Requests Initiated by Director of Special Education

The Director of Special Education will complete a Reassignment for Special Program/Services form and submit to Central Registration to initiate reassignment; the student will be reassigned to the school recommended whenever possible.

Appeals

1. Within 20 working days of the date of the notice of action upon a requested reassignment, the parent or guardian may appeal the denial of a student reassignment by filing a Reassignment Appeal form. The appeal will be referred to the Associate Superintendent of Curriculum and Instruction. All appeals shall be based upon one or both of the following grounds:
 - A. the procedures for the evaluation of reassignments were not followed or
 - B. additional documentation or evidence in support of the reassignment has become available that was not available at the time of the initial reassignment request. All documents to be presented in support of the appeal must be submitted two days prior to the hearing before the District's Equity Monitoring Council.
2. The Superintendent's designee will notify parents; the decision of the Associate Superintendent of Curriculum and Instruction.

Monitoring of Reassignments

A summary of the reassignment requests, including the date and type of request, the race and grade level of the student for whom the request is made, the current school of assignment, the receiving school (if approved) or the reason for denial (if not approved) will be maintained by the Associate Superintendent of Curriculum and Instruction.

(Approval date: August 5, 2009)

ASSIGNMENT OF STUDENTS TO CLASSES

Students transferring to the District's schools from other districts or private schools will be assigned to grade levels and classes by the principal on the basis of the records received from the transferring school.

Such placement will be tentative pending observation of the student's level of learning. Placement may be changed later by the principal in accordance with that considered educationally best for the student. The credits of transferring high school students will be evaluated before their final placement.

[Adoption date: August 5, 2009]

LEGAL REF.: ORC 3319.01

CROSS REF.: JECC, Assignment of Students to Schools

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. Notification is not necessary if a student has withdrawn because of a change of residence; the student is enrolled in and attending, in accordance with District policy, an approved program to obtain a diploma or its equivalent or if the student holds a full-time age and schooling certificate (work permit) and is regularly employed.

Notification to the registrar of motor vehicles and the county juvenile judge must comply with State and Federal law.

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: August 5, 2009]

LEGAL REFS.: Family Educational Rights and Privacy Act; 20 USC 1232g
ORC 3319.321
3321.13
4507.061

THIS IS A REQUIRED POLICY

STUDENT ABSENCES AND EXCUSES

Regular attendance by all students is very important. In many cases, irregular attendance is the major reason for poor school work; therefore, all students are urged to make appointments, do personal errands, etc., outside of school hours.

Reasons for which students may be excused include, but are not limited to:

1. personal illness of the student;
2. illness in the student's family;
3. needed at home to perform necessary work directly and exclusively for parents or legal guardians (applies to students over 14 years of age only. These students may be excused for limited periods to perform necessary work for their parents.);
4. death in the family;
5. quarantine for contagious disease;
6. religious reasons or
7. traveling out of state to attend a Board-approved enrichment activity or extracurricular activity (applies to absences of up to four days) or
8. as determined by the Superintendent

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 are required to bring a note to school after each absence explaining the reason for the absence or tardiness.

The Board does not believe that students should be excused from school for vacations or other nonemergency trips out of the District. The responsibility for such absence 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.

[Adoption date: August 5, 2009]

[Re-adoption date: December 8, 2009]

LEGAL REFS.: ORC 3313.609
3319.16
3321.01; 3321.03; 3321.04; 3321.13; 3321.14; 3321.19; 3321.38
4510.32

CROSS REFS.: IGAC, Teaching About Religion
IKB, Homework
JEDB, Student Dismissal Precautions
JHC, Student Health Services and Requirements
JHCC, Communicable Diseases

NOTE: In 2009, the Ohio General Assembly enacted House Bill (HB) 1, which directed school districts to count – up to four days as excused absences – time that a student is absent from school for the sole purpose of traveling out of state to a board of education-approved enrichment activity or an extracurricular activity. The student is required to make up all missed classroom assignments.

In addition, if the student will be out of the state for four or more consecutive school days for a board-approved enrichment activity or extracurricular activity, a classroom teacher employed by the board must accompany the student to provide instructional assistance.

THIS IS A REQUIRED POLICY

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. Truancy is defined as absence from school without a legitimate excuse.

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" or a "chronic" truant.

A "habitual truant" is any child of compulsory school age who is absent without a legitimate excuse for five or more consecutive school days, seven or more school days in one month or 12 or more school days in a school year.

A "chronic truant" is any child of compulsory school age who is absent without legitimate excuse for seven or more consecutive school days, 10 or more school days in one month or 15 or more school days 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 or may make filing to the juvenile court of the child being an unruly child.

For the correction of the "habitually truant" unruly child, the courts may now order the Board to require the child to attend an alternative school if one has been established.

The courts may order the "habitually truant" child not to be absent without legitimate excuse from school for five or more consecutive days, seven or more school days in one school month or 12 or more school days in a school year.

Regarding “habitual truants,” the Board must take as an intervention strategy any appropriate action contained in the Board policy, or the Board may file a complaint in juvenile court jointly against the child and the parent. The complaint must state that the child is an “unruly child” by virtue of being a “habitual truant” and that the child’s parent violated the School Attendance Law.

Regarding “chronic truants,” if the parent fails to get the child to attend school and the child is considered a “chronic truant,” the Board must file a complaint in the juvenile court jointly against the child and the parent. The complaint must state that the child is a “delinquent child” by virtue of being a “chronic truant” and that the parent has violated the School Attendance Law.

The Board directs the administration to develop intervention strategies that may include the following:

1. providing a truancy intervention program for a habitual truant;
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.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 3313.663
3321.03 through 3321.04; 3321.07 through 3321.09; 3321.19; 3321.191;
3321.22; 3321.38

CROSS REF.: JED, Student Absences and Excuses

THIS IS A REQUIRED POLICY

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 principal or his/her designee is also required to notify a student's parent(s) when the student is absent from school. The parent(s) or other responsible person shall be notified by telephone or written notice, which is mailed on the same day that the student is absent. 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: August 5, 2009]

[Re-adoption date: March 17, 2015]

LEGAL REFS.: ORC 109.65
2901.30
3313.205; 3313.672; 3313.96
3319.321; 3319.322
3321.12
3705.05

CROSS REFS.: JEC, School Admission
JECAA, Admission of Homeless Students
JED, Student Absences and Excuses
JEDB, Student Dismissal Precautions
JHF, Student Safety

NOTE: In developing your own policy and complying with the spirit of the law, you may want to consider the following:

- *Notification to the parents may be made by telephone or written communication, or both.*
- *The policy may require notification on the day the child is absent, although the law does not so require.*
- *The district may wish to accept a telephone call from a parent as sufficient notification or the policy may require the call to the parent be placed by the school.*
- *The policy may require notification for partial, rather than all-day absences.*
- *Procedures developed to implement this policy may consider admittance of a student lacking records into the school followed by notification of law enforcement officials rather than refusing entrance and notification of authorities. Such a procedure may reduce the risk of removal of the student from the area.*
- *Building administrators should be consulted during the development of this policy and any related regulations.*
- *Materials for informational programs may be obtained from the State Department of Education.*

- *Ohio Revised Code Section (RC) 3313.96 authorizes school districts to develop a voluntary student-fingerprinting program in conjunction with local law enforcement agencies.*
- *RC 3319.322 requires the school principal to request any person authorized to take student photographs to provide a wallet size photograph of each student for inclusion in his file.*

Each school district should make its own decision as to what best suits the needs of their particular district.

House Bill 367 (2014) defines a “protected child” as a child placed in a foster home as defined by Ohio Revised Code Section (RC) 5103.02 or in a residential facility defined as a group home for children, a children’s crisis care facility, children’s residential center, residential parenting facility that provides 24-hour childcare, county children’s home or district children’s home. A protected child or their parent/guardian has 90 days from initial entry to the school to present a birth certificate or comparable document. The definition and accompanying prohibition on denying a protected child admission based solely on inability to present a birth certificate upon enrollment is found in RC 3313.672.

THIS IS A REQUIRED POLICY

RELEASED TIME FOR RELIGIOUS INSTRUCTION

The Board permits students to be released from school for religious instruction consistent with law. Absence during the school day for religious instruction is permitted, provided:

1. the student's parents or guardians submit a written request to the building principal;
2. the private entity providing instruction maintains attendance records and makes them available to the District and
3. the student is not absent from core curriculum subject courses.

The District is not responsible for transportation to and from the place of instruction. Regular classroom instruction missed as a result of a student's absence for religious instruction will not be made up and students assume responsibility for any missed schoolwork. Students are not considered absent from school while attending a released time course in religious instruction. The District does not aid, assist or enforce attendance in a religious instruction program. The District does not discriminate against students who participate in such program.

Individuals providing religious instruction are not permitted to promote student participation by directly contacting students on school premises or by encouraging students in the program to recruit their friends. All promotional activities for such instruction must be conducted off school grounds.

No public funds are expended and no public school personnel are involved in providing religious instruction. This policy is not intended and shall not be construed in any way, to associate the District with any faith or religious denomination.

[Adoption date: October 14, 2014]

[Re-adoption date: July 21, 2015]

LEGAL REFS.: U.S. Const. Amend. I
ORC 3313.47; 3313.6022
3321.04

CROSS REFS.: IGAC, Teaching About Religion
JED, Student Absences and Excuses

NOTE:

House Bill 171 (2014) enacted Ohio Revised Code 3313.6022 specifying the conditions under which a board may adopt a policy on released time for religious instruction. Districts also may choose to add language to this policy authorizing high school students to earn elective credit toward graduation through released time courses, provided statutory requirements are met when evaluating the course for credit. The decision to award credit for a released time course of religious instruction must be neutral to, and cannot involve any test for religious content or denominational affiliation. Districts should work with board counsel to implement such programs.

EXCLUSIONS AND EXEMPTIONS FROM SCHOOL ATTENDANCE

A student of compulsory school age residing in the District may be legally excused from full-time enrollment by:

1. holding an age and schooling certificate (work permit), being regularly employed and attending school on a part-time basis in a program approved by the Superintendent/designee;
2. receiving approved home instruction;
3. attending a private or parochial school or
4. having received a diploma or GED from an approved high school.

The District may temporarily deny admittance to any student who is otherwise entitled to be admitted to the District if the student has been suspended or expelled from the schools of another district in the state of Ohio or an out-of-state district and if the period of suspension or expulsion has not expired. The student and parent(s) will have an opportunity for a hearing before the Superintendent or his/her designee to determine the admittance or non-admittance of the student.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 3313.66
3321.02; 3321.03; 3321.04; 3321.07
3331.01; 3331.02; 3331.04; 3331.06 through 3331.09

CROSS REFS.: IGCF, Home Schooling
JEA, Compulsory Attendance Ages
JECE, Student Withdrawal from School (Loss of Driving Privileges)
JEGA, Permanent Exclusion
JHCC, Communicable Diseases
JK, Employment of Students

THIS IS A REQUIRED POLICY

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.

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 re-admitted to the District's schools.

No employee shall knowingly admit, or cause by inaction to be admitted, any student who has been permanently excluded.

Re-Admission

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 re-admitted.

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 re-admission 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 re-admission.

A student in compliance with his/her probationary re-admission 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: August 5, 2009]

LEGAL REFS.: ORC 3313.66; 3313.661; 3313.662

CROSS REFS.: JFCJ, Weapons in the Schools
JGD, Student Suspension
JGE, Student Expulsion

THIS IS A REQUIRED POLICY

STUDENT RIGHTS AND RESPONSIBILITIES

Students, like all citizens, have civil rights guaranteed by the Constitution of the United States. The First Amendment, which ensures the freedom of religion, speech, press, assembly and petition, and the Fourteenth Amendment, which guarantees due process and equal protection, apply in school environments.

The rights of an individual are preserved only by the protection and preservation of the rights of others. A student is responsible for the way rights are exercised and must accept the consequences of actions and recognize the boundaries of rights. Each exercise of an individual's rights must demonstrate respect for the rights of others.

These statements set forth the rights of students and the responsibilities which are inseparable from these rights, which include the right to:

1. equal educational opportunity and freedom from discrimination and the responsibility not to discriminate against others;
2. attend free public schools; the responsibility to attend school regularly and to observe school rules essential for permitting others to learn at school;
3. due process of law with respect to suspension and expulsion;
4. free inquiry and expression and the responsibility to observe rules regarding these rights and
5. privacy, which includes privacy with respect to the student's school records.

As part of the educational process, students should be made aware of their legal rights and of the legal authority of the Board to make rules and delegate authority to its staff to make rules necessary for the orderly operation of the schools.

A copy of the school discipline code is posted in each of the schools and given to each student. This code describes in detail the offenses such as truancy, tardiness, property damage, etc., for which disciplinary action may be taken. Copies of the code are available to any parent in the principal's office.

[Adoption date: August 5, 2009]

[Re-adoption date: June 12, 2012]

LEGAL REFS.: U.S. Const. Amend. I
U.S. Const. Amend. XIV, Section 1
ORC 3313.20; 3313.66; 3313.661; 3313.662

CROSS REFS.: ABC, Student Involvement in Decision Making (Also JFB)
IGDB, Student Publications
JFC, Student Conduct (Zero Tolerance)
JFG, Interrogations and Searches
Student Handbooks

STUDENT RIGHTS AND RESPONSIBILITIES

NOTE: This exhibit is part of the Board's extensive statement on student rights and responsibilities. The entire statement shown on the left of the page is included in this policy manual under the codes and headings given at the right.

<u>Statement Heading</u>	<u>Code and Heading in this Manual</u>
Student Expression	JF, Student Rights and Responsibilities IGDB, Student Publications
Involvement of Student in Formulation of School Policies	JF, Students Rights and Responsibilities
Student Activities	IGD, Extracurricular and Cocurricular Activities
1. Student Government	JFBA, Student Government
2. Clubs and Organizations	IGDA, Student Organizations
Dress Code	JFCA, Student Dress Code
Search and Seizure	JFG, Interrogations and Searches
Interrogations and/or Removal from School	JFG, Interrogations and Searches
Student Discipline	JG, Student Discipline
Pregnancy	JFE, Pregnant Students
Student Grievances and Complaints	JFH, Student Complaints and Grievances
Complaints Against Professional Staff	KLD, Public Complaints About School Personnel
School Attendance	JED, Student Absences and Excuses

STUDENT DUE PROCESS RIGHTS

The Board and school officials have the legal authority to deal with disruptive students and student misconduct. Due process, in the context of administrative proceedings carried out by school authorities, does not mean that the procedures used by the courts in juvenile proceedings must be followed. The Ohio and Federal Rules of Evidence do not apply.

Students have clearly established means by which administrative due process is available for the protection of his/her rights.

Due process procedures are:

1. applied equally to all and
2. enforced in a manner which involves:
 - A. adequate and timely notice and opportunity to prepare a defense;
 - B. an opportunity to be heard at a reasonable time and in a meaningful manner and
 - C. the right to a timely and impartial hearing on the merits of the case.

In cases of student suspension or expulsion, the specific due process procedures set by the Board's policy and the Student Code of Conduct are followed.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC Chapter 2506
3313.66; 3313.661; 3313.662

CROSS REF.: Student Code of Conduct

CROSS REFS.: JB, Equal Educational Opportunities
JFC, Student Conduct (Zero Tolerance)
JFCA, Student Dress Code
JFCC, Student Conduct on School Buses (Also EEACC)
JFCEA, Gangs
JFCF, Hazing and Bullying (Mandatory Reporting)
JFCG, Tobacco Use by Students
JFCH, Alcohol Use by Students
JFCI, Student Drug Abuse
JFCJ, Weapons in the Schools
JFCL, Unsafe Schools (Persistently Dangerous Schools)
JGD, Student Suspension
JGE, Student Expulsion
Student Handbooks

STUDENT INVOLVEMENT IN DECISION MAKING

The Board desires that students be given opportunities to express their viewpoints. Students can be an important resource for the improvement of the school, the educational system and the community.

The Board encourages students to participate through planned programs and procedures in the development of District policies and school regulations, and welcomes them at its meetings. It requests that representatives of the Student Senate attend regularly.

The Board hears comments of students and student representatives during the portion of the meeting set aside for public hearing.

The President of the Student Senate is the student representative to the Board and he/she may sit with the Board as an ex officio member at public meetings. The Student Senate President has the same rights and privileges as Board members, except he/she:

1. has no voting power; however, he/she is permitted to cast a vote for the purpose of participation only;
2. is not entitled to attend executive sessions;
3. is not considered a member of the Board for the purpose of determining whether a quorum is present and
4. is not compensated or receives any benefits.

The Student Senate President reports to the Board on the status and activities of the Student Senate.

[Adoption date: August 5, 2009]

LEGAL REF.: OAC 3301-35-04

CROSS REFS.: BCE, Board Committees
BCF, Advisory Committees to the Board
JF, Student Rights and Responsibilities
JFA, Student Due Process Rights
JFC, Student Conduct (Zero Tolerance)
Employee Manual

THIS IS A REQUIRED POLICY

STUDENT INVOLVEMENT IN DECISION MAKING
(Superintendent's Student Senate)

The major purpose of the Student Senate is to provide the Superintendent an opportunity to learn of student concerns, needs and interests and to give student representatives an opportunity to exchange views.

During Senate meetings, student members have the opportunity to:

1. express concerns and interests;
2. address questions to the Superintendent;
3. make recommendations to the Superintendent and/or
4. initiate student-oriented programs.

Membership

1. There are two representatives from each designated building.
2. Student representatives will be identified by the building principal to participate in the Student Senate. Additionally, each designated building may identify two alternates to participate in the absence of the representatives.
3. Students serving as representatives for the student body as a junior during the previous year and are enrolled in the same school the next school year shall retain their status as members of the Superintendent's Student Senate.

Committees

The only standing committee is the program committee which meets with the Superintendent or his/her designated representative for the purpose of determining meeting agenda items. Temporary committees may be organized as deemed necessary for carrying out special Student Senate program activities.

Meetings

The number, time and schedule of meetings are determined by the Superintendent. A minimum of four meetings are held each school year. Additional meetings may be scheduled as needed.

Special meetings may be called by the Superintendent as needed.

Officers

The officers of the Student Senate shall be President, Vice President, Secretary, Corresponding Secretary and Parliamentarian. The President serves as the student representative to the Board and reports the concerns and interests of the Senate at the scheduled business meeting of the Board. When the President is unable to attend a Board meeting, the Vice President of the Student Senate shall attend in his/her stead.

General

Student Senate representatives report all results and/or decisions of the Senate to their building principals before reporting to their student councils. Principals may be invited by the representatives to attend any Student Senate meeting.

(Approval date: August 5, 2009)

STUDENT GOVERNMENT

In each school there should be established an elective and representative student government with offices open to all students. The student government will establish reasonable standards for candidates for office. All students should be allowed to vote in elections designed to promote careful consideration of the issues and candidates.

Elected representatives will work with faculty, administration and the student body in identifying cooperatively those areas of appropriate student responsibility in the life of the school.

The organization, operation and scope of the student government should be specified in a written constitution which students have helped to formulate.

The student council will have a faculty sponsor or sponsors.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 3313.66; 3313.661

CROSS REF.: JF, Student Rights and Responsibilities

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 which 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 which 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: August 5, 2009]

[Re-adoption date: March 9, 2010]

[Re-adoption date: June 19, 2012]

LEGAL REFS.: Gun-Free Schools Act; 20 USC 8921
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

CROSS REFS.: AC, Nondiscrimination
EBC, Emergency/Safety Plans
ECAB, Vandalism
EDE, Computer/Online Services (Acceptable Use and Internet Safety)
JFCA, Student Dress Code
JFCEA, Gangs
JFCF, Hazing and Bullying (Harassment, Intimidation and Dating Violence)
JFCJ, Weapons in the Schools
JFCK, Use of Electronic Communication Equipment by Students
JG, Student Discipline
JGA, Corporal Punishment
JGD, Student Suspension
JGDA, Emergency Removal of Student
JGE, Student Expulsion
JM, Staff-Student Relations (Also GBH)
Student Handbooks

NOTE: In accordance with State law, all boards of education are required to have a "zero tolerance" policy. Although this policy satisfies the provision of law, administrators are encouraged to develop a comprehensive list of rules for students – the actual codes of conduct – with corresponding disciplinary sanctions for violations.

The Children's Internet Protection Act added a requirement that effective July 1, 2012 all school districts participating in the e-rate program must include language in their Internet safety policy regarding the education of minors concerning appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response. Districts must also develop an educational plan to implement the program. Helpful resources for educational plan development are available at OnGuardOnline.gov.

This list of rules should be published in student handbooks, made available to parents, reviewed and revised yearly and approved by the board. When approved by the board, provisions in student handbooks carry the same legal status as board policies.

THIS IS A REQUIRED POLICY

STUDENT DRESS CODE

School dress should enhance a positive image of the students and the District and not threaten the health, welfare and safety of the members of the student body. Any form of dress or grooming which attracts undue attention, prompting a disruption of the learning environment or violating the previous statement, is unacceptable.

Requirements include the following.

1. Dress and grooming standards require cleanliness in the interest of health, sanitary conditions and safety requirements.
2. When a student is participating in school activities, his/her dress and grooming must not disrupt his/her performance or that of other students or constitute a health threat to himself/herself or other students.
3. Dress and grooming are not such as to disrupt the teaching/learning process.

Uniforms

The principal, after consultation with a building committee, may decide to implement a uniform requirement within the building. The committee, composed of the principal, teachers and parents, must request specific Board approval prior to implementing a uniform requirement. The request must be approved by the Board at least six months prior to the implementation date. The request presented to the Board may:

1. include a detailed and specific description of the uniform;
2. include a plan and funding source(s) for providing uniforms for students unable to pay for them;
3. be consistent with provisions of the District's dress and grooming standards and
4. establish a process for a parent/guardian to seek an exemption from the uniform requirement or to transfer his/her child, contingent on available space, to a school that does not require students to wear uniforms.

Students participating in a nationally recognized youth organization may wear the organizational uniform on days the organization has a scheduled function.

Funding

District funds shall not be used to purchase uniforms without specific approval by the Board. The funding source for providing uniforms for students unable to pay may include one or more of the following:

1. donations, gifts or grants;
2. funds generated at the building level by students, staff, PTA/PTO's, CEC's or business/community partners or
3. any other source as approved by the Board.

[Adoption date: August 5, 2009]

LEGAL REFS.: U.S. Const. Amend. I
ORC 3313.20; 3313.665

CROSS REFS.: JFC, Student Conduct (Zero Tolerance)
JFCEA, Gangs
Student Handbooks

STUDENT CONDUCT ON SCHOOL BUSES

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 bus and after the student leaves the bus at the end of the school day.

Students on a bus are under the authority of, and directly responsible to, the bus driver. The driver has the authority to enforce the established regulations for bus 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 school bus riding privileges for a period not to exceed one school year. The only due process required is the student must receive notice of an intended bus riding suspension and an opportunity to appear before the Superintendent or other administrator before the suspension is imposed.

A student suspended from bus riding privileges may also be suspended or expelled from school as determined by the Superintendent.

The Board's policy regarding suspension from bus riding privileges must be posted in a central location in each school building and made available to students upon request.

Regulations regarding conduct on school buses, as well as general information about the school transportation program, are available to all parents and students.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 3327.01; 3327.014
OAC 3301-83-08

CROSS REFS.: JFC, Student Conduct (Zero Tolerance)
JGA, Corporal Punishment
JGD, Student Suspension
JGE, Student Expulsion
Student Code of Conduct

SECRET SOCIETIES

Student fraternities, sororities or other like student groups within the schools are prohibited.

[Adoption date: August 5, 2009]

LEGAL REF.: ORC 2923.35

GANGS

The Board recognizes that the harm done by the presence and activities of gangs in the public schools exceeds the immediate consequences of such activities such as violence and destruction of property. Gang activities also create an atmosphere of intimidation in the entire school community. Both the immediate consequences of gang activity and the secondary effects are disruptive and obstructive of the process of education and school activities.

It is therefore the policy of the Board that gangs and gang activities are prohibited in the District according to the following:

Definition

For purposes of this policy, a “gang” is any group of two or more persons whose purposes include the commission of illegal acts or acts in violation of disciplinary rules of the District. “Gang-related activity” includes but is not limited to the prohibited conduct set forth below.

Prohibitions

No student on or about school property or at any school activity shall:

1. wear, possess, use, distribute, display or sell any clothing, jewelry, emblem, badge, symbol, sign or other items that evidences or reflects membership in or affiliation with any gang;
2. engage in any act, either verbal or nonverbal, including gestures or handshakes, showing membership or affiliation with any gang or
3. engage in any act in furtherance of the interests of any gang or gang activity, including, but not limited to:
 - A. soliciting membership in, or affiliation with, any gang;
 - B. soliciting any person to pay for “protection” or threatening any person, explicitly or implicitly, with violence or with any other illegal or prohibited act;
 - C. painting, writing or otherwise inscribing gang-related graffiti, messages, symbols or signs on school property;
 - D. engaging in violence, extortion or any other illegal act or other violation of school policy or

- E. soliciting any person to engage in physical violence against any other person.

Application and Enforcement

1. In determining, as part of the application and enforcement of this policy, whether acts, conduct or activities are gang related, school officials are encouraged to exercise discretion and judgment based upon current circumstances in their schools, neighborhoods and areas.
2. The removal of gang-related graffiti shall be a priority in maintenance of school property. All such graffiti on school property shall be removed or covered within 24 hours of its first appearance to school officials, or as soon thereafter as possible, unless additional time is needed to obtain replacements for damaged items.
3. School officials should also encourage private property owners to promptly remove or cover gang-related graffiti on private property in school neighborhoods.
4. School officials are strongly encouraged to work closely with local law enforcement officials in controlling gang-related activities. Local law enforcement can provide school officials with information regarding gang-related activities in the area, including names and characteristics of local gangs.
5. The Superintendent, in consultation with the appropriate building principals, should report instances of gang-related criminal acts or acts of serious disruption to local law enforcement authorities for further action.

Violation of Policy

Students who violate this policy shall be subject to the full range of school disciplinary measures, in addition to applicable criminal and civil penalties.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 3313.20; 3313.66; 3313.661

CROSS REFS.: AC, Nondiscrimination/Harassment
EDE, Computer/Online Services (Acceptable Use and Internet Safety)
JFC, Student Conduct (Zero Tolerance)
JFCA, Student Dress Code
JFCF, Hazing and Bullying (Mandatory Reporting)
JGD, Student Suspension
JGE, Student Expulsion
Student Code of Conduct

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.

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 Superintendent/designee and appropriate discipline is administered.

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. 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: August 5, 2009]
[Re-adoption date: March 9, 2010]
[Re-adoption date: June 19, 2012]

LEGAL REFS.: Children's Internet Protection Act; 47 USC 254 (h)(5)(b)(iii);
(P.L. 106-554, HR 4577, 2000, 114 Stat 2763)
ORC 117.53
2307.44
2903.31
3301.22
3313.666; 3313.667
3319.073; 3319.321

CROSS REFS.: AC, Nondiscrimination
EDE, Computer/Online Services (Acceptable Use and Internet Safety)
IGAE, Health Education
IIBH, District Website Publishing
JFC, Student Conduct (Zero Tolerance)
JFCEA, Gangs
JFCK, Use of Electronic Communications Equipment by Students
JG, Student Discipline
JHG, Reporting Child Abuse
JO, Student Records
Student Handbooks

NOTE: The terminology of bullying in this policy also includes harassment and intimidation and is defined as an intentional written, verbal, electronic or physical act that a student has exhibited toward another particular student more than once. 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.

Violence within a dating relationship is also included in this prohibition against harassment, intimidation and bullying.

The Children's Internet Protection Act added a requirement that effective July 1, 2012 all school districts participating in the e-rate program must include language in their Internet safety policy regarding the education of minors concerning appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response and to develop an educational plan to implement the program. Helpful resources are available at OnGuardOnline.gov.

HB 116 (The Jessica Logan Act), signed by the Governor on February 2, 2012, requires districts to update Hazing and Bullying policies to include several new requirements by November 2012. The majority of language changes appear in Ohio Revised Code section 3313.666.

THIS IS A REQUIRED POLICY

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.

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, 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 e-mail 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 “cyber bullying”), such as the following:
 - A. posting slurs on websites, social networking sites, blogs or personal online journals;
 - B. sending abusive or threatening e-mails, 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, e-mails 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 professional 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.

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.

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. 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 of Education, a committee of the Board or an impartial hearing officer designated by the Board of Education 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 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 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 additional harassment, intimidation or bullying, and from retaliation following reporting of incidents.

Reports to the Victim and His/Her Parent or Guardian

If, after investigation, acts of bullying or hazing against a specific student are verified, the building principal/designee notifies the 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 parents of a student who commits acts of harassment, intimidation, bullying and/or dating violence and the 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 the Ohio Revised Code 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: March 9, 2010)
[Re-adoption date: June 12, 2012]

TOBACCO USE BY STUDENTS

Health professionals have determined that the use of tobacco products can be detrimental to one's health. The Board wishes to encourage good health practices among the students of this District.

The Dayton Public School District Board of Education, in an effort to protect and promote the health and well-being of all students, aware of the serious health risks associated with the use of tobacco products to users and non-users, and recognizing that the Board wishes to encourage good health practices among the students of this District, adopts this 100% Tobacco-Free School Campuses Policy.

Therefore, the Board prohibits the smoking, use or possession of tobacco products in any form - by any student in any area or vehicle under the control of the District or at any activity supervised by any school within the District. No student is permitted to use tobacco products at any time, including non-school hours. For the purpose of this policy, "tobacco product" is defined to include any product that contains tobacco, is derived from tobacco or contains nicotine that is intended for human consumption, or is likely to be consumed, whether smoked, heated, chewed, absorbed, dissolved, or ingested by any other means. The term "tobacco products" includes e-cigarettes and other electronic smoking devices.

Appropriate signs indicating that tobacco use is not permitted will be posted throughout the district at entrances and other appropriate locations on all academic buildings, administrative spaces, parking lots, and athletic fields. Tobacco-use prevention education should be coordinated with the other components of the school health program.

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. Disciplinary measures taken against students for violations of this policy comply with the requirements of State law and related District policies.

[Adoption date: August 5, 2009]

[Re-adoption date: March 18, 2014]

[Re-adoption date: October 14, 2014]

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; 3794.03(F); 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 Code of Conduct

THIS IS A REQUIRED POLICY

NOTE: Electronic cigarettes (e-cigarettes) have increased in popularity. These devices are not classified as tobacco and State and Federal law do not regulate their use. Districts that want to prohibit students from possessing or using these devices like other tobacco products should review the provided permissive language.

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 5, 2009]

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 Code of Conduct

THIS IS A REQUIRED POLICY

ALCOHOL USE BY STUDENTS/STUDENT DRUG ABUSE PROCEDURE FOR APPREHENSION OF DRUG OFFENDERS

Drug offenses by students in the District will involve school discipline as well as criminal prosecution.

When a person is found in possession of and/or trafficking in substances which appear to be controlled substances (drugs), the following procedure is to be followed for criminal prosecution.

Apprehension of Suspect

Security Resource Officers are licensed private police with the power of arrest. The arrest of a student or an adult on school property shall be made in compliance with rules of lawful arrest including the giving of the Miranda warning.

In Board buildings without a Security Resource Officer, the building administrator will contact Student Services, Security Office, for a security officer or police officer to report to the building.

A suspect placed under arrest may be removed from the school by the law enforcement agent of the jurisdiction. The school administrator is responsible to advise the parent/guardian on such removal.

Search

An inspection of school property, including desks and lockers, may be made. Student handbooks should include notice that school property used by students is subject to inspection. A search of the student's property and person may be done by school personnel if there is reasonable suspicion as basis for the search. A search of the student's property and person by a police officer, including the Security Resource Officer, requires probable cause. Strip searches are not permitted.

Handling of Contraband Substance

Suspected drugs should be handled carefully. Do not taste or smell substances in an effort to identify them. Some drugs can be absorbed through the skin as well as cause reaction from ingestion and inhalation.

1. If there is a Security Resource Officer assigned to the building, involve the officer in securing the suspicious substance. The SRO should maintain custody of the substance until it is turned over to the police. He/She should complete the form for confiscated substance, place the substance in a plastic bag or other suitable container and initial and date the package.

2. If there is not a Security Resource Officer on duty, the building administrator will maintain custody of the substance until it is released to the police. Complete the form for confiscated substances.

Keep the chain of evidence as short as possible. In cases where prosecution occurs, everyone who handled the substance may be ordered to court.

Substances suspected to be controlled substances shall not be stored in the schools nor be sent to Student Services. They shall be turned over to the responding police officer.

Analysis of Substances

It is not expected that school personnel will be able to make positive identification of every pill, herb or other substance. The police department laboratory will have responsibility to analyze the substance in preparation for prosecution. If no prosecution is to be made, the police will usually destroy the substance without analysis.

Look-Alike Drugs

To be treated in the same manner as authentic drugs.

Definition: Any substance represented to be a controlled substance, but is not, or is a different substance or any substance other than a controlled substance that a reasonable person would believe to be a controlled substance because of its similarity in shape, size, color, markings, packaging or price.

(Approval date: August 5, 2009)

WEAPONS IN THE SCHOOLS

The Board is committed to providing the students of the District with an educational environment which 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), which 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.

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 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.

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: August 5, 2009]

LEGAL REFS.: 18 USC 921
20 USC 2701 et seq., Title IX 9001-9005
Gun-Free Schools Act; 20 USC 8921
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

THIS IS A REQUIRED POLICY

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 1350 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: August 5, 2009]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
OAC 3301-35-02; 3301-35-04

CROSS REFS.: JECBD, Intradistrict Open Enrollment
JFC, Student Conduct (Zero Tolerance)
JFCJ, Weapons in the Schools
Student Code of Conduct

THIS IS A REQUIRED POLICY

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 Board approval, 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: August 5, 2009]

[Re-adoption date: March 18, 2014]

LEGAL REFS.: Education Amendments of 1972, Title IX; 20 USC 1681 et seq.
ORC 3321.01; 3321.04

CROSS REFS.: JB, Equal Educational Opportunities
JEA, Compulsory Attendance Ages

NOTE: In June 2013, the U.S. Department of Education's Office for Civil Rights (OCR) released a dear colleague letter, pamphlet and fact sheet with suggestions for schools, school district responsibilities and pregnant and parenting students' rights. Contact Ohio's OCR regional office or check OCR's website www.ed.gov/ocr for guidance and resources on pregnant and parenting students.

THIS IS A REQUIRED POLICY

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.

Student lockers are the property of the District, and since random searches have a positive impact on reducing drugs and other criminal activity, it is the policy of the Board to permit the building administrator to search any locker and its contents as the administrator 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: August 5, 2009]

[Re-adoption date: April 19, 2011]

[Re-adoption date: December 16, 2014]

LEGAL REFS.: U.S. Const. Amend. IV
ORC 3313.20

CROSS REFS.: JF, Student Rights and Responsibilities
JHG, Reporting Child Abuse

NOTE: This category covers interrogations and searches by school staff and law enforcement officials.

THIS IS A REQUIRED POLICY

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

Principals and their 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 to the extent practicable.

1. There should be reasonable suspicion to believe that the search will result in obtaining evidence which 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, unless such notification may compromise a law enforcement investigation.
5. When evidence is uncovered indicating that a student may have violated the law, law enforcement officials shall be notified immediately.

6. In cases in which school officials believe a strip search is warranted, law enforcement officials must be called to conduct the search.

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 may choose to notify the parent(s) of the student to be interviewed by the law enforcement officials as applicable.
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 which are properly in the realm of a law enforcement agency.

(Approval date: August 5, 2009)

THIS IS A REQUIRED REGULATION

STUDENT COMPLAINTS AND GRIEVANCES

Each school, through the student handbook, will establish and communicate to its student body clear and simple procedures whereby students may express their concerns and grievances. The procedure will not limit the process to one student organization but, instead, will provide an opportunity whereby all students following the procedures are assured that their concerns and grievances are dignified by careful consideration. Such a procedure should include an appeal process. Students who have grievances are expected to follow these procedures. If not satisfied, students may seek additional relief by referring their complaints to the Superintendent. Such complaints must be in writing and a copy filed in the principal's office.

[Adoption date: August 5, 2009]

CROSS REFS.: JF, Student Rights and Responsibilities
KLD, Public Complaints about District Personnel
Student Handbooks

STUDENT DISCIPLINE

Effective discipline, which requires respect for the rights of others, is necessary if all students are to attain a quality education. The Board delegates to school officials the authority to enforce District policies, regulations and school rules governing student conduct.

The family traditionally has responsibility for the discipline of children; therefore, fighting and other violations of school regulations are sufficient cause for the school to notify parents and send students home in accordance with due process guidelines.

A complete statement governing or describing all the relationships and processes involved in student discipline would be very extensive. The most important part of such a statement would be the relationship of the teacher and the principal in matters of discipline. Teachers must feel free to consult and work closely with the building principal in dealing with any problem with which the teacher might need guidance. This working relationship is one key to desirable discipline and a quality instructional environment.

The Board also believes that the teacher-student relationship in the classroom, halls and on school property is important and should be one of mutual respect at all times. The teacher is recognized as the person in authority at all times in the classroom, halls, buildings, school grounds and at school-related events.

Each case of unsatisfactory behavior by a student is handled individually. The classroom teacher may take the steps which he/she believes are justified in each case. If the student does not respond to these measures, the teacher then refers the student to the principal.

In terms of the relationship of the teacher and principal in discipline matters, the Board expects that whenever a discipline problem appears to extend beyond the classroom, the teacher discusses the problem with the principal. The teacher(s) and the principal work together in attempting to control or correct the problem.

A student's failure to comply with the requirements for conduct outlined in the student handbooks may result in the student's being disciplined. The student may lose all rights to participate in school-related social events or extracurricular activities for a period of time determined by the principal. Depending on the seriousness of the offense committed by the student, suspension or expulsion may also result. Discipline is always administered in a reasonable manner.

If several methods of discipline have been used in an effort to solve a problem and it appears necessary, in the judgment of the principal and Superintendent, to discipline or withdraw privileges from a large group, this action may be taken. Any punishment technique involving an entire class or large group is used only as a last resort.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 3313.20; 3313.66; 3313.661; 3313.662
3319.41
OAC 3301-32-09
3301-37-10

CROSS REFS.: ECAB, Vandalism
IGD, Cocurricular and Extracurricular Activities
JFC, Student Conduct (Zero Tolerance)
JGA, Corporal Punishment
JGD, Student Suspension
JGDA, Emergency Removal of Students
JGE, Student Expulsion
Student Code of Conduct

CORPORAL PUNISHMENT

Corporal punishment is prohibited and shall not be used as a form of discipline in the District. The Board expects the administration, faculty and staff to use other forms of discipline, counseling and referral, including communication and meetings with the parents, to promote appropriate, positive behavior.

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 dealt with according to approved student discipline regulations.

Teachers, principals, administrators and support staff are authorized by law to use, within the scope of their employment, “such amount of force and restraint as is reasonable and necessary to quell a disturbance threatening physical injury to others, to obtain possession of weapons or other dangerous objects, for the purpose of self-defense, or for the protection of persons or property.”

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 3313.20
3319.41

CROSS REFS.: ECAB, Vandalism
JFC, Student Conduct (Zero Tolerance)
JG, Student Discipline
Student Code of Conduct

THIS IS A REQUIRED POLICY

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. No period of suspension is for more than 10 school days. Suspensions may extend beyond the current school year if, at the time a suspension is imposed, fewer than 10 days remain in the school year. The Superintendent or his/her designee may apply any or all of the period of suspension to the following year.

The Superintendent or his/her designee may require a student to perform community service in conjunction with or in place of a suspension. The Board may adopt guidelines to permit the Superintendent or his/her designee to impose a community service requirement beyond the end of the school year in lieu of applying the suspension into the following school year.

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 24 hours, 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;
 - B. Treasurer and
 - C. 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 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 or his/her designee. 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: August 5, 2009]

LEGAL REFS.: ORC 3313.66; 3313.661; 3313.662

CROSS REFS.: JEGA, Permanent Exclusion
JFC, Student Conduct (Zero Tolerance)
JFCEA, Gangs
JFCF, Hazing and Bullying (Mandatory Reporting)
JFCJ, Weapons in the Schools
JG, Student Discipline
JGE, Student Expulsion
Student Code of Conduct

THIS IS A REQUIRED POLICY

STUDENT SUSPENSION/EMERGENCY REMOVAL/EXPULSION

Appointments and Procedures

1. Administrative procedures regarding suspensions and expulsions will be in accordance with the Ohio Revised Code with modifications which are administratively appropriate and feasible but not contrary to the statute. No student will be suspended, expelled or removed except in accordance with these policies and procedures.
2. As recommended by the Superintendent, his/her designee will hear suspension appeals.
3. As recommended by the Superintendent, his/her designee will hear challenges to the reasons for an intended expulsion and/or hear explanations of the student's actions.
4. The Board will hear expulsion appeals. Such appeals may be held in executive session if the student and/or parent so desires. The Board may, by majority vote of its full membership, affirm the order of suspension or expulsion or may reinstate such student or otherwise reverse, vacate or modify the order of suspension or expulsion.
5. Any suspension or expulsion appeal will be acted upon by the designee(s) (suspension) or by the Board (expulsion) at a regular or special meeting of the Board.

School-Related Types of Conduct for Which a Student May Be Removed Through Emergency Removal, Suspension or Expulsion:

1. Removal
 - A. If a student's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process taking place within the classroom or elsewhere on the school premises, the Superintendent, a principal or assistant principal may remove a student from curricular or extracurricular activities or from the school premises.
 - B. A teacher may remove a student from curricular or extracurricular activities under his/her supervision under the same conditions or conduct listed above. The removed student will be sent or conducted to designated administrative offices.
 - C. A student so removed may be suspended and/or expelled as a result of the behavior which caused the student to be removed in accordance with these policies and regulations.

- D. Nothing in this section shall be construed to prohibit normal disciplinary procedures under which a student is removed from a curricular or extracurricular activity for a period of less than 24-hours and is not subject to suspension or expulsion.

2. Suspension

The Superintendent or principal may suspend a student for not more than 10 days in accordance with administrative and statutory procedures for the following reasons:

- A. violations of written rules and regulations of the school and/or Board policies;
- B. repeated unexcused tardiness or unauthorized absence from classes;
- C. interference with the learning opportunities of other students;
- D. refusal of disciplinary action for violation of school and/or classroom rules and regulations or Board policies;
- E. failure to follow the directions or instructions of school officials;
- F. any expellable offense under "Expulsion" below and/or
- G. any combination of violations of items (B) through (F) of this section.

3. Expulsion

The Superintendent may expel a student from school for a period not to exceed 80 school days for the following reasons:

- A. assault and/or battery upon a school employee or student;
- B. repeated interference with the learning opportunities of other students;
- C. possession of alcohol, drugs or weapons while subject to school authority;
- D. consumption of alcohol and/or drugs and/or the use of a weapon or any object capable of inflicting bodily harm and/or property damage while subject to school authority;

- E. repeated history of conduct involving truancy, unauthorized absence from class, gambling, fighting or failure to observe school rules and regulations and/or Board policies and/or
- F. any wrongful interference with the person, rights or property of another person.

4. Presence/Participation

During a period of suspension, expulsion or removal the student may not enter into any school building or be on the premises of a building owned by or being used by the District; nor may the student attend or participate in any school-related activities.

Posting

A copy of the Districtwide student discipline code will be posted in a central location in each school and made available to students.

Expungement of an Expulsion Record

1. Conditions

Upon investigation and recommendation by the person(s) designated to hear cases of expulsion, the expulsion record of a student may be expunged under the following conditions of merit:

- A. The student has completed either the elementary or high school program or a full school year following expulsion, whichever is later, without any further suspension or expulsion from school.
- B. The student has worked cooperatively with school administrators and teachers for the required time outlined in (A) above.

2. Procedures

Expungement of an expulsion clears the official school record at the school of attendance but in no way reflects upon the innocence of the previous behavior leading to the expulsion. The reports and records of the hearings will be maintained by the Department of Pupil Personnel but will be released to a third party only upon court subpoena or permission of the student or parent/guardian of a minor child, and in compliance with State and Federal law.

- A. A student of 18 years of age or older or the parent/guardian of a minor student should place in writing a request for expungement of the expulsion record, citing the reasons therefore.

- B. The person(s) designated to hear expulsions by the Superintendent will investigate the situation and make an appropriate recommendation to the Superintendent.
- C. Upon approval by the Superintendent, the building principal will be directed to expunge the student's official school record.

A negative recommendation may be appealed to the Superintendent. Such appeal will be in writing and a conference held at the Superintendent's discretion. The action of the Superintendent shall be final.

(Approval date: August 5, 2009)

NOTE: Detailed administrative procedures pertaining to suspensions, expulsions and emergency removal are contained in the Principals' Handbooks.

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.

If either suspension or expulsion is contemplated, a due process hearing is held within three school days 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 Superintendent or his/her 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 and the Treasurer of the Board. This notice includes the reasons for the suspension and the right of the student or parent(s) to appeal to the Superintendent or his/her 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.

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: August 5, 2009]

LEGAL REFS.: ORC 3313.66; 3313.661; 3313.662

CROSS REFS.: ECAB, Vandalism
JFC, Student Conduct (Zero Tolerance)
JFCJ, Weapons in the Schools
JG, Student Discipline
JGD, Student Suspension
JGE, Student Expulsion
Student Code of Conduct

THIS IS A REQUIRED POLICY

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. 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 or his/her designee 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 or his/her designee to impose a community service requirement beyond the end of the school year in lieu of applying the expulsion into the following school year.

The Superintendent or his/her designee 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 or his/her 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 or his/her designee shall notify the parent(s) of the student and the Treasurer of the Board.

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 or his/her designee 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 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 which works towards improving the student's attitudes and behavior. The Superintendent or his/her designee 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: August 5, 2009]

LEGAL REFS.: ORC Chapter 2506
3313.66; 3313.661; 3313.662

CROSS REFS.: ECAB, Vandalism
JFC, Student Conduct (Zero Tolerance)
JFCF, Hazing and Bullying (Mandatory Reporting)
JEGA, Permanent Exclusion
JFCJ, Weapons in the Schools
JG, Student Discipline
JGD, Student Suspension
JGDA, Emergency Removal of Student
Student Code of Conduct

THIS IS A REQUIRED POLICY

INSTRUCTIONAL SERVICES FOR SUSPENDED AND EXPELLED STUDENTS

Students serving an out-of-school suspension or expulsion are provided instructional services in accordance with OAC 3301-18-01. To the extent practical, the student is required to make up all assigned class and homework. The Superintendent shall develop regulations implementing the provisions of this policy.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 3313.20
3319.20
OAC 3301-18-01

CROSS REFS.: JFC, Student Conduct (Zero Tolerance)
JG, Student Discipline
JGD, Student Suspension
JGE, Student Expulsion

DISCIPLINE OF SPECIAL EDUCATION STUDENTS

The Board recognizes that effective and appropriate discipline for students with disabilities may, at times, differ from effective and appropriate discipline for students without disabilities. The Board does not, however, believe in a double standard for misbehavior and holds the welfare and safety of all persons in the District in highest regard. Disciplinary action of students with disabilities proceeds in a manner that protects the welfare and order of the community as well as recognizes the special needs of the student.

The Board delegates to school officials the authority to enforce District policies, regulations and rules governing the conduct of all students. The District will comply with all State and Federal laws and regulations governing the discipline of students with disabilities. All students, including those with disabilities, will be referred to law enforcement officials when required by law and may be referred to law enforcement officials when their conduct constitutes a crime.

The special needs of the student with a disability are taken into account when setting behavioral expectations. Each case of unsatisfactory behavior by a student with a disability is handled individually in accordance with the student's behavior management plan and interventions articulated in the student's individualized education program (IEP). A student's failure to comply with conduct requirements in student handbooks may result in the student's being disciplined.

If the student does not respond to the measures taken by District staff or to the measures articulated in the student's IEP, the staff member refers the student to the principal or other designated individual. The student may lose rights to participate in school-related social events or extracurricular activities for a period of time determined by the principal, unless such programs are included as part of the student's free appropriate public educational program. Depending on the seriousness of the offense committed by the student, suspension or expulsion may also result, but any change in placement will follow mandated procedures in applicable law.

[Adoption date: August 5, 2009]

LEGAL REFS.: The Individuals With Disabilities Education Improvement Act; 20
USC 1400 through 487; 34 CFR Part 300
The Rehabilitation Act of 1973, Section 504, 29 USC 729; 34
CFR Part 104
Americans With Disabilities Act; 42 USC 12101 through 12213; 28
C.F.R. Part 35
State Department of Education, Special Education Policies and
Procedures, Free Appropriate Public Education - 101
ORC 3313.20; 3313.66; 3313.661; 3313.662
3319.41;
3323.01 et seq.
OAC 3301-32-09
3301-37-10
3301-51; 3301-51-01

CROSS REFS.: ECAB, Vandalism
IGBA, Programs for Students With Disabilities
IGD, Cocurricular and Extracurricular Activities
JFC, Student Conduct (Zero Tolerance)
JFCI, Student Drug Abuse
JFCJ, Weapons in Schools
JGA, Corporal Punishment
JGD, Student Suspension
JGDA, Emergency Removal of Student
JGE, Student Expulsion
Student Handbooks

DISCIPLINE OF SPECIAL EDUCATION STUDENTS

Suspension:

1. Suspensions may be used with disabled students if the inappropriate behavior cannot be directly attributed to the student's disability.
2. Suspensions in excess of 10 days in any one school year may interrupt the current educational setting and constitute a change of placement.
3. Procedures to follow when suspension of disabled student exceeds 10 days:
 - A. The principal shall notify the person from the special education department assigned to his/her school building.
 - B. A behavior manifestation determination (BMD) review is to be held within 10 days of the determination to remove the student to determine if a student's misconduct bears a relationship to his/her handicapping condition.
 - C. The IEP committee will be made up of the parent(s), special education supervisor, building principal, special education teacher, regular education teacher, the student when appropriate and school psychologist, if available.
4. Once convened, the IEP committee will review the objectionable behavior of the disabled student in light of his/her academic record, evaluations and individual education program (IEP). The committee also may receive information from any person knowledgeable about the student, at the invitation of the committee chairperson. Specifically, before discipline beyond an emergency removal is imposed, the IEP committee will review the following to determine whether or not the behavior was a manifestation of the disability:
 - A. current information summaries and evaluations, including relevant information supplied by the parents of the student;
 - B. observations of the student;
 - C. the student's current IEP and placement;
 - D. the misconduct of the student;
 - E. the proposed disciplinary action and
 - F. review of disciplinary/behavioral history of the student.

5. The IEP committee will complete the Behavior Manifestation Determination worksheet and summary sheet to be presented to the District Hearing Officer prior to the disciplinary hearing. The IEP committee may recommend a course of action.
6. If it is determined a student's conduct is a manifestation of his/her disability, the District must conduct an IEP meeting to determine the adequacy of the current special program and related services. The meeting may occur in conjunction with the staffing meeting. The committee will consider program options. Functional Behavior Assessment (FBA) must begin within 10 days if the behavior is related to the disability, and the behavior intervention plan reviewed within 10 days if the behavior is related to the disability.
7. If the committee determines that no relationship exists between a student's disability and his/her misconduct, the District may not cease all educational services for a disabled student and the student's educational plan must again be evaluated. In this case, a student may be suspended for his/her actions, following all requirements of the Ohio Revised Code.

Some alternative placements/services to be considered by the team:

- A. additional related services;
- B. change in disciplinary procedures;
- C. increased time in the current special program;
- D. provisions of a special program in another setting and/or
- E. involvement with programs funded by other agencies.

The District Discipline Code and Special Education Students:

The discipline code still applies to all students enrolled in the District; however, disabled students must not be denied educational services. In-school expected behavior should be included in the IEP of disabled students.

Procedural Safeguards and the Disabled Student:

All procedural safeguards which are normally available to parent(s)/guardian(s) are available. These include, but are not limited to: informed notice, informed consent if a change in placement is recommended, right to refuse consent, right to participate in decisions regarding the educational program and the right to request an impartial due process hearing regarding these matters.

Expulsion:

Students with a disability may be suspended with intent to expel for the same amount of time as for regular education students for the following reasons:

1. The student carries a weapon to school or to a school function, or causes serious bodily injury.
2. The student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function.

If the student with a disability is suspended with the intent to expel and the behavior is not a manifestation of the student's disability, the District must continue to provide FAPE.

(Approval date: August 5, 2009)

STUDENT HEALTH SERVICES AND REQUIREMENTS

The Board recognizes the responsibility of the schools 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, hearing, scoliosis or dental.

[Adoption date: August 5, 2009]

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 U.S.C. Sec. 12101 et seq. (1997)
20 U.S.C. 1232 g Sec. 1400 6301 et seq. (1997)
29 U.S.C. Sec 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, Inoculations of Students
JHCD, Administering Medicines to Students
JHG, Reporting Child Abuse

THIS IS A REQUIRED POLICY

STUDENT HEALTH SERVICES AND REQUIREMENTS

Student health services provided by the District include but are not limited to the following:

1. assessing the health status of students to identify those students with health problems; consulting with and providing information to parents;
2. helping prevent and control disease and interpreting to staff and parents the public health department's policies relating to the control of communicable disease;
3. conducting health education programs and projects and
4. providing emergency care for injury and sudden illness.

(Approval date: August 5, 2009)

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.

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, vision, scoliosis or dental."

The District notifies parents, on an annual basis, of the administration of health and physical screenings and examinations and, thereby, gives parents the opportunity to exclude their children.

[Adoption date: August 5, 2009]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
ORC 3313.50; 3313.671; 3313.673; 3313.68; 3313.73

CROSS REFS.: JHC, Student Health Services and Requirements
JHCB, Inoculations of Students

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.

Students eligible for kindergarten and students new to the District must present written evidence of similar immunizations, or written evidence of immunity (positive titer) or written evidence to indicate that they are in the process of receiving immunizations, to be completed no later than the day of entrance. 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: August 5, 2009]

[Adoption date: July 20, 2010]

[Re-adoption date: October 14, 2014]

LEGAL REFS.: ORC 3313.67; 3313.671; 3313.71; 3313.711
3701.13

CROSS REFS.: JEC, School Admission
JEG, Exclusions and Exemptions from School Attendance
JHCA, Physical Examinations of Students

NOTE: Each year, by October 15, school districts are required to submit a written summary, by school, to the director of health of the immunization records of all initial entry students in the district, on forms prescribed by the director.

THIS IS A REQUIRED POLICY

COMMUNICABLE DISEASES

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. Re-admission is dependent upon a decision by a physician 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: August 5, 2009]

LEGAL REFS.: ORC 3313.67; 3313.68; 3313.71
3319.321
3707.04; 3707.06; 3707.08; 3707.20; 3707.21; 3707.26

CROSS REF.: JEG, Exclusions and Exemptions from School Attendance

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.

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: August 5, 2009]

[Re-adoption date: August 16, 2011]

[Re-adoption date: October 14, 2014]

[Re-adoption date: February 12, 2015]

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

NOTE: This policy must be accompanied by regulations formally adopted by the board, which enumerate in more specific terms the requirements of Ohio Revised Code Section (RC) 3313.713.

Beginning July 1, 2011, House Bill (HB) 1 of 2009 permits only employees of the board who are licensed health professionals, or who have completed a drug administration training program conducted by a licensed health professional and considered appropriate by the board, to administer prescription drugs to students in school districts.

The law grants boards the continued authority to outright prohibit any employee, including licensed health professionals, from administering any prescription drugs to students, or to prohibit administration of drugs that require certain procedures, such as injections.

Students with Diabetes

HB 264 (2014), effective September 11, 2014, requires districts to ensure that each student with diabetes who is enrolled in the district receives appropriate and need diabetes care in accordance with an order signed by the student's treating physician, and in accordance with State law. These requirements appear in RC 3313.7112, and include specific training requirements for nonlicensed health professionals who perform diabetes care tasks for such students — including administration of medications. Within 14 days of receipt of an order signed by a student's treating physician, the board must inform the student's parent/guardian or other person have care of charge of the student that the student may be entitled to a 504 plan regarding the student's diabetes. If a student has a 504 plan, the specific provisions of State law may be integrated into this student's plan. However, there is no requirement that a student has to have a 504 plan to receive the necessary care outlined.

If the required statutory criteria are met, a student may manage his/her care within the classroom, and all other areas of the school, and possess the equipment and supplies necessary for this care. A student with diabetes must be permitted to attend the school to which he/she would be assigned if the student did not have diabetes, and care must be provided at the school in accordance with the provisions of RC 3313.7112.

A district cannot compel or require employees to complete the statutory trainings, and cannot discipline employees for refusing to be trained. HB 367 (2014) allow a board of education to contract with an educational service center (ESC) for a school nurse, registered nurse or licensed practical nurse employed by the ESC to provide diabetes care to students in the district.

Annually, by December 31, the district must report to the Ohio Department of Education the number of enrolled students with diabetes during the previous school year, and the number of errors associated with administration of diabetes medication during the previous school year.

THIS IS A REQUIRED POLICY

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: August 5, 2009)
[Re-approval date: August 16, 2011]
[Approval date: September 9, 2014]

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 which 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: August 5, 2009)

[Re-approval date: September 9, 2014]

THIS IS A REQUIRED POLICY

ADMINISTERING MEDICINES TO STUDENTS
(Use of Epinephrine Autoinjectors)

Student possession of an epi-pen 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 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 epi-pen appropriately and has provided the student with training in the proper use of the epi-pen;
5. circumstances in which the epi-pen 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. that 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 epi-pen 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 epi-pen 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 epi-pen, 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: August 5, 2009)

[Re-approval date: September 9, 2014]

THIS IS A REQUIRED POLICY

STUDENT SAFETY

The Board has an interest in all students being 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 through 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 counsel, assess, 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: August 5, 2009]

[Adoption date: July 20, 2010]

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
JHH, Notification About Sex Offenders
JO, Student Records

NOTE: THIS IS A REQUIRED POLICY

REPORTING CHILD ABUSE

All employees and school authorities 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.

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 for all nurses, teachers, counselors, school psychologists and administrators. -This program is developed in consultation with public or private agencies or persons involved in child abuse prevention or intervention programs.

Each person employed by the Board to work as a nurse, teacher, counselor, school psychologist or administrator shall complete at least four hours of in-service training in the prevention of child abuse, , violence and substance abuse, school safety and the promotion of positive youth development within two years of commencing employment with the District, and every five years thereafter.

In addition, 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.

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.

[Adoption date: May 18, 2010]

LEGAL REFS.: ORC 2151.011; 2151.421
3313.662; 3313.666
3319.073

CROSS REFS.: EB, Safety Program
EBC, Emergency/Safety Plans
IGAE, Health Education
JFCF, Hazing and Bullying (Harassment, intimidation and Dating
Violence)
JHF, Student Safety

NOTE: The board of education of each city and exempted village school district and the governing board of each educational service center shall develop, in consultation with public or private agencies or persons involved in child abuse prevention or intervention programs, a program of in-service training for persons employed by any school district or service center to work in a school as a nurse, teacher, counselor, school psychologist or administrator.

Each person employed by any school district or service center to work in a school as a nurse, teacher, counselor, school psychologist or administrator shall complete at least four hours of in-service training in the prevention of child abuse, violence and substance abuse and the promotion of positive youth development within two years of commencing employment with the district or center, and every five years thereafter.

Because the training for middle and high school employees was added under House Bill 1 in 2009, this training must occur by October 16, 2011 (ORC 3319.073).

House Bill 19, passed in 2009, adds a provision for the training of middle and high school employees – teachers, counselors, nurses, school psychologists and administrators – in dating violence prevention.

The law specifically states that curriculum for this training must be developed by the district, be part of the in-service training in the prevention of child abuse, violence and substance abuse; school safety; and promotion of positive youth development and be completed within two years after commencing employment and every five years thereafter.

THIS IS A REQUIRED POLICY

NOTIFICATION ABOUT SEX OFFENDERS

Megan's Law requires certain sexual predators and sex offenders to register with the sheriff in the county of their residence. In some circumstances the sheriff notifies the Superintendent that a sexual predator or habitual sex offender has moved into the area.

If the Superintendent receives information from the sheriff concerning a sexual predator or habitual sex offender subject to community notification, the Superintendent disseminates the information regarding the sexual predator or habitual sex offender 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 sexual predator or habitual sex offender 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 sexual predator or habitual sex offender appears to be without a legitimate purpose or otherwise creates concern for the safety of the students. The law enforcement agency evaluates the situation and takes whatever action it deems appropriate. The law enforcement agency informs the Superintendent of any action taken and may provide advice regarding any additional action which the Superintendent should consider taking.

If the Superintendent receives information from the sheriff concerning a sexual predator or habitual sex offender subject to community notification, the Superintendent may inform parents, guardians and adult students that he/she has received notice that a sexual predator or habitual sex offender is residing within 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.

With juvenile sex offenders, the Superintendent's notification duties are the same as with adult offenders. The Superintendent provides a copy of the county sheriff's sexual offender notice to his/her staff so that they are aware of the juvenile offender's information and photograph. The Superintendent must then notify parents that the school has received notice that a juvenile sex offender is attending school (or if an adult offender, working or attending school) in the District, and direct parents who want more information to the county sheriff's office.

If the Superintendent receives information from the sheriff concerning a sexual predator or habitual 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 5, 2009]

LEGAL REFS.: 42 USC 14071
ORC Chapter 2950, Section 149.43
2151.02; 2151.355; 2152.83; 2152.84
OAC Chapter 109:5-2

CROSS REF.: GBQ, Criminal Record Check

THIS IS A REQUIRED POLICY

STUDENT AWARDS AND SCHOLARSHIPS

The Board values excellence and wishes to encourage students to do their best in all endeavors. The Board directs the Superintendent to maintain a set of criteria and procedures for presenting letters or other suitable awards to students for academic accomplishment, as well as for distinguished service to the District through community service and/or cocurricular and extracurricular participation. Examples include, but are not limited to, the following:

1. academic excellence
2. community service (includes service to the school)
3. perfect attendance
4. cocurricular participation (band, choir, etc.)
5. extracurricular participation (athletics, intramural activities, other groups or clubs, etc.)

Each school may submit to the Superintendent recommendations for special recognition of any student or group of students who demonstrate accomplishments that benefit the District or the community.

Any person or organization desiring to give a gift, or make a grant or bequest, for special recognition of any student or group of students must contact the Superintendent, who submits the request to the Board.

Donations may be offered to the District in order to provide scholarship awards to students, provided the conditions of acceptance do not remove any portion of the control of the District from the Board.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 9.20
3313.17; 3313.20; 3313.36

CROSS REFS.: JO, Student Records
KH, Public Gifts to the Schools

EMPLOYMENT OF STUDENTS

The Board believes that a student's school responsibilities are to take precedence over nonschool-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 which 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.

If part-time work seems to be adversely affecting the student's school progress, the parents and students will be notified.

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: August 5, 2009]

[Re-adoption date: September 9, 2014]

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.: JEG, Exclusions and Exemptions from School Attendance

NOTE: Ohio Revised Code Section 3331.04 has identified special conditions in which qualified students over 16 years of age may be issued age and schooling certificates (work permits) after withdrawing from full-time enrollment, yet attending school on a part-time basis in a program approved by the superintendent or his/her designee. House Bill 487 (2014) revised requirements for issuing certificates to these students, including the conditions upon which a student may qualify. The removal of English language proficiency is one significant change. The changes impact certificates issued until June 30, 2016. Beginning July 1, 2016, students must enroll in a competency-based instruction program to earn a high school diploma in accordance with rules adopted by the State Board of Education to receive a certificate, and meet the additional criteria in place for students as revised by HB 487.

The cross-reference is to a related category in the OSBA coding system. Use category IGADA for policies on work programs that are part of the curriculum.

STUDENT GIFTS AND SOLICITATIONS

The Board discourages the presentation of gifts to school staff members by students. When a student or parent feels a spontaneous desire to present a gift to a teacher, the gift will not be elaborate or unduly expensive.

Solicitations

The solicitation of donations and contributions from students for charitable purposes are restricted to drives approved by the Superintendent.

Students may not be used as agents for distributing nonschool materials without the approval of the Superintendent. Materials that are noncommercial in nature and publicize matter identifiable as beneficial to the District, school and/or community may be approved.

[Adoption date: August 5, 2009]

LEGAL REF.: ORC 3313.20

CROSS REFS.: GBI, Staff Gifts and Solicitations
IGDF, Student Fund-Raising Activities
KI, Public Solicitations in the Schools
KJ, Advertising in the Schools

STAFF-STUDENT RELATIONS

Relationships between the District's staff and students must be cooperative, understanding and mutually respectful. 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.

Information and Communication Technology (ICT) and Social Media Usage

ICT and social media are recognized technologies that enable the District and students to share information in a timely, relevant manner across numerous platforms. As mediums continue to evolve, the District recognizes the importance of finding new ways to reach families, students, the community and other stakeholders, while remaining mindful of its obligation to uphold regulations regarding student privacy, Internet safety and Board policies.

Social media is to be used within the district as another tool for effective two-way communication. Any site representing the District as a whole will be created and maintained by the Public Information Office or other Superintendent designee; no other entity shall purport to officially represent the District in this capacity.

Social media shall be used:

- 1) To promote the District in a positive manner;
- 2) To share District news and information in a timely and relevant fashion;
- 3) To encourage two-way communication between the District and the public; and
- 4) In ways that are not in violation of policies regarding student safety (see also GBH).

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. Staff members shall not give or receive gifts of substance.

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, in written, verbal or digital format 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 which could be considered sexually suggestive or involve the presence or use of tobacco, alcohol or drugs.
6. Staff members shall not engage in behavior with students that may be deemed inappropriate such as: dating, physical, peer-like.
7. Staff members shall not use insults or sarcasm against students as a method of forcing compliance with requirements or expectations.
8. Staff members shall maintain a reasonable standard of care for the supervision, control and protection of students commensurate with their assigned duties and responsibilities.
9. Staff members shall not send students on a staff member's 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 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.

Social Networking Web Sites

1. District staff who personally participate in social networking web sites are prohibited from posting data, documents, photographs or inappropriate information on any web site that might result in a disruption of classroom, school or district activity. The Superintendent/designee has full discretion in determining when a disruption of classroom, school or district activity has occurred.
2. District staff is prohibited from providing personal social networking web site passwords to students.

3. Fraternalization between District staff and students via the Internet, personal e-mail accounts, personal social networking websites and other modes of virtual technology is also prohibited.
4. Unauthorized access of personal social networking web sites during school hours is prohibited.

Violation of the prohibitions listed above will 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. Nothing in this policy prohibits District staff and students from the use of education web sites and/or use of social networking websites created for curricular, cocurricular or extracurricular purposes.

[Adoption date: August 5, 2009]

[Re-adoption date: January 18, 2011]

[Re-adoption date: February 8, 2011]

CROSS REFS.: AC, Nondiscrimination/Harassment (Including Nondiscrimination on the Basis of Sex and Disability; Sexual Harassment)
AC-R-1, Employer/Student Grievance Procedures
AC-R-2. Sexual Harassment Complaint Procedures
EDE, Computer/Online Services (Acceptable Use and Internet Safety)
EDE-R, Acceptable Use and Internet Safety Regulations
GBC, Staff Ethics
GBCA, Staff Conflict of Interest
GBCB, Staff Conduct
GBI, Staff Gifts and Solicitations
JFC, Student Conduct (Zero Tolerance)
JG, Student Discipline
JHG, Reporting Child Abuse
JL, Student Gifts and Solicitations
JO, Student Records
KBA, Public's Right to Know
Student Handbooks

CONTRACT REFS.: Teachers' Collective Bargaining Agreements
Support Staff Collective Bargaining Agreements

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.

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.

Collection Process

1. The principal will advise parents of fees due at the beginning of the school year.
2. The first week of October, the principal will send a letter from the Treasurer and an invoice to parents of students with outstanding fees and fines.
3. A payment schedule may be arranged at the building level with full payment to be received by June 15.

[Adoption date: August 5, 2009]

[Re-adoption date: March 2, 2010]

[Re-adoption date: February 8, 2011]

[Re-adoption date: March 20, 2012]

[Re-adoption date: October 9, 2013]

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.: IGCB, Experimental Programs
IGCD, Educational Options (Also LEB)

NOTE: Under the Ohio Revised Code, districts may charge free lunch eligible students fees under two exceptions:

- 1. for any materials needed to enable the student to fully participate in extracurricular activities or any pupil enrichment program that is not part of a course of instruction and*
- 2. for any tools, equipment and materials necessary for workforce-readiness training with a career-technical education program that, to the extent the tools, equipment and materials are not consumed, may be retained by the student upon course completion.*

These two exceptions do not require districts to charge such fees; they simply give them the permission to charge the fees if they so choose.

THIS IS A REQUIRED POLICY

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 (FERPA) 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. telephone number(s)
4. student's date and place of birth
5. participation in officially recognized activities and sports
6. student's achievement awards or honors
7. student's weight and height, if a member of an athletic team
8. major field of study
9. dates of attendance ("from and to" dates of enrollment)
10. 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.

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: August 5, 2009]
[Re-adoption date: July 16, 2013]

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 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
KBA, Public's Right to Know
KKA, Recruiters in the Schools

NOTE: Regulations concerning the content of information retained during the student's term of schooling, after the student exits the school and in response to request for transcripts, should be developed in compliance with law and strictly adhered to.

The definitions of "directory information" differ in State and Federal law. This policy reflects the more restrictive definition found in State law. The District may further limit the information contained in that definition.

THIS IS A REQUIRED POLICY

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 recordkeeping 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 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 which 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 the 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
<u>Cumulative School Records</u>	Principals' Offices	Principals
<u>Cumulative School Records</u> (Former Students)	Central Office	Chief Archivist
<u>Health Records</u>	Principals' Offices	Principals
<u>Speech Therapy Records</u> <u>Psychological Records</u>	Principals' Offices	Principals
<u>School Transportation</u> <u>Records</u>	School Bus Garage	Director of Pupil Transportation
<u>Special Test Records</u>	Principals' Offices	Principals
<u>Occasional Records</u> (Student education records not identified above; such as those in 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 which 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 10 cents per page (actual copying cost less hardship factor) may be charged. CDs and other video and auto recording devices are provided at reasonable costs plus postage.

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 10 cents per page plus postage. CDs and other video and audio recording devices are provided at reasonable costs plus postage.

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. Such information includes:

1. student's name
2. student's address
3. telephone number(s)
4. student's date and place of birth
5. participation in officially recognized activities and sports
6. student's achievement awards or honors
7. student's weight and height, if a member of an athletic team
8. major field of study
9. dates of attendance ("from and to" dates of enrollment)
10. 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 which 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 which 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 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 to have access to personally identifiable information about a student if the Ohio Department of Education 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 which 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 which 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 who 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 are 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 which 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: August 5, 2009)
[Re-adoption date: June 25, 2013]

THIS IS A REQUIRED REGULATION

STUDENT SURVEYS

The Board recognizes the importance of gathering information from students to increase effectiveness of the District services and other research topics. To inform parents/guardians of these activities, the District provides notice to parents at the beginning of the school year that their children may be involved in District-approved surveys. If additional parent/guardian notification regarding a specific survey is required by the District, schools participating in a survey will give parents/guardians the opportunity to review the survey instrument two weeks prior to its administration. Parents/guardians have the right to exclude their child from participating in the survey. After the two-week review, the survey will be administered to those students whose parents/guardians have not excluded their child from participating in the survey. This policy does not apply to school-based surveys used to inform school operations (e.g., dates for school prom, food choices, etc.).

A student shall not be required, as part of any applicable program, to submit to a survey, analysis or evaluation that reveals information concerning:

1. political affiliations or beliefs of the student or the student's parent;
2. mental or psychological problems of the student or the student's family, "potentially embarrassing to the student or family";
3. sex behavior or attitudes;
4. illegal, antisocial, self-incriminating or demeaning behavior;
5. critical appraisals of other individuals with whom respondents have close family relationships;
6. legally recognized privileged or analogous relationships, such as those of lawyers, physicians and ministers;
7. religious practices, affiliations or beliefs of the students or student's parent or
8. income (other than that required by law to determine eligibility for participation in a program and/or for receiving financial assistance under such program).

Parents have the right to inspect the instrument used to collect student personal information before use under the above eight circumstances.

The collection, disclosure or use of student personal information for the purpose of marketing or selling that information, or providing the information to others for that purpose, is prohibited. This does not include personal information collected for the exclusive purpose of developing, evaluating or providing educational products or services for, or to, students or educational institutions such as:

1. postsecondary institutions or military recruiters;
2. book clubs, magazines and programs providing access to low-cost literary products;
3. curriculum and instructional materials used by K-12 schools;
4. tests and assessments used by grades K-12 to provide cognitive, evaluative, diagnostic, clinical, aptitude or achievement information about students, or to generate other statistically useful data for the purpose of securing these tests and assessments, and the subsequent analysis and public release of the aggregate data from these tests and assessments;
5. the sale by students of products or services to raise funds for school or education-related activities or
6. student recognition program.

[Adoption date: August 5, 2009]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
USA Patriot Act, Sec. 507, P.L. 107-56
Family Educational Rights and Privacy Act; 20 USC Sec. 1232g
ORC 149.41; 149.43
1347.01 et seq.
3317.031
3319.32; 3319.321; 3319.33
3321.12; 3321.13
3331.13
OAC 3301-35-04; 3301-35-07

STUDENT SURVEYS

The following are regulations associated with Board policy on student surveys (JOA):

1. At the beginning of each school year, notification of potential participation of students in District-approved surveys is provided to parents.
2. Should the nature of a specific survey warrant additional parental review, schools selected to participate in the survey notify parents of the specific survey and allow review of the survey instrument for two weeks prior to its administration.
3. Parents have the right to exclude their child(ren) from participating in any survey.
4. Students may decline to participate in any survey without repercussions.

Survey Approval

1. All requests to administer surveys to District students are forwarded to the Department of Accountability for review.
2. Depending on the nature of the survey, the Executive Director of Accountability may provisionally approve, disapprove or convene a committee to review or provide consultation to the Executive Director of Accountability regarding the survey instrument.
3. the Executive Director of Accountability provides recommendations to approve or disapprove the administration of said survey for final review by the Superintendent or his/her designee. The recommendation also includes whether further parental review is necessary.
4. The final approval/disapproval to administer a survey rests with the Superintendent or his/her designee.

(Approval date: August 5, 2009)

POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS
(Restraint and Seclusion)

Positive Behavioral Interventions and Supports (PBIS)

The District implements PBIS on a system-wide basis. The Board directs the Superintendent/designee to develop a PBIS system that is consistent with the components set forth in the State Board of Education's (SBOE) policy on positive behavior interventions and supports. The District encourages family involvement as an integral part of its PBIS system.

Prohibited Practices

The District does not engage in practices prohibited by State law, including:

1. prone restraint;
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;
4. child endangerment, as defined by Ohio Revised Code Section (ORC) 2919.22;
5. deprivation of basic needs;
6. seclusion and restraint of preschool children in violation of Ohio Administrative Code Section (OAC) 3301-37-10;
7. chemical restraint;
8. mechanical restraint (that 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.

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 may be used only:

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 other less restrictive means of assisting a student in regaining control.

Seclusion may be used only:

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 and
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.

Repeated Dangerous Behaviors

The District conducts functional behavioral assessments for students who repeatedly engage in dangerous behavior that leads to instances of restraint and/or seclusion to identify students' needs and more effective ways of addressing those needs. Behavioral intervention plans that incorporate appropriate positive behavioral interventions are created when necessary.

Training and Professional Development

The District trains an appropriate number of personnel in each building in crisis management and de-escalation techniques. The District maintains written or electronic documentation of provided training and lists of participants in each training session.

All student personnel, as defined by OAC 3301-35-15, are trained annually on the SBOE's and the District's policies and procedures regarding restraint and seclusion.

The Board directs the Superintendent/designee to develop a plan for any necessary training of student personnel to implement PBIS on a system-wide basis.

Data and Reporting

Each incident of seclusion or restraint is immediately reported to the building administrator and the student's parent. Each incident of seclusion or restraint is documented in a written report, which is made available to the student's parent within 24 hours. The District maintains written reports of seclusion or restraint. These reports are educational records under the Family Education Rights and Privacy Act.

The District annually reports information concerning the use of restraint and seclusion to the Ohio Department of Education (ODE), as requested by ODE.

Monitoring and Complaint Processes

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 complaint procedures, which include a:

1. procedure for parents to present complaints to the Superintendent to initiate a complaint investigation by the District regarding incidents of restraint or seclusion and
2. requirement that the District respond to parents in writing within 30 days of the filing of a complaint regarding restraint and seclusion.

Parents are notified annually of the District's seclusion and restraint policies and procedures, which are also posted on the District's website.

[Adoption date: October 14, 2014]

[Re-adoption date: February 12, 2015]

LEGAL REF.: ORC 2919.22
OAC 3301-35-15
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

NOTE: Beginning with the 2013/2014 school year, districts are required to develop policies dealing with seclusion, restraint and PBIS. The requirement stems from OAC 3301-35-15, which was finalized through the Joint Committee on Agency Rule Review (JCARR) on April 8, 2013. Prior to rule finalization, the State Board of Education (SBOE) adopted an accompanying model policy in January 2013. The rule requires district policies and procedures to be consistent with the SBOE policy.

Policies and procedures dealing with seclusion and restraint are required to be posted on the district's website and parents must be notified annually of district policies and procedures dealing with seclusion and restraint.

THIS IS A REQUIRED POLICY

SECTION K: SCHOOL-COMMUNITY RELATIONS

KA	School-Community Relations Goals
KB	Public Information Program
KB-R	School-Community Relations (School-Sponsored Information Media and Communications) Regulations
KBA	Public's Right to Know
KBC	Media Relations
KBCA	News Releases
KBCA-R	News Media Information
KBCD	Broadcasting and Taping of Board Meetings (Also BDDJ)
KBE	Tax Issues (Also FD)
KC	Community Involvement in Decision Making (Also ABA)
KCA	Education Council System (Also ABAA)
KD	Public Participation at Board Meetings (Also BDDH)
KD-R	Public Participation at Board Meetings Regulations
KD-E	Procedures for Individuals Addressing the Board Exhibit
KF	Community Instructional Resources (Also IIC)
KG	Community Use of School Facilities (Equal Access)
KG-R	Community Use of School Facilities (Equal Access) Regulations
KG-E	Use of Building Application and Permit Exhibit
KGB	Public Conduct on District Property
KGC	Use of Tobacco Products on School Premises
KH	Public Gifts to the District
KH-R	Public Gifts to the District Procedures
KI	Public Solicitations in the Schools
KJ	Advertising in the Schools
KJ-R	Advertising in the Schools Guidelines
KJ-E-1	Advertising Agreement (Over \$200) Exhibit
KJ-E-2	Advertising Agreement (\$200 or less) Exhibit
KJ-E-3	Exhibit A to Advertising Agreement
KK	Visitors to the Schools
KKA	Recruiters in the Schools

SECTION K: SCHOOL-COMMUNITY RELATIONS
(Continued)

KL	Public Complaints
KLB	Public Complaints About the Curriculum or Instructional Materials
KLB-E	Citizens Complaint Form
KLD	Public Complaints About District Personnel
KLD-R	Complaint Procedures
KM	Relations with Community Organizations
KMA	Relations with Parent Organizations
KNA	Relations with Local Governmental Authorities
KNA-E	Joint Resolution Exhibit

SCHOOL-COMMUNITY RELATIONS GOALS

The Board bears a responsibility for authorizing, establishing and maintaining channels of communication that keep community organizations, the business community, parents and the general public well informed about the public schools. These channels of communication must become channels of cooperation for the betterment of the schools and the quality of life in the community.

The Board welcomes the active participation of citizens in the formulation and development of its programs. In determining policies, programs and actions, the Board uses very practical means to ascertain the needs and desires of the community.

The Board is aware that all District employees have roles in the total school-community relations program. It is therefore important that the entire staff develop understandings that aid them in interpreting school programs and needs to the public.

The Board's school-community relations program aims toward:

1. developing public awareness and interest in the public schools;
2. ascertaining the attitudes of parents and other residents in matters of public education;
3. building greater understanding on the part of the public as to the programs and needs of the District;
4. discovery of ways the schools can be of greater service to the community and
5. actively involving all citizens (parents, community volunteers, business and community representatives, grandparents, senior citizens and retirees), including those who have no children in the public schools, in public school programs and activities.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 3315.07
OAC 3301-35-02; 3301-35-04

CROSS REFS.: AE, School District Goals and Objectives
KBA, Public's Right to Know

THIS IS A REQUIRED POLICY

PUBLIC INFORMATION PROGRAM

The Board believes that effective communications is a necessary component of a District's organization and operation. Therefore, the Board supports the Superintendent, Public Information Officer and principals in the organization, maintenance and operation of effective communications.

The District's communications should:

1. encourage a better understanding of the goals, needs, plans and accomplishments of the total educational program;
2. be a planned, systematic, two-way process and
3. include the use of a variety of media.

Each school's communications program should:

1. encourage informal, as well as formal, methods of communication;
2. include the use of a variety of media and
3. supplement and support the general communications program of the District.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 3315.07
OAC 3301-35-02; 3301-35-04

CROSS REFS.: AE, School District Goals and Objectives
KBA, Public's Right to Know
Employee Manual

SCHOOL-COMMUNITY RELATIONS
(School-Sponsored Information Media and Communications)

Each principal is responsible for planning and implementing an effective process to communicate with students, staff and community.

Specific guidelines include the principal:

1. meeting with parent organizations on a regular basis;
2. meeting on a regular basis with the faculty council and other staff committees;
3. meeting on a regular basis with student organizations or groups;
4. preparing and issuing a regular bulletin for teachers and
5. preparing and issuing a monthly bulletin to parents and the community.

(Approval: August 5, 2009)

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 mail requests sent 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.

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: August 5, 2009]

[Re-adoption date: July 16, 2013]

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

NOTE: THIS IS A REQUIRED POLICY

MEDIA RELATIONS

Every effort is made to assist the press and other communications media to obtain complete and adequate coverage of the programs, issues, planning and activities of the District.

The Superintendent or his/her designee serves as the public spokesperson for the District. The Board President serves as the public spokesperson for the Board. However, this policy does not restrict Board members from expressing their own views to the press.

[Adoption date: August 5, 2009]

NEWS RELEASES

The District is a public institution endeavoring to serve the educational needs of the community. It is important that information be disseminated concerning school activities, achievements and challenges. The Superintendent or his/her designee develops procedures to provide wide coverage and to coordinate publicity which enhances the image of the District.

Representatives of the media are given equal access to information about the schools. General releases of interest to the entire District are made available to the media simultaneously. There shall be no exclusive releases except as media representatives request information on particular programs, plans or issues for stories they initiate.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 3315.07
OAC 3301-35-03; 3301-35-04

NEWS MEDIA INFORMATION

The Public Information Office retains responsibility for and direct authority over the public information program of the entire District as authorized and instructed by the Superintendent. However, recognizing the complexities involved in disseminating information in a district of this size, specific responsibilities are assigned, as the need arises, to those units best equipped to handle them.

Procedures

The principal is the designated media contact for his/her individual school. All media inquiries to the Public Information Office pertaining to a specific school are coordinated through the appropriate principal. Conversely, the principal is expected to coordinate requests for media coverage through the PIO.

Principals should be adequately prepared to discuss their schools' policies and programs when called upon to do so. Principals are not, however, expected to address matters pertaining to Board or central administration policies or procedures. If such inquiries are made during an interview, a principal should not hesitate to send the reporter back to the PIO for further referral.

Media in the Schools

Media need access to the schools in several situations.

1. A publicity request is initiated by the PIO as a result of something special going on in a school.

These are the easiest to set up because the request for media coverage has usually come either from the principal or a member of the school staff and is agreeable to all concerned.

2. A request is initiated by a media representative to enter the school as a result of an independent school-related story on which the reporter is working. In this case, the principal is notified by the PIO:
 - A. that a reporter wants to come into the school;
 - B. who the reporter wants to talk to and
 - C. for what reason.

At that time, the principal will attempt to work out a schedule agreeable to all concerned.

(NOTE: On this type of inquiry, if you have not received prior notification from the PIO, you may refer the inquiry to that office, or you may proceed with the interview if you wish. In order for the PIO to assist you in the aftermath of the story, it is imperative that you inform the PIO of the results of your interview.)

Inquiries as described in #2 above can often be the most difficult to set up for several reasons:

- A. The nature of the reporter's story might not be an aspect of your school you want discussed.
- B. We are often asked to help a reporter meet a deadline that conflicts with the school schedule.

When these types of inquiries are made, it is well to remember that the District is a public institution and it is inherent in the responsibilities of school administrators to cooperate with those who want to know what is going on in the schools. Good media relations are important to the successful operation of our schools and to you as a school administrator. Sometimes your own personal reaction to a reporter is as important to the outcome of the story as is the material gathered for the published item.

It is also important to remember that if we want the media to come into the schools when we want them there, it is our responsibility to cooperate with them when they want to be there.

In setting up inquiries of this kind, however, four guidelines are followed:

- A. Classes should not be interrupted for general interview purposes unless you or a teacher feels the interview would promote the classroom discussion.
 - B. Media representatives may sit in on, or film footage in, classrooms only if it is agreeable to you and the teacher(s) involved.
 - C. Media representatives can have access to students and teachers for interview purposes during the lunch periods and after school hours on school property.
 - D. Media representatives should be expected to observe all the rules and regulations you have set up for public visitors, including signing in and out at the principal's office.
3. The third situation in which the media need access to the schools is during crisis situations.

In such a situation, it is imperative to disseminate accurate, objective information. All information should come directly from the principal in order to assure that rumors do not get started. Public information responsibilities in a crisis situation are threefold:

- A. Contact the Office of Safety and Security when the crisis occurs so the rumor control process can begin.
- B. Have your staff refer all phone calls to the Office of Safety and Security, including media inquiries. The OSS will contact the PIO. If time permits, after calling the OSS, call the PIO.
- C. If a media representative arrives at the school without prior notification from the PIO, do give them the facts, but notify the PIO immediately. Note the reporter's name and media affiliation so a follow-up can be made by the PIO if necessary.
- D. Be prepared with the facts so you can answer questions on the scene:

WHO (no names, please..."Student", "Teacher", etc.)

WHAT (a brief description of what happened)

WHERE

WHEN

WHY (What occasioned the disruption, if you know it)

WHAT IS BEING DONE NOW (explain what steps have been taken to alleviate the situation)

Follow-Up

If you feel that, as a result of media contact, you have been misquoted or misrepresented, please contact the Public Information Office immediately.

Appropriate steps will be taken to set the record straight, both internally and externally.

Feel free to contact the Public Information Office for advice and consultation anytime.

Questions

All questions on public information policies and procedures should be directed to the Public Information Office.

(Approval: August 5, 2009)

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. Photographs, broadcasting and recordings of meetings may be made only when all parties involved have been informed that cameras, broadcasting and/or recording devices are being used. Persons using these devices must notify the Board of their intent to do 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 have audio and/or video recordings of all regular meetings and any special meeting that it deems appropriate.

[Adoption date: August 5, 2009]

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

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: August 5, 2009]

[Re-adoption date: June 16, 2015]

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 REFS.: BCF, Advisory Committees to the Board
FL, Retirement of Facilities

NOTE: The coding of this sample policy indicates that the identical policy is also filed in Section K, School-Community Relations.

COMMUNITY INVOLVEMENT IN DECISION MAKING

Community participation in the schools is essential to promote and maintain the quality of education for all students. Concerned individuals of the District are encouraged to take an active part in school affairs so that the Board may gain more complete and reliable information and opinions on which to base its decisions.

All persons are encouraged to express ideas, concerns and judgments about the schools to the District, to any appointed advisory bodies and to the Board.

Concerned individuals who are qualified because of interest, training and experience are invited from time to time to serve on advisory groups established by the Board and/or the Superintendent.

The Board and the Superintendent give consideration to the advice they receive from individuals, community groups and advisory bodies, but the Board and the Superintendent must use their best judgment in arriving at decisions. Final authority for all decisions rests with the Board.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 121.22
OAC 3301-35-02; 3301-35-03; 3301-35-04

CROSS REFS.: ABAA, Education Council System (Also KCA)
BCE, Board Committees
BCF, Advisory Committees to the Board
BCFA, Business Advisory Committee to the Board
BDDH, Public Participation at Board Meetings (Also KD)
FL, Retirement of Facilities
IF, Curriculum Development
KBA, Public's Right to Know

THIS IS A REQUIRED POLICY

EDUCATION COUNCIL SYSTEM

The Board recognizes the inherent value and necessity of parental and wide-based community support in the operation of the District. The Board, therefore, establishes and supports the education council system.

The organizational structure of the Community Education Council and the Dayton Education Council will be maintained while the issues which are dealt with by these groups change with the problems and opportunities facing the school system. It is the responsibility of the CEC¹ and DEC² to assist the Board by monitoring, advising, supporting and assisting in decision-making in matters that affect the District. The Board affirms the operation of these organizations by promoting the importance of citizen involvement and community partnerships and by committing adequate resources to their operation.

[Adoption date: August 5, 2009]

[Re-adoption date: March 20, 2012]

CROSS REF.: 1983 Dayton Schools Citizen Involvement Task Force Report

¹CEC – Community Education Council

²DEC – Dayton Education Council

PUBLIC PARTICIPATION AT BOARD MEETINGS

The public is invited to attend Board meetings and given time to express viewpoints during the public hearing portion of the business meeting. The purpose of the public hearing portion of the business meeting is for members of the public to express viewpoints and public concerns. It is not a forum for resolving pending disputes. It is inappropriate to submit to the Board during the public hearing portion of the business meeting any matter involving pending grievances under a labor agreement, pending or imminent disciplinary action against a student or an employee, pending or ongoing labor negotiations and/or any matter which because of its nature needs to be discussed in executive session, and any concern that is already settled.

At the Board President's discretion, the Board may allow the expression of viewpoints during other Board meetings, such as a Board Retreat or Special Meeting, as well as recognize a citizen's request to the Board President for a "Point of Clarification" during the meeting.

The Board recognizes its responsibility to conduct business in an orderly and efficient manner and, therefore, requires reasonable controls to regulate public presentations to the Board.

The Board President is responsible for the orderly conduct of the meeting and rules on such matters as the time to be allowed for public discussion, the appropriateness of the subject being presented and the suitability of the time for such a presentation. The Board as a whole has the final decision in determining the appropriateness of all such matters.

[Adoption date: August 5, 2009]

[Re-adoption date: April 21, 2015]

LEGAL REFS.: ORC 121.22
3313.20

CROSS REFS.: BCE, Board Committees
BD, School Board Meetings
BDDC, Agenda Preparation and Dissemination

THIS IS A REQUIRED POLICY

PUBLIC PARTICIPATION AT BOARD MEETINGS
(Procedures for Individuals Addressing the Board)

The public is invited to attend Board meetings and individuals are given a designated time to express viewpoints during the public hearing portion of the meeting. Anyone wishing to address the Board of Education during the hearing of the public portion of the Board meeting will comply with the following rules.

1. Complete a request form prior to the hearing of the public and submit it to the Public Information Officer.
2. When called upon, identify yourself and state your reason for addressing the Board.
3. Address the Board as a whole through the President, and not Board members, individually.
4. Materials for distribution to the Board are handed to the Treasurer.
5. Limit remarks to **three (3) minutes**. The President has the discretion to extend the time. When your time is up, you are to stop speaking.
6. It is inappropriate to address any matter involving pending disputes, grievances under a labor agreement, disciplinary action involving an employee or a student, ongoing labor negotiations, concerns or matters that have already been settled and/or any matter which because of its nature is deemed appropriate to be discussed in executive session. The purpose of the public hearing portion of the meeting is for members of the public to express viewpoints and public concerns.
7. A copy of these procedures are made available at each Board meeting.
8. The Board, at its discretion, strives to respond, in a timely manner, to viewpoints presented during the hearing of the public.

Tear off and present to the Public Information Officer

REQUEST TO ADDRESS THE BOARD
(Please print clearly. All areas must be completed.)

NAME _____ DATE _____

ADDRESS _____

ORGANIZATION _____

SUBJECT OF REMARKS _____

TELEPHONE NUMBER _____

E-MAIL _____

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 students.

The community relations program gives evidence of efforts to:

1. encourage citizen participation in school functions in accordance with the philosophy of education and educational goals;
2. communicate educational program goals, strengths and needs;
3. provide information regarding school activities and student accomplishments;
4. enlist community resources to support the educational program and
5. utilize the services of volunteers who are assigned responsibilities consistent with their qualifications and experience and who are supervised by appropriate school personnel.

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: August 5, 2009]

LEGAL REFS.: ORC 3315.07
OAC 3301-35-02; 3301-35-04; 3301-35-06

CROSS REFS.: GBQ, Criminal Record Check
IICC, School Volunteers

THIS IS A REQUIRED POLICY

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.

(Permissive language)

The District may rent or lease premises to a public or nonpublic university for use for evening and summer classes.

(Permissive language)

Any school within the District receiving Title I funding must offer the same premises access to Boy Scouts as to other organizations.

[Adoption date: August 5, 2009]

[Re-adoption date: September 13, 2011]

[Re-adoption date: April 17, 2012]

[Re-adoption date: June 19, 2012]

[Re-adoption date: March 17, 2015]

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
4303.26

CROSS REFS.: KGB, Public Conduct on District Property
KI, Public Solicitations in the Schools

NOTE: A brief policy on Community Use of School Premises suffices when it is accompanied by fairly extensive regulations approved by the board. Many policies, however, also contain the basic principles that govern premises used by outside groups.

One or more special subcategories may need to be added to take care of statements on special use of premises or use of special facilities (such as swimming pools, stadiums). Such statements can be coded and added following the standard KG sequence by coding KG-R-2-3, etc.

THIS IS A REQUIRED POLICY

COMMUNITY USE OF SCHOOL PREMISES
(Equal Access)

The Board encourages the community use of school premises. It is necessary, however, to ensure that such use does not interfere with the regular school purposes, impose undue burden upon personnel or strain the limited funds allotted for building services and maintenance; therefore, specific regulations have been established.

Conditions Governing Use of School Premises

1. An employee of the Board must be on duty whenever a school building or school stadium is used by an organization or group.
2. No building is used for commercial or personal gain.
3. No building is used for any fundraising activity unless the proceeds are for approved charitable, educational, character building or other community welfare purposes.
4. Out-of-school groups do not begin with their activities until school is dismissed in the afternoon and the students have left the building.
5. On days when school is closed because of snow or other calamity, all activities scheduled for that date are canceled or postponed.
6. Buildings are not used for recreation by outside groups on Sundays or legal holidays.
7. Building use is not permitted for private individuals or family affairs. Buildings are to be reserved for community group use only.
8. No group will, under any circumstances, tamper with any electrical or heating controls.
9. The kitchen is not used by any group unless arrangements are made to have one of the regular food service workers present.
10. There is no smoking or alcohol consumption in the building.
11. The Board reserves the right to require, if it should deem necessary, that groups using the building post a cash bond to cover any damages that might be done to any property, equipment or grounds.
12. The procedure for use of the football stadium follows the conditions outlined for the use of the buildings. Special emphasis is given to providing sufficient law enforcement protection and adult supervision.

13. School-sponsored student groups must have an employee present at the activity. Non-school-sponsored student groups must have an employee present or an adult approved by the Superintendent.
14. Groups that use school premises must possess liability insurance.

Applications

An application is necessary when a group or organization not part of the District wants to use a school premises. An applicant must assure the Superintendent that the group/ organization will comply with all regulations and respect the property, equipment and grounds of the school.

Applications are not required for activities such as school activities on school days that do not require the assignment of overtime to custodial personnel and that do not extend beyond the hour of 6:00 p.m. An application is not required for the principal's use of the building for such purposes as holding conferences or small group meetings of staff, parents or students. When the building is used without the services of the custodial staff, the principal is responsible for the care and security of the building.

A sponsoring organization or group must indicate that it:

1. intends to provide a program that promotes the welfare of the community and be for community purposes;
2. guarantees orderly behavior;
3. underwrites any damages due to its use of the premises;
4. pays for the use of equipment, property or grounds at the established rates and
5. possesses liability insurance.

Applications must be issued on a designated form. The following conditions are to be observed:

1. Afternoon meetings must end by 6:00 p.m. and evening meetings by 10:00 p.m.
2. Fees are assessed in accordance with a schedule adopted annually by the Board. The Board has the authority to waive fees as it deems appropriate.
3. Permission must be obtained from the principal for the use and rearrangement of any school equipment or furniture. If such items are to be moved, they are moved by the using organization and replaced in the original location.

4. Food may be served provided that care is taken to ensure that the area used is left as clean as it was before the meeting.
5. Service from the custodial staff is to be limited to admitting the organization after its sponsor arrives, assisting the sponsor in an advisory capacity concerning the facilities to be used and closing up and properly securing the facilities when the organization has left.

Processing the Application

Application forms are available in the office of the Superintendent. The application of a community group to use a school premises is filed with the Superintendent at least 30 days prior to the date of the proposed use.

After the application is cleared by the principal, it is sent back to the Superintendent at least 10 days in advance of anticipated use. The Superintendent arranges for special custodial or kitchen help. After checking for any type of District conflict on the composite calendar, the responsible school official notifies the applicant of the approval or disapproval of the request at least seven days in advance of the requested date of use.

Use of Special Equipment

Arrangements for the use of special equipment such as projectors, pianos, public address systems, scoreboard controls or other equipment belonging to a school must be made with the Superintendent at the time application is filed. The use of kitchen equipment for food preparation and sanitizing of dishes, utensils and tableware requires the assignment of a food service worker.

School equipment must be carefully maintained, accounted for and properly used since it involves a considerable expenditure. It is a general policy not to loan school equipment to outside groups. An exception may be made if a staff member accompanies the group and operates the equipment and the request is approved by the Superintendent.

(Approval: August 5, 2009)

[Re-adoption date: September 13, 2011]

[Anticipated re-adoption date: March 17, 2015]

NOTE: Although many regulations in this category include the fee schedule for use of various facilities, it is recommended that such schedules be included in the policy manual as an exhibit document coded KG-E because of their changing nature.

This is an area in which the board needs officially to approve regulations. There may be additional procedural regulations that are purely administrative.

THIS IS A REQUIRED REGULATION

COMMUNITY USE OF SCHOOL PREMISES
(Equal Access)

_____ (Indemnitor) agrees to indemnify and HOLD HARMLESS the Board of Education and its agents and employees from all liability, claims, demands, damages or costs for, or arising out of, _____ (subject of indemnity) whether it be caused by the negligence of indemnitor or the _____ Board of Education or either party's agents or employees, or otherwise.

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. This prohibition is extended to all athletic officials, coaches and athletes in the District and all visiting teams.

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: August 5, 2009]

LEGAL REFS.: Gun-Free Schools Act; 20 USC 8921
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 Facilities (Equal Access)
KGC, Use of Tobacco Products on School Premises
KK, Visitors to the Schools

USE OF TOBACCO PRODUCTS ON SCHOOL PREMISES

Health professionals have determined that the use of tobacco products can be detrimental to one's health. Specifically, smoking poses not only a health safety issue for the tobacco user, but secondhand smoke can produce health hazards for non-smokers as well.

The Dayton Public School District Board of Education, in an effort to protect and promote the health and well-being of all students, staff and visitors, aware of the serious health risks associated with the use of tobacco products to users and non-users, and recognizing that the Board wishes to encourage good health practices among the students of this District, adopts this 100% Tobacco-Free School Campuses Policy.

Recognizing these health issues and subject to the provisions of Federal and State law, the Board prohibits the use of all tobacco products, including e-cigarettes, in all District-owned, leased or contracted property and vehicles. This prohibition also includes all outside areas. No visitor is permitted to use tobacco products at any time, including non-school hours. For the purpose of this policy, "tobacco product" is defined to include any product that contains tobacco, is derived from tobacco or contains nicotine that is intended for human consumption, or is likely to be consumed, whether smoked, heated, chewed, absorbed, dissolved, or ingested by any other means. The term "tobacco products" includes e-cigarettes and other electronic smoking devices.

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Appropriate signs indicating that tobacco use is not permitted will be posted throughout the district at entrances and other appropriate locations on all academic buildings, administrative spaces, parking lots, and athletic fields. 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 tobacco free policy.

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 may be directed to leave school property and may be fined by the Ohio Department of Health or its designees.

[Adoption date: August 5, 2009]

[Re-adoption date: March 18, 2014]

[Re-adoption date: October 14, 2014]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
Goals 2000: Educate America Act; 20 USC 6081 through 6084
ORC 3313.20
3794.01; 3794.02; 3794.03(F); 3794.04; 3794.06
OAC 3301-35-02; 3301-35-05

CROSS REF.: JFCG, Tobacco Use by Students

THIS IS A REQUIRED POLICY

NOTE: Electronic cigarettes (e-cigarettes) have increased in popularity. These devices are not classified as tobacco and State and Federal law do not regulate their use. Districts that want to prohibit students from possessing or using these devices like other tobacco products should review the provided permissive language.

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. Gifts made to the District become the property of the Board. Their use is regulated by the individual school under the direction of 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 which reduce the cost or hasten the completion are welcome.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 9.20
3313.17; 3313.36

CROSS REFS.: BHD, Board Member Compensation and Expenses
FEE, Site Acquisition Procedures

GIFTS FROM THE PUBLIC TO THE DISTRICT

The following procedures apply to gifts from the public to the District:

1. Cooperative planning of teachers, administrators and organization representatives is the accepted method in determining what gifts are made. Final determination of the acceptability of the gift is made by the Board. This favorable action should be requested before the money is raised for the gift.

Items such as books, clothing, health items, necessary educational materials for needy students, food for needy students, miscellaneous items of small cost and recreational items do not need prior Board approval.

2. The fact that a group has given a certain gift to one school does not preclude the purchase of equipment, supplies or services for other schools by the Board.

Motor Vehicles Donated to the District

1. On occasion a motor vehicle of some type has been offered to the District at little or no cost. The following governs the use of vehicles if accepted by the Board; vehicles are:
 - A. titled in the name of the Board;
 - B. not used for transporting students or District staff;
 - C. used solely for instructional purposes in an ongoing instructional program (industrial arts, vocational auto shop, auto mechanics or power mechanics laboratory). Instructional purposes include: dismantling, cutting up, using for parts, demonstration or as an instructional aid and
 - D. not operated or driven either on or off the school premises.
2. Individual schools are not permitted to operate vehicles owned by booster clubs, auto dealers or private individuals.
3. Specific instructions from the Montgomery County Auto Title Division are to be followed concerning "JUNK" certificate of title.

Staff Solicitations for School Gifts

No requests for funds are made to any individual, business, foundation, service club or other agency for any classroom or school program or project without the approval of the Superintendent. All requests are submitted to the building principal or the appropriate supervisor who uses his/her judgment and either drops the item or forwards the item on with his/her signature to the Superintendent.

(Approval: August 5, 2009)

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 fund-raising 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: August 5, 2009]

LEGAL REFS.: ORC 2921.43
3319.321

CROSS REFS.: GBI, Staff Gifts and Solicitations
JL, Student Gifts and Solicitations
KG, Community Use of School Facilities (Equal Access)
KK, Visitors to the Schools

ADVERTISING IN THE SCHOOLS

Purpose

The sole purpose of the Board in adopting this policy is to generate revenue for the District in a manner consistent with the mission of the District, and the Board does not hereby create a public forum for the expression of ideas. Accordingly, the advertisements accepted for display by the Board are limited to those categories and subject to those exclusions and conditions described in the following guidelines. Additionally, the Board retains the power to edit and/or refuse any advertisement for any legitimate pedagogical reason.

Scope

The Board may enter into agreements with individuals or organizations wishing to display advertisements. Advertisements may be accepted for display on any property deemed appropriate for display by the Superintendent or his/her designee. Property includes, but is not limited to, athletic scoreboards, fencing, other structures, athletic equipment and clothing, and programs or other written materials. Agreements may provide for the display of advertisements in exchange for a fee and/or in exchange for the provision of goods and/or services. At the discretion of the Superintendent or his/her designee, an advertiser may be permitted to earmark for a particular use the fees paid in exchange for the display of advertisements.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 3313.20; 3313.47

CROSS REFS.: EDE, Computer/Online Services (Acceptable Use and Internet Safety)
IGDB, Student Publications
IIBH, District Web Site Publishing

ADVERTISING IN THE SCHOOLS

Categories of Acceptable Advertisements

Only advertisements that fall within one of the following categories, subject to the exclusions set forth below, may be accepted.

1. commercial products or services;
2. public service announcements from recognized, not-for-profit groups that are organized for educational, philanthropic, cultural, civic or other purposes that promote the welfare of the community or
3. personal messages expressing a simple greeting (e.g., “Happy Birthday,” “Happy Anniversary,” “Congratulations”), and which may include the name of an individual and/or group but shall not include any other personal information.

Exclusions

Advertisements that are inconsistent with the educational mission of the District or inappropriate for immature audiences, or that would interfere with or disrupt the work or discipline of the District or infringe on the rights of others, will not be accepted. Examples of advertisements that are not accepted include but are not limited to the following:

1. advertisements for products, services or establishments associated with the promotion of activity that is illegal or that otherwise violates any District code of student conduct;
2. advertisements for products, services or establishments associated with the promotion of tobacco, alcohol or illegal substances;
3. advertisements that concern sexual or reproductive issues, whether or not the advertisement has any explicitly sexual content (including, for example, issues relating to birth control and abortion, whether from a pro-choice or a pro-life perspective);
4. political advertisements (including advertisements that promote or oppose any political figure, candidate or issue, including ballot issues of any kind);
5. advertisements with religious content, unless accompanied by a clear statement that the content of the advertisement is neither sponsored by nor endorsed by the Board;
6. advertisements that are defamatory or misleading;

7. advertisements that are indecent, obscene or vulgar;
8. advertisements that incite students to engage in or otherwise promote violence, or that contain violent imagery;
9. advertisements the display of which would violate the terms of an agreement previously entered into with a different advertiser or
10. advertisements the display of which would violate any local, State or Federal law, rule or regulation.

Conditions

1. Advertising for outside spaces must comply with applicable zoning provisions, if any. The Board may require an advertiser to obtain any required zoning permit and pay the associated fee, if any.
2. The advertiser must execute an agreement with the Board in a form prescribed by the Board and administered by the Superintendent or his/her designee.
3. An agreement which permits an advertiser to be the exclusive advertiser in a particular product or service category must describe with specificity the Board property to which such exclusivity requirement pertains (for example, a particular scoreboard, all scoreboards or all property at a particular location). Unless otherwise expressly provided in the agreement, no exclusivity provision shall preclude a competitor's sponsorship of an event or a competitor's donation of clothing or equipment, which sponsorship or donation may include display of the competitor's logo. No exclusivity clause shall preclude the Board from accepting a gift or bequest and displaying a plaque or other means of identifying the donor.

(Approval: August 5, 2009)

ADVERTISING AGREEMENT
(for agreements with a value in excess of \$200)

The Board of the Dayton Public Schools (“Board”) and _____
 (“Advertiser”) agree as of _____, _____, as follows:

Advertising and Fee. The Board will display the Advertisement shown or described in Exhibit A in exchange for the fee and/or the provision of goods and/or services specified in and in material conformance with the terms of Exhibit A. In addition, the Advertiser will reimburse the Board as invoiced for the costs, if any, associated with the preparation of advertisement text, panels and/or graphics.

Exclusivity. Except as otherwise expressly provided by this Agreement, the Board makes no promise pursuant to this Agreement that it will in any way limit the availability of its advertising space for use by other advertisers.

Assignment and Delegation. The Advertiser will not assign any of its rights nor delegate any of its duties under this Agreement without the Board’s written consent, which the Board may withhold in its sole discretion.

Indemnification. The Advertiser will ensure that advertising pursuant to this Agreement, including all trademarks, service marks, trade names and service names included therein, does not infringe on any copyright, violate any property right, invade any privacy interest, constitute unfair competition or contain any defamatory, misleading, or unlawful material. The Advertiser will defend, indemnify and hold the Board, its agents and employees harmless from any claims, suits, or actions for any breach or claimed breach of obligations under this paragraph or otherwise arising out of the Board’s display of the Advertisement, or out of the Board’s rejection of a competitor’s advertisement pursuant to an exclusivity provision in this Agreement, if any, including costs, expenses and reasonable attorneys’ fees. This paragraph will survive the termination of this Agreement.

General Provisions. Neither party may modify or waive any of the terms of this Agreement except by a written agreement executed on behalf of each party. Otherwise a modification or waiver is without authority. This Agreement will be governed by Ohio law. This is the only Agreement between the parties regarding its subject matter and supersedes all prior and contemporaneous proposals, negotiations and agreements. Neither party is justified in relying on such proposals, negotiations or agreements.

Board Policy KJ (Advertisement Policy) is hereby incorporated into this Agreement. The Advertiser agrees to comply in all respects with the provisions of Policy KJ (Advertisement Policy), as amended from time to time.

A failure of the Board to display the Advertisement which results from any cause beyond the control of the Board shall not constitute a breach of this Agreement. Additionally, the Advertiser agrees that the Advertisement may be preempted if the Board property on which the Advertisement is to appear is needed for school purposes. If the Advertisement is not displayed in material conformance with Exhibit A for the foregoing or any other reason, the fee and/or the provision of goods and/or services shall be equitably adjusted, or the period of time during which the Advertisement is displayed shall be extended to compensate for the time during which it was not displayed, at the sole option of the Board.

AGREED:

By: _____

Title: _____

Date: _____

AGREED:

BOARD OF EDUCATION
DAYTON PUBLIC SCHOOLS
115 SOUTH LUDLOW STREET
DAYTON, OH 45402

By: _____

Title: _____

Date: _____

ADVERTISING AGREEMENT
(for agreements with a value of \$200 or less)

- 1. Advertisement (describe or attach ad)

- 2. Where and when advertisement will appear

- 3. Fee
 \$ _____ . _____

When and to whom payment will be made:

This application requires the approval of the Superintendent or his/her designee and is conditioned upon compliance with all relevant policies of the Board of Education (the "Board") including Policy KJ (Advertisement Policy), as amended from time to time. If for any reason this Advertisement is not displayed in substantial compliance with this Agreement, as approved, the Board will make a good faith effort to provide an alternative time and location for display of the Advertisement or the fee will be adjusted, at the discretion of the Board. The Advertiser represents that this Advertisement does not violate any property right, invade any privacy interest, constitute unfair competition, or contain any defamatory, misleading or unlawful material.

Signature of Advertiser

date

Signature of person soliciting ad

date

Signature and title of person accepting application
on behalf of Dayton Public Schools

date

NOTE TO SOLICITOR: Agreements and any money collected must be turned in to _____ by _____ (date).

EXHIBIT A TO ADVERTISING AGREEMENT

1. Content of Advertisement

Insert text of message, or otherwise describe or attach copy of advertisement to be displayed.

2. Location of Advertisement

Describe, or attach schematic indicating location of advertisement.

3. Period, Duration and Frequency of Advertisement Displays

Date display will begin _____ Last date of display _____

Indicate whether display will be continuous or intermittent during this period. If intermittent, describe frequency and duration with which advertisement will be displayed.

4. Advertiser's Obligations: Fee and/or Goods and/or Services

Fees: The Advertiser will pay the Board a total of

_____ (\$ _____) as follows:

Payments shall be made at the Board's address as shown in the Advertising Agreement. Payments received after the due date will be subject to a late payment charge equal to one and one half percent (1 1/2%) of the amount due for each month or part thereof that payment is not made when due.

Goods and/or Services: The Advertiser will provide the following goods and/or services, in the manner described:

This Exhibit is subject to the provisions of the Advertising Agreement, including Board Policy KJ (Advertisement Policy) incorporated therein. The Advertising Agreement will take precedence over the terms of this Exhibit A.

VISITORS TO THE SCHOOLS

The Board encourages parents and other members of the community 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, graduation and athletic events.)

All participants and spectators of school programs, assemblies, graduations and athletic events are expected to abide by all applicable law, 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 and loitering on the grounds, and/or creating disturbances anywhere on District property.

Board policy on the use of school facilities during non-instructional hours is found in policy KG, Community Use of School Facilities (Equal Access).

[Adoption date: August 5, 2009]

[Re-adoption date: October 15, 2015]

LEGAL REF.: 3313.20(A)

CROSS REFS.: BG, Board-Staff Communications (Also GBD)
KG, Community Use of School Facilities (Equal Access)
KGB, Public Conduct on District Property
KI, Public Solicitations in the Schools

RECRUITERS IN THE SCHOOLS

All recruiters, military, employment 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. Recruiters are afforded the opportunity to conduct meetings during the school day with those students who are interested.

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 which intends to use the list for commercial purposes. "Student list" is defined as Board-approved directory information. "Commercial organization" is defined as any entity which is a for-profit organization. "Commercial purpose" is defined as any activity which 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.

[Adoption date: August 5, 2009]

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.
3317.031
3319.32; 3319.321
3321.12; 3321.13
3331.13

CROSS REFS.: JO, Student Records
JOA, Student Surveys
KBA, Public's Right to Know

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, department, the Superintendent and then the Board of Education.

If a complaint, which 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. Staff members will forward written complaints to the appropriate authority for response and resolution.

Complaints referred to the Superintendent and/or the Board may be asked to be submitted in writing and are expected to be specific in terms of the action desired.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 121.22
149.43

CROSS REFS.: KLB, Public Complaints About the Curriculum or Instructional Materials
KLD, Public Complaints About District Personnel

THIS IS A REQUIRED POLICY

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 professional 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 re-evaluation 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 re-evaluation 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 re-evaluation 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 which it makes available to students, and it holds its professional 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 re-evaluation of materials in library collections upon formal request.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 121.22
3329.07; 3329.08; 3329.09

CROSS REFS.: IIA, Instructional Materials
IIAA, Textbook Selection and Adoption
IIAC, Library/Media Center Materials Selection and Adoption
INB, Teaching About Controversial Issues
KL, Public Complaints
KLD, Public Complaints About District Personnel

THIS IS A REQUIRED POLICY

CITIZEN'S REQUEST FOR RECONSIDERATION OF BOOK
OR OTHER CONTROVERSIAL MEDIA USED IN A DAYTON PUBLIC SCHOOL

TITLE OF CONTROVERSIAL MATERIAL _____

AUTHOR _____ PUBLISHER _____

TEACHER/GROUP WHO USED THE BOOK/MATERIAL _____

.....
REQUEST INITIATED BY _____

TELEPHONE _____ ADDRESS _____

CITY _____ STATE _____ ZIP CODE _____

COMPLAINANT REPRESENTS:

_____ HIMSELF/HERSELF

_____ NAME OF ORGANIZATION _____

_____ IDENTIFY OTHER GROUP _____

.....
1. To what in the material do you object? (Please be specific, cite pages)

2. What do you feel might be the result of using it? _____

3. What are the good points about the material?

4. For what age group would you recommend this book? _____

5. What do you believe is the theme of the material? _____

6. Did you read and/or view the material entirely? _____ if not, what parts?

7. Have you read any other books or viewed any other media by this author? Yes ___ No ___

8. What would you like your school to do about the material?

_____ Do not assign/lend it to students.

_____ Withdraw it from all students.

_____ Send it back to the staff selection committee for re-evaluation.

9. In its place, what would you recommend that would convey as valuable a picture and perspective?_

10. Have you read Dayton Public School policy on use of controversial material in the schools?

_____ Yes _____ No

11. Does use of the material under discussion violate principles of the policy? _____ If so, explain. _____

DATE

SIGNATURE OF COMPLAINANT

PUBLIC COMPLAINTS ABOUT DISTRICT PERSONNEL

Complaints about personnel are investigated fully and fairly. Before any such complaint is investigated, it should be submitted in writing and signed. Anonymous complaints are given the appropriate consideration.

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.

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: August 5, 2009]

LEGAL REFS.: ORC 121.22
149.43

CROSS REFS.: 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' Collective Bargaining Agreements
Support Staff Collective Bargaining Agreements

THIS IS A REQUIRED POLICY

PUBLIC COMPLAINTS ABOUT SCHOOL PERSONNEL
(Procedures)

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 particular school employees by a citizen of the District which includes or implies a demand for action by school authorities. Other comments and suggestions are referred informally to affected personnel.

These procedures apply unless they are in conflict with the collective bargaining agreement:

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 person criticized and should inform that person immediately of the complaint.

If the complainant has already met with the person criticized and remains unsatisfied, the supervisor should invite the complainant to file the complaint in writing and offer to send the appropriate form regarding a school employee's behavior, character or qualifications.

3. If a complaint comes first to any other school employee, that employee refers the complainant to the person criticized or 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 form is received, the principal or other supervisor schedules a conference with himself/herself, the complainant, the person criticized, and if advisable, the department chairman or other personnel that either the supervisor or the person criticized feels could contribute to 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 is 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: August 5, 2009)

THIS IS A REQUIRED REGULATION

RELATIONS WITH COMMUNITY ORGANIZATIONS

The Board realizes that the District is a part of a large interdependent community. Because of this fact, the Board believes it can more effectively meet its own particular set of responsibilities when it works constructively with many kinds of organizations and agencies and within the community even though such agencies may not be directly engaged in the formal education of children and youth.

[Adoption date: August 5, 2009]

CROSS REFS.: KMA, Relations with Parent Organizations
KNA, Relations with Local Governmental Authorities
Dayton Public Schools Strategic Plan

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: August 5, 2009]

[Re-adoption date: July 16, 2013]

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 Facilities (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

NOTE: *Under Ohio Administrative Code Section (OAC) 109:1-1-02, parent and booster organizations that for any taxable year have gross receipts of \$25,000 or more and at the end of which have gross assets of \$25,000 or more and which are organized and operated in conjunction with and for the benefit of students of primary and secondary schools and education institutions must register with the Ohio Attorney General as charitable trusts within six months of creation of the charitable trust or within six months after occurrence of an event by reason of which the charitable trust is required to register.*

Parent and booster organizations that meet these filing requirements must register online at www.ohioattorneygeneral.gov/charitableregistration. These requirements are effective for fiscal years ending after September 1, 2012.

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 and approval.
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: July 16, 2013]

LEGAL REFS.: ORC 3313.20; 3313.47
OAC 109:1-1-02

CROSS REFS.: IGDG, Student Activities Funds Management
IGDH, Contests for Students
KG, Community Use of School Facilities (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

NOTE: Under Ohio Administrative Code Section (OAC) 109:1-1-02, parent and booster organizations that for any taxable year have gross receipts of \$25,000 or more and at the end of which have gross assets of \$25,000 or more and which are organized and operated in conjunction with and for the benefit of students of primary and secondary schools and education institutions must register with the Ohio Attorney General as charitable trusts within six months of creation of the charitable trust or within six months after occurrence of an event by reason of which the charitable trust is required to register.

Parent and booster organizations that meet these filing requirements must register online at www.ohioattorneygeneral.gov/charitableregistration. These requirements are effective for fiscal years ending after September 1, 2012.

RELATIONS WITH LOCAL GOVERNMENTAL AUTHORITIES

The Board's policy is to work cooperatively with other governmental bodies to achieve the goal of serving the best interests of the students and citizens of the Greater Dayton area.

In some areas such as taxation, budget certification, zoning, law, building codes, public health elections and civil service employment, the Board has certain legal relationships with branches of the local government.

The Board maintains both legal and nonlegal cooperative relationships with, but not limited to, local governmental agencies.

[Adoption date: August 5, 2009]

RELATIONS WITH LOCAL GOVERNMENTAL AUTHORITIES

Joint Resolution: Commission of City of Dayton and Board of Dayton City School District.

WHEREAS, the City of Dayton and the Dayton City School District have conducted a thorough review of property tax laws, current tax revenues and administrative practices and existing policies of each jurisdiction, and,

WHEREAS, it is important to maintain and increase economic base of the community, as well as the fiscal health of each political entity; now, therefore,

BE IT RESOLVED BY THE COMMISSION OF THE CITY OF DAYTON AND THE BOARD OF THE DAYTON CITY SCHOOL DISTRICT:

Section 1. That the City Commission and the school board approve this Joint Resolution of Cooperation For a Better Dayton:

CITY OF DAYTON

1. A quality school system is very important to the City, particularly to the City Commission's goals of achieving neighborhood vitality, economic vitality and maintaining unique social character.
2. Dayton city development efforts will aim at the fiscal health of the school district as well as the city.
3. Businesses that locate or expand in the City of Dayton and seek and are granted financial incentive will be asked to demonstrate a commitment to the education of our children and the Dayton City Schools.
4. The City proposes a statewide moratorium in the use of Community Re-investment Areas (CRAs) until present State law authorizing such is amended or revoked.
5. All tax abatement decisions by the City will consider the impact of those decisions on the viability of the school system.
6. The City agrees to join with the Dayton City School District in further analysis of Ohio tax laws to determine how more growth revenues can be obtained for each unit of government.
7. The City of Dayton agrees to cooperate with the Dayton City School District to ensure that factual and accurate information is presented to the County Board of Tax Revisions and the State Board of Tax Appeals.

DAYTON CITY SCHOOL DISTRICT

1. The Dayton City School District recognizes the importance of the City's efforts to create an environment of economic health and well-being for all its citizens.
2. The Dayton City School District recognizes the aims of the City's development efforts which support the fiscal health of the City as well as the school district.
3. The Dayton City School District pledges to cooperate and participate in the City's business retention program.
4. The Dayton City School District proposes a statewide moratorium in the use of Community Re-investment Areas (CRAs) until present State law authorizing such is amended or revoked.
5. The Dayton City School District recognizes that tax abatement may be utilized as a business incentive device of last resort.
6. The Dayton City School District agrees to join with the City of Dayton in further analysis of Ohio tax laws to determine how more growth revenues can be obtained for each unit of government.
7. The Dayton City School District agrees to provide the City with the County Auditor's list of taxpayers requesting reduction in existing tax valuations and to cooperate with the City to ensure that factual and accurate information is presented to the County Board of Tax Revisions and the State Board of Tax Appeals.

[Passed by the Commission: July 16, 1980]

[Passed by the School Board: July 17, 1980]

[Signed by the Mayor: July 16, 1980]

[Re-passed by the School Board: March 19, 1992]

SECTION L: EDUCATION AGENCY RELATIONS

LA	Education Agency Relations Goals
LB	Relations with Other Schools and Educational Institutions
LEA	Student Teaching and Internships
LEB	Educational Options (Also IGCD)
LEB-R	Educational Options Criteria Regulations (Also IGCD-R)
LEC	Postsecondary Enrollment Options (Also IGCH)
LEC-R	Postsecondary Enrollment Options Regulations (Also IGCH-R)

EDUCATION AGENCY RELATIONS GOALS

The Board cooperates with other districts and with other local, state and regional agencies and organizations in the solution of educational problems of common concern. This cooperation extends but is not limited to such areas as research, exchange of information and data, coordination of curriculum, coordination of school calendars and activities and construction of facilities which might be efficiently used on a cooperative basis. To serve a broader area, the District may consider other activities.

In carrying out this policy, the Superintendent may include in his/her recommendations to the Board an evaluation of the desirability and feasibility of cooperation with other agencies in endeavors which could benefit the District.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 3313.20; 3313.47
OAC 3301-35-07

RELATIONS WITH OTHER SCHOOLS AND EDUCATIONAL INSTITUTIONS

The Board cooperates with other districts and institutions of higher learning for such purposes as:

1. seeking solutions to educational problems of common concern;
2. offering supporting services of high quality to our students;
3. acquiring federal and state grants and
4. promoting local school system involvement in regional and state decision making.

This cooperation may extend to research, providing transportation for children to special schools and hospitals, coordination of curriculum, exchange of information and data, construction of facilities which may be effectively used on a cooperative basis, sharing of curricular offerings, cooperative purchasing and the coordination of school calendars and activities. This cooperation may also extend to charter schools.

Before joining in any cooperative effort and to serve the best interests of the students, the Superintendent investigates and suggests cooperative ventures and provides the Board with supportive documentation prior to the time the Board is asked to act.

[Adoption date: August 5, 2009]

LEGAL REFS.: ORC 3311.19
3313.6010; 3313.841
3314.03; 3314.05; 3314.07
3315.09; 3315.091
3323.09

CROSS REF.: AAA, Transfer of Area

STUDENT TEACHING AND INTERNSHIPS

The Board recognizes the contributions student teachers and/or interns can make to the District and its responsibility to ensure high quality teacher training. Therefore, the Board authorizes the Superintendent or his/her designee to arrange for the annual supervision and training of student teachers and interns.

The importance of the teacher training function to the future of education and the need to ensure high quality performance in our schools require student teachers to be placed with experienced teachers of demonstrated competence. While no staff members are required to supervise student teachers, it is expected that interested teachers volunteer for such duties.

Student teachers are not employees of the District. As such, they are not in a position to be given responsibilities which, according to the statutes of this state, are clearly reserved for others.

Student teachers are under the supervision of cooperating teachers to whom they have been assigned and, therefore, may provide classroom instruction on an individual or group basis, may supervise activities of students and carry on activities as would normally be ascribed to a teacher, provided a clear supervisory relationship exists between the student teacher and the cooperating teacher.

In the absence of a cooperating teacher, the District should provide an appropriate certificated reserve teacher. If a reserve teacher is not available, an administrator may be assigned to replace the cooperating teacher. In the case of a long-term absence, provisions for the student teacher are made based on discussions with the student teacher and university personnel.

Student teachers may not be used in a manner that places upon them unreasonable accountabilities or expectations, either for instruction or the maintenance of order and discipline.

The teacher training institutions should provide liaison personnel who discuss with the building principal and supervising teacher the broad objectives that the institution believes should be pursued. Liaison personnel, subject to all school visitor rules and regulations, are free to visit the classrooms to observe the student teacher at work.

It is expected that the teacher training institution arranges the schedule of the student teacher to provide sufficient time in the classroom in order that continuity of experience for the student teacher and the District students is ensured.

[Adoption date: August 5, 2009]

LEGAL REFS.: Fair Credit Reporting Act; 15 USC 1681 et seq.
ORC 109.57; 109.572
2953.32
3319.39
Chapter 2944
OAC 3301-83-06

CROSS REF.: GBQ, Criminal Record Check

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: August 5, 2009]

LEGAL REFS.: OAC 3301-35-01(B)(6); 3301-35-06

CROSS REFS.: IGCB, Experimental Programs
IGCH, Postsecondary Enrollment Options (Also LEC)
IKE, Promotion and Retention of Students
IKF, Graduation Requirements
JN, Student Fees, Fines and Charges

THIS IS A REQUIRED POLICY

EDUCATIONAL OPTIONS
(Criteria)

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 which contains written measurable objectives must be submitted to, and approved by, the Superintendent. Instructional objectives must align with the District 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: August 5, 2009)

THIS IS A REQUIRED REGULATION

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 nonsectarian, nonremedial courses for transcribed 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: August 5, 2009]

[Re-adoption date: June 21, 2011]

[Re-adoption date: December 15, 2015]

LEGAL REFS.: ORC Chapter 3365
OAC 3333-1-65 through 3333-1-65-10
3301-83-01(C)

CROSS REFS.: IGBM, Credit Flexibility
IGCD, Educational Options (Also LEB)

NOTE: College Credit Plus replaces Postsecondary Enrollment opportunities beginning with the 2015-2016 academic year. All public school districts and public colleges and universities are required to participate in the program. While the accompanying regulation is not required, it outlines key program requirements.

THIS IS A REQUIRED POLICY

COLLEGE CREDIT PLUS

District Obligations

The District is required to notify all 6⁸th through 11th grade students and their parents about the College Credit Plus (CCP) program through multiple, easily accessible resources by March 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 inform the principal of intent to participate by April 1 of the year in which the student wishes to enroll. Failure to inform the principal April 1 deadline of intent to participate shall result in the student having to secure written permission from the principal in order to participate in the program.

The District holds an annual informational session 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 and;
12. the standard program information packet developed by the Ohio Board of Regents.

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 established standards for admission 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 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.

If a student completes a 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 courses successfully completed counts toward graduation requirements and subject area requirements.

1. The Board awards comparable credit for the course/courses 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 the State Board of Education. The State Board'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.
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.

High School/College Enrollment

1. A student who enrolls in CCP for the first time in:
 - E. grades 7, 8 or 9 may receive credit toward high school graduation for up to the equivalent of four academic school years.
 - F. 10th grade may receive credit toward high school graduation for up to the equivalent of three academic school years.
 - G. 11th grade may receive credit toward high school graduation for up to the equivalent of two academic school years.
 - H. 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. 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.

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 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 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:)

NOTE: The notice provided to students and parents outlining the College Credit Plus (CCP) program must include the following information:

- *Cost, including:*
 - *notice of CCP opportunities that have no cost to students, including the free option to attend public institutions of higher education;*
 - *clear references to the potential cost of participation at a nonpublic institution of higher education and*
 - *the prohibition of charging economically disadvantaged students who choose to attend a nonpublic institution of higher education.*
- *Criteria for student participation, including the requirement for a counseling session prior to participation*
- *Student participation options:*
 - *a statement secondary schools cannot limit a student's participation in CCP to only the courses offered in that school and that students may also participate online or at any other participating institution of higher education, or any combination thereof.*
 - *a statement that participating students may be concurrently enrolled in multiple postsecondary institutions and may concurrently take postsecondary courses from more than one institution of higher education.*
 - *list of courses offered at the secondary school through an agreement with an institution of higher education.*
 - *a statement students should review the course catalog of an institution of higher education for a full listing of course offerings of the institution.*
- *Deadlines pertinent to the student's participation.*

- *The designated point of contact at the secondary school for CCP who can answer questions from students, parents and the community regarding the program's operation and who will act as a liaison to the state to monitor future changes or amendments to the program.*
- *Specific information regarding a student's option to participate in CCP, at the high school-if applicable-, online, or at an institution of higher education, must also be part of all communications developed by the secondary school to promote CCP.*

Districts are required to report CCP program data by July 15 annually in accordance with requirements to be developed by the Ohio Board of Regents and Ohio Department of Education.

While districts are required to apply any weighted grading policy in a similar manner for CCP courses, districts are not required to create a weighted grade policy if they do not already have one. It is important to note, however, that if you are using a weighted grading policy, a higher value may not be placed on honors courses or other advanced standing program than on CCP courses.

POSTSECONDARY ENROLLMENT OPTIONS

The District is required to notify all 8th through 11th grade students and their parents about the postsecondary enrollment options program by March 1 of each school year.

Students and/or parent(s) are required to inform the high school guidance counselor of intent to participate by March 30 of the year in which the student wishes to enroll. Failure to inform the high school guidance counselor by the March 30 deadline of intent to participate shall result in the student having to secure written permission from the Superintendent in order to participate in the program.

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. grade status as locally determined;
2. acceptance by college;
3. enrollment options required by State law;
4. financial arrangements for tuition, books, materials and fees;
5. process of granting academic credits;
6. criteria for any transportation aid;
7. available support services;
8. scheduling;
9. consequences of failing or not completing a course, and the effect of the grade attained in the course being included in the student's grade-point average, if applicable;
10. the effect of program participation on the student's ability to complete District graduation requirements, as well as participation in cocurricular and extracurricular activities;
11. academic and social responsibilities of students and parents relative to this program;

12. information about and encouraging the use of college counseling services;
13. encouragement of all students exhibiting the ability to consider this program and
14. a list of all institutions of higher education that currently participate in the program or another dual enrollment program compiled and distributed by the Ohio Department of Education.

If the District does not receive notification of acceptance from the college within a reasonable time after application is made, the District shall contact the college.

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.

If a student completes a 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 courses successfully completed counts toward graduation requirements and subject area requirements.

1. The Board awards comparable credit for the course/courses completed at the college.
2. If no comparable course is offered, the Board grants an appropriate number of credits in a comparable area.
3. Any disputes between the student and the Board regarding high school credits granted for a course may be appealed by the student to the State Board of Education.
4. The student's records must show evidence of successful completion of each course and the high school credits awarded.
5. Credits earned under the postsecondary enrollment options program 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, the high school principal/designee determines the equivalent District grade for the college grade.

High School/College Enrollment

1. A 9th grade student may receive credit toward high school graduation for up to the equivalent of four academic school years.
2. A 10th grade student may receive credit toward high school graduation for up to the equivalent of three academic school years.

3. An 11th grade student may receive credit toward high school graduation for up to the equivalent of two academic school years.
4. A 12th grade student may enroll for no more than the equivalent of one academic school year.
5. Proportionate reductions are made for any student who enrolls in the program during the course of a school year.
6. The maximum number of Carnegie units that may be earned during the academic year is the total of the high school courses and college courses. The total may not exceed the number of courses for full-time status.
7. College courses for which five semester hours (7.5 quarter hours) earned are awarded one Carnegie unit toward high school graduation credit. Fractional Carnegie units shall be awarded proportionally.

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 course.
3. If a student fails to complete the course due to class drop process or nonattendance, the student or parent(s) are responsible for all costs associated with the course.
4. The following process shall be used to collect all course costs.
 - A. The District may determine and accept other reasons, including medical reasons, for failure to complete the course.
 - B. Students enrolled for the combination of high school/college credit are not eligible for financial aid from the college.
 - C. Upon parental application and determination of need according to the provision of the National School Lunch Act, a student 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.
 - D. Reimbursement for course costs, transportation costs or District liability will not be made if the student enrolls in a college course while he/she is also a full-time student in the District.

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.

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 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 during the prior grading period. The five courses may be a combination of high school and college courses.

(Approval date: August 5, 2009)

[Re-adoption date: June 21, 2011]

[Re-adoption date: October 19, 2013]