

## SECTION A: FOUNDATIONS AND BASIC COMMITMENTS

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ABC	Student Involvement in Decision Making (Also JFB)
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## SCHOOL DISTRICT LEGAL STATUS

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

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

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

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

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

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

## COMMUNITY INVOLVEMENT IN DECISION MAKING

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

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

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

1. clarifying general ideas and attitudes held by residents in regard to the schools;
2. assisting in developing Board policies under which the District is to be managed;
3. assisting in establishing administrative arrangements and regulations designed to help implement these policies;
4. determining the purposes of curriculum and special services to be provided for students;
5. evaluating the extent to which these purposes are being achieved by present policies and/or
6. studying a specific problem or set of closely related problems about which a decision must be made.

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

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

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

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

## STAFF INVOLVEMENT IN DECISION MAKING

The District maintains an environment that supports personal and organizational performance excellence by allowing all employees the opportunity to develop and use their full potential to achieve District goals and objectives.

There should be an exchange of ideas and pertinent information among all elements of a school district. Morale is enhanced when employees are assured that their voices are heard by those in positions of administrative authority.

All employees have the opportunity to bring their ideas and/or concerns to the Board through the recognized administrative channels. Final authority for all decisions rests with the Board.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REF.: OAC 3301-35-05

CROSS REFS.: AD, Development of Philosophy of Education  
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 (Five-Year Forecast)  
GCD, Certified Staff Hiring  
GDD, Classified Staff Hiring  
IF, Curriculum Development

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

## STUDENT INVOLVEMENT IN DECISION MAKING

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

### Student Advisory Board Member

A student from Bexley High School is designated to serve on the Board as a representative for the student body, in an advisory capacity only, to better facilitate communication between the Board and the students, to increase awareness of the democratic process within the District and to improve the opportunity for participation in the decision-making process.

The student representative will be the high school student council president or an appointed representative, subject to confirmation by the student council. The student advisory Board member will serve as a representative from the regular June meeting through the following regular May Board meeting.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REF.: OAC 3301-35-04

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

## NONDISCRIMINATION

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, gender identity or expression, economic status, age, disability, legally acquired genetic information, military status or sexual orientation.

The Board does not permit discriminatory practices and 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 of another employee or student shall be subject to disciplinary action.

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

No one shall retaliate against an employee or student who files a grievance; assists or participates in an investigation, proceeding or hearing regarding the charge of discrimination of an individual; or because they opposed language or conduct that violates this policy.

The Board designates the following individual to serve as the District's compliance officer/civil rights coordinator:

Executive Director of School Programs  
Bexley City School District  
348 S. Cassingham Road  
Bexley, Ohio 43209  
614.231.7611

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

The compliance officer is responsible for coordinating the District's efforts to comply with applicable Federal and State laws and regulations, including the District's duty to address any inquiries or complaints regarding discrimination/retaliation or denial of equal access in a prompt and equitable manner.

Reports and Complaints of Unlawful Discrimination/Harassment

All persons associated with the District, including, but not limited to, the Board, administration, staff, students and third parties are encouraged to promptly report incidents of unlawful discrimination/harassment.

The Board has developed complaint procedures, which are made available to every member of the school community. The Board also has identified disciplinary penalties, which may be imposed on the offender(s).

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

[Adoption date: November 1995]  
[Re-adoption date: December 20, 1999]  
[Re-adoption date: November 17, 2003]  
[Re-adoption date: December 17, 2007]  
[Re-adoption date: November 17, 2014]  
[Re-adoption date: April 11, 2016]  
[Revision date: Jan. 9, 2017]

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 et seq.  
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 Amendments Act of 2008; 42 USC 12101 et seq.  
Ohio Const. Art. I, Section 2  
ORC Chapter 3323  
Chapter 4112  
OAC 3301-35-02

CROSS REFS.: ACA, Nondiscrimination on the Basis of Sex  
ACAA, Sexual Harassment  
ACB, Nondiscrimination on the Basis of Disability  
EDE, Computer/Online Services (Acceptable Use and Internet Safety)  
GBA, Equal Opportunity Employment

GBO, Verification of Employment Eligibility  
IGAB, Human Relations Education  
IGBA, Programs for Students with Disabilities  
JB, Equal Educational Opportunities  
JFC, Student Conduct (Zero Tolerance)  
JFCF, Hazing and Bullying (Harassment, Intimidation and Dating Violence)  
KL, Public Complaints  
Student Handbooks

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

## NONDISCRIMINATION ON THE BASIS OF SEX/ SEXUAL HARASSMENT

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.

All persons associated with the District, including, but not limited to, the Board, administration, staff, students, and third parties are expected to conduct themselves at all times so as to provide an atmosphere free from sex discrimination and sexual harassment. Sex discrimination and 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. The District may have an obligation to investigate and/or respond to sexual harassment occurring off school grounds, when the harassment creates a hostile environment within the school setting. Any person who engages in sexual harassment while acting as a member of the school community is in violation of this policy.

The District takes measures to eliminate harassment, prevent its recurrence and address its effects, and will implement interim measures as deemed necessary.

Definition of Sexual Harassment: Unwelcome sexual advances, requests for sexual favors or other verbal, nonverbal, 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 status in a class, educational program or activity;
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 by creating an intimidating, hostile or offensive environment, or by interfering with one’s ability to participate in or benefit from a class or educational program or activity.

Sexual violence is a form of sexual harassment and refers to physical sexual acts perpetrated against a person’s will, or where a person is incapable of giving consent. Examples of sexual

violence include but are not limited to, rape, sexual assault, sexual battery, sexual abuse, and sexual coercion.

Sexual harassment includes gender-based harassment, which refers to unwelcome conduct based on an individual's actual or perceived sex, (including harassment based on gender identity and nonconformity with sex stereotypes), and not necessarily involving conduct of a sexual nature.

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; grooming; 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.

All of these types of harassment are considered forms of sex discrimination prohibited by Title IX.

The Board has developed informal and formal discrimination and harassment complaint procedures. The procedures provide for impartial investigation free from conflicts of interest. The Board also has identified disciplinary measures that may be imposed upon the offender. Nothing in this policy or procedure prevents an individual from pursuing action through State and/or Federal law, contacting law enforcement, or from filing a complaint with the United States Department of Education, Office of Civil Rights, the Ohio Civil Rights Commission or the Equal Employment Opportunity Commission.

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

Executive Director of School Programs  
Bexley City School District  
348 S. Cassingham Road  
Bexley, Ohio 43209  
614.231.7611

The Title IX Coordinator serves as the grievance officer and coordinates the District's efforts to comply with and carry out responsibilities under Title IX, including any complaint under Title IX.

#### Confidentiality/Retaliation

Sexual harassment matters, including the identity of both the charging party and the accused, are kept confidential to the extent possible, consistent with the Board's legal obligations to investigate. Although discipline may be imposed against the accused upon a finding of guilt, the District prohibits retaliation for an individual's participation in, and/or initiation of a sex

discrimination/sexual harassment complaint investigation, including instances where the complaint is not substantiated. The District takes reasonable steps to prevent retaliation and takes strong responsive action if retaliation occurs.

[Adoption date: November 1995]  
[Re-adoption date: December 20, 1999]  
[Re-adoption date: November 17, 2003]  
[Re-adoption date: December 17, 2007]  
[Re-adoption date: November 17, 2014]  
[Re-adoption date: January 09, 2017]

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

CROSS REFS.: AC, Nondiscrimination  
GBA, Equal Opportunity Employment  
GBD, Board-Staff Communications (Also BG)  
GBH, Staff-Student Relations (Also JM)  
IGDJ, Interscholastic Athletics  
JB, Equal Educational Opportunities  
JFC, Student Conduct (Zero Tolerance)  
JFCF, Hazing and Bullying (Harassment, Intimidation and Dating Violence)  
JHG, Reporting Child Abuse  
Student Handbooks

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

## **NONDISCRIMINATION ON THE BASIS OF SEX/SEXUAL HARASSMENT GRIEVANCE PROCEDURES**

The Board has created informal and formal discrimination and harassment grievance procedures, providing for a prompt and impartial investigation free of conflicts of interest. All students and District employees are required to fully cooperate when asked to participate in an investigation.

Members of the school community and third parties are encouraged to promptly report incidents of sex discrimination or sexual harassment. Complaints may be filed with any District employee, or directly with the Title IX Coordinator. District employees are required to report these incidents to the Title IX Coordinator upon becoming aware of an incident, and failure to do so may result in disciplinary action.

Complaints of sex discrimination or sexual harassment must be filed within 180 calendar days of the alleged incident, as delays in filing complaints can make it difficult to investigate. Both the informal and formal grievance procedures are completed within 60 days of the date the incident was reported to the Title IX Coordinator, unless extenuating circumstances exist. Periodic updates are made as appropriate during the investigation.

The Title IX Coordinator determines whether or not, by “a preponderance of the evidence,” the alleged victim’s allegations are true. “A preponderance of the evidence” means that evidence must show the alleged discrimination/sexual harassment was more likely than not to have occurred.

Pending the final outcome of an informal or formal investigation, the District institutes interim measures to protect the alleged victim and informs him/her of available support services. Interim measures may include, but are not limited to: a District-enforced no contact order, schedule changes, academic modifications for the alleged victim, and/or school counseling for the alleged victim. These measures should ensure the alleged victim continues to have equal access to all education programs and activities and the safety of all students is protected.

If any of the named officials are the accused or are the alleged victim, the Board designates an alternate investigator and retains final decision-making authority.

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

### **Informal Procedure for Addressing Complaints**

An informal grievance procedure can be used when the Title IX Coordinator deems it appropriate and/or when the parties involved (alleged victim and accused) agree that an informal process is appropriate and sufficient. The informal process is not used when the alleged discrimination or harassment may constitute sexual violence or any other criminal act.

The Title IX Coordinator gathers enough information during the informal process to understand and resolve the complaint. The Title IX Coordinator proposes an informal solution based on this fact-gathering process, which may include, but not be limited to: requiring the accused to undergo training on harassment/discrimination, requiring all students and staff to undergo such training, and instituting protective mechanisms for the alleged victim.

Either party has the right to terminate the informal procedure at any time and pursue a remedy under the formal grievance procedure.

#### Formal Procedure for Addressing Complaints

While the formal grievance procedure may serve as the first step toward the resolution of a charge of sex discrimination or sexual harassment, it also is available when the informal procedure fails to resolve the complaint.

1. Through the formal grievance procedure, the Title IX Coordinator attempts to resolve the complaint in the following way:
  - A. The Title IX Coordinator promptly confers with the charging party/alleged victim in order to obtain a clear understanding of that party's statement of the alleged facts. The statement is put in writing by the Title IX Coordinator and signed by the charging party/alleged victim as a testament to the statement's accuracy.
  - B. The Title IX Coordinator meets with the charged party in order to obtain his/her response to the complaint. The response is put in writing by the Title IX Coordinator and signed by the charged party as a testament to the statement's accuracy.
  - C. The Title IX Coordinator 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. The investigation is adequate, reliable, impartial and prompt, and allows both parties an equal opportunity to present witnesses and other evidence.
  - D. At the conclusion of the investigation, the Title IX Coordinator prepares a written report summarizing: the evidence gathered during the investigation and whether the allegations were substantiated; whether any Board policies or student or employee codes of conduct were violated; any recommendations for corrective action. The investigation report indicates if any measures must be instituted to protect the alleged victim. Such measures may include, but are not limited to extending any interim measures taken during the investigation. The report also informs the alleged victim of available support services, which at a minimum includes offering school counseling services if the alleged victim is a student.

Notice of Outcome

Both the alleged victim and the accused are provided written notice of the outcome of the complaint.

If either party disagrees with the decision of the Title IX Coordinator, he/she may appeal to the Superintendent. After reviewing the record made by the Title IX Coordinator, the Superintendent may attempt to gather further evidence necessary to decide the case and to determine appropriate action to be taken. The decision of the Superintendent is final.

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: November 17, 2014]

[Revision date: Jan. 9, 2017]

SEXUAL HARASSMENT COMPLAINT FORM

Date of Report \_\_\_\_\_

Employee/Student Name \_\_\_\_\_

Position or Grade \_\_\_\_\_ Building \_\_\_\_\_

Date and Time of Alleged Harassment \_\_\_\_\_

Location of Alleged Harassment \_\_\_\_\_

Name of Alleged Harasser \_\_\_\_\_

Position or Grade \_\_\_\_\_ Building \_\_\_\_\_

Description of the Incident(s) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name of Witnesses, if any, and Involvement \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Your Reaction \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Signature of Complainant \_\_\_\_\_

ADMINISTRATIVE FOLLOW-UP

Date of Investigation \_\_\_\_\_

Investigation Details \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Action Taken \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Date of Follow-Up Conference \_\_\_\_\_

Results of the Conference \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Date of Final Report \_\_\_\_\_

Date Copy Sent to Complainant \_\_\_\_\_

Signature of Grievance Officer \_\_\_\_\_

## GENDER IDENTITY & EXPRESSION

### Purpose

The Bexley City Schools believe that every student is an important part of our learning community and should be made to feel welcome and supported at school, regardless of their gender identity or gender expression. We are committed to ensuring that every student has equal educational opportunities and equal access to the District's programs and activities.

This policy does not and cannot anticipate every situation that might occur with respect to a student's gender identity or gender expression. In all situations, the needs of the student must be assessed by district staff on a case-by-case basis with the goal of ensuring the student's safety, comfort, privacy and healthy development.

### Definitions

These definitions are included to assist with the application of this policy and to provide functional descriptors. They are provided not for the purpose of labeling students but rather to assist in understanding this policy and district staff should bear in mind that students may or may not use these terms to describe themselves.

- **GENDER:** Socially determined characteristics, roles, behaviors, and attributes a society expects from and considers appropriate for males and females; these characteristics are often referred to as "feminine" and "masculine."
- **GENDER IDENTITY:** A person's deeply held sense or psychological knowledge of their own gender. All people have a gender identity and one's gender identity can be the same or different than their gender assigned at birth. Most people have a gender identity that matches their assigned gender at birth. For some, however, their gender identity is different from their assigned gender.
- **GENDER EXPRESSION:** A person's gender-related appearance and behavior whether or not stereotypically associated with person's gender assigned at birth. It is the manner in which a person represents or expresses their gender identity to others, such as through behavior, clothing, hairstyles, activities, voice or mannerisms.
- **TRANSGENDER:** A term used when a person's gender identity differs from the gender they were assigned at birth.
- **GENDER NONCONFORMING:** A term used to describe a person whose gender identity and/or gender expression do not conform to the social expectations or norms for a person of that gender assigned at birth.

- **TRANSITION / GENDER TRANSITION:** The process and experience in which a person goes from living as one gender to living and identifying as another.

### Determining Gender Identity

The responsibility for determining a student's gender identity rests with the student or, in the case of young students not yet able to advocate for themselves, with their parent or guardian.

Bexley City Schools staff shall accept a student's asserted gender identity when it is a sincerely held part of the student's core identity. Staff shall not disregard the student's assertion of their gender identity unless they have a credible basis for believing that the student is asserting a particular gender identity for an improper purpose.

There is no medical or mental health diagnosis or treatment requirement that any student must meet in order to have their own gender identity recognized and respected by the district and district staff. For many students, a gender transition involves no medical intervention. Many students experience gender transition through a process referred to as "social transition" whereby they adopt a gender expression consistent with their gender identity.

Likewise, a student is not required to have obtained a court-ordered name or gender change in order to have their requested name and gender identity recognized and respected by the district or district staff.

### Non-Discrimination

The Board prohibits discrimination, bullying, and harassment on the basis of an individual's gender identity or gender expression.

### Harassment, Intimidation and Bullying

The Bexley City School District is committed to providing all students with a safe and supportive learning environment that is free of harassment, intimidation and bullying. Regardless of whether it is expressly stated, all of the district's policies, including Policy JFCF, Hazing and Bullying, apply to the treatment of transgender and gender nonconforming students.

### Privacy

Members of the Bexley City Schools staff should not disclose a student's transgender status to others, including other students, parents and/or other staff members, unless they are legally required to, or the student has authorized such disclosure, or unless disclosure is deemed by the staff member to be necessary to protect the student's interests or safety. In circumstances where disclosure is deemed to be necessary, before making any disclosure, staff members should make reasonable efforts to inform the student of the decision and provide them with the opportunity and resources they may need to make the disclosure themselves.

Some transgender or gender nonconforming students may have not disclosed their status to their parents or guardians. Whenever possible, staff members should speak with the student to confirm the manner in which the student will be referred to in conversation with their parent or guardian. Generally, when contacting the parent or guardian of a transgender student, staff members should use the student's legal name and the gender pronoun that corresponds to their gender assigned at birth, unless the student, parent or guardian has specified otherwise.

All students, including transgender and gender nonconforming students, have the right to openly discuss and express their gender identity and to decide when, with whom, and how much to share that private information. In sharing this information, a student does not give up the right to privacy and at no time may district staff use a student's self-disclosure as grounds for sharing information about the student's gender identity without the student's permission.

In some cases, transgender and gender nonconforming students may feel more supported and safe if other students are aware of their status. In these cases, staff should work closely with the student, other supporting adults and additional staff members on a plan to inform and educate the student's peers. It may also be appropriate to engage external resources to assist with educational efforts.

### Official Records

The district is required to maintain a permanent pupil record of each student, which includes the student's legal name and gender assigned at birth.

A student's permanent pupil record should be changed to reflect a change in legal name or gender only upon receipt of documentation that such legal name and/or gender has been changed pursuant to applicable law.

Where the district is not legally required to use a student's legal name or gender assigned at birth on school records and other documents, the district should use the name, gender marker and gender pronoun preferred by the student.

In situations where district staff or administrators are required by law to use or report a transgender student's legal name or gender, such as for purposes of standardized testing, staff and administrators shall adopt practices to avoid the inadvertent disclosure of confidential information.

### Names & Pronouns

Staff members shall honor and fully comply with requests of students or their parent/guardian to have the student addressed by a name and pronoun different from those associated with the student's gender assigned at birth. Proof of a court-ordered name or gender change is not required.

Pursuant to the student's discretion, a student's preferred name, gender marker and gender pronoun should be used to the greatest extent possible on all school-related records and documents where the use of the student's legal name or gender is not required by state or federal law.

It is anticipated that inadvertent slips or honest mistakes in the use of names or pronouns may occur. However, intentional or persistent refusals by staff or students to respect a student's gender identity by using the wrong name or pronoun is a violation of this policy and may also be a violation of the district policies prohibiting discrimination (Policy AC) and bullying (Policy JFCF).

### Restrooms

Students shall have access to the restroom that corresponds to their gender identity. A student shall not be required to use gender-segregated facilities that are inconsistent with their gender identity.

Where available, a student who is uncomfortable using a shared restroom, regardless of reason, shall be provided access to a single-stall facility. A student shall not be compelled to use a single-stall restroom.

### Locker Rooms

Students shall have access to a locker room that corresponds with their gender identity. A student shall not be required to use gender-segregated facilities that are inconsistent with their gender identity.

Any student who is uncomfortable using a shared locker room, regardless of reason, shall, upon the student's timely request, be provided with a safe and non-stigmatizing alternative. This may include, for example, the addition of a privacy partition or curtain, provision to use a nearby private restroom or office or a separate changing schedule. District staff should work to destigmatize the use of such options, as well as to establish, communicate and model clear guidelines and expectations with regards to respecting privacy and boundaries in changing areas.

### Physical Education

Students shall be permitted to participate in physical education classes in a manner consistent with their gender identity.

### Athletics

Students shall be permitted to participate in intramural athletics in a manner consistent with their gender identity.

Students shall be permitted to participate in interscholastic athletics in a manner consistent with their gender identity unless otherwise precluded by the policies of the Ohio High School Athletic Association or other governing bodies.

### Gender Segregated Activities

In circumstances where students are separated by gender in a school program, activity or contest not described above, students shall be permitted to participate in a manner consistent with their gender identity as long as any additional criteria for participation are also met.

Any student who is uncomfortable using a shared facility (i.e. a shared hotel room on a school-sponsored overnight trip), regardless of reason, shall, upon the student's timely request, be provided with a non-stigmatizing alternative.

A student shall not, however, be required to use gender-segregated facilities that are inconsistent with their gender identity.

### Dress Code

All students have the right to dress in accordance with their gender identity and gender expression. School dress code policies and guidelines are gender-neutral and should not be interpreted or applied so as to restrict students' clothing choices on the basis of gender or traditional stereotypes about what males and females "should" wear.

### Resources

Schools have a unique and powerful opportunity to support transgender and gender nonconforming students while also providing education to the entire school community. If district staff believes that a gender identity issue is presenting itself and creating challenges for the student at school or if a student indicates an intention to change their gender identity or expression, the district may work with the student and any supportive adults with which the student is comfortable. Where the student indicates an intention to make a social transition from one form of gender expression to another, the school may work with the student to prepare for the transition at school and put in place measures for supporting the student and creating a sensitive and supportive environment at school. Towards that end, schools may (but are not limited to):

- 1) Make resources available to supporting adults who have additional questions or concerns.
- 2) Develop age-appropriate lessons for students about gender diversity and acceptance:  
and
- 3) Be especially vigilant for any bullying or harassment issues that may arise for transgender or gender conforming students.

The district's Director of Community and Student Engagement can be an important first resource for the student and school community and can point individuals towards resources that are sensitive to identity issues and have been trained to be a source of support for students regarding gender identity and gender expression. A list of applicable resources can be found on Director's website, located at [www.bexleyschools.org](http://www.bexleyschools.org).

[Adoption Date: April 2016]

LEGAL REFS.: Education Amendments of 1972, Title IX; 20 USC 1681 et seq.  
Family Educational Rights and Privacy Act; 20 USC Section 1232g  
Ohio High School Athletic Association, Transgender Policy (November 17, 2014)  
ORC 3313.321

CROSS REFS.: ACA, Nondiscrimination on the Basis of Sex  
AC, Nondiscrimination  
JO, Student Records  
JFCA, Student Dress Code

## NONDISCRIMINATION ON THE BASIS OF DISABILITY

The Board maintains that discrimination against a qualified person with disability solely on the basis of disability is unfair and will not be tolerated. To the extent possible, a qualified person with a disability should be in the mainstream of life in a school community. In addition, the District is the recipient of federal funds and therefore must be in compliance with all laws and regulations that deal with individuals with disabilities.

Accordingly, employees of the District comply with the law and Board policy to ensure nondiscrimination on the basis of disability. The Board recognizes a responsibility to avoid discrimination in policies and practices in the District. No discrimination against an otherwise qualified individual with a disability will knowingly be permitted in any of the programs and practices in the District. The following is required:

1. No one discriminates against qualified persons with a disability in any aspect of school employment solely on the basis of disability.
2. No one discriminates against qualified persons with disabilities in admission or access to facilities, programs, or activities of the District.
3. Free Appropriate Public Education at elementary and secondary levels, including appropriate nonacademic and extracurricular services and activities, are provided to qualified persons with a disability.
4. No one excludes any qualified person with a disability, solely on the basis of disability, from participation in any preschool education, day care, adult education or career-technical education program.
5. Each qualified person with a disability is provided with the same health, welfare and other social services that are provided to others.

Grievances concerning any violation of this policy should be submitted in writing to the District's Section 504 Coordinator. The Board designates the following individual to serve as the District's Section 504 Coordinator:

Executive Director of School Programs  
Bexley City School District  
348 S. Cassingham Road  
Bexley, Ohio 43209  
614.231.7611, ext. 4315

With respect to students, the District has specific responsibilities under Section 504, which are detailed in the Procedural Safeguards Notice to parents/guardians with children who are disabled as defined under Section 504. See IGBA-E.

[Adoption date: November 1995]  
[Re-adoption date: December 20, 1999]  
[Re-adoption date: November 17, 2003]  
[Re-adoption date: December 17, 2007]  
[Re-adoption date: November 17, 2014]  
[Re-adoption date: September 11, 2017]

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

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

SECTION 504 COMPLAINT FORM

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Email Address: \_\_\_\_\_

Person Allegedly Discriminated Against & Relationship to Complainant:

\_\_\_\_\_

School: \_\_\_\_\_

---

Please describe the nature of the alleged discrimination and include facts relating to the problem. You may attach an additional page if space is needed:

\_\_\_\_\_

\_\_\_\_\_

Please state the date(s) of alleged discrimination: \_\_\_\_\_

Please state what steps you have taken to resolve this issue, if any. You may attach an additional page if space is needed:

\_\_\_\_\_

\_\_\_\_\_

Please state a proposed resolution to this issue. You may attach an additional page if space is needed:

\_\_\_\_\_

\_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Implemented: September 11, 2017

NONDISCRIMINATION ON THE BASIS OF DISABILITY  
GRIEVANCE PROCEDURE

The Bexley City School District Board of Education encourages parents to attempt to resolve concerns by working with the building principal, Section 504 Coordinator, or other appropriate staff. Parents and guardians may also file a formal complaint under Section 504 by following the following procedure:

1. Submit a Section 504 Complaint Form (ACB-E) to the Section 504 Coordinator or Superintendent if the Section 504 Coordinator is the subject of the Complaint.
2. The District Section 504 Coordinator or Superintendent's designee will conduct an investigation into the allegations.
3. The Section 504 Coordinator or Superintendent's designee will issue a written decision about the Complaint within 30 calendar days of concluding the investigation, unless the Section 504 Coordinator or Superintendent's designee determines a longer time is necessary. The decision will contain a suggested resolution of the Complaint.
4. If the complainant is not satisfied with a resolution of the Complaint, the complainant may request the Superintendent review the Complaint. The Superintendent will respond to the request for review within 30 days.

Implemented: September 11, 2017

## DEVELOPMENT OF PHILOSOPHY OF EDUCATION

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

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

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

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

[Adoption date: November 17, 2003]

[Re-adoption date: January 2006]

[Re-adoption date: February 9, 2009]

[Re-adoption date: November 17, 2014]

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

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

## EDUCATIONAL PHILOSOPHY/SCHOOL DISTRICT GOALS AND OBJECTIVES

### Foundation of Strategic Planning

When considering the most appropriate strategy for organizational planning, it is important to know the underlying assumptions which led to the development of the current strategic planning process.

It is assumed that the most effective strategic planning processes share the following characteristics:

1. allow input from a broad spectrum of organizational and community participants;
2. build on a base of common experiences and create a base of shared expectations;
3. define the process roles of the individuals and groups inside and outside the system who will participate in the process, i.e., Board, administration, staff, parents, students and community;
4. begin with the acquisition of meaningful data and continuously monitor the need for additional data;
5. build upon existing mechanisms and strengths of the system, i.e., data gathering methods and databases, committees in place, relationships with external partners and resources, internal facilitation capacities;
6. appear dynamic, i.e., incorporate the tenets of continuous improvement and make adaptation while sustaining the core elements of the plan and
7. result in plans that are achievable, focus on student learning and engage a broad cross section of community members in their implementation.

### Mission Statement

A community of learners becoming productive global citizens and leaders

### Vision Statement

Bexley City Schools values a warm, safe and nurturing learning environment for children and adults, characterized by an appreciation for the culture, achievements, accomplishments, challenges, and struggles of all people.

We have a deep and abiding respect for individuals and their learning. We will foster innovation, initiative, leadership, creativity and respect for diversity.

We expect the highest level of quality to exist throughout the school system and will involve students, staff and community in the implementation of continuous improvement processes and research- supported best practices. We will employ innovative and creative methods to maintain and acquire resources to support the District's strategic direction.

### Strategic Priorities

**Instructional and Extracurricular Programs:** The District will maintain comprehensive instructional and extracurricular programs to ensure that students are successful in an internationally connected and changing world. All of Bexley City Schools' programs will be programs of distinction.

**Social/Emotional Development:** The District will create learning environments to support the social and emotional health of its community members. We will care for ourselves, others and the environment through individual and collective efforts.

**Readiness for Lifelong Learning:** The District will provide instructional and extracurricular programs to ensure that all students grow, acquiring the necessary skills to thrive as they make transitions in school and in life in the 21st century.

**Professional Development:** The District will continuously provide professional development to increase the capacity for all staff to support high quality professional practices that best meet students' needs. Professional development will be delivered by faculty and staff with support from higher education or professional organizations associated with the implementation of best practices.

**Technology:** The District will create a systemic environment where all teachers voluntarily and continuously improve teacher and learning practices through the use of emerging technologies.

**Facilities:** The Bexley City School District will operate according to a comprehensive building and maintenance plan providing exceptional facilities that support high quality learning.

[Adoption date: November 17, 2003]

[Re-adoption date: January 2006]

[Re-adoption date: February 9, 2009]

[Re-adoption date: November 17, 2014]

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

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

## COMMITMENT TO ACCOMPLISHMENT

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. curriculum and instruction;
2. students, dropouts and graduates;
3. school personnel;
4. buildings and equipment;
5. business operations and
6. operations of the Board.

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 the Treasurer;
2. evaluates the Superintendent and the Treasurer according to job descriptions and Board expectations and
3. evaluates itself according to its established goals and purposes.

[Adoption date: November 17, 2003]

[Re-adoption date: January 2006]

[Re-adoption date: February 9, 2009]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: ORC 3313.22; 3313.60  
3319.01; 3319.02  
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, Evaluation of the Superintendent (Also CBG)  
AFBA, Evaluation of the Treasurer (Also BCCB)  
AFC, Evaluation of Certified Staff (Also GCN)  
AFD Evaluation of Classified 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

## EVALUATION OF SCHOOL BOARD OPERATIONAL PROCEDURES

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

The appraisal process and instrument are determined by the Board.

[Adoption date: November 17, 2014]

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

## EVALUATION OF THE SUPERINTENDENT

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

Through evaluation of the Superintendent, the Board strives to:

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

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

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

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

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

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: ORC 3319.01; 3319.16

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

## EVALUATION OF THE TREASURER

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

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

1. promote professional excellence to improve the skills of the Treasurer;
2. improve the quality of District business practices and
3. provide a basis for the review of the Treasurer's performance.

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

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

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

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

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: ORC 3313.22  
3319.16

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

## EVALUATION OF 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.

If a teacher's schedule is comprised only of courses or subjects for which value-added data is applicable, the entire student academic growth factor of the evaluation for such teachers shall be based on the value-added progress dimension.

State value-added data based on the results of assessments administered in the 2014-2015 and 2015-2016 school years will not be used to assess student academic growth. Such data also will not be used when making dismissal, retention, tenure or compensation decisions. The Board may administer ODE-approved assessments and /or local measures of student growth using state-designed criteria and guidance for teachers of subjects where value-added scores from state assessments are not available. Evaluations for teachers of grade levels and subject areas for which the value-added progress dimension is applicable, and where no other measure is available to determine student academic growth, shall be based solely on teacher performance.

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) Least Effective, (2) Approaching Average, (3) Average, (4) Above Average or (5) Most Effective, student growth levels.

### Professional Growth and Improvement Plans

Teachers with a final summative rating of Ineffective must develop an improvement plan with their credentialed evaluators. The Superintendent/designee approves the improvement plan and assigns the credentialed evaluators.

### 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 three years. Such evaluations are completed by May 1 of the evaluation year. Teachers evaluated on this basis are provided a written copy of their evaluation results by May 10 of the evaluation year. In years when an evaluation will not take place, one observation is carried out and at least one conference with the teacher is held.

The Board evaluates teachers receiving effectiveness ratings of Skilled on those teachers' most recent evaluations carried out under this policy, and whose student growth measures are at least average or higher every two years. Biennial evaluations conducted under this policy are completed by May 1 of the evaluation year. Teachers evaluated on a biennial basis are provided a written copy of their evaluation results by May 10 of the evaluation year. In years when an evaluation will not take place, one observation is carried out and at least one conference with the teacher is held.

#### 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: November 17, 2003]

[Re-adoption date: June 10, 2013]

[Re-adoption date: November 17, 2014]

[Re-adoption date: September 21, 2015]

[Re-adoption date: May 16, 2016]

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

EVALUATION OF CERTIFIED STAFF  
(Administrators Both Certified and Classified)

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.

State value-added data based in the results of state assessments administered in the 2014-2015 and 2015-2016 school years will not be used to assess student academic growth. Such data also will not be used when making dismissal, retention, tenure or compensation decisions.

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.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014, April 13, 2015, September 21, 2015, May 16, 2016]

File: AFC-2 (Also GCN-2)

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

EVALUATION OF CERTIFIED STAFF  
(Administrators Both Certified and Classified)

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

1. An initial meeting is held by the Superintendent prior to the school year with the 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. 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: November 17, 2003)

(Re-approval date: November 17, 2014)

## EVALUATION OF SCHOOL COUNSELORS

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

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

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

### Effectiveness Rating

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

### Evaluation Time Line

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

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

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

#### Professional Growth and Improvement Plans

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

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

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

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

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

#### Retention and Promotion

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

#### Poorly Performing Counselors

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

#### Professional Development

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

[Adoption date: August 15, 2016]

LEGAL REFS.: ORC 3319.113; 3319.61  
3302.03  
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

## EVALUATION OF CLASSIFIED STAFF

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

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

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

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

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

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

CONTRACT REF.: Classified Staff Negotiated Agreement

## EVALUATION OF INSTRUCTIONAL PROGRAMS

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

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

The purposes of the evaluation process are to:

1. monitor the progress of individual students;
2. identify strengths and weaknesses of existing instructional programs;
3. provide data for decision making regarding additions to, modification of or deletions from the existing instructional programs;
4. report to the public the relationship between the stated instructional goals of the District and student achievement and
5. all other relevant data that the Superintendent deems necessary.

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

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

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

CROSS REFS.: AF, Commitment to Accomplishment  
DBD-E, Annual Decision Making and Appropriation Calendar  
IA, Instructional Goals  
IAA, Instructional Objectives  
IF, Curriculum Development  
IFD, Curriculum Adoption  
IL, Testing Programs

## EVALUATION OF EDUCATIONAL RESOURCES

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

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

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

1. Certified and classified staff are recruited, employed, assigned, evaluated and provided in-service education without unlawful discrimination.
2. Instructional materials and equipment support attainment of objectives specified in courses of study.
3. Facilities accommodate the enrollment and the philosophy of education and educational goals of the school.
4. Student health and safety are safeguarded by an organized program of school health services designed to identify student health problems and to coordinate school and community health resources for students.
5. Student cumulative records are maintained.
6. Student admission, placement and withdrawal are processed according to established procedures.
7. Student attendance and conduct are administered according to established objectives and procedures.
8. School guidance services are provided for students in accordance with a written plan adopted by the Board.
9. Student activity programs are operated in accordance with the Board's philosophy of education and educational goals and safeguard the interest of the school, participants and spectators. Schools will not sponsor interscholastic athletics for students in kindergarten through sixth grade.
10. A planned community relations program is implemented to encourage citizen participation in, and support for, the educational program.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

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

CROSS REFS.: AC, Nondiscrimination  
AF, Commitment to Accomplishment  
FA, Facilities Development Goals  
IA, Instructional Goals  
IF, Curriculum Development  
IGD, Cocurricular and Extracurricular Programs  
IJ, Guidance Program  
IK, Academic Achievement  
IKE, Promotion and Retention of Students  
JEC, School Admission  
JEDA, Truancy  
JHF, Student Safety  
JO, Student Records  
KA, School-Community Relations Goals

## SECTION B: SCHOOL BOARD GOVERNANCE AND OPERATIONS

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BA	Board Operation Goals
BB	School Board Legal Status
BBA	School Board Powers and Duties
BBAA	Board Member Authority (And Duties)
BBB	School Board Elections
BBBA	Board Member Qualifications
BBBB	Board Member Oath of Office
BBBB-E	Board Member Oath of Office
BBE	Unexpired Term Fulfillment (Board Vacancy)
BBF	Board Member Code of Ethics
BBFA	Board Member Conflict of Interest
BCA	Board Organizational Meeting
BCB	Board Officers
BCC	Qualifications and Duties of the Treasurer
BCCA	Incapacity of the Treasurer
BCCA-R	Incapacity of the Treasurer
BCCB	Evaluation of the Treasurer (Also AFBA)
BCCC	Treasurer's Contract
BCCD	Board-Treasurer Relationship
BCD	Board-Superintendent Relationship (Also CBI)
BCE	Board Committees
BCF	Advisory Committees to the Board
BCFA	Business Advisory Council to the Board
BCFB	Business Advisory Council
BCG	School Board Attorney
BCH	Consultants to the Board
BD	School Board Meetings
BDC	Executive Sessions
BDDA	Notification of Meetings
Bddb	Agenda Format
BDDC	Agenda Preparation and Dissemination
BDDF	Voting Method
BDDF-E	Voting Method (5-Member Board)
BDDG	Minutes
BDDH	Public Participation at Board Meetings (Also KD)
BDDJ	Broadcasting and Taping of Board Meetings (Also KBCD)

SECTION B: SCHOOL BOARD GOVERNANCE AND OPERATIONS  
(Continued)

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

## BOARD OPERATION GOALS

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

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

1. concentrate the Board's collective effort on its policymaking and planning responsibilities;
2. formulate Board policies that best serve the educational interests of each student;
3. provide the Superintendent with sufficient and adequate guidelines for implementing Board policies;
4. maintain effective communication with the school community, the staff and the students in order to maintain awareness of attitudes, opinions, desires and ideas;
5. allow those responsible for carrying out objectives to contribute to their formation;
6. conduct Board business openly, soliciting and encouraging broad-based involvement in the decision-making process by the public, students and staff and
7. review its performance relative to the goals on a periodic basis.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

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

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

## SCHOOL BOARD LEGAL STATUS

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

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

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

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: ORC 3311.02; 3311.03;  
3313.02; 3313.09; 3313.17

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

## SCHOOL BOARD POWERS AND DUTIES

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

The Board's major responsibilities are to:

1. select and employ a Superintendent;
2. select and employ a Treasurer;
3. determine and approve the annual budget and appropriations;
4. provide needed facilities;
5. provide for the funds necessary to finance the operation of the District;
6. consider and approve or reject the recommendations of the Superintendent 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;
7. require reports of the Superintendent concerning the conditions, efficiency and needs of the District;
8. evaluate the effectiveness with which the District is achieving the educational purposes of the Board;
9. inform the public about the progress and needs of the District and to solicit and weigh public opinion as it affects the District and
10. adopt policies for its governance and the governance of its employees and the students of the District.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

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

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

BOARD MEMBER AUTHORITY  
(And Duties)

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

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

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

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: ORC 121.22  
3313.18; 3313.33

CROSS REF.: BBA, School Board Powers and Duties

## SCHOOL BOARD ELECTIONS

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

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

Candidates for election are nominated by petition. In city districts in which the population is less than 20,000, the petition must be signed by 25 qualified electors of the District.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: ORC 3.01

3313.01; 3313.02; 3313.04; 3313.05; 3313.07; 3313.08; 3313.09  
3501.01; 3501.02(D); 3501.38  
3513.254; 3513.255; 3513.256

CROSS REF.: BB, School Board Legal Status

## BOARD MEMBER QUALIFICATIONS

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

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

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

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

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

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

## BOARD MEMBER OATH OF OFFICE

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

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: ORC 3.24  
3313.10

CROSS REF.: BBBA, Board Member Qualifications

BOARD MEMBER OATH OF OFFICE

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

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Member’s Signature

UNEXPIRED TERM FULFILLMENT  
(Board Vacancy)

A vacancy on the Board may be caused by:

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

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

Each person selected to fill a vacancy holds office:

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

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

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

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

CROSS REF.: BBBA, Board Member Qualifications

## BOARD MEMBER CODE OF ETHICS

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

It is unethical for a Board member to:

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

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: Ohio School Boards Association Delegate Assembly; OSBA Legislative Platform 1991

ORC 102.03; 102.04  
2921.01(A); 2921.42; 2921.43; 2921.44  
3319.21

CROSS REF.: BBFA, Board Member Conflict of Interest

## BOARD MEMBER CONFLICT OF INTEREST

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

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

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

1. the subject of the public contract is necessary supplies or services for the District;
2. the supplies or services are unobtainable elsewhere for the same or lower cost, or are being furnished to the District as part of a continuing course of dealing established prior to the Board member's becoming associated with the District;
3. the treatment accorded the District is either preferential to or the same as that accorded other customers or clients in similar transactions and
4. the entire transaction is conducted at arm's length, with full knowledge by the Board of the interest of the Board member, member of his/her family, or his/her business associate, and the Board member takes no part in the deliberations or decision with respect to the public contract.

The law specifically forbids:

1. the prosecuting attorney or the city attorney from serving on this Board;
2. a Board member from serving as the school dentist, physician or nurse;
3. a Board member from being employed for compensation by this Board;
4. a Board member from having, directly or indirectly, any pecuniary interest in any contract with this Board;
5. a Board member from voting on a contract to employ a person as a teacher or instructor if he/she is related to that person as father, mother, brother, sister or spouse;

6. a Board member from authorizing, or employing the authority or influence of his/her office to secure authorization of, any public contract in which he/she, a member of his/her family or his/her business associates have an interest;
7. a Board member from having an interest in the profits or benefits of a public contract entered into by, or for the use of, the District and
8. a Board member from occupying any position of profit during his/her term of office or within one year thereafter in the prosecution of a public contract authorized by him/her or a board of which he/she was a member at the time of authorization of that contract.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

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

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

## BOARD ORGANIZATIONAL MEETING

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

### Meeting Procedures

1. The President Pro Tempore calls the meeting to order.
2. The official swearing in or administration of the oath of office to the new members should follow. If the oath has already been taken, it should be stated for the record where and when this oath was taken. If the oath has not been previously taken, the Treasurer, any member of the Board or any person qualified to administer an oath may do so.
3. The President Pro Tempore then presides over the election of the President.
4. The newly elected President assumes the chair.
5. The Board proceeds with items of annual business such as:
  - A. setting the dates and times of regular Board meetings;
  - B. purchasing liability insurance for Board members;
  - C. appointing a legislative liaison;
  - D. adopting a budget for the new fiscal year (before January 15);
  - E. securing performance bonds for the Superintendent and the Treasurer;
  - F. establishing a Board service fund and
  - G. approving membership to accredited associations.
6. Upon conclusion of annual business, the Board enters into such regular or special business as appears on the agenda for the meeting.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: ORC 3.24

3313.10; 3313.14; 3313.15; 3313.203; 3313.25; 3313.35; 3313.87  
3315.15

CROSS REFS.: BCB, Board Officers

BD, School Board Meetings

BHD, Board Member Compensation and Expenses

## BOARD OFFICERS

### President

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

1. is responsible for the orderly conduct of all Board meetings;
2. calls special meetings of the Board as necessary;
3. appoints Board committees, is an ex officio member of all Board committees with the power to vote and is knowledgeable as to the business of the various committees and generally oversees their work;
4. signs all proceedings of the Board after they have been approved;
5. signs all other instruments, acts and orders necessary to carry out Federal and State law requirements and the will of the Board and
6. performs such other duties as may be necessary to carry out the responsibilities of the office.

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

### Vice President

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

### President Pro Tempore

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

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

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

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

## QUALIFICATIONS AND DUTIES OF THE TREASURER

Title: Treasurer

Department: Administration

Building/Facility: Central Office

Reports to: Board of Education

Employment Status: Regular/Full-time

FLSA Status: Exempt

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

### Essential Functions:

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

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

Other Duties and Responsibilities:

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

Qualifications:

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

Required Knowledge, Skills and Abilities:

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

Equipment Operated:

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

Additional Working Conditions:

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

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

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

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Board President

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Date

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

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Signature

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Date

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

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

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

## INCAPACITY OF THE TREASURER

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

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

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

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

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

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

## INCAPACITY OF THE TREASURER

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

1. by request of the Treasurer, if the Treasurer is absent with pay by reason of personal illness, injury or exposure to contagious disease that could be communicated to others or is absent without pay in accordance with the Family and Medical Leave Act;
2. upon certification of the attending physician that the Treasurer is unable to perform the duties of the office of Treasurer;
3. upon the determination of a referee, pursuant to State law, that the Treasurer is unable to perform the duties of the office of Treasurer;
4. upon the granting of a leave of absence, without pay, requested by the Treasurer by reason of illness, injury or other disability of the Treasurer or
5. upon the placing of the Treasurer on an unrequested leave of absence, without pay, by reason of illness or other disability pursuant to State law.

During the period of incapacity, the Treasurer:

1. at his/her request, is placed on sick leave with pay, not to exceed the extent of his/her accumulated but unused sick leave and any advancement of such sick leave, which may be authorized by Board policy;
2. at his/her request, or without such request, pursuant to the 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 State law, is placed on a leave of absence without pay.

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

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

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

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

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

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

(Approval date: November 17, 2003)

(Re-approval date: November 17, 2014)

## EVALUATION OF THE TREASURER

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

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

1. promote professional excellence to improve the skills of the Treasurer;
2. improve the quality of District business practices and
3. provide a basis for the review of the Treasurer's performance.

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

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

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

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

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: ORC 3313.22  
3319.16

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

## TREASURER’S CONTRACT

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

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

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

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

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

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

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

[Adoption date: November 17, 2014]

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

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

## BOARD-TREASURER RELATIONSHIP

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

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

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

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

1. gives the Treasurer full authority for properly discharging his/her professional duties, holding him/her responsible for acceptable results;
2. refers all complaints of the Treasurer's staff to the Treasurer for appropriate investigation and action and
3. strives to provide adequate safeguards for the Treasurer and other staff members so that they can discharge their duties on a thoroughly professional basis.

[Adoption date: November 17, 2014]

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

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

## BOARD-SUPERINTENDENT RELATIONSHIP

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

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

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

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

1. gives the Superintendent full administrative authority for properly discharging his/her professional duties, holding him/her responsible for acceptable results;
2. acts in matters of employment or dismissal of personnel after receiving the recommendations of the Superintendent;
3. refers all complaints to the Superintendent for appropriate investigation and action;
4. strives to provide adequate safeguards for the Superintendent and other staff members so that they can discharge their duties on a thoroughly professional basis and
5. presents personal criticisms of any employee directly to the Superintendent.

[Adoption date: November 17, 2014]

LEGAL REFS.: ORC 3313.20(A)  
3319.01

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

## BOARD COMMITTEES

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

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

1. The committee is established through action of the Board.
2. The chairperson and members are named by the Board President.
3. The committee may make recommendations for Board action but may not act for the Board unless specifically authorized.
4. The Board President and the Superintendent are ex officio members of all committees.
5. No committee appointments extend beyond the ensuing annual organizational meeting, at which time the newly elected President has the privilege of making new appointments or reappointments. A committee may be dissolved at any time by a majority vote.
6. The Open Meetings Act (Sunshine Law) and its exceptions apply to Board meetings and Board-appointed committee and subcommittee meetings.

[Adoption date: November 17, 2014]

LEGAL REF: ORC 121.22(B)

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

## ADVISORY COMMITTEES TO THE BOARD

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

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

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

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

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

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

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

[Adoption date: November 17, 2003]

[Re-adoption date: July 19, 2010]

[Re-adoption date: November 17, 2014]

LEGAL REF: ORC 121.22(B)

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

## BUSINESS ADVISORY COUNCIL 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: November 17, 2014

Revised: Feb. 12, 2018

LEGAL REFS.: ORC 121.22(B)  
3313.174  
3313.82

CROSS REFS.: BCE, Board Committees  
BCF, Advisory Committees to the Board  
BCFB, Business Advisory Council

## BUSINESS ADVISORY COUNCIL

The Board is required to appoint a Business Advisory Council (“BAC”) in accordance with R.C. 3313.82, R.C. 3313.821, and applicable law. Because the Board has entered into an agreement to receive services from the ESC of Central Ohio (“ESC”) under R.C. 3313.843 or R.C. 3313.845, the Board is eligible by law to appoint the ESC’s BAC to serve on the Board’s behalf.

Accordingly, the Board shall appoint the ESC’s BAC to serve as the Board’s BAC. The Board shall enter into an agreement with the ESC outlining the scope of this appointment and identifying the manner in which the District shall participate in the matters of the BAC. The Superintendent, Treasurer, and all other appropriate administrators shall respond as is appropriate to requests from the BAC for assistance. The Superintendent, or designee, shall attend BAC meetings regularly, and shall keep the Board apprised of any recommendations and advice provided by the BAC.

Additionally, the Superintendent, or designee, shall act as a liaison to the BAC on behalf of the Board, providing information to the BAC or soliciting recommendations from the BAC as the Board may deem appropriate, and within the parameters set forth by law.

Adopted: February 12, 2018

LEGAL REFS.: ORC 121.22(B)  
3313.174  
3313.82

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

## SCHOOL BOARD ATTORNEY

The Bexley City 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.

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

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

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

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: ORC 309.10  
3313.35  
3319.33

## CONSULTANTS TO THE BOARD

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

1. conducting fact-finding studies, surveys and research;
2. providing counsel or services requiring special expertise and
3. assisting the Board in developing policy and program recommendations.

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

1. specific objectives to be accomplished by the consultant;
2. specific tasks to be performed;
3. procedures to be used in carrying out the tasks;
4. target dates for the completion of tasks;
5. methods to be used to report results to the Board and/or to deliver products or render any service to the Board and/or
6. fees or rate of pay the Board will be charged.

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

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: ORC 3313.171  
3315.061

CROSS REF.: FL, Retirement of Facilities

Bexley City School District, Bexley, Ohio

## SCHOOL BOARD MEETINGS

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

All regular and special Board meetings and Board-appointed committee meetings are open to the public. All Board meetings are publicized and conducted in compliance with the Open Meetings Act (Sunshine Law). A majority of the members of the Board constitute a quorum for the transaction of business. No action may be taken by the Board in executive session.

A member of the Board may participate in a Board meeting by means of a telephone or videoconference 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, will not be counted for purposes of determining whether a quorum is present and cannot receive compensation.

[Adoption date: November 17, 2014]

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

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

## EXECUTIVE SESSIONS

Educational matters should be discussed and decisions made at public meetings of the Board. Some matters are more properly discussed by the Board in executive session. As permitted by law, 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: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: ORC 102.03  
121.22

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

## NOTIFICATION OF MEETINGS

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

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

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

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

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

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

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

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

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

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

## AGENDA FORMAT

The agenda format is developed by the Superintendent and the Board president in order to give direction to the Board meetings.

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

The agenda is adopted or modified by a motion of a majority of those members present. Once the agenda is approved, it requires a vote of a majority of the Board members present to make additional modifications.

### Consent Agenda

In order to use time within the Board meetings more efficiently, the Board may use a consent agenda, whenever appropriate. Items placed on the consent agenda are routine in nature and typically appear on the Board's agenda every month. Board minutes and monthly expenses are two examples of what may be considered consent agenda items.

When the consent agenda is presented to the Board for action, the Board President provides the opportunity for any member of the Board or the Superintendent to request a discussion or removal of any items on the agenda. Items removed are placed on the regular agenda or tabled. Remaining items on the consent agenda are then voted on by a single motion.

[Adoption date: November 17, 2014]

CROSS REFS.: BDDC, Agenda Preparation and Dissemination  
BDDH, Public Participation at Board Meetings (Also KD)

## AGENDA PREPARATION AND DISSEMINATION

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

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

The Board follows the order of business established by the agenda, except as it may vote to rearrange the order for the convenience of visitors or other individuals appearing before the Board or to expedite Board business. An item of business that is not on the agenda may be discussed and acted upon if a majority of the Board agrees to consider the item. The Board, however, should not revise Board policies, or adopt new ones, unless such action has been scheduled.

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

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

CROSS REFS.: BDDDB, Agenda Format  
BDDH, Public Participation at Board Meetings (Also KD)

## VOTING METHOD

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

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

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

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

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

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

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

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

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

CROSS REF.: BD, School Board Meetings

VOTING METHOD  
(5-Member Board)

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

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

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

KEY

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

## MINUTES

The minutes of the meetings of the Board constitute the written record of Board actions. The Treasurer records in the minutes of each meeting all actions taken by the Board. 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 monthly agenda. The Treasurer must make draft minutes available for public inspection. Following approval of the minutes by the Board at the next meeting, the minutes are signed by the President and attested to by the Treasurer.

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: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: ORC 121.22(C)  
149.43  
3313.26

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

## PUBLIC PARTICIPATION AT BOARD MEETINGS

All meetings of the Board and Board-appointed committees are open to the public. In order for the Board to fulfill its obligation to complete the planned agenda in an effective and efficient fashion, a time of public participation may be permitted at each meeting. The Board may specify the amount of time each individual may speak.

The Board recognizes its responsibility to conduct the business of the District in an orderly and efficient manner and will, therefore, require reasonable controls to regulate public presentations to the Board. Each person addressing the Board shall give his/her name and address. A person wishing to be heard by the Board shall first be recognized by the President. The President is responsible for the orderly conduct of the meeting, the appropriateness of the subject being presented as well as its placement in the agenda. The general procedure will be to allot each person five minutes until the total time of 30 minutes is used. During that period, no person may speak twice until all who desire to speak have had the opportunity to do so. Persons desiring more time should follow the procedure of the Board to be placed on the regular agenda. The Board as a whole has the final decision in determining the appropriateness of all such rulings. The period of public participation may be extended by a vote of the majority of the Board, present and voting.

Agenda are available to all those who attend Board meetings.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

[Revision date: October 17, 2016]

LEGAL REFS.: ORC 121.22(C)  
3313.20(A)

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

## BROADCASTING AND TAPING OF BOARD MEETINGS

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

1. 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 should 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 recordings of all regular meetings and any special meeting that it deems appropriate.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: U.S. Const. Amend. I

ORC 121.22

2911.21

2917.12

2921.31

3313.20(A)

CROSS REFS.: BD, School Board Meetings

BDDH, Public Participation at Board Meetings (Also KD)

## BOARD POLICY DEVELOPMENT AND ADOPTION

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

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

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

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

Policies introduced and recommended to the Board should not be adopted until a subsequent meeting in order to permit further study and provide opportunity for interested parties to react. However, temporary approval may be granted by the Board in lieu of formal adoption to address emergency conditions or special events that 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: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REF.: ORC 3313.20(A)

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

## BOARD REVIEW OF REGULATIONS

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

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

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

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REF.: 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 to policies extends to all members of the school community. A policy concerning a particular group in the District is communicated to the group.

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

The Board’s policy manual is considered a public record and is open for inspection in a location designated by the Board. The Board’s policy manual is available online through the District website.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

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

CROSS REF.: BF, Board Policy Development and Adoption

## ADMINISTRATION IN POLICY ABSENCE

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

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

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: ORC 3313.18; 3313.20(A)

CROSS REF.: BF, Board Policy Development and Adoption

## SUSPENSION OF POLICIES

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

1. upon a majority vote of the Board present and voting at a meeting in which the proposed suspension has been described in writing or
2. upon a unanimous vote of members of the Board present and voting if no notice has been given.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REF.: ORC 3313.20(A)

CROSS REF.: BF, Board Policy Development and Adoption

## POLICY REVIEW AND EVALUATION

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

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

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

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

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

## BOARD-STAFF COMMUNICATIONS

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

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

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REF.: ORC 3313.20(A)

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

## NEW BOARD MEMBER ORIENTATION

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

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

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

1. Selected materials, Board policies, regulations and other helpful information are furnished to the member-elect by the Superintendent.
2. Immediately after the general election, the member-elect is invited by the Board to attend Board meetings.
3. The Treasurer provides agendas and other materials pertinent to meetings and explains the use of the materials.
4. The incoming member is invited to meet with the Superintendent and other administrative staff.
5. The Board makes an effort to send newly elected members to workshops and in-service programs developed for new Board members, including the Ohio School Boards Association new Board member workshop.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: ORC 3313.12  
3315.15

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

## SCHOOL BOARD CONFERENCES, CONVENTIONS AND WORKSHOPS

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

1. The Board periodically decides which meetings appear to be most promising in terms of producing direct and indirect benefits to the District. At least annually, the Board will identify those new ideas or procedures and/or cost benefits that can be derived from participation at such meetings.
2. Funds for participation at such meetings are appropriated on an annual basis in the Board service fund. When funds are limited, the Board designates which of its members participate in a given meeting.
3. Reimbursement to Board members for their travel expenses is in accordance with the Board's travel-expense policy.
4. When a conference, convention or workshop is not attended by the full Board, those who do participate are requested to share information, recommendations and materials acquired at the meeting.

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

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: ORC 3313.12  
3315.15  
5705.01; 5705.10

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

## BOARD MEMBER COMPENSATION AND EXPENSES

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

Board members will receive \$80 per meeting for a maximum of 24 meetings per year. Effective January 1, 2016, Board members will receive the maximum amount permitted by law for up to 24 meetings per year.

### Board Service Fund

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

### Spending Guidelines: Definition of Public Purpose

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

1. awards;
2. recognition and incentive items for employees and/or volunteers and
3. prizes/awards/programs for students through the use of student activity funds.

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

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

Vendor Compensation

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

[Adoption date: November 17, 2003]

[Re-adoption date: February 13, 2012]

[Re-adoption date: November 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

BHA, New Board Member Orientation

BHBA, School Board Conferences, Conventions and Workshops

DLC, Expense Reimbursements

GBI, Staff Gifts and Solicitations

IICA, Field Trips

## SCHOOL BOARD LEGISLATIVE PROGRAM

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

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

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

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

CROSS REF.: BCA, Board Organizational Meeting

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

[Adoption date: November 17, 2014]

LEGAL REFS.: ORC 3313.87; 3313.871

## EVALUATION OF SCHOOL BOARD OPERATIONAL PROCEDURES

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

The appraisal process and instrument are determined by the Board.

[Adoption date: November 17, 2014]

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

## SECTION C: GENERAL SCHOOL ADMINISTRATION

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CA	Administration Goals
CBA	Qualifications and Duties of the Superintendent
CBA	Incapacity of the Superintendent
CBA-R	Incapacity of the Superintendent
CBC	Superintendent's Contract
CBG	Evaluation of the Superintendent (Also AFB)
CBI	Board-Superintendent Relationship (Also BCD)
CCA	Organizational Chart
CCB	Staff Relations and Lines of Authority
CD	Management Team
CE	Administrative Councils, Cabinets and Committees
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)

## ADMINISTRATION GOALS

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

Major goals of administration in the District are to:

1. manage the District's various departments and programs effectively;
2. provide professional advice and counsel to the Board and to advisory groups established by Board actions, generally through reviewing alternatives, analyzing the advantages and disadvantages of each and recommending a selection from among the alternatives;
3. implement the management function so as to ensure the best and most effective learning programs through achieving such other goals as to:
  - A. provide leadership in keeping abreast of current educational developments;
  - B. arrange for the staff development necessary to the establishment and operation of learning programs, which better meet student needs;
  - C. coordinate cooperative efforts for the improvement of learning programs, facilities, equipment and materials and
  - D. provide access to the decision-making process for the ideas of staff, students, parents and others;
4. develop an effective program of evaluation that includes every position, program and facility in the District and
5. develop and use a team management approach.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

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

## QUALIFICATIONS AND DUTIES OF THE SUPERINTENDENT

<u>Title:</u>	Superintendent
<u>Department:</u>	Administration
<u>Building/Facility:</u>	Central Office
<u>Reports to:</u>	Board of Education
<u>Employment Status:</u>	Regular/Full-time
<u>FLSA Status:</u>	Exempt
<u>General Description:</u>	Serve as the District's chief executive officer; administer, supervise, direct and evaluate the District's educational system

### OVERVIEW OF POSITION:

The Superintendent of Schools reports directly to the Board and holds all executive and administrative authority and responsibility for the effective operation of the schools excluding those areas of control which are required by statute to be exercised directly by the Board or another officer. The Superintendent acts as the District leader with the support of the District's administrators, who make up the District Leadership Team.

### MAJOR RESPONSIBILITY:

The Superintendent of Schools works with the Board of Education to develop policies and District goals. The Superintendent is responsible for implementing and adhering to the Board's approved policies and goals. The Superintendent may delegate specific powers or duties to assistants or subordinates, while maintaining final responsibility for any actions taken.

### ELEMENTS OF EACH STANDARD:

#### 1. Vision, Continuous Improvement, and Focus of District Work

- Develop a shared vision for the District
- Expect, model, and support the effective use of data
- Create a coherent plan with a limited number of focused goals
- Implement the District plan and monitor the strategies for achieving the goals
- Continually review progress and revise strategies for achieving District goals
- Communicate the District's vision, goals, and focused plan

#### 2. Communication and Collaboration

- Demonstrate communication competence with stakeholders
- Develop and maintain a public relations program to inform the public of the District's activities and needs

- Communicate effectively and openly demonstrate a willingness to collaborate with the Board of Education, the District Treasurer and District Staff
- Communicate effectively and openly and demonstrate a willingness to collaborate with external stakeholders
- Prepare annual school calendar for Board adoption
- Maintain respect at all times for confidential information, e.g., employee discipline/dismissals/contract issues, negotiations, Board executive sessions, etc.
- Make contacts with the public with tact and diplomacy
- Interact in a positive manner with staff, students, and parents
- Respond to routine questions and requests in an appropriate manner

**3. Policies and Governances**

- Review, develop, and recommend policies for the District
- Implement and continuously assess policies and practices
- Identify and respond to societal and educational trends that affect the District and community
- Advocate for children and families and ensure the safety of students
- Model and expect professional conduct
- Direct staff negotiations
- File state and local required reports
- Conduct regular District administrative hearings
- Represent the Board as liaison between the District and the community
- Prepare and distribute an agenda to the Board members prior to each regular meeting
- Act as liaison between employees and the Board
- Attend local, state, and national conferences

**4. Instruction**

- Require District-wide use of an established curriculum
- Ensure the development and implementation of high-quality, standards-based instruction
- Set expectations for and guide the creation of a comprehensive assessment system for the District
- Ensure that the District curriculum, instruction, and assessment program are designed to provide full access and opportunity to all students
- Implement processes to monitor and assess the District-wide implementation of curriculum, instruction and assessment
- Provide for high-quality, professional development for all staff aligned with District goals
- Recommend course of study, curriculum guides, and changes in the text and time schedules to the Board
- Prescribe rules for classification and advancement of students
- Make recommendations to the Board about student transportation in accordance with law and safety requirements
- Inform the Board about the educational system, as well as local, state, and national issues affecting education
- Attend meetings and in-services as required
- Supervise the purchase and distribution of textbooks, workbooks, and other educational materials

- Serve as a role model for students in how to conduct themselves as citizens and as responsible, intelligent human beings
- Instill in students a belief in and practice of ethical principles and democratic values

5. Resources

- Perform personnel-related functions, e.g., make recommendations for appointment, promotion, demotion, discharge, assignment and transfer, communicate personnel matters to employees, evaluate staff, provide in-service education to staff, and maintain personnel files on current employees
- Recruit, develop, evaluate, and retain quality staff and oversee human resource management.
- Organize time and schedules focused on District goals
- Manage and prioritize fiscal resources to align expenditures with District goals
- Identify and equitably allocate materials and technology to support District goals
- Assist in preparation of annual budget and appropriations resolution for the Board to consider.
- Act as the District's purchasing agent
- Oversee the District's facilities and operations
- Recommend location and size of new school sites and additions to existing sites
- Take immediate action in cases of calamity, acts of nature, or other emergencies
- Approve vacation schedules for salaried District employees
- Perform other duties as assigned

Qualifications:

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

Required Knowledge, Skills and Abilities:

1. Communicate ideas and directives clearly and effectively, both orally and in writing
2. Effective, active listening skills
3. Work effectively with others
4. Organizational and problem-solving skills
5. Organize and compile data for various state and federal reports
6. Extensive knowledge of school finance
7. Recommend additions and/or changes to curriculum appropriate to students' needs
8. Handle multitude of tasks simultaneously and in timely manner
9. Handle constant pressure and substantial amounts of stress
10. Supervise variety of jobs and positions

11. Strong visionary and leadership skills
12. Confidence to make decisions based on the best interest of students

Equipment Operated:

1. Computer/printer
2. Calculator
3. Copy machine
4. Fax machine
5. Telephone

Additional Working Conditions:

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

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

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

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Board President

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Date

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

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Signature

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Date

Adoption date: November 17, 2003

Re-adoption date: November 17, 2014

Revised: Feb. 12, 2018

LEGAL REFS.: ORC 3319.01; 3319.16; 3319.22

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

## INCAPACITY OF THE SUPERINTENDENT

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

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

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: November 17, 2003]

[Re-adoption date: November 17, 2014]

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

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

## INCAPACITY OF THE SUPERINTENDENT

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

1. by request of the Superintendent, if the Superintendent is absent with pay for reasons of personal illness, injury or exposure to contagious disease that could be communicated to others;
2. upon certification of the attending physician that the Superintendent is unable to perform the duties of the office of Superintendent;
3. upon the determination of a referee, appointed pursuant to State law, that the Superintendent is unable to perform the duties of the office of Superintendent;
4. upon the granting of a leave of absence without pay requested by the Superintendent for reasons of illness, injury or other disability or
5. upon the placing of the Superintendent upon an unrequested leave of absence without pay for reasons of illness or other disability.

During the period of incapacity, the Superintendent may:

1. at his/her request, be placed on sick leave, with pay, not to exceed the extent of his/her accumulated, but unused, sick leave and any advancement of such sick leave, which may be authorized by Board policy;
2. at his/her request, or without such request, pursuant to the Family and Medical Leave Act (FMLA), be placed on unpaid FMLA leave for up to 12 weeks per year and
3. at his/her request, or without his/her request, the Superintendent may be placed on a leave of absence without pay.

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

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

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

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

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

(Approval date: November 17, 2003)

(Re-approval date: November 17, 2014)

## SUPERINTENDENT’S CONTRACT

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

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

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

The Board authorizes the annual payment of the Superintendent’s accrued, unused vacation leave if provided for in the Superintendent’s contract.

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

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

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

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

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

## EVALUATION OF THE SUPERINTENDENT

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

Through evaluation of the Superintendent, the Board strives to:

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

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

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

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

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

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: ORC 3319.01; 3319.16

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

## BOARD-SUPERINTENDENT RELATIONSHIP

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

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

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

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

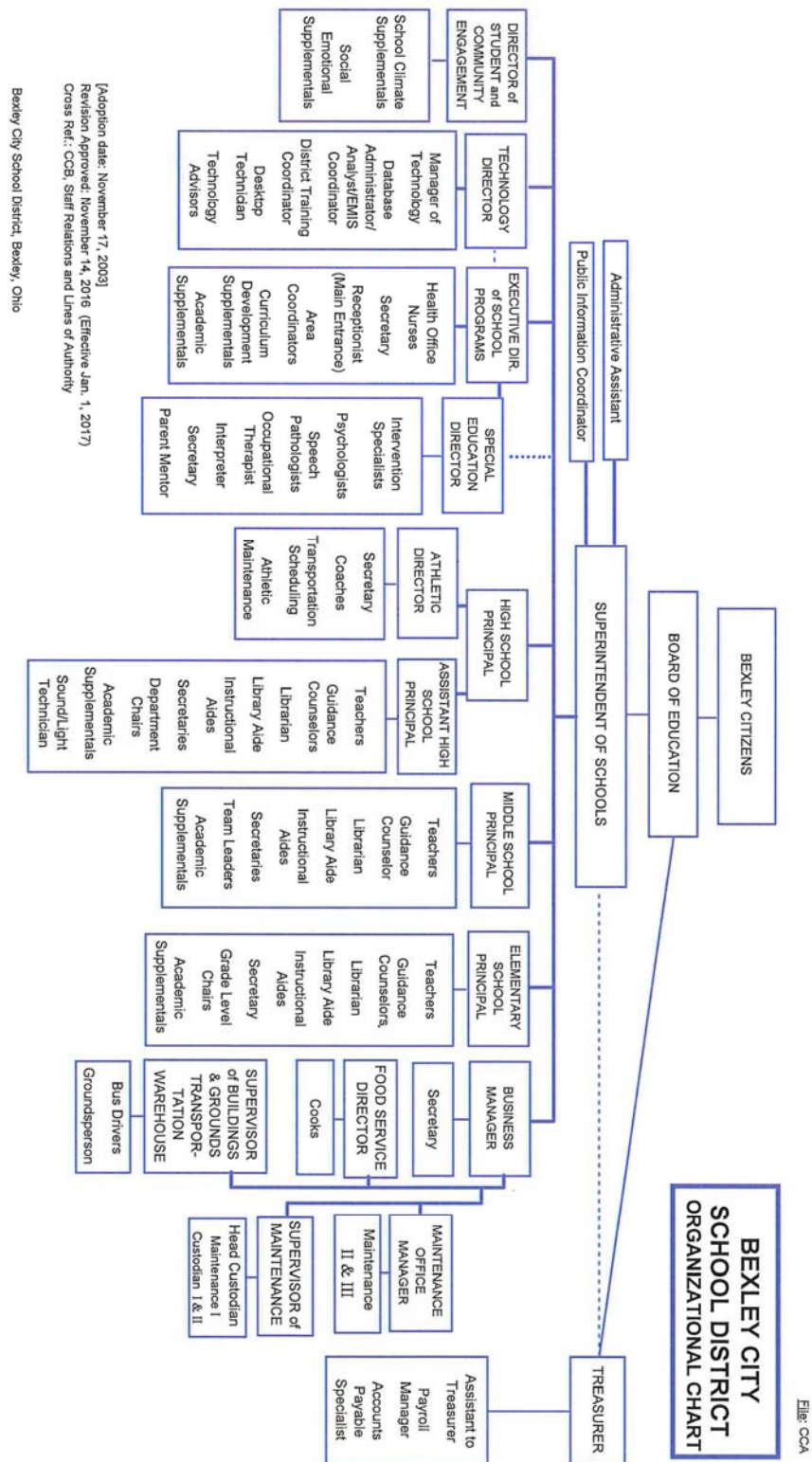
1. gives the Superintendent full administrative authority for properly discharging his/her professional duties, holding him/her responsible for acceptable results;
2. acts in matters of employment or dismissal of personnel after receiving the recommendations of the Superintendent;
3. refers all complaints to the Superintendent for appropriate investigation and action;
4. strives to provide adequate safeguards for the Superintendent and other staff members so that they can discharge their duties on a thoroughly professional basis and
5. presents personal criticisms of any employee directly to the Superintendent.

[Adoption date: November 17, 2014]

LEGAL REFS.: ORC 3313.20(A)  
3319.01

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

# ORGANIZATIONAL CHART



## 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: November 17, 2003]

[Re-adoption date: November 17, 2014]

CROSS REFS.: ABB, Staff Involvement in Decision Making (Also GBB)  
ACAA, Sexual 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.

The management team of the District consists of two groups.

### Policy Team

The Board, the Superintendent and the Treasurer comprise the team. The Board President serves as team leader. Primary responsibilities of this team are to establish policies to guide the District and to ensure that the policies 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 team 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: November 17, 2003]

[Re-adoption date: November 17, 2014]

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 (Sunshine Law).

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

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

## POLICY IMPLEMENTATION

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

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

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

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.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

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 government of the District, its employees, students and all other persons entering the District's grounds and premises.

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

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

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

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 online, in the Board offices and in each school building.

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

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: ORC 3313.17; 3313.47

CROSS REF.: CH, Policy Implementation

## APPROVAL OF HANDBOOKS AND DIRECTIVES

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

It is essential that the contents of all handbooks conform with Districtwide policies and regulations and that all handbooks bearing the name of the District be of a quality that reflects credit on the District. Student handbooks should be consistent by both grade and building levels. Administrators at all levels should review handbooks for consistency. The Board approves all handbooks, including student and athletic handbooks, prior to publication in order that the contents are accorded the legal status of Board-approved policies and regulations.

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

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

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: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: ORC 3313.18; 3313.20(A)

CROSS REF.: BF, Board Policy Development and Adoption

## SECTION D: FISCAL MANAGEMENT

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DA	Fiscal Management Goals
DB	Annual Budget and Appropriations Measure
DBD	Budget Planning (Five-Year Forecast)
DBD-E	Annual Decision Making and Appropriation Calendar
DBH	Budget Adoption Procedures (Tax Budget)
DBK	Budget Modification Authority
DD	Funding Proposals and Applications
DE	Revenues from Tax Sources
DFA	Revenues from Investments
DFEA	Free Admissions
DGA	Authorized Signatures (Use of Facsimile Signatures)
DH	Bonded Employees and Officers
DI	Fiscal Accounting and Reporting
DID	Inventories (Fixed Assets)
DIE	Audits
DJ	Purchasing
DJB	Petty Cash Accounts
DJC	Bidding Requirements
DJF	Purchasing Procedures
DJF-R	Purchasing Procedures
DJH	Credit Cards
DJH-R	Credit Cards
DK	Payment Procedures
DLB	Salary Deductions
DLC	Expense Reimbursements
DLC-R	Expense Reimbursements
DM	Cash in School Buildings
DN	School Properties Disposal

## FISCAL MANAGEMENT GOALS

The quantity and quality of learning programs are related to the funding provided and the effective, efficient management of those funds. It follows that the District's purposes can best be achieved through prudent fiscal management.

Due to resource limitations, there is sometimes a temptation to operate so that fiscal concerns overshadow the educational program. Recognizing this, it is essential that the Board take specific action to make certain that education remains central and that fiscal management contributes to the educational program. This concept is incorporated into Board operations and into all aspects of District management and operation.

As trustees of the community's investment in the facilities, materials and operational funds, the Board has a fiduciary responsibility to ensure that the investment is protected and used wisely. Competent personnel and efficient procedures are essential for sound management of fiscal affairs. The Board expects that the Superintendent and the Treasurer keep it informed through both oral and written reports on the fiscal management of the District.

With the cooperation of the Treasurer and assistance from other designated personnel, the Superintendent is expected to develop an efficient and effective procedure for fiscal accounting, purchasing and the protection of plant, grounds, materials and equipment through prudent and economical operation, maintenance and insurance.

The Board seeks to achieve the following goals to:

1. engage in thorough advance planning, with staff and community involvement, in order to develop budgets and to guide expenditures to achieve the greatest educational returns for the dollars expended;
2. establish levels of funding that provide high quality education for the District's students;
3. use the best available techniques for budget development and management;
4. provide timely and appropriate information to all staff with fiscal management responsibilities and
5. establish effective procedures for accounting, reporting, business, purchasing and delivery, payroll, payment of vendors and contractors and all other areas of fiscal management.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

Bexley City School District, Bexley, Ohio

ANNUAL BUDGET AND APPROPRIATIONS MEASURE/  
BUDGET MODIFICATION AUTHORITY

Budget

The purpose of the annual tax budget is to identify adequate financial resources for the education program and to provide a basis for accountability in fiscal management. The District budget is also the legal basis for the establishment of tax rates.

The annual tax budget is regulated and controlled by State law and requirements of the county budget commission. The Board may establish additional budget requirements for funds at its disposal.

The Treasurer, the Superintendent and their staffs are responsible for the preparation of the annual budget and presentation of the budget to the Board for adoption.

Appropriations

As permitted by law, at the start of the fiscal year, the Board may pass a temporary appropriations measure to provide for meeting the ordinary expenses of the District until such time as the Board approves the annual appropriations resolution for the year, which is not later than October 1. If by October 1 the county budget commission has not certified all amended certificates of estimated resources to the Board of Education (or submitted a certification that no amended certificates are necessary), the Board can delay action on the annual appropriation measure until such time as the certificates are received.

The Treasurer files both the temporary and final appropriations measures at the proper times with the office of the county auditor.

The Superintendent/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: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: ORC 9.34

3313.18

5705.14; 5705.15; 5705.16; 5705.28; 5705.29; 5705.35 through  
5705.412

BUDGET PLANNING  
(Five-Year Forecast)

Budget planning is an integral part of program planning so that the annual operating budget may effectively express and implement all programs and activities of the District. Budget planning is a year-round process involving broad participation by administrators, teachers and other personnel throughout the District.

The Superintendent and the 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.

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: November 17, 2003]

[Re-adoption date: November 17, 2014]

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

CROSS REF.: BCF, Advisory Committees to the Board

## ANNUAL DECISION MAKING AND APPROPRIATION CALENDAR

## Board Policy DBD-E

[illegible]

## ANNUAL DECISION MAKING AND APPROPRIATION CALENDAR

### Board Policy DBD-E

ISSUE	ACTION	PERSON(S) RESPONSIBLE	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May	June
K-12 Program Decisions	Review professional literature, state and national standards, student achievement data, assessment requirements, district sequencing of content/ courses district or building initiatives. Identify if programs or courses need to be modified. Review program alternatives	Exec. Dir. of School Programs												
	Identify areas of professional growth to assist with program development	Exec. Dir of School Programs												
	Develop draft of course of study. Identify potential text/ resources.	Exec. Dir of School Programs												
	Finalize course of study	Exec. Dir of School Programs												
	New course or program additions, revisions or deletions approved by chairs, principal, director and Supt.	Exec. Dir of School Programs												
	Board of Ed. Review of and action on instructional program proposed changes per policy IF and IF-R Curriculum review and revision cycle	Exec. Dir of School Programs												
	Anticipate textbook and instructional materials needs for the following year to include in budget request cycle	Exec. Dir of School Programs												
	Board of Ed. approval of seven (7) year cycle for curricular expenditures	Superintendent Board of Ed												
	Committee approval of text recommendations	Exec. Dir of School Programs												
	Board adoption of instructional materials	Superintendent												
	Text materials ordered for delivery before summer	Exec. Dir of School Programs												
	Board approval of Course of Study	Exec. Dir of School Programs												

## ANNUAL DECISION MAKING AND APPROPRIATION CALENDAR

### Board Policy DBD-E

ISSUE	ACTION	PERSON(S) RESPONSIBLE	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May	June
Summer School	Administrative team planning	Summer School Principal												
	Board of Ed. action on tentative summer school plan and fees	Summer School Principal												
	Student enrollment in summer school	Summer School Principal												
	Staffing for summer school	Summer School Principal												
	Operation of summer school	Summer School Principal												
Professional Development Plan	Needs assessment - review of curricular development, program evaluations, student achievement progress, school improvement plans, task force recommendations, Individual Professional Development Plans	Exec. Dir. of School Programs Principals Athletic Director												
	School improvement plans reviewed, plans adjusted, areas of professional development need to be identified	Exec. Dir. of School Programs Principals Athletic Director Tech Director												
	Spring and Summer schedules established and participants recruited. Identify areas from curricula review where additional information and/or professional development is needed	Exec. Dir. of School Programs												
	Summer programs provided. Mentors assigned for new staff; training provided for mentors as needed	Exec. Dir. of School Programs												
	New employee orientation	Exec. Dir. of School Programs Tech Director												
	On-going programs organized and provided	Exec. Dir. of School Programs												
	5-year plan approved by Director of Curr/Inst, Superintendent	Exec. Dir. of School Programs Superintendent												
	Appropriation requests developed	Exec. Dir. of School Programs												

# ANNUAL DECISION MAKING AND APPROPRIATION CALENDAR

## Board Policy DBD-E

ISSUE	ACTION	PERSON(S) RESPONSIBLE	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May	June
Appropriation	Board of Ed. review of appropriation timetable	Superintendent												
	Staff review of appropriation guidelines, instructions, forms	Treasurer												
	Distribution of appropriation preparation instructions and forms to schools/ departments and appropriation managers	Treasurer												
	Administrative team development of appropriation first drafts	Cabinet							15	7				
	Appropriation preparation input complete	Principals							15	7				
		Exec. Dir. of School Programs							15	7				
		Business Manager							15	7				
		Athletic Director							15	7				
	Administrative reviews/ adjustments of appropriation	Cabinet												
	Administrative compilation of District appropriation	Treasurer										30		
Evaluations	Board of Ed. analysis of appropriation	Superintendent Board of Ed.												
	Board of Ed. completion of appropriation reviews and final action	Board of Ed.												
	Final Adoption	Board of Ed. Treasurer												Bd. Mtg.
	Administrative personnel	Superintendent												
	Administrative Asst.	Superintendent												
	Technology Training Coordinator	Tech Director												
	Technology Department Personnel	Tech Director												
	Secretary to Dir. Cur/Inst	Dir. Cur/Inst												
	Dir. Buildings and Grounds	Business Manager												
	Maintenance/Custodian (eval. of personnel by advisory staff)	Business Manager												
	Food Service Director	Business Manager												
	Secretary to Dir. of Operations	Business Manager												

# ANNUAL DECISION MAKING AND APPROPRIATION CALENDAR

## Board Policy DBD-E

ISSUE	ACTION	PERSON(S) RESPONSIBLE	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May	June
Evaluations	Asst. to Treasurer	Treasurer												
	Accounts Payable	Treasurer												
	Payroll	Treasurer												
	Certificated personnel (5-yr. Cycle)	Principals												
	1st Year - Teacher's Plan													
	2nd Year - Teacher's Self Prog. Rpt.													
	3rd Year - Teacher's Self Prog. Rpt.													
	4th Year - Teacher's Self Prog. Rpt.													
	5th year - Principal's Evaluation													
	Certificated personnel (limited 1-yr. Cycle)													
	Certificated personnel (limited 2-yr. Cycle) (Due 2nd year unless teacher has a plan to improve performance, then due 1st yr.)													
	Coaches	Athletic Director												

\* By law the Board of Education may adopt temporary appropriations to operate the District. Final appropriations must be adopted by October 1.  
Also refer to Board Policy DBD, IF and Administration Regulations 123, 403.

	KEY
	Board of Education
	Superintendent
	Cabinet
	Executive Dir. of School Programs
	Business Manager
	Treasurer
	Principals
	Athletic Director
	Summer School Principal
	Tech Director / Staff

INITIAL ADOPTION: January 2002  
REVISED: November 2002  
REVISED: March 2006  
REVISED: June 2007  
REVISED: October 2009  
REVISED: June 2014

BUDGET ADOPTION PROCEDURES  
(Tax Budget)

The purpose of the annual tax budget is to enable the county budget commission to establish tax rates and to serve as a basis for certification of revenue to the District.

The annual tax budget is regulated and controlled by State law and the requirements of the local county budget commission in which the District is located. The commission may require the Board to provide any information needed by the commission to perform its duties.

The Board may establish additional budget requirements for funds at its disposal.

It is the responsibility of the Superintendent and the Treasurer to prepare the necessary tax budget information and to attend any required tax budget meetings.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: ORC 5705.04; 5705.28; 5705.281; 5705.30

## FUNDING PROPOSALS AND APPLICATIONS

The Board directs the Superintendent/designee to apply for any state or federal grants for which the District is eligible, at his/her discretion. The Superintendent/designee evaluates federally funded programs and state grants, including their possible benefits to the students in the District, 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: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REF.: ORC 3313.20

## REVENUES FROM TAX SOURCES

In an attempt to provide sufficient financial resources, the Board:

1. requests that voters approve adequate local funds for the operation of the District and determines the amount of the individual levies at the time of the initial request, or at the time of a request for renewal or replacement, to yield sufficient revenue for the operating expenses of the District;
2. accepts available state funds to which the District is entitled by law or through regulations of the State Board of Education and
3. accepts federal funds, which are available, provided that there is a specific need for them and that the required matching funds are available.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

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

## REVENUES FROM INVESTMENTS

### Scope

The Board directs that the investing authority of the District resides with its Treasurer. This policy is designed to cover all monies under the control of the Board.

### Objectives and Guidelines

The following investment objectives are applied in the management of the District's funds:

1. Liquidity: The investment portfolio remains sufficiently liquid to enable the Treasurer to meet reasonably anticipated operating requirements.
2. Safety: Investments are undertaken in a manner consistent with State law, which seeks to ensure the preservation of public funds.
3. Income: The Treasurer strives to achieve a fair and safe rate of return on the investment portfolio over the course of budgetary and economic cycles, taking into account State law, safety considerations and cash flow requirements.
4. Diversification: The investment portfolio should be diversified in order to avoid incurring potential losses regarding individual securities that may not be held to maturity, whether by erosion of market value or change in market conditions.
5. Prudence: Investments are made with judgment and care – under circumstances then prevailing – which persons of prudence, discretion and intelligence exercise in the management of their own affairs, not for speculation, but for investment, considering the probable safety of their capital as well as the probable income to be derived.
6. Bank Accounts: Relationships with banks are managed in order to secure adequate services while minimizing costs.

### Authorized Financial Institutions and Dealers

U.S. Treasury and agency securities purchased outright are made only through a member of the National Association of Securities Dealers, through a bank, savings bank or savings and loan association regulated by the Superintendent of Financial Institutions or through an institution regulated by the Comptroller of the Currency, Federal Deposit Insurance Corporation or board of governors of the Federal Reserve System.

1. Repurchase agreements are transacted through banks and/or eligible dealers consistent with State law.
2. Certificates of deposit are transacted through commercial banks or savings and loans with FDIC coverage, and qualify as eligible financial institutions under State law.

### Maturity

To the extent possible, the Treasurer attempts to match the District's investments with anticipated cash flow requirements. Unless matched to a specific cash flow requirement, the Treasurer will not directly invest in securities maturing more than five years from the date of purchase.

### Derivatives

Investments in derivatives are strictly prohibited. A derivative means a financial instrument or contract or obligation whose value or return is based upon or linked to another asset or index, or both, separate from the financial instrument, contract or obligation itself. Additionally, any security, obligation, trust account or instrument that is created from an obligation of a federal agency or instrumentality or is created from both is considered a derivative instrument.

### Allowable Investments

The Treasurer may invest in any instrument or security authorized in State law as amended. A copy of the appropriate section of the Ohio Revised Code is kept with this policy.

### Collateral

All deposits are collateralized pursuant to State law.

### Reporting

The Treasurer reports and maintains records of all investments and deposits.

All brokers, dealers and financial institutions initiating transactions with the investment authority by giving advice or executing transactions initiated by the investment authority must acknowledge their agreement to abide by the investment policy's content.

### Interest from Accounts

Interest from the investment program is distributed as follows:

1. Investments in individual purchase items, such as certificates of deposit or Treasury bills, shall designate the fund from which the principal is to be invested. The interest earned is deposited to the fund which provided the principal.
2. Interest from accounts such as the Cash Management Program and StarOhio is distributed monthly. All funds designated to receive interest will do so based on the end-of-the month cash balance of the fund. The General Fund shall receive the balance of all undistributed funds.
3. The following funds receive interest:
  - A. General Funds (001 0000)
  - B. Building Funds (004-000)
  - C. Auxiliary Service (401-xxxx)
  - D. Food Service Fund (006-0000)
  - E. Permanent Improvement Fund (003-xxxx)
  - F. All other funds as required by law

#### 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: November 17, 2003]

[Re-adoption date: November 17, 2014]

Re-Adoption date: March 2, 2015]

Revision date: September 11, 2017

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

## FREE ADMISSIONS

### Staff Activity Ticket

Each staff member and each Board member is issued an activity pass that provides free admission to all home school events and activities. Use of the activity pass is restricted to the staff member and immediate family only. It is the responsibility of the athletic director to distribute the activity pass upon request.

### Gold Cards for Senior Citizens

Senior citizens in possession of a Golden Buckeye Card are admitted free to all Bexley home school events and activities.

[Adoption date: January 2004]

[Re-adoption date: November 17, 2014]

AUTHORIZED SIGNATURES  
(Use of Facsimile Signatures)

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

The Treasurer authorizes these designated depositories to honor any instrument bearing the Treasurer's facsimile signature in a form as he/she may designate and to charge the same to the account as fully as though it bore a manually written signature.

A facsimile signature includes, but is not limited to, the reproduction of any authorized signature by a copper plate or a photographic, photostatic or mechanical device. The Treasurer must notify the designated depositories, in writing, a description of the device used to produce the facsimile signature and a sample of the signature.

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

[Adoption date: November 17, 2014]

LEGAL REFS.: ORC 9.10 through 9.12; 9.14  
1306.06

## BONDED EMPLOYEES AND OFFICERS

At the time of appointment or reappointment of the Treasurer, the Board authorizes the Treasurer to execute a bond for himself/herself in an amount determined and approved by the Board. The bond must be deposited with the Board President and a copy certified by him/her must be filed with the county auditor. The premium is paid by the Board.

The Superintendent, Board President and employees who handle school funds are included, at Board expense, in a position schedule bond. Position schedule bonds pertain to a specific position, not to an individual.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

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

CROSS REFS.: DM, Cash in School Buildings  
EI, Insurance Management

## FISCAL ACCOUNTING AND REPORTING

The District's accounting system is in conformance with the Uniform School Accounting System as prescribed by the Auditor of State for the use of school districts. 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: November 17, 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

Bexley City School District, Bexley, Ohio

## INVENTORIES (Fixed Assets)

The Board, as steward of this District's property, recognizes that efficient management and full replacement upon loss requires accurate inventory and properly maintained property records.

The District conducts a complete inventory every five years, by physical count, of all District-owned equipment and supplies. For purposes of this policy, "equipment" means a unit of furniture or furnishings, an instrument, a machine, an apparatus or articles that retain shape and appearance with use, is nonexpendable and does not lose its identity when incorporated into a more complex unit. For purpose of items purchased with federal funds, equipment is defined as tangible, nonexpendable personal property having a useful life of more than one year with an acquisition cost of \$5,000 or more per unit.

This District maintains a fixed asset accounting system. The fixed asset system maintains sufficient information to permit:

1. preparation of year-end financial statements in accordance with generally accepted accounting principles;
2. adequate insurance coverage and
3. control and accountability.

Each building and additions to buildings are identified by location or name and are described in detail (e.g., size, number of floors, square footage, type of construction, etc.) with the value shown for all individual structures.

Fixed equipment is inventoried by building, floor and room name or number; each item is to be listed individually. (Leased equipment that the District will eventually own must be inventoried.)

Movable equipment is inventoried by building, floor and room name or number; each item is to be listed individually. Any item that has a model number or serial number has that number noted in the description for full identification. All items assigned to a building are the building administrator's responsibility.

All equipment purchased, after the initial inventory, as capital outlay or replacement with a cost of \$1,000 or more and with an estimated useful life of five years or more is tagged and made part of the equipment inventory. For fixed asset reporting purposes, all equipment in excess of \$2,500 is used. Property records and inventory systems are sufficiently maintained to account for and track equipment acquired with federal funds.

A listing of all equipment is maintained for each building and department. This listing is updated annually by the close of the school year, or not later than the second Friday in June of each year. This updated listing is then submitted to the Treasurer's office for audit purposes.

A physical inventory of supplies is taken at the building level at the close of the school year, or not later than the second Friday in June of each year. This updated listing is then submitted to the Treasurer's office for audit purposes.

The Treasurer shall be assisted by principals, directors, supervisors and certified and classified staffs in the performance of this function.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

[Revision date: July 10, 2017]

LEGAL REFS.: ORC 117.38  
3313.20; 3313.41  
2 C.F.R. Part 200

CROSS REF.: DECA, Administration of Federal Grant Funds

## AUDITS

In accordance with State statutes, all District financial records are subject to audit by the Bureau of Inspection and Supervision of Public Offices of the Auditor of State's office. The Board has the right to request an independent audit with the approval of the Auditor of State's office.

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

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

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

## PURCHASING

The function of purchasing is to serve the educational program by providing the necessary supplies, equipment and services. The Board's authority for the purchase of materials, equipment, supplies and services is extended to the District administration through its adoption of the annual appropriations resolution.

The Board declares its intention to purchase competitively without prejudice and to seek maximum educational value for every dollar expended. The purchase of items and services found on lists from the appropriations resolution requires no further Board approval, except in those instances in which, by law or Board policy, the purchases or services must be put to bid.

The Board authorizes "open" purchase orders to be issued for generic supplies for up to three months and up to the \$5,000 limit. Open purchase orders will not extend beyond the current fiscal year.

An open purchase order for a "specific" permitted purpose and in an amount not to exceed the line-item appropriation and fund is authorized to the extent permitted by law. The permitted purpose list may include payment for accountants, architects, attorneys, construction project managers, consultants, engineers, fuel oil, gasoline, food items and utilities. The specific purpose purchase order may not extend beyond the current fiscal year.

The acquisition of supplies, equipment and services is centralized in the business office, which functions under the supervision of the purchasing agent through whose office all purchasing transactions are conducted.

The Board assigns to the purchasing agent the responsibility for the quality and quantity of purchases made. The Treasurer is charged with the responsibility to ensure that all purchases do not exceed appropriations and that they are consistent with the approved educational goals and programs of the District.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: Ohio Const. VIII, Section 2e  
ORC 9.314  
3313.172; 3313.18; 3313.33; 3313.46  
3319.04  
3327.08  
5705.38; 5705.39; 5705.40; 5705.41; 5705.412

CROSS REFS.: DJC, Bidding Requirements  
DJF, Purchasing Procedures  
DK, Payment Procedures

## PETTY CASH ACCOUNTS

The Board directs the Treasurer to create petty cash accounts allowing certain administrators to make purchases within the District. Money can be drawn from accounts by check. The Treasurer designates who can use the accounts, the amount of money that may be placed in the accounts as well as the procedures and requirements for replenishing the accounts.

The debit card and check access is limited to only those individuals who have a job-related need to use these payment methods. Any person using account checks must keep a written log, which is to be turned in each day.

Annually, the Treasurer establishes the amount of money to be placed in the accounts. The Treasurer's approval is needed to replenish the accounts. No major purchases may be made from the accounts.

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

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: ORC 9.38  
3313.291; 3313.31; 3313.51

CROSS REF.: DM, Cash in School Buildings

## BIDDING REQUIREMENTS

Contracts for construction or demolition of buildings or for any improvements or repairs that exceed \$25,000 are let only after bids are solicited and received in compliance with law. However, if the Board enters into a shared savings contract for energy conservation measures, competitive bidding is not required. The Board may also enter into an installment payment contract for the purchase and installation of energy conservation measures and competitive bidding does not need to be utilized if two-thirds of the entire Board adopts a resolution stating that competitive bidding does not apply to the project.

If feasible, all purchases over \$15,000 but under \$25,000 will be based on price quotations submitted by at least three vendors. These quotations are treated confidentially until the deadline for filing is past; thereafter, they are public information.

The Business Manager assembles the proper specifications and makes the necessary arrangements for public bidding and price quotations. The Treasurer receives the bids and price quotations and records them. The Business Manager makes his/her recommendations to the Board. Upon approval by the Board, he/she processes purchase orders to those bidders awarded contracts and notifies the other bidders of the results of the bidding.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: ORC 9.314

153.01; 153.12 through 153.14; 153.50 through 153.56  
3313.372; 3313.373; 3313.46  
3319.04

CROSS REFS.: DJ, Purchasing

DJF, Purchasing Procedures

ECF, Energy Conservation

FA, Facilities Development Goals

FEF, Construction Contracts Bidding and Awards

## PURCHASING PROCEDURES

Monies under the jurisdiction of the Board may not be expended except upon a warrant drawn against a specific appropriation and against a specific fund. Therefore, no contract or purchase order for the expenditure of money will be made unless there is attached to it a certificate of the Treasurer certifying that the amount required to meet the contract or purchase order has been appropriated and is in the treasury, or is in the process of collection, and is free from previous encumbrance.

Any contract or purchase order issued without such a certificate attached is void, except as the law allows later issuance within 30 days of the certificate and except that, if the amount involved is less than \$3,000, the Treasurer may authorize it to be paid without the ratification or affirmation of the Board. Under certain conditions, the law also allows the Treasurer to issue blanket certification, subject to limitations of time and amount as set by law.

Purchasing procedures are designed to ensure the best possible price for the desired products and services. Procedures for purchasing are developed to require that all purchases are made on properly approved purchase orders and that, for items not put up for bid, price quotations are solicited.

Special arrangements may be made for ordering perishable and emergency supplies.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

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

CROSS REFS.: DJ, Purchasing  
DJC, Bidding Requirements

## PURCHASING PROCEDURES

### General

1. The Board designates the Superintendent/designee as the purchasing agent.
2. No person may commit the District to a purchase without the appropriate certificate of the availability of funds.
3. The materials, equipment, supplies and/or services to be purchased are of the quality required to serve the function in a satisfactory manner, as determined by the requisitioner and the Superintendent.
4. It is the responsibility of the requisitioner to provide an adequate description of the item(s) purchased so that the purchasing agent may be able to prepare the specifications and to procure most expeditiously and economically the desired commodity and/or service. A source of supply should be included on requisitions for specialty or unusual items.
5. No requisitioner shall knowingly restrict competition or otherwise preclude the most economical purchase of the required items.
6. When a low bidder proposes an alternate as equal to that specified, it is the responsibility of the Treasurer to determine whether the proposed substitution is, in fact, an equal. Such decision is based on his/her evaluation and that of the requisitioner. In the case of disagreement between the requisitioner and the Treasurer, either party may refer the matter to the Superintendent.

### Requisitions

1. The District establishes a standardized requisition procedure to allow authorized representatives to submit requests for the purchase of materials and supplies.
2. The following are designated as “requisitioner”; that is, they are authorized to issue requisitions against stipulated segments of budgetary appropriations: the Superintendent, administrative assistants, directors, supervisors and building principals. Each requisitioner is responsible for limiting his/her requisitions to the appropriate amounts.
3. Only District-approved methods or forms are used for requisitioning.

4. A requisition, to be considered appropriate for processing, meets the following requirements:
  - A. contains adequate information and
  - B. is approved by and bears the signature of an authorized requisitioner.
5. All approved requisitions are submitted to the Treasurer.
6. After a purchase order has been issued by the Treasurer's office, the number of the purchase order is recorded on the requisition.
7. After processing, the original copy of the requisition is filed in the office of the Treasurer.

#### Purchase Orders

1. Purchase orders are prepared by the appropriate person and at a minimum include the following essentials:
  - A. a specification that adequately describes to the supplier the characteristics and the quality standards of the item required;
  - B. a firm, quoted, net-delivered price, whenever possible (unit prices are shown);
  - C. clear delivery instructions, including place and time;
  - D. appropriate account code number or appropriation code and
  - E. the Treasurer's certificate of available revenue and appropriation.
2. Purchase orders use an identifiable tracking system established by the District and contain the appropriate number of copies to meet District needs.
3. Verbal confirmation orders subject to subsequent confirmation by a written purchase order may be issued only in cases in which a bona fide emergency situation exists that can be handled only by this procedure:
  - A. whenever possible, a purchase order number should be given to the supplier and
  - B. a confirming requisition is issued immediately, marked "confirmation" indicating the purchase order number, if one was given.

(Approval date: November 17, 2014)

## CREDIT CARDS

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

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

### Credit Cards

1. All credit 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. Credit 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, credit cards may be used by school employees for student trips and competitions for safety and security reasons.
4. With prior approval of the Treasurer, credit cards may be used by school employees for school-related purchases from a vendor who does not accept purchase orders or vouchers.
5. Gratuities are permissible for any meals when on professional leave in performance of duties when bona fide documentation is provided and the amount is within the limits of approved meal reimbursement.
6. The Treasurer keeps a record of all credit card use.
7. Receipts and appropriate form(s) are to be turned in with the credit 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: November 17, 2003]

[Re-adoption date: November 17, 2014]

CROSS REFS.: DJ, Purchasing  
DJB, Petty Cash Accounts  
DLC, Expense Reimbursements  
GCL, Certified Staff Development Opportunities  
GDL, Classified Staff Development Opportunities

Bexley City School District, Bexley, Ohio

## CREDIT CARDS

Credit cards may be used for the following purposes.

1. School business travel, meetings, lodging and meals for out-of-District meetings or seminars are subject to the reimbursement limits established by the Board.
2. Gratuities are permissible for any meals when on professional leave in performance of duties when bona fide documentation is provided and the amount is within the limits of approved meal reimbursement.
3. Purchases from vendors that require a credit card as form of payment do not supersede the requirement of preapproval of a purchase order for the purchase. The use of the credit card for electronic commerce must be preapproved by the submission of a purchase order prior to purchase.
4. The use of the credit card over the Internet must be safeguarded at all times. All vendors must be preapproved for use and must show sufficient proof of being a legitimate business entity. All purchases over the Internet are the sole responsibility of the Board's authorized buyer in the event of business fraud.
5. If the use of a tax-exempt form is not possible, the expenditure may be allowed. The person using the credit card should take along the appropriate tax exemption form so that sales tax is not charged.

Upon returning from an approved business trip, an employee shall submit all original itemized invoices and original credit card charge receipts to the Treasurer's office. Credit card statements will not suffice as invoices. Credit card statements will be mailed directly to the Treasurer's office. Any late fees assessed to the District due to an employee failing to submit invoices and credit card receipts on a timely basis are the responsibility of the employee. Receipts for meals must include the names of all individuals for whom meals were provided and the purpose of the meeting.

The use of the credit card is prohibited for the following items:

1. purchase of personal goods or services for an administrator, an administrator's spouse, children or anyone employed or not employed by the Board and attending a District business function;
2. payment of any fines, penalties or personal liabilities incurred by the administrator or anyone else;

3. alcoholic beverages or tobacco;
4. fuel for use in a personal vehicle;
5. entertainment expenses, including pay-per-view movie charges and/or
6. cash advances.

Persons using a credit card for personal, non-authorized purposes or undocumented expenditures shall be held personally responsible for those expenditures. Abuse of the credit card is subject to disciplinary procedures, including termination.

The use of a credit card does not supersede the required completion of a professional leave form when applicable. These procedures also dictate the reimbursement procedures of the Board.

(Approval date: November 17, 2014)

## PAYMENT PROCEDURES

All claims for payment from District funds are processed by the Treasurer. Payment is authorized against invoices and supporting documents verifying receipt, supported by approved purchase orders or in accordance with salaries and salary schedules approved by the Board.

As an operating procedure, the Board has adopted an annual resolution authorizing payment by the Treasurer for debts or claims.

The 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: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: ORC 3313.18  
3315.08  
5705.38 through 5705.412

CROSS REFS.: DJ, Purchasing  
DLB, Salary Deductions

## SALARY DEDUCTIONS

Except for deductions for absence not covered by paid leave or those required by law, salary deductions are allowed only upon authorization by the employee and approval by the Board.

The following deductions are required:

1. federal, state and local income tax;
2. employee's share of retirement contribution according to current rate as set by law;
3. unexcused or excused absence not covered by paid leave and
4. Medicare deduction in compliance with Federal law.

If requested by employees, the Board will implement payroll deductions for the Ohio Deferred Compensation Program. Other deductions are in accordance with negotiated agreements and/or Board policy.

The District may limit the right of an individual employee to designate the agent, broker or company to write tax-sheltered annuities by requiring designation by at least one percent of the District's full-time employees or at least five, whichever is greater, except that a District may not require that a company be designated by more than 50 employees.

When a teacher is absent from duty and there is no leave applicable, the absence is unauthorized. The salary deduction for each day of unauthorized absence is based on the current annual salary divided by the number of teacher workdays in the official school calendar as adopted by the Board. In no case will only the salary of the substitute be deducted or a teacher be allowed to employ and pay for the substitute.

When an employee is absent from duty and there is no leave applicable, the absence is unauthorized. The salary deduction for an unauthorized absence is made on a per diem basis in accordance with the required work year for that particular job classification.

Unauthorized absences are not condoned. Repeated unauthorized absences may result in the employee being disciplined.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: ORC 9.40 through 9.45; 9.80; 9.81; 9.90; 9.91  
148.01; 148.04  
3315.08

CROSS REFS.: DK, Payment Procedures  
GCBD, Certified Staff Leaves and Absences  
GDBD, Classified Staff Leaves and Absences

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

## EXPENSE REIMBURSEMENTS

District personnel who incur expenses in carrying out their authorized duties are reimbursed by the District upon submission of a properly filled out and approved voucher with supporting receipts required by administrative regulations. Expenses may be approved and incurred within the limits of budgetary allocations for the specific type of expense.

When official travel by a personally owned vehicle is authorized, mileage payment is made at the rate currently approved by the Board and within the limitations of Federal law.

The Board prohibits employees and Board members from accepting, soliciting or using the authority or influence of his/her position to secure, for personal travel, a discounted or “frequent flyer” airline ticket or other benefit from an airline if he/she has obtained or earned the ticket on official travel. Any miles earned become the property of the District and must be used for future official travel by District employees or the Board.

A traveler on official school business is expected to exercise the same care in incurring expenses as a prudent person exercises in traveling on personal business. Excessive costs, such as those caused by circuitous routes or luxury services or accommodations, are not considered prudent, nor are they accepted for reimbursement.

[Adoption date: November 17, 2003]

[Re-adoption date: September 18, 2006]

[Re-adoption date: November 17, 2014]

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

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

## EXPENSE REIMBURSEMENTS

All expenses must have prior approval from the Superintendent or his/her designee. The following regulations apply to travel and other types of reimbursable expenses directly related to the performance of District business.

1. Travel Requests: These must be submitted in advance through the appropriate administrators to the Superintendent or his/her designee.
2. Transportation: All modes of transportation are authorized consistent with the requirements of the assignment and the efficient and economic conduct of official business. Travel is by the most direct route.
  - A. Automobile: Reimbursement is made at the IRS rate. This is the maximum rate regardless of the number of passengers. Parking charges, as well as toll and ferry charges, are reimbursable.
  - B. Travel by Public Conveyance: Round-trip tickets should be purchased if these offer a price advantage. Approval is for coach fare only.
  - C. Local Transportation: Local transportation such as taxicabs, airport limousines and buses should be used when justified.
  - D. Car Rentals: Rental cars may be used only in cases of emergencies or when no other means of local transportation is practicable and the rental has been preapproved. Emergencies include canceled airline flights or change in destination due to inclement weather or other circumstances.
3. Subsistence
  - A. Lodging: Any person on official District business who must secure lodging in connection with that business is entitled to reimbursement for the cost of a single room. If the traveler is accompanied by his/her spouse, lodging expenses are reimbursed at the single occupancy rate.
  - B. Meals: Meals consumed by a person on official business are reimbursed upon submission of appropriate itemized receipts.

4. Other Reimbursable Expenses

- A. Telephone and Postage: Telephone toll calls from or to the District must be charged to the District office, thereby eliminating a claim on an expense voucher. Calls other than from or to the District should be charged whenever possible to the District. If an expense for telephone, postage or certified or registered mail must be paid in cash, the claim may be made on an expense voucher as a “miscellaneous expense.” An explanation must be given, such as the origin and destination of the call. A receipt should be obtained.
- B. Conference Registration Fees: Conference and convention registration fees are reimbursable as a miscellaneous expense on the travel expense voucher. Registration fees in excess of \$50 or more may be requested for advance payment to the agency by separate purchase order prior to the event.
- C. Gratuities: Staff members are reimbursed with bona fide documentation for gratuities for any meals while on professional leave in the performance of their duties within the limits of prior approved meal reimbursements.

5. Travel Form and Receipts

Reimbursement for expenses is obtained by submitting an expense voucher after the expense was incurred.

(Approval date: November 17, 2014)

## CASH IN SCHOOL BUILDINGS

Monies collected by employees and by student 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.

State law requires a proper receipting and depositing of all public monies. Therefore, all monies collected are receipted, accounted for and deposited every day, if possible. Specifically, if the money collected:

1. exceeds \$1,000, it must be deposited on the next business day or placed in a safe or
2. does not exceed \$1,000, it must be deposited the next business day or placed in a safe place to be deposited within three business days.

In no case shall money be left overnight in unsecured areas of school buildings. The Treasurer provides for making bank deposits after regular banking hours in order to avoid leaving money in a school building overnight.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: ORC 9.38  
3313.291

CROSS REFS.: DH, Bonded Employees and Officers  
DJB, Petty Cash Accounts  
IGDG, Student Activities Funds Management  
KMA, Relations with Parent Organizations  
KMB, Relations with Booster Organizations

## SCHOOL PROPERTIES DISPOSAL

The Board believes that the efficient administration of the District requires 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, which 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. When there are larger amounts of surplus property available, the Board may select a date for disposal and sends notices to both staff and parents.

3. The Superintendent may give notice of surplus property in CHECKPOINTS so that it becomes available to staff members.
4. The Superintendent may sell 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.
5. The Superintendent/designee will use reasonable efforts to re-use or re-purpose District property.

[Adoption date: November 17, 2014]

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

CROSS REF.: FL, Retirement of Facilities

## SECTION E: SUPPORT SERVICES

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EA	Support Services Goals
EB	Safety Program
EBAA	Reporting of Hazards
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EBBA-R	First Aid
EBBC	Bloodborne Pathogens
EBC	Emergency Management and Safety Plans
EBC-R	Emergency Management and Safety Plans (Administrative Rules-Protocols)
EBCD	Emergency Closings
EBCE	Protection for Reporting Safety and Fraud Violations (Whistleblowers)
EBCE-R	Protection for Reporting Safety and Fraud Violations (Whistleblowers)
EBCE-E-1	Protection for Reporting Safety and Fraud Violations (Whistleblowers)
EBCE-E-2	Protection for Reporting Safety and Fraud Violations (Whistleblowers)
ECA	Buildings and Grounds Security
ECA-R	Buildings and Grounds Security
ECAB	Vandalism
ECF	Energy Conservation
ECG	Integrated Pest Management
ECG-R-1	Integrated Pest Management (Site Plan)
ECG-R-2	Integrated Pest Management (Use of Pesticides)
EDE	Computer/Online Services (Acceptable Use and Internet Safety)
EDE-E	Acceptable Use and Internet Safety Parent and Student Form
EDEA	Staff Acceptable Use and Internet Safety
EDEA-E	Staff Acceptable Use and Internet Safety
EEA	Student Transportation Services
EEAC	School Bus Safety Program
EEACC	Student Conduct on School Buses (Also JFCC)
EEACC-R	Student Conduct on School Buses (Also JFCC)
EEACD	Drug Testing for District Personnel Required to Hold a Commercial Driver's License
EEACD-R	Drug Testing for District Personnel Required to Hold a Commercial Driver's License
EEACE	School Bus Idling
EEAD	Special Use of School Buses
EEBA	Use of School-Owned Vehicles

SECTION E: SUPPORT SERVICES  
(Continued)

EF/EFB	Food Services Management/Free and Reduced-Price Food Services
EF/EFB-R	Food Service Charging Procedure
EFF	Food Sale Standards
EFG	Student Wellness Program
EFGA	Wellness Plan
EFH	Food Allergies
EFH-R-1	Food Allergies (Student Plans)
EFH-R-2	Food Allergies (District Prevention Efforts)
EGAAA	Copyright
EGAAA-E	Copyright
EGAC	Telephone Services
EGAC-R	Telephone Services
EHA	Data and Records Retention
EHA-R	Data and Records Retention (Electronic Mail and Social Media Content)
EHB	Use of Electronic Records and Electronic Signatures
EI	Insurance Management

## SUPPORT SERVICES GOALS

Support services are essential to the educational program. The Board serves as trustee of District facilities and overseer of school operations for the purpose of providing the facilities and services that support a thorough and efficient educational program.

In order to provide support services for the overall educational program, the Board develops goals that include a:

1. safe and pleasant physical environment for teaching and learning for the school community through the continual evaluation of the facilities;
2. transportation program for the safe transporting of students to and from school;
3. food services program that supports nutrition through participation in the National Child Nutrition Programs and
4. safety program, which evaluates personnel, buildings, vehicles, equipment and supplies to maintain a safe environment and to minimize the effects of a disaster.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

CROSS REFS.: EB, Safety Program  
EBC, Emergency Management and Safety Plans  
EEA, Student Transportation Services  
EF, Food Services Management  
EFB, Free and Reduced-Price Food Services

## 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. Participation may include the proceedings of the Health and Safety Committee.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 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

## 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: November 17, 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 Management and Safety Plans

ECG, Integrated Pest Management

GBE, Staff Health and Safety

## FIRST AID

The school nurse develops guidelines for the emergency care of any student or staff member who is injured or becomes ill at school or while engaged in a school-sponsored activity. The guidelines are reviewed by the Board prior to implementation.

The guidelines provide for at least one person in each building to have special training in first aid.

The District provides employee automated external defibrillator (AED) training in accordance with State law.

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: November 17, 2003]

[Re-adoption date: November 17, 2014]

Revised: October 16, 2017

LEGAL REFS.: ORC 2305.23  
3301.56  
313.6021  
3313.6023  
3313.712  
3313.717  
OAC 3301-27-01  
3301-35-06

CROSS REFS.: EB, Safety Program  
EBBC, Bloodborne Pathogens  
EBC, Emergency Management and Safety Plans  
IGD, Cocurricular and Extracurricular Programs  
JHCD, Administering Medicines to Students  
Emergency Medical Authorization Form

## FIRST AID

The following requirements shall be adhered to by all personnel.

1. A school nurse or other trained persons are responsible for administering first aid and emergency care in each building. Although each nurse is assigned a school or group of schools for providing regular nursing services, a nurse is subject to call from any school if needed. An emergency medical service will be called in case of serious illness or injury.
2. The parents of all students are asked to sign and submit an emergency medical authorization form that indicates the procedure they wish to be followed in the event of a medical emergency involving their child. The forms are kept readily accessible in the health center of each school.
3. Only emergency care and first aid are provided. A physician or nurse provides training for first-aid treatment and emergency care for various types of illness and injury. Use of medications is limited to topical applications as directed by a physician for certain types of injuries or to such medication as might have been officially authorized for an individual student.
4. In cases in which the nature of an illness or an injury appears serious, the parent(s) are contacted and the instructions on the student's emergency card are followed. In extreme emergencies, arrangements may be made for a student's immediate hospitalization whether or not the parent(s) can be reached.
5. No elementary or middle school student who is ill or injured is sent home alone. High school 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: November 17, 2003)

(Re-approval date: November 17, 2014)

Revised: October 16, 2017

## 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: November 17, 2003]

[Re-adoption date: November 17, 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 Management and Safety Plans

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).

## 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 a serious, unexpected, and often dangerous situation requiring immediate action 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 or hazards include, but are not limited to, an active shooter, hostage situations, bomb threats, bullying, fire, natural disasters, medical emergencies, industrial accidents, suicide, death of a student or employee, acts of violence, trauma and terrorism.

### Comprehensive Emergency Management Plans and Test

The Superintendent/designee develops a comprehensive emergency management plan meeting State law requirements for each building. The plan establishes protocols for addressing and responding to serious threats to the safety of the school property, students, staff, volunteers and visitors. Each protocol includes procedures deemed appropriate by the Board or governing authority for responding to threats and emergency events including, but not limited to, notification of appropriate law enforcement personnel, calling upon specified emergency response personnel for assistance and informing parents of affected students. The plan includes a floor plan unique to each floor of the building, a site plan including all building property and surrounding property, and an emergency contact sheet. The plan is kept in a secure location and is not considered a public record.

A copy of each school building's current comprehensive emergency management plan 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 the building's procedures or whenever information on the emergency contact information sheet changes.

An emergency management test is conducted annually in accordance with State law.

### Emergency Drills

The Board directs the Superintendent/designee to conduct all drills required by State law. Drills provide both students and staff with practice in responding to emergency conditions should such conditions occur. Plans are posted in each classroom and other areas accessible to staff and students where required by law.

Adoption date: November 17, 2003

Re-adoption date: November 17, 2014

Revised: Feb. 12, 2018

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 a comprehensive emergency management plan meeting State law requirements. The plan is kept in the central office in a secure location.

### Administrative Rules/Protocols

The Superintendent/designee also must develop safety rules/protocols addressing the following areas:

1. 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.
2. Guidance regarding bloodborne pathogen risk reduction.
3. Procedures for administering medications to students.
4. 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; and
  - M. personal protective equipment.
5. 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.
  6. 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.)
  7. Protocols on staff and student hand washing.
  8. No-smoking signs.
  9. The District's integrated pest management policy.
  10. Protocols for using automated external defibrillators (AEDs).
  11. Protocols for the management of students with life-threatening allergies.

Adoption date: March 2, 2015

Revised: Feb. 12, 2018

## EMERGENCY CLOSINGS

The Superintendent may close the schools, dismiss students early or delay the opening of schools in the event of hazardous weather, other emergencies that threaten the safety or health of students or staff members, law enforcement emergencies or other circumstances where the Superintendent determines a closure, dismissal or delay is necessary. 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.

In making the decision to close schools, the Superintendent/designee considers many factors including the following which relate to the fundamental concern for the safety and health of students:

1. Weather conditions, both existing and predicted;
2. Driving conditions affecting public and private transportation facilities;
3. An actual occurrence or imminent possibility of any emergency condition which would make the operation of schools difficult or dangerous or
4. Actual and wind chill air temperatures. Generally, schools may be closed when air temperatures measured at the Port Columbus weather station reach -15 degrees Fahrenheit or -22 degrees Fahrenheit or lower sustained wind chill.

The Superintendent weighs these factors and takes action after consulting with traffic and weather authorities and school officials from neighboring districts.

[Adoption date: November 17, 2003]

[Re-adoption date: March 2, 2015]

LEGAL REFS.:      ORC   3313.48; 3313.482; 3313.483  
                             3317.01  
                             3737.73  
                             OAC   3301-35-06

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

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: June 11, 2012]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: ORC 117.103  
124.341  
4113.52

CROSS REFS.: EB, Safety Program  
EBC, Emergency Management and Safety Plans  
Emergency/Safety Plans Handbook

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.

1. Safety Violations

A. 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.

B. 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.

C. 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.

D. 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.

E. 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:

- 1) removing or suspending the employee from employment;
- 2) withholding from the employee salary increases or employee benefits to which the employee is otherwise entitled;
- 3) transferring or reassigning the employee;
- 4) denying the employee a promotion that otherwise would have been received or
- 5) reducing the employee in pay or position.

F. 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.

G. 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.

2. Fraud Violations

A. 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.

B. 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:

- 1) removing or suspending the employee from employment;
- 2) withholding from the employee salary increases or employee benefits to which the employee is otherwise entitled;
- 3) transferring or reassigning the employee;
- 4) denying the employee a promotion that otherwise would have been received or
- 5) reducing the employee in pay or position.

C. 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: June 11, 2012)

(Re-approval date: November 17, 2014)

PROTECTION FOR REPORTING SAFETY AND FRAUD VIOLATIONS  
(Whistleblowers)

Example language regarding the Auditor of State's fraud-reporting system

The 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](http://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 Section 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 Bexley City School District 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.

### 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: March 17, 2008]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.  
Family Educational Rights and Privacy Act; 20 USC Section 1232g  
U.S. Const. Amend. IV  
ORC 3313.20

CROSS REFS.: EBC, Emergency Management and Safety Plans  
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: November 17, 2014)

## VANDALISM

Parents and students will be made aware of the legal consequences of vandalism. Students, employees and citizens of the District are urged to report any incidents of vandalism to property belonging to the District together with the name(s) of the person(s) believed to be responsible. The Board may offer a reward for information leading to the arrest and conviction of any person who steals or damages Board property.

The Superintendent is authorized to sign a criminal complaint and to press charges against perpetrators of vandalism against school property. The Superintendent is further authorized to delegate, as he/she sees fit, authority to sign such complaints and to press charges.

Any student found guilty of any form of vandalism or defacement of school property may be subject to suspension or expulsion.

Parents are liable up to the amount provided by law for the willful destruction of property by a minor in their custody or control. If parents are found liable for monetary damages and are unable to make restitution, the Board may allow the parents and/or students to perform community service for the District instead of repayment of the damages.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: ORC 2909.05  
3109.09  
3313.173  
3737.73; 3737.99

CROSS REFS.: JGA, Corporal Punishment  
JGD, Student Suspension  
JGDA, Emergency Removal of Student  
JGE, Student Expulsion

## ENERGY CONSERVATION

Measures should be taken to conserve energy in order to protect natural resources and to minimize the District's expenditures for costs of energy consumption. The Superintendent, supported by the school staff, develops and implements operating procedures to reduce energy consumption in the schools. The Board also directs the Superintendent and the staff to periodically assess the consumption of energy and make recommendations for improved use of energy resources.

One major component of the District's energy management plan is periodic building energy audits, which may take into consideration the:

1. type of construction of the building;
2. mechanical systems (heating, cooling, ventilation);
3. lighting and use of glass;
4. use of the building (during the day, after school, evenings or weekends);
5. utility bills or measurement of fuel consumed;
6. local weather;
7. age of the building;
8. floor space and
9. condition of insulation.

The Board may approve the purchase and installation of energy conservation measures via shared savings and/or installment contracts. The Board may dispense with competitive bidding in awarding such contracts in accordance with law.

[Adoption date: November 17, 2014]

LEGAL REFS.: ORC 133.06(G)  
3313.372; 3313.373; 3313.46(B)(3)

CROSS REFS.: DJC, Bidding Requirements  
FL, Retirement of Facilities

Bexley City School District, Bexley, Ohio

## 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 pre-notification 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: November 17, 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 Management and Safety Plans  
GBE, Staff Health and Safety

## INTEGRATED PEST MANAGEMENT (Site Plan)

The District's Integrated Pest Management (IPM) program applies to school personnel involved in developing and implementing IPM activities for non-agricultural uses. Persons responsible for developing and implementing IPM activities shall:

### Comprehensive Site Assessment

Conduct a comprehensive site assessment that identifies the:

1. conditions producing or that could produce the pest problem, including pest entry spots;
2. type and extent of pest activity, which may be determined through the use of monitoring devices and
3. potential impacts of pests on humans, domestic animals and the environment.

### Service Plan Determination

Determine, in conjunction with the entity contracted with for pest management services:

1. measures that aid in long-term prevention, elimination or control of pests;
2. priorities for pest control and elimination;
3. whether chemical control is necessary to prevent, eliminate or control pests and
4. the most effective measures, application products and methods to control pests while minimizing exposure to humans, domestic animals and the environment.

### Ongoing Monitoring and Assessment

Establish with the entity contracted with for pest management services a strategy, schedule and specific recommendations for ongoing site monitoring and assessment to resolve short- and long-term control or elimination of pest problems.

Evaluation and Reassessment

Evaluate the results of implementing the IPM activity in accordance with the time frame agreed upon with the contracted entity for pest management services. The evaluation includes reassessment of the site and considers whether:

1. correction of conditions was completed and effective;
2. methods used to prevent, control or eliminate pests at the site were effective;
3. risks of exposure to humans, domestic animals and the environment were sufficiently minimized and
4. other measures, products or methods should be chosen for future pest management and control.

(Approval date: November 17, 2014)

## INTEGRATED PEST MANAGEMENT (Use of Pesticides)

The following guidelines are used by District staff and contractors when pesticides or alternative pest-control products are used.

### Pesticide Use When School Is Not in Session

Pesticides will be applied on or in classroom buildings only if they are applied for the longer of four hours or the minimum time specified on the pesticide's label:

1. prior to the beginning of the school day;
2. after the school day has concluded or
3. when school is not in session under the school calendar established by the Board.

### Pesticide Use When School Is in Session

Pesticides will only be applied on or in classroom buildings when school is in session, provided that:

1. persons other than the applicator and necessary school staff are not scheduled to be in the treatment area during treatment, and for the longer of four hours or the minimum time specified on the pesticide's label, as measured from the time the pesticide application is complete and
2. the entrance to the area where the pesticide is applied is posted with a sign including the following:
  - A. the sign shall measure at least eight and one half inches by 11 inches and
  - B. the sign is printed with letters at least 1 inch in height stating: "Pesticide Treatment Area. Do not enter before (date and time when re-entry is permitted)."

### Exempted Pesticides

The pesticide being used is one of the following and is applied in strict accordance with the label instructions:

1. manufactured paste or gel balls;

2. paraffin-based rodent control product placed in industry-identified, tamper-resistant bait stations;
3. termite baiting stations;
4. rodenticides placed in wall voids or other areas that are inaccessible to humans and domestic animals;
5. disinfectants, sanitizers, germicides and anti-microbial agents or
6. dusts used in unoccupied areas of the structure.

#### Pesticide Documentation

Except for the exempt pesticides, if one of the above conditions is met, the following information is provided to the school's contact person for pesticide applications as soon as practicable following the application:

1. date and time pesticide was applied;
2. treatment area;
3. target pests;
4. brand name and EPA registration number of pesticide applied and
5. if applied under the rules for application when school is in session, the time or conditions for re-entering the treatment area as specified by the label, if specified.

#### Prior Notification

The District will develop a plan where parents or guardians of minor students, adult students, faculty and staff who are enrolled or employed may request and receive prior notifications of scheduled service visits by businesses in which pesticides may be applied or scheduled pesticide applications by licensed school employees.

The District's plan for prior notification includes:

1. the method of notification as determined by the school, which may include but not be limited to email and listserv methods and
2. if special circumstances prevent prior notification, notification will be made as soon as possible and the notice shall explain the reasons why advance notice was not provided.

Exempt pesticides need not comply with the notice requirements.

District Contact, Records and Documentation

The District designates an employee as contact person for pesticide application. The District maintains records and documentation of pesticide applications for inspection during normal school hours.

1. Records provided to the designated contact person are maintained for one year after application.
2. Documentation that the requested notifications were made in compliance with the IPM plan is also maintained.

(Approval date: November 17, 2014)

COMPUTER/ONLINE SERVICES  
(Acceptable Use and Internet Safety)

The Board believes that access and appropriate use of digital resources is fundamental to preparing productive global citizens and leaders. Access to digital resources enables faculty, staff and students to facilitate communications and to collaborate with people around the world in support of research and learning and to explore thousands of libraries, databases, online services, applications and resources. The educational objective is to provide expanded, effective access to digital resources and to support the use of personal devices across the District. Teachers and administrators will guide and direct students in the use of personal devices and provide instruction in how and when to effectively use the wide array of digital resources available to students.

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 will use an internal security system and content filtering standards and will monitor system use as is appropriate for an educational setting. Administrative procedures will be developed to provide exemptions to filtered materials that may be needed for educational purposes. Teachers, parents and students should be aware that students may still find digital resources that have not been reviewed by faculty or staff and that may contain inappropriate materials. Teachers and parents should create opportunities to discuss this with students.

Every user is responsible for ethical behavior when using digital resources, personal devices and communication services that support personal, blended and traditional classroom learning environments. Access to digital resources is a privilege. Users should not expect that data stored or transmitted at or to school will ever be private. Access to services may be denied to users who use digital resources in ways that are not in support of or are inconsistent with educational objectives and educational environments.

Everyone must be aware that access to digital resources and use of personal devices may be withdrawn from users who do not respect the rights of others or who do not follow the rules, regulations and established policies. A user's agreement will be required to be signed to indicate the user's acknowledgment of the risks, regulations and policies for use of digital resources and personal devices.

Families with a more restrictive set of filtering requirements that exceed the District standards are responsible to communicate their personal expectations to their student.

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.

## Definitions

Users: Include any student, faculty member, or staff member.

Guest Users: Include parents, community users, visitors and external groups.

Applications: Services, servers, information sources or applications hosted or not hosted by the Bexley City School District.

Minor: Any individual who is less than 18 years of age.

“Harmful to minors” is defined as any picture, image, graphic image file or other visual depiction that:

1. taken as a whole and with respect to minors appeals to a prurient interest in nudity, sex or excretion;
2. depicts, describes or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts or a lewd exhibition of genitals and
3. taken as a whole, lacks serious literary, artistic, political or scientific value as to minors.

Utter: Means to issue, publish, transfer, use, put or send into circulation, deliver or display.

Complex Passcode: Passwords that include letters, numbers and special characters with a minimum length.

Digital Resources: Any hardware, software, services, and resources provided or subscribed to by the District.

Personal Devices: Any portable electronic device including but not limited to cellular and wireless phones, digital cameras, tablets, e-readers, smartphones, laptops, WiFi-enabled or broadband access devices, and devices that allow a person to record, access and/or transmit on either a real time or delayed basis, data, sound, video or still images, text, or other information.

The Bexley City School District: Members of the Board of Education, employees, faculty, staff, Board of Education-approved volunteers, or District agents.

## Responsibilities

This policy applies to the use of digital resources and personal devices and District-owned devices used at school and at school-sponsored activities on or off school property or on a school bus or any school-arranged transportation. Any violation of District policies or procedures may result in withdrawal of or limitation of access to digital resources and/or use of personal devices. Disciplinary action may be determined in keeping with administrative procedures, policies and contracts. Where applicable, law enforcement agencies may be involved.

1. Protect the integrity, availability and security of all digital resources and infrastructure.

### Users

- A. Must observe and comply with network, security, technology, application and personal device practices, policies and procedures.
- B. Will report security risks and violations to a responsible adult, supervisor, administrator or the technology department.
- C. Will not install unauthorized software, services or applications on District devices.
- D. Will not install network hardware, wireless routers, monitoring or network sharing devices without authorization.
- E. Will not disable or attempt to gain unauthorized access to digital resources or personal devices.
- F. Are prohibited from “hacking” or gaining unauthorized access to other computers or computer systems, or attempting to gain such unauthorized access.
- G. Must not attempt to interfere with, circumvent or compromise the security or functioning of digital resources or networks.
- H. Will use only their assigned network credentials and user accounts and will not share account information except as directed by administrators or technology staff.
- I. Will be removed from access to District resources when they are no longer participating in a Bexley City Schools activity.
- J. Are required to sign annually the Acceptable Use Policy Agreements (EDE-E) parent or guardian shall sign on behalf of the minor student.

2. Respect and practice the principles of community.

Users:

- A. Will communicate in ways that are kind and respectful. Shall not view, download, access, upload, publish or transmit material that is threatening, obscene, pornographic, lewd, defamatory, profane, disruptive or sexually explicit or that could be construed as harassment, bullying or disparagement of others except as when such materials is a part of District curriculum.
- B. Will report any violation of 2.A. to a responsible adult.
- C. Should follow procedures for an ecologically efficient and energy efficient use of technology.
- D. Will not access, transmit, copy, or create material that violates Federal or State laws and the school's code of conduct or District policies.
- E. Will not send spam, chain letters, or phishing communications.
- F. Will not send mass unsolicited communications without authorization by a District administrator.

3. Respect and protect the intellectual property of others.

Users:

- A. Will not violate copyright regulations or laws or otherwise use the intellectual property of another individual or organization without permission.
- B. Will not represent information, works or activities developed by others as your own and will use citations where possible to identify original sources.
- C. Will not access, use or distribute illicit copies of software, music, video, data, papers, protocols, exams, games or digital resources without authorization from copyright owners.
- D. Will be aware of copyright licensing standards and intellectual property laws applicable to digital resources, content, services and applications.

4. Respect and protect the privacy of others.

Users:

- A. Will not post, disclose, utter, photograph or record individuals or otherwise disseminate personal contact information or publish student works without appropriate permission granted by individuals, parents/guardians, or administrators.

5. Use of personal devices by students while engaged in school or school activities.

Students:

- A. Are encouraged and permitted to use personal devices at school and school-sponsored activities or events, providing use does not result in distracting behavior or create an unsafe environment or negatively impact the educational environment.
- B. Possession or use of a personal device is a privilege that may be denied to or forfeited by any user who fails to abide by the terms of this policy or otherwise engages in misuse of this privilege.
- C. Will submit device identifying features as required by faculty or staff. For example: IP address, MAC address, model number, model type, device name, etc.
- D. Will connect to a District-provided network unless technically not possible.
- E. Shall comply with Internet filtering guidelines posted on the District website and with all other conditions listed in this policy even when they are not connected to a network provided by the District.
- F. Are at all times personally and solely responsible for the care, use and security of their personal devices.
- G. Will not use personal devices in exam or assessment environments unless explicitly permitted by faculty or an administrator.

6. Use of personal devices by all users.

Users:

- A. Will not use personal devices to film, record, photograph, or otherwise capture images in locker rooms, shower facilities, restrooms and any other areas where students or faculty/staff may change clothes or be in any stage or degree of disrobing or changing clothes.

- B. Shall be responsible for and reimburse the District for any damage that a user or use of a personal device may cause.

7. Right to monitor.

- A. Users have no expectation of privacy in their use of digital resources and student personal devices.
- B. A condition of use message will be displayed as users access District networks, services and applications where technically possible.
- C. The District reserves the right to routinely and systematically examine, copy, use, intercept, record and disclose any data stored or transmitted in order to further the safety or security of users, to protect property, and to investigate suspected misuses/infractions, and/or to investigate possible violations of District policy, all in accordance with State and Federal law.
- D. When the District suspects there is a violation of the Acceptable Use Policy, the District reserves the right to confiscate or examine student personal devices to ensure compliance with District policy in accordance with State and Federal law.

8. Warranties.

- A. The District makes no warranties of any kind, neither express nor implied, and is not responsible for any damages users suffer, including but not limited to loss of data, delays or interruptions in service, or the accuracy, nature or quality of information stored on media, hard drives, network, servers, cloud environments or information gathered through digital resources.
- B. The District assumes no responsibility for theft, loss, damage or vandalism to personal devices, data, services or for the unauthorized use of personal devices.

9. Student violations.

A student's violation of this policy may result in disciplinary action pursuant to the student code of conduct.

[Adoption date: June 29, 2009]

[Re-adoption date: October 8, 2012]

[Re-adoption date: January 14, 2013]

[Re-adoption date: November 17, 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  
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)  
Student Handbooks

# ACCEPTABLE USE AND INTERNET SAFETY POLICY PARENT AND STUDENT FORM

Please complete and submit to a school office

## Student

My parent/guardian and I have read and talked about the District's Acceptable Use and Internet Safety Policy. I understand the rules about what I may and may not do when using digital resources and personal devices. If I break these rules, I understand that I will not be allowed to use technology services and may be disciplined.

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<input type="checkbox"/> Cassingham <input type="checkbox"/> Maryland <input type="checkbox"/> Montrose <input type="checkbox"/> BMS <input type="checkbox"/> BHS	Print Student Legal Name	Student Signature (For Middle and High School students only)
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<input type="checkbox"/> Cassingham <input type="checkbox"/> Maryland <input type="checkbox"/> Montrose <input type="checkbox"/> BMS <input type="checkbox"/> BHS	Print Student Legal Name	Student Signature (For Middle and High School students only)
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<input type="checkbox"/> Cassingham <input type="checkbox"/> Maryland <input type="checkbox"/> Montrose <input type="checkbox"/> BMS <input type="checkbox"/> BHS	Print Student Legal Name	Student Signature (For Middle and High School students only)
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<input type="checkbox"/> Cassingham <input type="checkbox"/> Maryland <input type="checkbox"/> Montrose <input type="checkbox"/> BMS <input type="checkbox"/> BHS	Print Student Legal Name	Student Signature (For Middle and High School students only)
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## Parent

I have reviewed the policy and will instruct my student regarding any family restrictions against accessing materials that are in addition to the restrictions set forth in the Acceptable Use and Internet Safety Policy. I understand that District personnel are not responsible for monitoring my personal expectations above those standards enforced by the District. I will emphasize to my student the importance of following the policy's rules and regulations for their personal safety.

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Parent/Guardian Name/Print	Signature	Date
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## STAFF ACCEPTABLE USE AND INTERNET SAFETY

A user's agreement will be required to be signed to indicate the users acknowledgment of the risks, regulations, and policies for use of digital resources and personal devices. The Children's Internet Protection Act (CIPA) requires the District to provide protective measures that must block or filter Internet access. CIPA requires schools to adopt and implement an Internet safety policy. CIPA permits school districts to provide elevated access for faculty and staff to allow for bona fide research or other lawful purposes. All accounts, content and services remain the property of the school district even if an employee is no longer employed or is not a recognized volunteer of the school district. The District will maintain an Internet filtering system to restrict access to sites considered to be obscene, pornographic, or harmful to minors, as those terms defined are Federal law. Faculty and staff are permitted elevated access to social media, blogging sites, professional networking sites, video services, web services, email systems and other resources that may be blocked to students. Administrators, in writing, may grant students short-term access to sites that are normally blocked.

Faculty and staff will encourage students to utilize the Internet and personal devices with the opportunity to develop resource sharing, creativity, innovation, collaboration and communication skills, knowledge development and tools that are essential to both life and work.

As a school district, faculty and staff will use their best efforts to:

1. Support the use of technology to promote educational excellence in our schools.
2. Provide students guidance and instruction in the appropriate use of the Internet, online services, privacy policies, conditions of use, and cyber safety and copyright.
3. 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.
4. Instruct students how to report if they are victims or witnesses of cyberbullying.
5. Be highly sensitive to information shared electronically and especially that such sharing of information is within the bounds of District policies and applicable State and Federal laws. Such applicable laws may include the Family Educational Rights and Privacy Act, Title I, Title II, and The Health Insurance Portability and Accountability Act (HIPAA).
6. Conduct all official communications pertaining to students concerning District operations and professional duties with District authorized accounts and services, whether using personal or district devices. Confirm that the student (if not a minor) or parent/guardian has granted permission prior to transmitting or publishing any personally identifiable image of a student(s) or student works.

7. Preview digital resources, applications and websites/services prior to displaying or engaging students in viewing or interacting with digital resources.
8. Be responsible for content that is accessed, transmitted or displayed to students.
9. Not provide students access to their credentials to access sites that are blocked for students.

#### Social Networking Tools and Services

The conduct between faculty/staff and students or parents will be professional and respectful at all times and avoid any appearance of impropriety, misunderstandings, and violations of professional codes of conduct, laws or policies. Improper use of social networking tools and services use may result in professional and legal consequences. Faculty and staff should be cautious when establishing, accessing, communicating, and displaying social networking tools and services. The use of personal accounts and services for communication may subject faculty and staff to Ohio Sunshine Laws concerning inspection and disclosure of public documents/information, just as the use of District-authorized accounts or services.

1. Faculty and staff will communicate with students utilizing only District-authorized social networking sites and accounts on matters pertaining to instructional or professional duties. Faculty and staff who want to use social networking sites and accounts such as Facebook, Tumblr, Skype, etc. to communicate with students will work with the District technology department to create, use and manage sites.
2. Faculty and staff who have a presence on social networking sites or learning management systems are prohibited from posting data, text, documents, photographs, audio, or video on any website or service that might result in exposure of protected student information or student works; or are inconsistent with educational objectives and educational environments.
3. Faculty and staff shall not use personal social networking websites or accounts to communicate with students, unless the employee and student have a familial relationship.
4. Faculty and staff will not require or encourage students to login and/or create accounts for web services or applications that are not approved by the District.
5. Faculty and staff are permitted access to social networking websites for professional, educational or instructional purposes.

Violation of the prohibitions listed above may result in discipline in accordance with State law, Board policies and regulations, codes of conduct and handbooks, and/or staff negotiated agreements.

## Consequences of Misuse or Violation

An employee's failure to comply with this policy may result in suspension of the privilege to use district accounts or services and/or discipline.

[Adoption date: October 8, 2012]

[Re-adoption date: November 17, 2014]

Revised: November 13, 2017

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  
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GBCB, Staff Conduct  
GBH, Staff-Student Relations (Also JM)  
IB, Academic Freedom  
IIA, Instructional Materials  
IIBH, District Websites  
JFC, Student Conduct  
JFCF, Hazing and Bullying (Harassment, Intimidation and Dating Violence)  
Student Handbooks

## STAFF ACCEPTABLE USE AND INTERNET SAFETY

I have read, understand and agree to abide by the Bexley City School District Acceptable Use and Internet Safety Policies (Policy EDE and EDEA) and current procedures as defined by the District governing the use of digital resources. I understand the policy and procedures.

I acknowledge that I'm granted Internet access for the purposes of research and performing duties that relate to my position and the mission of the District. I acknowledge that content and/or network filtering measures have been implemented to provide access and that I remain responsible for the content displayed.

Staff Signature: \_\_\_\_\_

Print Name: \_\_\_\_\_

Date: \_\_\_\_\_

Original to Superintendent's Office.

Revised 11.13.17

Bexley City School District, Bexley, Ohio

## 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 Business Manager. The Board directs the Superintendent/designee to develop District-level policies and procedures for the safe and efficient operation of student transportation services.

### Transportation of K-8 Students to District Schools

District students in grades K-8 are permitted to be transported to the District elementary schools and the middle school on existing bus routes scheduled to transport special education students provided the needs of special education students are maintained and not interrupted.

Transportation services will be provided to the District's regular education K-8 students only if no additional costs are incurred by the District. The time, distance, number of stops, or established routes to transport special education students shall not be increased to accommodate additional regular education students.

Applications to request transportation on existing bus routes to District schools shall be annually filed with the District Business Manager by July 1 for the next school year.

The District shall comply with Passenger Capacity Rule 3301-83-18. Seating shall be provided on a space available basis and in a manner that will permit each passenger to sit in a position which will provide maximum protection by a seat barrier. The number of passengers on a bus

shall not exceed the school bus manufacturer's rated capacity, and the District reserves the right to adjust the seating capacity according to the physical size of the passengers on each bus.

If the demand for transportation exceeds the capacity of the bus, then the youngest student(s) living furthest from school shall have first priority.

Should a route to transport District special education students to District schools no longer be needed, then the use of the route for all District regular students in grades K-8 shall be discontinued at the sole discretion of the District.

#### Transportation of K-8 Students to Community, STEM and Private Schools

The District will provide transportation when practical for eligible students in grades K-8 who attend community, STEM and private schools in compliance with State law when practical.

When transportation for any student in grades K-8 who attend community, STEM, and private schools 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.

#### Transportation of 9-12 Students to Community, STEM, and Private Schools

When the District establishes a bus route to transport District students in grades K-8 to community, STEM, and private schools, then students in grades 9-12 are permitted to be transported on a space available basis.

Transportation services will be provided to the 9-12 students only if no additional costs are incurred by the District. The time, distance, or number of stops to transport the additional 9-12 students requesting transportation to community, STEM, and private schools shall not be increased.

Applications to request transportation on existing bus routes to community, STEM, and private schools shall be annually filed with the District Business Manager by July 1 for the next school year.

The District shall comply with Passenger Capacity Rule 3301-83-18. Seating shall be provided on a space available basis and in a manner that will permit each passenger to sit in a position which will provide maximum protection by a seat barrier. The number of passengers on a bus shall not exceed the school bus manufacturer's rated capacity, and the District reserves the right to adjust the seating capacity according to the physical size of the passengers on each bus.

If the demand for transportation exceeds the capacity of the bus, then ninth grade students shall be assigned first by lottery followed by students in tenth grade, then eleventh grade, then twelfth grade.

Should a route to transport District students in grades K-8 to community, STEM, and private schools no longer be needed, then the route used to transport all District students in grades 9-12 shall be discontinued at the sole discretion of the District.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

[Revised: July 18, 2016]

LEGAL REFS.: ORC 3327.01 through 3327.10  
4511.76 through 4511.78  
OAC 3301-83

CROSS REF.: EEAC, School Bus Safety Program

## SCHOOL BUS SAFETY PROGRAM

The primary consideration in all matters pertaining to transportation is the safety and welfare of student riders. Safety precautions shall include the following.

1. The transportation program meets all state requirements regarding the testing and approval of bus drivers, standards for buses and safe speeds.
2. Drivers of Board-owned, leased, contracted or operated vehicles other than school buses have met state training qualifications and the vehicles have been equipped for safety and signage according to State law.-
3. Where feasible, bus stops are selected so that students from several homes can meet safely at a central point for group pickup. Pupils in grades kindergarten through eight may be required to walk up to one-half mile to a designated bus stop. Students in grade nine through 12, if offered transportation, may have to walk farther to a designated pickup point.
4. Emergency evacuation drills, supervised by someone other than the bus driver, are conducted annually to thoroughly acquaint student riders with procedures in emergency conditions.
5. All vehicles used to transport students are maintained in such condition as to provide safe and efficient transportation service with a minimum delay and disruption of service due to mechanical or equipment failure.
6. Regularly transported students in kindergarten through third grade are given instruction on school bus safety and behavior within the first two weeks of the school year. Regularly transported students in grade four through 12 are instructed in safety procedures in accordance with State law.
7. Passengers participating in non-routine use of school buses will receive safety instructions at the beginning of the bus trip.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014, December 14, 2015]

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

## 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.

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: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: ORC 3327.01; 3327.014  
OAC 3301-83-08

CROSS REFS.: JFC, Student Conduct (Zero Tolerance)  
Student Handbooks

## STUDENT CONDUCT ON SCHOOL BUSES

The following regulations pertain to school bus conduct and are intended to ensure the safety and welfare of the students, the bus driver and other drivers on the road and to ensure safety and proper maintenance of school buses.

Students will:

1. be careful in approaching bus stops, walk on the left facing oncoming traffic and be sure that the road is clear both ways before crossing the highway;
2. be on time at the bus stop in order to permit the bus to follow the time schedule;
3. sit in assigned seats (bus drivers have the right to assign a student to a seat in the bus and to expect reasonable conduct similar to conduct expected in a classroom);
4. reach assigned seat in the bus without disturbing or crowding other students and remain seated while the bus is moving;
5. obey the driver promptly and respectfully and recognize that he/she has an important responsibility and that it is everyone's duty to help ensure safety;
6. keep the bus clean and sanitary, refrain from chewing gum or consuming candy, food or drinks on the bus at any time;
7. refrain from loud talking or laughing (unnecessary confusion diverts the driver's attention and might result in a serious accident);
8. keep head, arms and hands inside the bus at all times;
9. be courteous to fellow students and to the bus driver;
10. treat bus equipment as one would treat valuable furniture in his/her home (damage to the school bus is strictly forbidden) and
11. remain seated until the bus stops, wait for the signal from the bus driver and cross in front of the bus.

Failure of a student to follow these regulations may result in his/her forfeiting the right of transportation by school bus.

### Discipline

The Board authorizes the Superintendent or other administrators to suspend a student from school bus riding privileges only for a period of up to one school year. The only due process required is notice to the student of an intended bus riding suspension and an opportunity to appear before the administrator considering the suspension before it happens. The administrator's decision is final.

When discipline problems with individual students arise, use the following guidelines.

1. If possible, the driver should resolve the problem.
2. When the driver is unable to resolve the problem, he/she should report it to the transportation supervisor. The transportation supervisor and driver, if necessary, confer with the principal. Any discipline is imposed by the principal of the school.
3. Problems that cannot be resolved by measures specified above are referred to the Superintendent.

(Approval date: November 17, 2014)

DRUG TESTING FOR DISTRICT PERSONNEL REQUIRED  
TO HOLD A COMMERCIAL DRIVER'S LICENSE

School bus drivers and others required to hold a commercial driver's license are subject to a drug and alcohol testing program that fulfills the requirements of federal and state regulations. The Board directs the Superintendent/designee to develop a school bus driver drug testing program in compliance with State and Federal laws and regulations.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

[Re-adoption date: December 14, 2015]

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

## DRUG TESTING FOR DISTRICT PERSONNEL REQUIRED TO HOLD A COMMERCIAL DRIVER'S LICENSE

School bus drivers and others required to hold a commercial driver's license (CDL) are subject to a drug and alcohol testing program that fulfills the requirements of federal regulations.

These regulations reflect several requirements of the federal drug testing regulations but are not intended in any way to modify or limit the procedures for drug and alcohol testing. District personnel must adhere to the detailed provisions of federal regulations in administering the District's drug and alcohol program. Districts must also adhere to State laws pertaining to drug and alcohol testing for drivers required to hold a CDL.

References to tests in these regulations include both drug and alcohol tests unless the context specifies otherwise. The terms drugs and controlled substances are interchangeable and have the same meaning. Testing includes the Department of Transportation's current drug testing requirements.

### Pre-Employment Tests

Prior to the first time a driver performs safety-sensitive functions for the District, a controlled substances test is administered.

The test is required of an applicant only after he/she has been offered employment. Employment is conditional upon the applicant receiving a negative drug test result.

An employee may be exempt from the pre-employment drug test if he/she has participated in a drug testing program within 30 days prior to the application for employment. While participating in that program the employee must either have been tested for drugs within the last six months (from the date of application) or participated in a random drug testing program in the previous 12 months. The responsible administrator must be able to make all verifications required by law.

### Post-Accident Tests

Prior to a driver operating a school bus, the District will provide the driver with necessary post-accident information, procedures and instructions, so that the driver will be able to comply with these requirements.

Alcohol and controlled substance tests are conducted in the time limits imposed by the federal regulations after an accident on any driver who:

1. was performing safety-sensitive functions with respect to the vehicle if the accident involved loss of human life and/or
2. received a citation under State or local law for a moving-traffic violation arising from the accident.

No driver involved in an accident may use alcohol for eight hours after the accident or until he/she undergoes a post-accident alcohol test, whichever occurs first.

If an alcohol test is not administered within two hours or if a drug test is not administered within 32 hours after the accident, the responsible administrator prepares and maintains records explaining why the test was not conducted.

Tests conducted by authorized federal, state or local officials fulfill post-accident testing requirements, provided they conform to applicable legal requirements and are obtained by the responsible administrator. Breath tests validate only the alcohol test and cannot be used to fulfill controlled-substance testing obligations.

The Board reserves the right to require any driver involved in an accident while on duty to undergo alcohol and controlled substance testing.

#### Random Tests

Alcohol and controlled substance tests are conducted on a random basis at unannounced times throughout the year. Random tests are conducted just before, during or just after the performance of safety-sensitive functions. Once notified of selection for drug testing, a driver must proceed immediately to a collection site to provide a urine specimen.

Drivers are selected by a scientifically valid random process, and each driver has an equal chance of being tested each time selections are made. All drivers, whether full-time or substitute, and other individuals who are certified to operate school buses and may be called upon to do so, will be included in the random pool. Individuals who are selected for a random test but who are not operating a school bus at the time of the selection will be passed over, and an alternate driver will be tested under the random draw. The number of bus drivers selected for random testing is in accordance with federal regulations.

### Reasonable Suspicion Tests

Tests must be conducted when a properly trained supervisor or District official has reasonable suspicion that the driver has violated the District's alcohol or drug prohibitions. This reasonable suspicion must be based on specific, contemporaneous, articulable observations concerning the driver's appearance, behavior, speech or body odors. The observations may include indications of chronic and withdrawal effects of controlled substances.

Alcohol tests are authorized for reasonable suspicion only if the required observations are made during, just before or just after the period of the workday when the driver must comply with alcohol prohibitions. If an alcohol test is not administered within two hours of a determination of reasonable suspicion, the appropriate administrator prepares and maintains a record explaining why this was not done. Attempts to conduct alcohol tests terminate after eight hours.

An alcohol test may not be conducted by the person who determines that reasonable suspicion exists to conduct such a test.

A supervisor or District official who makes a finding of reasonable suspicion must also make a written record of his/her observations leading to a reasonable-suspicion drug test within 24 hours of the observed behavior or before the results of the drug test are released, whichever is earlier.

In accordance with federal regulations, third party information may not be the only determining factor used to conduct reasonable suspicion testing.

### Records

Employee drug and alcohol test results and records are maintained under strict confidentiality and released only in accordance with law. Upon written request, a driver receives copies of any records pertaining to his/her use of drugs or alcohol, including any records pertaining to his/her drug or alcohol tests. Records are made available to a subsequent employer or other identified persons only as expressly requested in writing by the driver.

### Notifications

Each driver receives educational materials that explain the requirements of the Code of Federal Regulations, Title 49, Part 382, together with a copy of the policy and regulations for meeting these requirements. Representatives of employee organizations are notified of the availability of this information. The information identifies:

1. the person designated by the Board to answer driver questions about the materials;
2. categories of drivers who are subject to the drug and alcohol testing requirements;

3. sufficient information about the safety-sensitive functions performed by drivers to make clear for what period of the workday driver compliance is required;
4. specific information concerning driver conduct that is prohibited;
5. circumstances under which a driver is tested for drugs and/or alcohol;
6. procedures that are used to test for the presence of drugs and alcohol, protect the driver and the integrity of the testing processes, safeguard the validity of test results and ensure that test results are attributed to the correct driver;
7. the requirement that a driver submit to drug and alcohol tests administered in accordance with federal regulations;
8. an explanation of what constitutes a refusal to submit to a drug or alcohol test and the attendant consequences;
9. consequences for drivers found to have violated the drug and alcohol prohibitions, including the requirement that the driver be removed immediately from safety-sensitive functions and the procedures for referral, evaluation and treatment;
10. consequences for drivers found to have an alcohol concentration of 0.02 or greater but less than 0.04 and
11. information concerning the effects of drugs and alcohol on an individual's health, work and personal life; external and internal signs and symptoms of a drug or alcohol problem; and available methods of intervening when a drug or alcohol problem is suspected including confrontation, referral to an employee assistance program and/or referral to administrative officials.

Each driver must sign a statement certifying that he/she has received a copy of the above materials.

The Board-designated administrator notifies a driver of the results of a pre-employment drug test if the driver requests such results within 60 calendar days of being notified of the disposition of his/her employment application.

The Board-designee notifies a driver of the results of random, reasonable suspicion and post-accident drug tests if the test results are verified positive. The designee also tells the driver which controlled substances were verified as positive.

Drivers inform their supervisors if at any time they are using a controlled substance that their physician has prescribed for therapeutic purposes. Such a substance may be used only if the physician is familiar with the driver's medical history and has advised the driver that it will not adversely affect his/her ability to safely operate a commercial motor vehicle. The District may require additional written notification from the prescribing physician.

### Enforcement

Any driver who refuses to submit to post-accident, random, reasonable-suspicion or follow-up tests is not allowed to perform or continue to perform safety-sensitive functions, and is ineligible to operate a school bus in the state. The Ohio Department of Education will be notified of the refusal to test.

A driver who in any other way violates District prohibitions related to drugs and alcohol receives from the Board-designee the names, addresses and telephone numbers of substance-abuse professionals and counseling and treatment programs available to evaluate and resolve drug- and alcohol-related problems. The employee is evaluated by a substance-abuse professional who determines what help, if any, the driver needs in resolving such a problem.

Any substance-abuse professional who determines that a driver needs assistance will not refer the driver to a private practice, person or organization in which he/she has a financial interest, except under circumstances allowed by law.

Before the driver is returned to safety-sensitive duties, if at all, the Board-designee must ensure that the employee:

1. has been evaluated by a substance-abuse professional;
2. has complied with any recommended treatment;
3. has taken a return-to-duty drug and alcohol test with a result indicating an alcohol concentration level of less than 0.02 and
4. is subject to unannounced follow-up drug and alcohol tests. (The number and frequency of such follow-up testing is as directed by the substance-abuse professional and consists of at least six tests in the first 12 months following the driver's return to duty.)

In accordance with State law a driver may not operate a school bus when a drug or alcohol test indicates any measurable or detectable amount of a controlled substance.

(Approval date: November 17, 2003)

(Re-approval date: November 17, 2014)

Revised: Feb. 12, 2018

## 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 5 minutes when the temperature is above 32 degrees Fahrenheit and 10 minutes when the temperature is below 32 degrees Fahrenheit.

Diesel engine idling in excess of five minutes in school loading zones is not permitted unless the operation of a wheelchair lift is required. This policy applies to all buses used to transport students to and from school, cocurricular/extracurricular activities, field trips and other school-related activities.

The Board directs the Superintendent/designee to develop and maintain regulations to implement this policy.

[Adoption date: November 17, 2014]

LEGAL REFS.: ORC 3327.01  
4511.76  
OAC 3301-83-20 (O)

CROSS REFS.: ECF, Energy Conservation  
EEAC, School Bus Safety Program

## 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: November 17, 2014]

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

Bexley City School District, Bexley, Ohio

## USE OF SCHOOL-OWNED VEHICLES

The Board does not permit the use of school-owned vehicles for personal use. Employees in violation of this policy and the established regulations are subject to disciplinary action, up to and including termination.

[Adoption date: November 17, 2014]

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

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

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.

Students are permitted to bring their lunches from home and to purchase milk and incidental items.

It is the policy of the Board to provide free lunch to cafeteria workers, and students who work in the cafeterias. Responsibility for recording the name, date, and assignment of anyone eating in the cafeterias on this basis is assigned to the lunchroom manager, who will record this information on a form designed for this purpose. The costs for lunches of students and cafeteria workers who work in the cafeterias will be included as a part of the cafeteria expenses. School lunch funds and other food service funds are kept in a special account.

The District provides for at least one employee, who has received instruction in methods to prevent choking and has demonstrated an ability to perform the Heimlich maneuver, to be present while students are being served.

### Meal Charges

The Board directs the administration to develop procedures for the management of meal charges and unpaid meal charges. The procedures allow for students to receive the daily nutrition they need, minimize the identification of students with insufficient funds to pay, maintain the integrity of the school food service account, and includes guidelines for the collection of delinquent meal charges. The procedures are provided to all parents and all District and school staff responsible for enforcement at the start of each school year.

### Students with Special Dietary Needs

At the beginning of each school year, or at the time of enrollment, parents are responsible for communicating any special dietary needs of their child, including food allergies, to the District. Students with dietary needs that qualify as disabilities under law are provided reasonable accommodation.

Substitutions to regular school meals provided by the District are made for students who are unable to eat regular school meals due to a qualifying dietary need when that need is certified in writing by the student's physician. Substitute meals are provided in the most integrated setting appropriate to the special needs of the student.

The nature of the student's qualifying dietary need, the reason this need prevents the student from eating regular school meals (including foods to be omitted from the student's diet), the specific diet prescription along with the needed substitution must be specifically stated in the physician's statement. The District, in compliance with the USDA Child Nutrition Division guidelines, provides substitute meals to food-allergic students based upon the physician's signed statement.

The District develops and implements administrative regulations for the management of food-allergic students. Such regulations include, but are not limited to, schoolwide training programs regarding food allergy education, staff development regarding food allergy identification and management, allergy emergency drills, strategies for the identification of students with life-threatening food allergies and management skills including avoidance measures, designation of typical symptoms and dosing instructions for medications.

[Adoption date: November 17, 2003]  
[Re-adoption date: July 19, 2010]  
[Re-adoption date: November 17, 2014]  
[Revision date: June 26, 2017]

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  
JN, Student Fees, Fines and Charges

## FOOD SERVICE CHARGING PROCEDURE

Children should eat lunch for best academic performance. The cost of meals at Bexley City Schools are:

- Breakfast \$2.50
- K-5 Lunch \$3.25
- 6-12 Lunch \$3.75
- Reduced priced breakfast \$0.30
- Reduced priced lunch \$0.40

Parents are encouraged to have pre-paid funds on the student(s) account. All cafeterias Point of Sale registers accept cash or check. Parents can also pay on-line at [www.spsezpay.com/bexley](http://www.spsezpay.com/bexley).

[www.spsezpay.com/bexley](http://www.spsezpay.com/bexley) is free website to view recent student purchases and set email balance reminders. There is a fee associated for financial transactions.

Students may charge reimbursable meals, breakfast or lunch, only. They may not charge a la carte items. We do not serve an alternate meal.

If a child has cash on hand they may make purchases regardless of amounts owed. That cash does not have to go against debt.

Daily:

- K-5 We send notes home with students when their balances to \$5 or lower.
- 6-12 We give general verbal indicators to the student when their balance is \$5 or lower.

Bi weekly:

- A District generated email will be sent to all families with a negative balance.
- Households that have a balance greater than -\$20 will be emailed, then called by the Food Service Director until contact has been made.

Ongoing:

- School principals will be given the names of students with debt greater than -\$40 so they may intercede.

Monthly:

- A total dollar amount of outstanding debt will be provided to the Treasurer.
- Written letters will be sent to parents with debt greater than -\$50.

Annually:

- The delinquent debt will become "bad debt" and be passed to the District for collection as of July 1 of each year.
- The District may pursue legal remedy to be paid until the student exits the District. At minimum, the District will notify parents/guardians in writing of their debt and procedures for payment.
- The community may donate to a "general bad debt" fund that will go toward paying bad debt.

September 25, 2017

Bexley City School District, Bexley, Ohio

## 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 unless the items sold meet the standards established by the food service director in accordance with USDA regulations.

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 special or extracurricular events.

[Adoption date: November 17, 2003]

[Re-adoption date: May 14, 2012]

[Re-adoption date: November 17, 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

## STUDENT WELLNESS PLAN

The Board directs the Superintendent/designee to develop and maintain a student wellness plan in compliance with Federal Law.

The student wellness plan:

1. includes goals for nutrition promotion and education, physical activity and other school-based activities designed to promote student wellness that are developed with consideration of evidence-based strategies and techniques;
2. includes nutrition guidelines for all foods provided, but not sold to students in the District during the school day in order to promote student health and reduce childhood obesity;
3. provides assurance that District guidelines for all food and beverages sold during the school day are, at a minimum, equal to the guidelines issued by the U.S. Department of Agriculture (USDA) and that marketing of foods and beverages on the campus during the school day is prohibited for foods or beverages that do not meet the nutritional standards established by the District is compliant with Federal law.
4. establishes a plan of implementation and evaluation, including designating one or more persons within the District with the responsibility for ensuring that the District is compliant with Federal law.

Development of the student wellness plan must be a collaborative effort between parents, students, food service workers, physical education teachers, school health professionals, administrators, the Board and the public.

The District notifies the public of the wellness plan at least annually. The wellness plan is assessed at least once every three years and the results of the assessment are made available to the public.

[Adoption date: June 26, 2006]

[Re-adoption date: November 17, 2014]

[Revision date: April 17, 2017]

LEGAL REFS.: Child Nutrition and WIC Reauthorization Act; Pub. L. No. 108-265  
(Title I, Section 204), 118 Stat. 729  
National School Lunch Act; 42 USC 1751 et seq.  
Child Nutrition Act; 42 USC 1771 et seq.  
7 CFR, Subtitle B, Chapter 11, Part 210  
7 CFR 220  
7 CFR 225  
7 CFR 245  
ORC 3313.814  
OAC 3301-91-09

CROSS REFS.: EF, Food Services Management  
EFB, Free and Reduced-Price Food Services  
EFF, Food Sale Standards  
IGAE, Health Education  
IGAF, Physical Education

## WELLNESS PLAN

In establishing its educational mission, vision, and strategic priorities the Board has affirmed that it values a collaborative teaching and learning environment that maximizes human potential and sustains a climate for growth and balance in the lives of students and teachers. Further, the Board endeavors to maintain programs designed to support the social/emotional needs of all students. Taken together these values are characterized as wellness. Wellness is defined as an active, lifelong process of becoming aware of healthy choices about our lives and our priorities; and pursuing thoughtful and reasoned decisions. For the District these wellness choices and decisions are in the areas of intellectual, social/emotional and physical health.

The Board believes that efforts to support the students' development of healthy behaviors and habits in these areas cannot be accomplished by the schools alone. It will be necessary for not only staff, but also parents and the public at large to be involved in a community-wide educational effort to promote, support, and model healthy behaviors and habits.

### Social/Emotional Wellness

With regard to social/emotional wellness, the District shall:

1. Ensure that social and emotional education will be included in the Health curriculum of the District so that instruction is sequential, standards-based, and provides students with knowledge, attitudes, and skills necessary to lead healthy lives.
2. Ensure that the guidance and counseling program of the District establish goals, expectations, support systems and experiences for all students that are designed to meet the needs of students at various growth and development stages.

### Physical Wellness

As an area of physical wellness, the Board recognizes that regular physical activity and good nutrition affect the health and well being of the District's students. Furthermore, research suggests that there is a positive correlation between a student's health and well being and his/her ability to learn. Moreover, schools can play an important role in the developmental process by which students establish their physical health and nutrition habits by providing nutritious meals and snacks through the school's meal program, by supporting the development of good eating habits, and by promoting increased physical activity both in and out of school.

1. Physical Activity

A. With regard to physical activity, the District shall:

Ensure that the physical education curriculum will provide sequential instruction related to the knowledge, attitudes, and skills necessary to participate in lifelong, health-enhancing physical activity.

B. With regard to community physical activities, the District shall:

Encourage students, parents, staff and other community members to use the schools' outdoor physical activity facilities and community recreational services (Bexley Recreation Department) as much as possible for creating healthier living.

2. Nutrition Decisions

A. With regard to nutrition education, the District shall:

1) Ensure that nutrition education will be included in the Health, and in the Family and Consumer Science curriculum so that instruction is sequential and standards-based and provides students with the knowledge, attitudes, and skills necessary to lead healthy lives. Nutrition education should also be included in District and building specific newsletters, and other communications that are sent to parents, or the community.

B. Furthermore, with the objectives of enhancing student health and well-being, and reducing childhood obesity, the following guidelines are established:

- 1) The food service program shall comply with federal and state regulations pertaining to the selection, preparation, consumption, and disposal of food and beverages as well as to the fiscal management of the program.
- 2) The guidelines for reimbursable free and reduced-price school meals will not be less restrictive than the guidelines issued by the U. S. Department of Agriculture (USDA).
- 3) The food service program will provide all students affordable access to the varied and nutritious foods they need to be healthy and to learn well.

The Superintendent shall report on the District's compliance with this policy and the progress toward achieving the goals set forth herein when requested to do so by the Board. When the review occurs, a committee consisting of a representative(s) of the administration staff, food service provider, parents, students, and the public shall conduct the review. The committee shall provide the Board with any recommended changes to this policy.

[Adoption date: June 26, 2006]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: Child Nutrition and WIC Reauthorization Act; Pub. L. No. 108-265  
(Title I, Section 204), 118 Stat. 729  
National School Lunch Act; 42 USC 1751 et seq.  
Child Nutrition Act; 42 USC 1771 et seq.  
7 CFR, Subtitle B, Chapter 11, Part 210  
7 CFR 220  
7 CFR 225  
7 CFR 245  
ORC 3313.814  
OAC 3301-91-09

CROSS REFS.: EF, Food Services Management  
EFB, Free and Reduced-Price Food Services  
EFF, Food Sale Standards  
EFG, Student Wellness Program  
IGAE, Health Education  
IGAF, Physical Education

## FOOD ALLERGIES

The purpose of this policy is to establish a safe environment for students with food allergies and to support parents regarding food allergy management. In accordance with State law, it is the policy of the Board to provide all students, through necessary accommodations where required, the opportunity to participate fully in all school programs and activities.

The Board takes food allergies seriously and understands that food allergies can be life threatening. Recognizing that the risk of accidental exposure to foods can be reduced in the school setting, the District administration is committed to minimizing risks and providing a safe educational environment for food-allergic students. Students with dietary needs that qualify as disabilities under State and Federal law are provided reasonable accommodation.

Substitutions to regular school meals provided by the District are made for students who are unable to eat regular school meals due to a qualifying dietary need when that need is certified in writing by the student's physician. Substitute meals are provided in the most integrated setting appropriate to the special needs of the student.

The nature of the student's qualifying dietary need, the reason this need prevents the student from eating regular school meals (including foods to be omitted from the student's diet), the specific diet prescription along with the needed substitution must be specifically stated in the physician's statement. The District, in compliance with the USDA Child Nutrition Division guidelines, provides substitute meals to food-allergic students based upon the physician's signed statement.

The administration consults with parents, school nurses and other school employees, school volunteers, students and community members to gather information for the development and implementation of a food allergy plan. The plan includes, but is not limited to, schoolwide training programs regarding food allergy education, staff development regarding food allergy identification and management, allergy emergency drills, strategies for the identification of students with life-threatening food allergies and management skills including avoidance measures, designation of typical symptoms and dosing instructions for medications.

[Adoption date: July 19, 2010]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: Child Nutrition and WIC Reauthorization Act; Pub. L. No. 108-265  
(Title I, Section 204), 118 Stat. 729 National School Lunch Act;  
42 USC 1751 et seq.  
Child Nutrition Act of 1966; 42 USC 1771 et seq.  
Americans with Disabilities Act Amendments Act of 2008; 42 USC 12101 et  
seq.  
Rehabilitation Act of 1973, 29 USC 794  
ORC 3313.719; 3313.81; 3313.812; 3313.813  
3314.03  
3326.11  
OAC 3301-91-01 through 3301-91-08

CROSS REFS.: ACB, Nondiscrimination on the Basis of Disability  
EF, Food Services Management  
EFB, Free and Reduced-Price Food Services  
EFF, Food Sale Standards  
EFG, Student Wellness Program  
IGBA, Programs for Students with Disabilities  
JHCD, Administering Medicines to Students

## FOOD ALLERGIES (Student Plans)

Students with identified allergies will have an individual allergy management plan and should assume age appropriate responsibility for their allergy. Each student plan will be specific to their need. It is the family's responsibility to inform the school of a known serious or life-threatening allergy as documented on the student's Emergency Medical Authorization (EMA). Once notified, the District will document the student's allergy in the student information system, PowerSchool and on the Health Concerns List. The cafeteria will be notified of any food allergies.

The individual student allergy management plans may include the following components.

1. Parent/guardian responsibilities which may include but not be limited to:
  - A. Provide health history and current emergency contact information to clinic nurse through the EMA.
  - B. Obtain necessary health care provider's written orders for emergency medications and emergency care plan.
  - C. Provide emergency medications to the school in accordance with the procedures outlined in Board policy and State law.
  - D. Provide alternate snacks as needed to be kept at school.
2. Age-appropriate student responsibilities which may include but not be limited to:
  - A. Develop an understanding of their allergy, allergens and risk of exposing.
  - B. Communicate with an adult at school if experiencing symptoms of an allergic reaction, or if they eat or come in contact with something they believe to contain their allergen.
  - C. Not share food with others and wash hands with soap and water before and after eating.
  - D. Learn to identify products containing allergens and visually check all food before eating.
  - E. Comply with school environment accommodations.

3. Teachers/staff responsibilities which may include but not be limited to:
  - A. Review and understand individual student allergy plan.
  - B. Comply with individual student accommodations.
  - C. Maintain confidentiality.
  - D. Notify clinic nurse of any allergic reaction that occurs during school hours.
  - E. Communicate with student and parent/guardian as necessary for management of allergy.
  - F. Transportation personnel will be informed of student allergies and be trained on what measures to take in case of an emergency.
4. Food service personnel responsibilities which may include but not be limited to:
  - A. Work with the food service director, clinic nurse, cafeteria manager, parent/guardian and student to identify individual student accommodations needed in the cafeteria, including allergen-free areas and substitute meals in accordance with USDA guidelines.
5. Building administrator responsibilities which may include but not be limited to:
  - A. Development of individual student allergy plan in cooperation with clinic nurse, student, parent/guardian and other appropriate individuals.
  - B. Communicate individual student allergy plan to all appropriate staff members.

(Approval date: November 17, 2014)

FOOD ALLERGIES  
(District Prevention Efforts)

The Board recognizes that not all risk of an emergency allergic reaction can be eliminated but has identified procedures to be implemented to help prevent allergic reactions. The District will take measures to reduce the risk of allergic reactions from food and other allergens including but not limited to:

1. Providing clearly marked nut-free tables in all cafeterias
2. Exclusion of any nut products from the District food service program (the District does not restrict food brought to school by students).
3. Exclusion of latex products from District buildings.
4. Procurement of epipens to be used in emergency situations in accordance with a policy developed by the Superintendent in compliance with State law.

(Approval date: November 17, 2014)

## COPYRIGHT

The Board conforms to existing federal 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 Federal 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.

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 use or reproducing of copyrighted materials complies with federal guidelines or is permissible under Federal law shall contact the Superintendent/designee.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: U.S. Const. Art. I, Section 8  
Copyright Act; Pub. L. No. 94-533; 17 USC101 et seq.

CROSS REFS.: IIA, Instructional Materials  
IIAC, Library Materials Selection and Adoption

## 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 therefrom 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 that 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 aria, 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 that 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 that 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 System's 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 employees 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 takes the following steps.

1. The ethical and practical implications of software copyright violations are provided to all employees and students using District computer facilities and software.

2. Employees and students are 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 compact disks, hard drives or networked systems.
4. Illegal copies of copyrighted software shall not be made or used on District equipment.
5. District administrators are 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 is 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, audio recorder, video 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.

## TELEPHONE SERVICES

District telephones are provided for official school use. In order to permit staff members to make necessary personal calls with minimum loss of time, certain telephones may be used for personal calls. Staff members making personal calls are responsible for and shall pay any long distance and/or toll charges.

Students are not to use the school office telephones, except in cases of emergency. Use of school telephones by students while classes are in session is subject to the approval of authorized school personnel.

Reimbursement for use of personal cellular telephones for District business may be provided to certain staff members who have:

1. administrative authority;
2. supervision of students during field trips or
3. supervision of students during athletic and other extracurricular activities, practices or events that meet away from District buildings.

The Board authorizes the Superintendent or his/her designee to develop administrative guidelines for the proper handling of use and charges.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: ORC 3313.20  
OAC 3301-35-06  
3301-83-20(M)

CROSS REFS.: JFCK, Use of Electronic Communications Equipment by Students  
Student Handbooks

## TELEPHONE SERVICES

### Wireless Telephone Expense Reimbursement

Staff members whose primary assignment regularly requires travel or the need to communicate to other buildings for emergency purposes are eligible for a wireless telephone or other communication device allowance or reimbursement. Eligible staff members are:

1. Superintendent
2. central office administrators
3. principals
4. assistant principals
5. athletic director
6. transportation supervisor
7. custodial supervisor
8. maintenance supervisor
9. other staff as approved by the Superintendent

The District does not endorse any specific wireless telephone carrier, equipment or calling plan. The administration may periodically review market rates to determine the amount of wireless telephone allowance or reimbursement. The amount of allowance or reimbursement is established by the administration and approved by the Board.

Eligible staff members obtain their own wireless telephone, carry it with them while working, use it to conduct necessary business while working and submit a complete copy of their wireless telephone bill monthly with an expense report.

### Amount of Allowance or Reimbursement Rate

The amount of wireless telephone allowance paid to participating staff members is at the Board approved rate per monthly billing cycle. Based on market research and history of usage, this amount is deemed sufficient to pay for monthly access fees, business-related calls and taxes related to those charges. The District shall not reimburse any additional expenses for wireless telephone services, equipment or telephone calls.

Safety and Security

Loss or theft of equipment must be reported to the vendor service provider immediately to minimize liability for airtime and toll call charges.

Conversations over cellphones are easily monitored, and may be monitored by outside parties. Confidential and sensitive information discussion over cellphones shall not be conducted.

Telephone use while operating a vehicle is prohibited.

(Approval date: November 17, 2014)

## DATA AND RECORDS RETENTION

All records<sup>1</sup> are the property of the District and are not removed, destroyed, mutilated, transferred or otherwise damaged or disposed of, in whole or in part, except as provided by law or under the rules adopted by the District Records Commission. Such records shall be delivered by outgoing officials and employees to their successors and shall not be otherwise removed, transferred or destroyed unlawfully.

The District Records Commission is composed of the Board President, the Treasurer and the Superintendent and meets at least once every 12 months.

The function of the commission is to review applications for one-time 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, in accordance with State law.

The Superintendent designates a Records Officer in each department/building who is responsible for all aspects of records retention, including electronic mail, within that department/building.

When 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 History Connection is informed and given the opportunity for a period of 15 days to select for its custody such public records as it considers to be of continuing historical value.<sup>2</sup>

### Electronic Mail and Social Media Content

Electronic mail sent or received by the Board and/or District employees and social media content may be considered a public record subject to public disclosure or inspection under the Open Meetings Act (Sunshine Law). If the electronic mail or social media content is the District's official record and meets the definition of a record as defined by State law, then the information must be retained in accordance with the District records retention schedule.

All Board and District electronic mail communications and social media content are monitored in accordance with the attached regulation to ensure that all electronic mail and social media public records are retained, archived and destroyed in compliance with State law.

District employees are subject to disciplinary action for violation of this policy and regulation.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

[Revised date: August 15, 2016]

LEGAL REFS.: Family Educational Rights and Privacy Act; 20 USC 1232g et seq.

ORC 9.01

149.011; 149.35; 149.381; 149.41; 149.43

3313.29

3319.321

3701.028

Ohio History Connection Form RC-1

Ohio History Connection Form RC-2

Ohio History Connection Form RC-3

CROSS REFS.: DI, Fiscal Accounting and Reporting

GBL, Personnel Records

JO, Student Records

KBA, Public's Right to Know

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<sup>1</sup>Records include any document, device or item, regardless of physical form or characteristic, including an electronic record (as defined in Ohio Revised Code Section (RC) 1306.01), created or received by or coming under the jurisdiction of the District that serves to document the organization, functions, policies, decisions, procedures, operations or other activities of the District, RC 149.011.

<sup>2</sup>The Ohio History Connection may not review or select for its custody the records set forth in RC 149.381(E).

## DATA AND RECORDS RETENTION (Electronic Mail and Social Media Content)

The Ohio Electronic Records Committee has established the following guidelines for managing electronic mail (email) and social media content.

Retention or disposition of email messages and social media content 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 email messages and social media content may vary considerably, the content must be evaluated to determine the length of time messages and content must be retained.

### Electronic Mail

There are two categories of email retention: non-record messages and official record messages.

### Non-Record Messages

Email 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” mail box and deleted later, just as you might trash the unwanted publications or promotional flyers. Types of messages may include:

1. Personal Correspondence: Any email 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 listserv 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

Email messages that meet the definition of a record in the Ohio Revised Code 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 email 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 or in an office hallway.

Transient Documents: Include telephone messages, drafts and other limited documents that serve to convey information of temporary importance in lieu of oral communication.

Retention: Until no longer of administrative value, then destroy

2. Intermediate Messages: Email 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: One year, then destroy

- B. Routine Correspondence: Referral letters, requests for routine information or publications provided to the public by the District that are answered by standard form letters.

Retention: Six months, then destroy

- C. Monthly and Weekly Reports: Document status of ongoing projects and issues; advise supervisors of various events and issues.

Retention: One year, then destroy

- D. Minutes of Agency Staff Meetings: Minutes and supporting records documenting internal policy decisions.

Retention: Two years, then transfer to State Archives for their possible retention or destruction

3. Permanent Messages: Email 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: Two 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

### Social Media Content

Social media content that meets the definition of a record as defined by State law is an official record of the District and must be scheduled, retained and disposed of as such. The District will work with stakeholders to determine the appropriate method for preserving content created through the use of social media. When determining whether social media content must be retained, the District will:

1. Look beyond the electronic social medium and analyze the content to determine if the information meets the definition of a record as defined by State law that must be managed and kept in accordance with retention schedules.
2. Determine whether the information or social media content is duplicated elsewhere:
  - A. If the content or information is duplicated elsewhere, then the social media version will be considered a secondary copy and will not need to be maintained in accordance with the records retention schedule.
  - B. When the official record becomes eligible for disposal, duplicate content maintained on social media will also be purged.

3. Whenever possible, the District will make an effort to map the information value of the social media content to existing records retention schedules. If content is determined to have record value and cannot be mapped to an existing schedule, a new retention schedule will be created and approved.

(Approval date: November 17, 2014)

## USE OF ELECTRONIC RECORDS AND ELECTRONIC SIGNATURES

The Board authorizes the acceptance and distribution/transmission of electronic records and electronic signatures to and from District staff and other persons, as well as between District staff members unless prohibited by State or Federal law. The Board further authorizes District staff to create, generate, send, communicate, receive, store, process, use, and rely upon electronic records and electronic signatures.

The Superintendent is authorized to develop procedures concerning the acceptance and distribution/transmission of electronic records and electronic signatures. After giving due consideration to security, the Superintendent may specify the following:

The manner and format in which the electronic records must be created, generated, sent, communicated, received, and stored, and the systems established for those purposes.

If electronic records must be signed by electronic means, the type of electronic signature that is required, the manner and format in which the electronic signature must be affixed to the electronic record, and the identity of, or criteria that must be met by, any third party used by a person filing a document to facilitate the process.

Control processes and procedures as appropriate to provide for adequate preservation, disposition, integrity, security, confidentiality, and auditability of electronic records.

Any other required attributes for electronic records that are specified for non-electronic records or reasonably necessary under the circumstances.

All District staff shall comply with all provisions of State and Federal law when creating, generating, sending, communicating, receiving, storing, processing, using, and relying upon electronic records. Further, all District staff and other persons who use electronic signatures when completing transactions with the Board shall do so in compliance with State law.

[Adoption date: November 17, 2014]

LEGAL REFS.:       ORC Chapter 1306  
                          Uniform Electronic Transaction Act

CROSS REF:         JO, Student Records

## INSURANCE MANAGEMENT

The Board has the responsibility to maintain an adequate and comprehensive insurance program covering its buildings and grounds, fleet of school buses and individuals discharging responsibilities for the District.

The Superintendent administers the total insurance program.

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: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: ORC 9.83  
9.90  
3313.201; 3313.202; 3313.203  
3327.09  
3917.01; 3917.04

CROSS REFS.: DH, Bonded Employees and Officers  
GCBC, Certified Staff Fringe Benefits  
GDBC, Classified Staff Fringe Benefits  
JHA, Student Insurance Program

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

SECTION F: FACILITIES DEVELOPMENT

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FA	Facilities Development Goals
FB	Facilities Planning
FD	Tax Issues (Also KBE)
FEE	Site Acquisition Procedure
FEF	Construction Contracts Bidding and Awards
FL	Retirement of Facilities

## FACILITIES DEVELOPMENT GOALS

The Board strives to provide facilities that offer the best possible physical environment for learning and teaching consistent with the community's ability to finance its facilities.

The Board aims specifically toward:

1. facilities that support the District's environment, educational philosophy and goals, and desirable organizational and instructional patterns;
2. facilities of a quality and quantity to support student learning relative to objectives specified in courses of study;
3. facilities for guidance and counseling that shall be of a quality and quantity to implement the District plan for guidance services;
4. providing first aid facilities and space for temporary placement or isolation of injured or ill students;
5. facilities available to support the work of certified staff, including work space, filing facilities, access to a telephone and access to a room for private conferences and
6. well-maintained school facilities and grounds that are free from hazards and in compliance with fire and safety laws and regulations as evidenced by:
  - A. reports of annual school fire inspections conducted by the appropriate local authority and
  - B. reports of annual school health inspections conducted by the appropriate local authority.

Decisions pertaining to educational specifications of facilities are developed only after the viewpoints of teachers, administrators, parents and other community members have been sought.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: ORC 153.65 through 153.71  
3313.76; 3313.77  
3318.01 et seq.  
OAC 3301-35-03

## 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 five-year building program to serve as a guide for capital improvements. This program is subject to systematic study, revision and extension. The respective construction projects are acted upon individually when proposed for implementation.

The Board building program is designed to provide adequate facilities to conduct educational programs for all students residing in the District. The building program is based upon specific Board policies that have been, and continue to be, modified to conform to changes in the curriculum, availability of construction funds, technological needs, changes in enrollments and the results of annual evaluation of facilities. The Board establishes priorities using these and other relevant factors.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

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 property appraisal in Franklin County. In considering a potential tax issue, the Board examines all legal options to obtain additional revenue.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: Ohio Const. Art XII, Sections 2,5  
ORC Chapter 133  
3311.21  
3313.37; 3313.375  
3315.07  
3501.01  
Chapter 5705  
5748.01 et seq.

CROSS REFS.: BCF, Advisory Committees to the Board  
FL, Retirement of Facilities

## 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 an 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: November 17, 2003]

[Re-adoption date: November 17, 2014]

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.

School districts are exempt from paying prevailing wage rates on construction work.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

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 REFS.: DJ, Purchasing  
DJC, Bidding Requirements  
DJF, Purchasing Procedures

## RETIREMENT OF FACILITIES

When a school building becomes inadequate due to age, condition, size of site, lack of need or other overriding limitations and cannot reasonably and economically be brought up to current educational standards, the building is considered for a comprehensive closing study. The Superintendent recommends to the Board which facilities appear to justify further analysis.

The Board may seek both professional advice and advice from the community prior to taking action to retire any school facility. The Board may consider the following factors:

1. age and current physical condition of the facility, its operating systems and program;
2. adequacy of site, location, access, surrounding development, traffic patterns and other environmental conditions;
3. reassignment of students, including alternative plans, according to Board policy;
4. transportation factors, including number of students bused, time, distance and safety;
5. alternative uses of buildings;
6. cost/savings (e.g., personnel, plant operations, transportation, capital investment and alternative use) and
7. continuity of instructional and community programs.

If the Board determines to close a school, it first considers other uses of the building before considering its sale. The Board also considers the building's historical value. In such cases, the Board may take special action to provide for its preservation.

[Adoption date: November 17, 2014]

LEGAL REFS.: ORC 3313.41; 3313.411; 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

## SECTION G: PERSONNEL

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GA	Personnel Policies Goals
GBA	Equal Opportunity Employment
GBB	Staff Involvement in Decision Making (Also ABB)
GBCA	Staff Conflict of Interest
GBCB	Staff Conduct
GBCC	Staff Dress and Grooming
GBD	Board-Staff Communications (Also BG)
GBE	Staff Health and Safety
GBE-R	Staff Health and Safety
GBG	Staff Participation in Political Activities
GBH	Staff-Student Relations (Also JM)
GBI	Staff Gifts and Solicitations
GBK	No Tobacco Use on District Property by Staff Members
GBL	Personnel Records
GBM	Staff Complaints and Grievances
GBN	Extended Group Health Coverage
GBO	Verification of Employment Eligibility
GBP	Drug-Free Workplace
GBQ	Criminal Records Check
GBR	Family and Medical Leave
GBR-R	Family and Medical Leave
GBS	Health Insurance Portability and Accountability (HIPAA)
GBS-E	Notice of Privacy Practices
GCA	Certified Staff Positions
GCB-1	Certified Staff Contracts and Compensation Plans (Teachers)
GCB-2	Certified Staff Contracts and Compensation Plans (Administrators)
GCB-2-R	Certified Staff Contracts and Compensation Plans (Administrators)
GCBA	Certified Staff Salary Schedules
GCBB	Certified Staff Supplemental Contracts
GCBB-R	Certified Staff Supplemental Contracts
GCBC	Certified Staff Fringe Benefits
GCBC-R	Certified Staff Fringe Benefits Not Covered by a Negotiated Contract
G CBD	Certified Staff Leaves and Absences
GCBE	Certified Staff Vacations and Holidays
GCBE-2-R	Certified Staff Vacations and Holidays (Administrators)
GCC	Certified Staff Recruiting
GCD	Certified Staff Hiring
GCE	Part-Time and Substitute Certified Staff Employment
GCL	Certified Staff Development Opportunities
GCM	Supervision of Certified Staff

SECTION G: PERSONNEL  
(Continued)

GCM	Teacher Mentor Program
GCN-1	Evaluation of Certified Staff (Ohio Teacher Evaluation System) (Also AFC-1)
GCN-2	Evaluation of Certified Staff (Administrators) (Also AFC-2)
GCN-2-R	Evaluation of Certified Staff (Administrators) (Also AFC-2-R)
GCNA	Evaluation of School Counselors (Also AFCA)
GCPA	Reduction in Certified Staff Workforce
GCPB	Resignation of Certified Staff Members
GCPCA	Severance Pay
GCPD	Suspension and Termination of Certified Staff Members
GCQAB	Tutoring for Pay
GDA	Classified Staff Positions
GDB	Classified Staff Contracts and Compensation Plans
GDBA	Classified Staff Salary Schedules
GDBC	Classified Staff Fringe Benefits
GDBC-R	Classified Non Represented Staff Fringe Benefits
GDBD	Classified Staff Leaves and Absences
GDBE	Classified Staff Vacations and Holidays
GDBE-R	Classified Staff Vacations and Holidays
GDC	Classified Staff Recruiting
GDCA	Posting of Classified Staff Vacancies
GDD	Classified Staff Hiring
GDE	Part-Time, Temporary and Substitute Classified Staff Employment
GDKA	Classified Staff Extra Duty
GDL	Classified Staff Development Opportunities
GDN	Evaluation of Classified Staff (Also AFD)
GDPA	Reduction in Classified Staff Workforce
GDPB	Resignation of Classified Staff Members
GDPD	Suspension, Demotion and Termination of Classified 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 that 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 that contribute to the improvement of staff capabilities and assist in making employment decisions and
6. encouraging all employees to be cognizant of their roles in instilling ethical principles and democratic ideals in all students.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

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)

## EQUAL OPPORTUNITY EMPLOYMENT

The District provides equal opportunities for employment, retention and advancement of all personnel.

This Board encourages all personnel to assist in the accomplishment of this goal through their personal commitment to the concept of equal opportunity for all personnel regardless of race, color, national origin, ancestry, citizenship status, religion, sex, economic status, age, military status disability or sexual orientation.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: Civil Rights Act, Title VI; 42 USC 2000d  
Executive Order 11246, as amended by Executive Order 11375  
Equal Employment Opportunity Act, Title VII; 42 USC 2000e et seq.  
Education Amendments of 1972, Title IX; 20 USC 1681  
Genetic Information Nondiscrimination Act of 2008; 42 USC 2000ff et seq.  
Rehabilitation Act; 29 USC 794  
Age Discrimination in Employment Act; 29 USC 623  
Immigration Reform and Control Act; 8 USC 1324a et seq.  
Americans with Disabilities Act Amendments Act of 2008; 42 USC 12101 et seq.  
ORC Chapter 4112.02

CROSS REFS.: AC, Nondiscrimination  
ACA, Nondiscrimination on the Basis of Sex  
ACAA, Sexual Harassment  
ACB, Nondiscrimination on the Basis of Disability

## STAFF INVOLVEMENT IN DECISION MAKING

The District maintains an environment that supports personal and organizational performance excellence by allowing all employees the opportunity to develop and use their full potential to achieve District goals and objectives.

There should be an exchange of ideas and pertinent information among all elements of a school district. Morale is enhanced when employees are assured that their voices are heard by those in positions of administrative authority.

All employees have the opportunity to bring their ideas and/or concerns to the Board through the recognized administrative channels. Final authority for all decisions rests with the Board.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REF.: OAC 3301-35-05

CROSS REFS.: AD, Development of Philosophy of Education  
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 (Five-Year Forecast)  
GCD, Certified Staff Hiring  
GDD, Classified Staff Hiring  
IF, Curriculum Development

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

## STAFF CONFLICT OF INTEREST

Employees shall not engage in, nor have a financial interest in, any activity that conflicts with their duties and responsibilities in the District.

Employees shall not engage in work of any type in which information concerning a customer, client or employer originates from any information available to them through District sources.

Employees shall not sell textbooks, instructional supplies, equipment, reference books or any other products to the District. They shall not furnish the names of students or parents to anyone selling these materials.

In order that there is no conflict of interest in the supervision and evaluation of employees, at no time shall any administrator responsible for the supervision and/or evaluation of an employee be directly related to that employee.

Employees must not use their influence or authority to secure authorization of a public contract, including an employment contract, for a family member.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: ORC 2921.42  
3313.811  
3319.21  
3329.10  
4117.20

CROSS REFS.: GBCB, Staff Conduct  
GBL, Personnel Records  
JO, Student Records  
KBA, Public's Right to Know

## STAFF CONDUCT

All staff members have a responsibility to make themselves familiar with, and to abide by, the laws of the state of Ohio and the negotiated agreement, the policies of the Board and the administrative regulations designed to implement them.

The Board expects staff members to conduct themselves in a manner that not only reflects credit to the District, but also presents a model worthy of emulation by students. Unless otherwise permitted by law, staff members are not permitted to bring a deadly weapon or dangerous ordnance into a school safety zone.

All staff members are expected to carry out their assigned responsibilities. Essential to the success of ongoing operations and the instructional program are the following specific responsibilities, which are required of all personnel:

1. faithfulness and promptness in attendance at work;
2. support and enforcement of policies of the Board and regulations of the administration;
3. diligence in submitting required reports promptly at the times specified;
4. care and protection of District property and
5. concern and attention toward their own and the District's legal responsibility for the safety and welfare of students, including the need to ensure that students are under supervision at all times.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

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.: GBCA, Staff Conflict of Interest  
GBCC, Staff Dress and Grooming  
GBH, Staff-Student Relations (Also JM)  
JFC, Student Conduct (Zero Tolerance)  
JHF, Student Safety  
KGB, Public Conduct on District Property

Bexley City School District, Bexley, Ohio

## 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;
2. dress in a manner reflecting their professional assignment and
3. dress in a fashion that is commonly accepted in this community.

[Adoption date: November 17, 2014]

LEGAL REF.: ORC 3313.20

CROSS REFS.: GBCB, Staff Conduct

## BOARD-STAFF COMMUNICATIONS

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

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

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REF.: ORC 3313.20(A)

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

## STAFF HEALTH AND SAFETY

Through its overall safety program and various policies pertaining to school personnel, the Board attempts to ensure the safety of employees during their working hours and assist them in the maintenance of good health.

All employees are expected to observe commonly recognized practices that promote the health and safety of school personnel.

Bus drivers will have an annual physical examination in compliance with State law. The results of all such examinations are filed with the Superintendent.

Employees who are required by State or Federal law to have respiratory protection are required to have two physical examinations. The first examination must take place prior to the individual's wearing a respirator. The second examination must take place after the individual's exposure to any hazardous material (within 30 days if it is a one-time exposure, and at least annually if it is ongoing exposure).

The Board may require an individual examination of an employee whenever, in its judgment, it is necessary to protect the health and safety of students or other employees. Whenever the Board requires an employee to submit to a physical examination other than those required by law, the Board assumes the cost of the examination. All health examinations required of employees are made by one of the physicians approved for this purpose by the Board.

Any genetic information acquired as a result of individual examinations will be handled in accordance with Federal law.

### Workers' Compensation

In case of injury while pursuing duties in keeping with the employee's contract, the employee may be eligible for payment of medical expenses under the Workers' Compensation Act of Ohio.

Any employee who is injured while at work should immediately report such injury to the 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: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: Asbestos School Hazard Abatement Act; 20 USC 4011 et seq.  
Asbestos Hazard Emergency Response Act; 15 USC 2641 et seq.  
Comprehensive Environmental Response, Compensation and Liability Act;  
42 USC 9601 et seq.  
Genetic Information Nondiscrimination Act of 2008; 42 USC 2000ff et seq.  
ORC 3313.643; 3313.71; 3313.711  
3327.10  
4113.23  
4123.01 et seq.  
4123.35  
4123.54

CROSS REFS.: EB, Safety Program  
EBBC, Bloodborne Pathogens  
EEACD, Drug Testing for District Personnel Required to Hold a  
Commercial Driver's License  
GBCB, Staff Conduct  
GBP, Drug-Free Workplace  
GBQ, Criminal Records Check  
GCBC, Certified Staff Fringe Benefits  
GDBC, Classified Staff Fringe Benefits

## STAFF HEALTH AND SAFETY

### Workers' Compensation Benefits Eligibility – Chemical Testing

Under Ohio's Workers' Compensation Law, every employee who is injured in the course of employment is entitled to benefits, if necessary, to compensate him/her for lost work time, payment for medical, nursing and hospital services, medicines and funeral expenses, unless the injury was proximately caused by the employee being intoxicated 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: November 17, 2003)

(Re-approval date: November 17, 2014)

## STAFF PARTICIPATION IN POLITICAL ACTIVITIES

Employees have the same fundamental civic responsibilities and privileges as other citizens. Among these are campaigning for an elective public office and holding an elective or appointive public office.

The terms and conditions under which the employee may continue employment as he/she seeks or holds such office are determined by the Board and law.

Employees are not permitted to use District time, moneys, facilities, equipment or supplies to campaign nor are the employees to actively campaign while on duty.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: Intergovernmental Personnel Act; 42 USC 4701 et seq.  
ORC 124.57  
3315.07

## STAFF-STUDENT RELATIONS

The relationship between the District's staff and students must be one of cooperation, understanding and mutual respect. Staff members have a responsibility to provide an atmosphere conducive to learning and to motivate each student to perform to his/her capacity.

Staff members should strive to secure individual and group discipline, and should be treated with respect by students at all times. By the same token, staff members should extend to students the same respect and courtesy that they, as staff members, have a right to demand.

Although it is desired that staff members have a sincere interest in students as individuals, partiality and the appearance of impropriety must be avoided. Excessive informal and/or social involvement with students is prohibited. Such conduct is not compatible with professional ethics and, as such, will not be tolerated.

Staff members are expected to use good judgment in their relationships with students both inside and outside of the school context including, but not limited to, the following guidelines.

1. Staff members shall not make derogatory comments to students regarding the school, its staff and/or other students.
2. The exchange of purchased gifts between staff members and students is discouraged.
3. Staff-sponsored parties at which students are in attendance, unless they are a part of the school's extracurricular program and are properly supervised, are prohibited.
4. Staff members shall not fraternize, written or verbally, with students except on matters that pertain to school-related issues.
5. Staff members shall not associate with students at any time in any situation or activity that could be considered sexually suggestive or involve the presence or use of tobacco, alcohol or drugs.
6. Dating between staff members and students is prohibited.
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 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.

[Adoption date: November 17, 2014]

LEGAL REF.: ORC 3313.20

CROSS REFS.: GBCA, Staff Conflict of Interest  
GBCB, Staff Conduct  
GBI, Staff Gifts and Solicitations  
IIBH, District Websites  
JFC, Student Conduct (Zero Tolerance)  
JHF, Student Safety  
JHG, Reporting Child Abuse  
JO, Student Records  
KBA, Public's Right to Know  
Student Handbooks

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

## STAFF GIFTS AND SOLICITATIONS

### Gifts

The Board authorizes the expenditure of public funds to purchase meals, refreshments and tokens of appreciation for employees and Board members in the completion of their responsibilities. The Board believes that such expenditures are necessary, on occasion, to further a public purpose in the general operation of the District. Such public purpose includes, but may not be limited to, employee development activities, employee recognition activities and certain routine meetings that may be enhanced by such amenities.

Such expenditures shall be consistent with the Board's purchasing policy and within the appropriation limits established by the Board.

Presentation of gifts to, and the arrangement of social affairs for, employees leaving the District are governed by the following.

1. Each building principal appoints, or employees may volunteer for, a small social committee to plan social affairs.
2. Any gifts to be presented to departing employees by their respective groups are at the discretion of the group involved.

### Vendor Compensation

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

### Solicitations

The Superintendent annually approves all solicitations that are to be permitted in the schools. No organization may solicit funds of staff members in the schools, nor may anyone distribute flyers or other materials related to fund drives through the schools, without the prior approval of the Superintendent.

Employees may not engage in the sale of products to the schools, even if the proceeds of such sales are intended for charitable or civic purposes. No staff member is to collect any money or distribute any fundraising literature without the expressed approval of the Superintendent.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

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

## NO TOBACCO USE ON DISTRICT PROPERTY BY STAFF MEMBERS

The Board has a duty to protect and promote the health and well-being of all students and staff. The Board is acutely aware of the serious health risks associated with the use of tobacco products, both to users and nonusers, and that most tobacco use begins by the age of 18. The Board recognizes that staff and school visitors serve as role models to students and, therefore, adopts this 100% tobacco-free District policy to endorse a healthy lifestyle and prevent tobacco use.

For the purpose of this policy, “tobacco” is defined to include any lighted or unlighted cigarette, cigar, pipe, bidi, clove cigarette, electronic cigarettes and any other smoking product, and spit tobacco, also known as smokeless, dip, chew and snuff, in any form.

### Tobacco Use Prohibited

No staff member or volunteer is permitted to smoke, inhale, dip or chew tobacco at any time, including non-school hours:

1. in any building, facility or vehicle owned, leased, rented or chartered by the District or
2. on school grounds, athletic facilities or parking lots.

No staff member or volunteer is permitted to smoke, inhale, dip or chew tobacco at any time, including non-school hours, at any school-sponsored event off campus.

### Tobacco Advertisements and Promotions

Tobacco advertising is prohibited on school grounds, in all school-sponsored publications and at all school-sponsored events. Tobacco promotional items that promote the use of tobacco products, including clothing, bags, lighters and other personal articles, are not permitted on school grounds, in school vehicles or at school-sponsored events.

### Providing Notice to Staff

“No Tobacco” signs will be posted throughout the District at entrances and other appropriate locations in all academic buildings, administrative spaces and athletic fields. District staff will be provided notice of this policy through staff handbooks. District vehicles will display the international “No Smoking” insignia.

Enforcement

Disciplinary measures taken against staff for violations of this policy comply with the requirements of State law, related District policies and regulations and/or the staff negotiated agreements.

Educational Reinforcement

Tobacco use prevention education is closely coordinated with the other components of the school health program. Staff responsible for teaching tobacco use prevention education have adequate pre-service training and participate in ongoing professional development activities to effectively deliver the education program.

[Adoption date: November 17, 2014]

## PERSONNEL RECORDS

The Superintendent develops and implements a comprehensive and efficient system of personnel records. The Superintendent is hereby designated as the employee directly responsible for the personnel records system. The following guidelines govern such records.

1. Personnel files contain records and information relative to compensation, payroll deductions, evaluations and such information as may be required by State or Federal law or considered pertinent by the Superintendent. Anonymous material or material from an unidentified source are not placed in a staff member's file.
2. A personnel file for each employee is accurately maintained in the District office in accordance with administrative regulations incorporating the requirements set forth under the Ohio Privacy Act for the protection of employees. Employees will be notified whenever personal information concerning them is placed in their file.
3. State law requires that all public records be promptly prepared and made available for inspection to any member of the general public at all reasonable times during regular business hours. Upon request, the person directly responsible for personnel records is required to make copies available at cost, within a reasonable period of time.
4. The public has access to all records in the personnel file with the following exceptions:
  - A. medical records;
  - B. records pertaining to adoption, probation or parole proceedings;
  - C. trial preparation records;
  - D. confidential law enforcement investigatory records;
  - E. Social Security number and
  - F. records of which the release is prohibited by State or Federal law.

Additional exceptions are listed in Ohio Revised Code Section 149.43.

5. The District is required to keep reports of investigations of employee misconduct in the employee's personnel file, unless the State Superintendent of Public Instruction or his/her designee determines that the report does not warrant taking action against the employee. If the State Superintendent of Public Instruction or his/her designee determines no action is warranted, the investigation report must be moved from the employee's personnel file to a separate public file.

6. Each employee has the right, upon written request, to review the contents of his/her own personnel file. If a document is not disclosed to the employee because it is determined by a physician, psychiatrist or psychologist to be likely to have an adverse effect upon the employee, the document will be released to the designated medical authority. Requests are made to the Superintendent and scheduled for a time convenient for the parties involved.
7. Employees may make written objections to any information contained in the file. Any written objection must be signed by the staff member and becomes part of the employee's personnel file after the appeal procedure outlined in State law. The appeal procedure permits any employee who disputes the accuracy, relevance, timeliness or completeness of information maintained in his/her file to compel the District to investigate the current status of the information.
8. Personnel records should be reviewed only within the confines of the Superintendent's office or the Board's office.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

[Revision date: October 17, 2016]

LEGAL REFS.: Genetic Information Nondiscrimination Act of 2008; 42 USC 2000ff et seq.

ORC 9.01; 9.35

111.41; 111.42; 111.43; 111.46; 111.47; 111.99

149.011; 149.41; 149.43

1347.01 et seq.

3317.061

3319.311; 3319.314

4113.23

CROSS REFS.: EHA, Data and Records Retention

KBA, Public's Right to Know

CONTRACT REFS.: Teachers' Negotiated Agreement

Classified Staff Negotiated Agreement

## STAFF COMPLAINTS AND GRIEVANCES

The Board encourages the administration to develop effective means for resolving differences that may arise among employees, reducing potential areas of grievances and establishing and maintaining recognized channels of communication.

Grievance procedures should provide for prompt and equitable adjustment of differences at the lowest possible administrative level. Each employee should be assured the opportunity for an orderly presentation and review of complaints and concerns.

The procedures established for the resolution of grievances in contracts negotiated with recognized employee bargaining units apply only to “grievances” as defined in the particular contract(s).

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: ORC 4117.09; 4117.10

CROSS REF.: GBB, Staff Involvement in Decision Making (Also ABB)

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

## EXTENDED GROUP HEALTH COVERAGE

The Consolidated Omnibus Budget Reconciliation Act (COBRA) provides for certain employees of the District and their dependents to be allowed to purchase extended group health insurance coverage for a limited period of time following their cessation of employment with the District. The Board contracts with a plan administrator who coordinates the program and provides the notices that are necessary.

### 1. Initial Notices

- A. The plan administrator must give a written notice describing the extended coverage rights to all employees and spouses covered by the group health insurance plan.
- B. The plan administrator must give a written notice describing extended coverage rights to each newly covered employee and spouse at the time their group health plan coverage begins. If a covered employee marries following the effective date of this policy, it is the employee's responsibility to inform the Board. The Board informs the plan administrator, who is then responsible for providing the new spouse with the proper notice.

### 2. Notices Related to Event Triggering Continuation Coverage and Election by Beneficiaries

- A. The Board is responsible for notifying the plan administrator, within 30 days, of the death, separation of employment or reduction of hours (leading to less coverage) of an employee and of an employee's entitlement to Medicare benefits.
- B. The employee or beneficiary is responsible for notifying the plan administrator of the divorce or legal separation of the employee and spouse and of the termination of eligibility of a dependent child.
- C. The plan administrator must notify the affected employee and dependents of their extended coverage rights within 14 days after the plan administrator is notified of the event that could lead to loss of coverage.
- D. The employee or dependent is given a period of 60 days after this notice is given in order to elect the extended coverage and to present payment of any applicable premium costs back to the cessation of coverage.

3. Employees' and Dependents' Rights Upon Loss of Coverage

- A. The extended coverage offered to eligible employees and their dependents is the same coverage as that provided under the current group plan to "similarly situated" individuals who remain eligible for regular (i.e., nonextended) coverage.
- B. If an employee incurs a termination of employment, whether voluntary or involuntary (other than for "gross misconduct"), or a reduction of hours that results in loss of coverage, he/she will be offered the extended coverage (including extended coverage for dependents who would otherwise lose existing coverage) for up to 18 months.
- C. If an employee's spouse or children who are covered as dependents under the group health plan would lose coverage because of the death of the employee, divorce, legal separation or the employee's becoming eligible for Medicare, the spouse and children will be offered the extended coverage for up to 36 months.
- D. If an employee's dependent child who is covered by the group health plan ceases to be a dependent child under the terms of the plan and thereby loses coverage, the child must be offered extended coverage for up to 36 months.

4. Early Retirement of Coverage

Extended coverage elected by an eligible employee or dependent is terminated before the expiration of the relevant 18- or 36-month period if the covered individual:

- A. becomes covered by another employer-sponsored group health plan as a result of employment, re-employment or remarriage;
- B. becomes covered by Medicare or
- C. fails to pay for the coverage.

5. Cost of Coverage to the Employee and/or Dependents

- A. Eligible individuals who elect extended coverage can be charged 102% of the cost of the extended coverage. The cost of the extended coverage is the cost for the same period of coverage for similarly situated employees or dependents who remain eligible for regular coverage.

- B. The health care coverage to which this policy applies includes major medical, hospitalization, surgical and dental insurance but does not include life insurance.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REF.: Consolidated Omnibus Budget Reconciliation Act; 42 USC 300bb-1 et seq.

## VERIFICATION OF EMPLOYMENT ELIGIBILITY

The Board complies with all aspects of the Immigration Reform and Control Act. The Board delegates to the Superintendent the responsibility of establishing procedures to ensure compliance with this act.

Federal law requires that all employers and employees hired after November 6, 1986, complete an Employment Eligibility Verification Form (Form I-9) provided by the U.S. Citizenship and Immigration Services. All such employees must provide documents that establish both identity and employment eligibility in order for Form I-9 to be completed and signed by both the employee and the appropriate District official.

The Form I-9 must be retained for three years or for one year past the end of the employment of an individual, whichever is longer. Such forms must be made available for inspection to the Citizenship and Immigration Services or Department of Labor officer upon request.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REF.: Immigration Reform and Control Act; 8 USC 1324a et seq.

CROSS REFS.: AC, Nondiscrimination  
GBA, Equal Opportunity Employment

## STAFF HEALTH AND SAFETY

Through its overall safety program and various policies pertaining to school personnel, the Board attempts to ensure the safety of employees during their working hours and assist them in the maintenance of good health.

All employees are expected to observe commonly recognized practices that promote the health and safety of school personnel.

Bus drivers will have an annual physical examination in compliance with State law. The results of all such examinations are filed with the Superintendent.

Employees who are required by State or Federal law to have respiratory protection are required to have two physical examinations. The first examination must take place prior to the individual's wearing a respirator. The second examination must take place after the individual's exposure to any hazardous material (within 30 days if it is a one-time exposure, and at least annually if it is ongoing exposure).

The Board may require an individual examination of an employee whenever, in its judgment, it is necessary to protect the health and safety of students or other employees. Whenever the Board requires an employee to submit to a physical examination other than those required by law, the Board assumes the cost of the examination. All health examinations required of employees are made by one of the physicians approved for this purpose by the Board.

Any genetic information acquired as a result of individual examinations will be handled in accordance with Federal law.

### Workers' Compensation

In case of injury while pursuing duties in keeping with the employee's contract, the employee may be eligible for payment of medical expenses under the Workers' Compensation Act of Ohio.

Any employee who is injured while at work should immediately report such injury to the 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, under the influence of a controlled substance not prescribed by the employee's physician or under the influence of marihuana (marijuana). The results of, or the employee's refusal to submit to, any of the requested chemical tests may affect the employee's eligibility to receive worker's compensation benefits.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

[Revision date: October 17, 2016]

LEGAL REFS.: Asbestos School Hazard Abatement Act; 20 USC 4011 et seq.  
Asbestos Hazard Emergency Response Act; 15 USC 2641 et seq.  
Comprehensive Environmental Response, Compensation and Liability Act;  
42 USC 9601 et seq.  
Genetic Information Nondiscrimination Act of 2008; 42 USC 2000ff et seq.  
ORC 3313.643; 3313.71; 3313.711  
3327.10  
4113.23  
4123.01 et seq.  
4123.35  
4123.54

CROSS REFS.: EB, Safety Program  
EBBC, Bloodborne Pathogens  
EEACD, Drug Testing for District Personnel Required to Hold a  
Commercial Driver's License  
GBCB, Staff Conduct  
GBP, Drug-Free Workplace  
GBQ, Criminal Records Check  
GCBC, Certified Staff Fringe Benefits  
GDBC, Classified Staff Fringe Benefits

## CRIMINAL RECORDS CHECK

The Board shall request from the Superintendent of the Bureau of Criminal Investigation (BCI) criminal records checks of all candidates under final consideration for employment or appointment in the District. The BCI criminal records checks include information from the Federal Bureau of Investigation (FBI), unless the individual can demonstrate that he/she has been a resident of the state for the preceding five years and has previously been subject to a BCI check, in which case only a FBI check is required.

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 the Ohio Department of Education and (4) the contractor is not a bus driver.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

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

GCB, Certified Staff Supplemental Contracts

GCD, Certified Staff Hiring

GCPD, Suspension and Termination of Certified Staff Members

GDD, Classified Staff Hiring

GDPD, Suspension, Demotion and Termination of Classified Staff Members

IIC, Community Instructional Resources (Also KF)

IIIC, School Volunteers

KBA, Public’s Right to Know

LEA, Student Teaching and Internships

## FAMILY AND MEDICAL LEAVE

The Board provides leave to eligible employees consistent with the Family Medical Leave Act (FMLA). Eligible employees are entitled to up to 12 workweeks (or 26 workweeks to care for a covered servicemember) of unpaid family and medical leave in a 12-month period. The Board continues to pay the District's share of the employee's health benefits during the leave. In addition, the District reinstates the employee to the same or an equivalent position after the employee's return from leave.

In complying with the FMLA, the District adheres to the requirements of applicable State and Federal law.

Additional information is contained in the regulations, which follow this policy.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: Family and Medical Leave Act of 1993; 29 USC 2601 et seq.; 29 CFR Part 825  
Genetic Information Nondiscrimination Act of 2008; 42 USC 2000ff et seq.  
ORC 124.38 (for city districts only)  
3319.13; 3319.141

CROSS REFS.: GCBD, Certified Staff Leaves and Absences  
GDBD, Classified Staff Leaves and Absences

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

## FAMILY AND MEDICAL LEAVE

### Eligibility

An employee who has worked for the District for at least 12 months and who has worked at least 1,250 hours in the 12 months preceding the beginning of the leave is eligible for leave under the Family and Medical Leave Act (FMLA). The 12 months an employee must have been employed by the District do not need to be consecutive months. The 1,250 hours of service do not include vacation leave, sick leave, holidays or other paid leaves of absences. However, an employee returning from fulfilling his/her Uniformed Services Employment and Reemployment Rights Act (USERRA) covered service obligation shall be credited with the hours of service that would have been performed but for the period of military service in determining whether the employee worked the 1,250 hours of service.

### Leave Entitlement

An eligible employee is allowed to take up to 12 workweeks of leave during a 12-month period. The District has chosen the following method to determine the 12-month period in which the 12 workweeks of leave entitlement occurs: the fixed 12-month “leave year” (July 1-June 30).

An employee may be eligible for 26 workweeks of FMLA leave during a single 12-month period to care for a covered servicemember with a serious injury or illness. The District will determine the “single 12-month period” using the 12-month period measured forward from the date an employee’s first FMLA leave to care for the covered servicemember begins.

### Types of Leave

An eligible employee may take FMLA leave for the following purposes:

1. birth and care of a newborn child;
2. placement with an employee of a son or daughter for adoption or foster care;
3. care for a spouse, child or parent with a serious health condition. An employee may not take FMLA leave to care for a parent-in-law;
4. recovery from a serious health condition that keeps the employee from performing the essential functions of his/her job;

5. to respond to a “qualifying exigency” that arises because a spouse, child or parent is a military member on covered active duty or
6. to care for a covered servicemember with a serious injury or illness if the employee is the spouse, son, daughter, parent or next of kin of the covered servicemember.

The District requires eligible employees to use any accrued and unused paid vacation, personal or sick leave concurrently with unpaid FMLA leave.

An employer cannot compel an employee to use, nor may an employee elect to use, accrued medical/sick leave in any situation for which the leave could not normally be used.

#### Spouses Employed by the District

If spouses eligible for leave are both employed by the District, 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, son or daughter with a serious health condition; to care for a covered servicemember’s serious injury or illness or for leave taken due to a qualifying exigency. Such leave may be used for the birth or adoption/placement of a child only if the Board agrees.

If an employee needs leave intermittently or on a reduced leave schedule for planned medical treatment, the employee must make a reasonable effort to schedule the treatment so as not to unduly disrupt the employer’s operations.

If the employee needs intermittent leave or leave on a reduced schedule that is foreseeable, the Superintendent may require the employee to temporarily transfer during the period that the intermittent or reduced leave schedule is required to an available position for which the employee is qualified and which better accommodates recurring periods of leave than does the employee’s regular position.

If an eligible instructional employee (i.e., those whose principal function is to teach and instruct students in a class, a small group or an individual setting) needs intermittent leave or leave on a reduced leave schedule due to foreseeable medical treatments, and the employee would be on leave for more than 20% of the total number of working days over the period the leave would extend, the District may require the employee either to:

1. take leave for a period or periods of a particular duration, not greater than the duration of the planned treatment or
2. transfer temporarily to an available alternative position for which the employee is qualified, which has equivalent pay and benefits and which better accommodates recurring periods of leave than does the employee's regular position.

### Benefits

The Board maintains the employee's health coverage under the group health insurance plan during the period of FMLA leave on the same conditions as coverage would have been provided if the employee had been continuously employed during the entire leave period. Prior to the beginning of the FMLA leave, the employee should make arrangements with the Treasurer to pay the employee's share of health insurance.

An employee may, but is not entitled to, accrue any additional benefits or seniority during unpaid FMLA leave. Benefits accrued at the time leave began (e.g., paid vacation, sick or personal leave to the extent not substituted for unpaid FMLA leave), however, must be available to an employee upon return from leave.

The Board is entitled to recover health care premiums paid during the leave if the employee fails to return from leave. Recovery cannot occur if the employee fails to return because of the continuation, recurrence or onset of a serious health condition or due to circumstances beyond the control of the employee.

### Notice

When the FMLA leave is foreseeable, the employee must notify the Superintendent at least 30 days prior to the date when the leave is to begin. If the leave is not foreseeable, the employee must give notice as early as is practical. An employee shall provide at least verbal notice sufficient to make the District aware that the employee needs FMLA-qualifying leave, and the anticipated timing and duration of the leave.

The Board may deny the leave if the employee does not meet the notice requirements.

### Certification

The Board may require the employee to provide a complete and sufficient certification from a health care provider containing specific information if he/she requests a medical leave. If there is a question concerning the validity of such certification, a second and, if necessary, a third opinion can be required, both at the expense of the District.

Upon the employee's return to work from FMLA leave occasioned by the employee's own serious health condition, the Board 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: November 17, 2003)

(Re-approval date: November 17, 2014, June 22, 2015)

## HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY (HIPAA)

The Health Insurance Portability and Accountability Act of 1996 (HIPAA) grants individuals the right to receive notice of the uses and disclosures of their protected health information that may be made by the District, and sets forth the individual's rights and the District's legal obligations with respect to protected health information. The purpose of this policy is to assist the District in complying with the HIPAA privacy standards, to ensure that individuals receive adequate notice of the District's practices with regard to the dissemination and use of protected health information, and to protect the confidentiality and integrity of protected health information.

### Confidentiality of Individually Identifiable Health Information

All officers, employees and agents of the District must preserve the confidentiality and integrity of individually identifiable health information pertaining to any individual. Individually identifiable health information is protected health information and shall be safeguarded to the extent possible in compliance with the requirements of the security and privacy rules and standards established by HIPAA.

The District and its employees will not use or disclose an individual's protected health information for any purpose without the properly documented consent or authorization of the individual or his/her authorized representative unless required or authorized to do so under State or Federal law or this policy, unless an emergency exists or unless the information has been sufficiently de-identified that the recipient of the information would be unable to link the information to a specific individual.

Prior to releasing any protected health information for the purposes set forth above, the District representative disclosing the information shall verify the identity and authority of the individual to whom disclosure is made. This verification may include the examination of official documents, badges, driver's licenses, workplace identity cards, credentials or other relevant forms of identification or verification.

All employees of the District are expected to comply with and cooperate fully with the administration of this policy. The District will not tolerate any violation of the HIPAA privacy or security standards or this policy. Any such violation constitutes grounds for disciplinary action, up to and including termination of employment.

Any employee of the District who believes that there has been a breach of these privacy and security policies and procedures or a breach of the integrity or confidentiality of any person's protected health information shall immediately report such breach to his/her immediate supervisor or the Board-appointed privacy/security officer. The privacy/security officer shall conduct a thorough and confidential investigation of any reported breach and notify the complainant of the results of the investigation and any corrective action taken.

The District will not retaliate or permit reprisals against any employee who reports a breach to the integrity or confidentiality of protected health information. Any employee involved in retaliatory behavior or reprisals against another individual for reporting an infraction of this policy is subject to disciplinary action up to and including termination of employment.

Following the discovery of a breach of unsecured health information, the privacy/security officer will notify each individual whose unsecured protected health information has been, or is reasonably believed to have been, accessed, acquired, used or disclosed as a result of a breach. Any individual responsible for the unauthorized use or disclosure is referred to the Superintendent or his/her designee for appropriate disciplinary measures.

#### Privacy/Security Officer

The Treasurer shall be the privacy/security officer for the District. The privacy/security officer is responsible for overseeing all ongoing activities related to the development, implementation, maintenance and adherence to the District's policies and procedures concerning the security and privacy of protected health information.

#### Notice

The District shall distribute a Notice of Privacy Practices to individuals at the time of their enrollment in the health plan and within 60 days of any material revision. The notice shall also be posted in a clear and prominent location in each facility in the District and be printed in staff handbooks and the health plan booklet. The District will also notify individuals covered by the health plan of the availability of and how to obtain the notice at least once every three years.

#### Training

All employees shall receive training regarding the District's privacy policies and procedures as necessary and appropriate to carry out their job duties. Training shall also be provided when there is a material change in the District's privacy practices or procedures.

#### Documentation

Documentation shall be required in support of the policies and procedures of the District and all other parts of the HIPAA privacy regulations that directly require documentation, including, but not limited to, all authorizations and revocations of authorizations, complaints and disposition of complaints. All documentation is kept in written or electronic form for a period of six years from the date of creation or from the date when it was last in effect, whichever is later.

[Adoption date: November 17, 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

NOTICE OF PRIVACY PRACTICES  
(Effective Date: November 17, 2014)

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: (Treasurer at 614-231-7611)

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/](http://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](http://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](http://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](http://www.hhs.gov)

## CERTIFIED STAFF POSITIONS

All certified staff positions are created only with the approval of the Board. It is the Board's intent to maintain a sufficient number of positions to accomplish its goals and objectives.

Before any new position is established, the Superintendent presents for the Board's approval a job description for the position.

Although a position may remain temporarily vacant or the number of persons holding the same type of position may be reduced in the event of staff reductions, only the Board may abolish a position that it has created.

The Superintendent keeps all job descriptions current and presents recommended changes to the Board for approval.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: ORC 3319.02; 3319.03; 3319.09; 3319.10; 3319.22  
4117.01  
OAC 3301-35-01; 3301-35-03

CERTIFIED 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 Superintendent's recommendation is considered in all contracts pertaining to certificated/licensed individuals.

[Adoption date: November 17, 2014]

LEGAL REFS.: ORC 3313.53  
3317.13; 3317.14  
3319.07; 3319.08; 3319.09; 3319.10; 3319.11; 3319.111; 3319.12;  
3319.22; 3319.227; 3319.24; 3319.26

CROSS REFS.: GCBA, Certified Staff Salary Schedules  
GCBB, Certified Staff Supplemental Contracts  
GCBC, Certified Staff Fringe Benefits  
GCBD, Certified Staff Leaves and Absences  
GCBE, Certified Staff Vacations and Holidays

CONTRACT REF.: Teachers' Negotiated Agreement

CERTIFIED 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 written copy is given to the administrator no later than the end of the administrator's contract year as defined by his/her salary notice.

In the year an administrator's contract does expire, two evaluations are completed: one preliminary and one final. The preliminary evaluation is conducted at least 60 days prior to any Board action on the employee's contract, and a written copy of the preliminary evaluation is given to the administrator at this time.

The final evaluation includes the Superintendent's intended recommendation for the employee's contract. A written copy of the final evaluation must be provided to the employee at least five days prior to the Board's action to renew or nonrenew the employee's contract. If the Board fails to take action on the expiring contract, then the administrator is renewed. If the administrator has been in the District for two years or less, he/she will receive a one-year contract. If the administrator has been in the District three years or more, he/she will receive a two-year contract.

Before June 1, any administrator whose contract expires at the end of the school year is notified by the Board of the date on which the contract expires and of the individual's right to request a meeting with the Board in executive session to discuss the reasons for considering renewal or nonrenewal of his/her contract. Also prior to June 1 of the year in which the employment contract expires, any administrator whom the Board intends to nonrenew receives written notification of the Board's intent not to re-employ.

The Board may request an alternative administrative license valid for employing a superintendent or any other administrator, consistent with State law.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: ORC 3319.01; 3319.02; 3319.111; 3319.12; 3319.225; 3319.27  
4117.01  
OAC 3301-24-11; 3301-24-12

CROSS REFS.: GCBA, Certified Staff Salary Schedules  
GCBB, Certified Staff Supplemental Contracts  
GCBC, Certified Staff Fringe Benefits  
GCBD, Certified Staff Leaves and Absences  
GCBE, Certified Staff Vacations and Holidays

CERTIFIED STAFF CONTRACTS AND COMPENSATION PLANS  
(Administrators)

The Board may request that the Ohio Department of Education (ODE) issue an alternative administrative license valid for employing a principal, superintendent or other administrative specialist as specified by the Board.

ODE 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 BCI 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 noneducators issued an alternative principal license, the District develops and implements a planned program for obtaining classroom-teaching experience. For noneducators 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: November 17, 2003)

(Re-approval date: November 17, 2014)

## CERTIFIED STAFF SALARY SCHEDULES

The Board adopts a salary schedule for its regular teaching personnel and places each teacher on the salary schedule in accordance with training and experience.

Placement on the salary schedule is in accordance with regulations developed by the administration and approved by the Board and the placement is in compliance with the negotiated agreement.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: ORC 3317.13; 3317.14  
3319.12

CROSS REF.: GCB, Certified Staff Contracts and Compensation Plans

CONTRACT REF.: Teachers' Negotiated Agreement

## CERTIFIED STAFF SUPPLEMENTAL CONTRACTS

Certain positions assigned to certified staff members may require extra responsibility or extra time beyond that required of all certified staff members. When the Board and administration determine the need, qualified staff selected for such positions are provided supplemental contracts and additional compensation.

The Board approves the positions and the compensation for these assignments. Supplemental contracts for such assignments are awarded by the Board upon the recommendation of the Superintendent.

Supplemental contracts are limited contracts given for terms not to exceed one year. Supplemental contracts expire automatically at the end of their terms, with or without Board action.

The Board directs the Superintendent/designee to identify those supplemental contract positions that supervise, direct or coach student activity programs that involve athletic, routine/regular physical activity or have health and safety considerations. Individuals accepting these contract positions must complete the requirements established by the Ohio Department of Education and State law.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

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, Certified Staff Contracts and Compensation Plans  
IGD, Cocurricular and Extracurricular Programs  
IGDJ, Interscholastic Athletics

CONTRACT REF.: Teachers' Negotiated Agreement

## CERTIFIED STAFF SUPPLEMENTAL CONTRACTS

The Board approves and encourages those activities conducted outside the regular instructional program that benefit students; a supplemental contract salary is provided to compensate staff members who sponsor and supervise these activities. Supplemental contracts are approved, at the appropriate level of compensation, when they meet the following criteria:

1. Services are according to the job description.
2. Services are performed at a time which is not in conflict with the person's regular contract.
3. Need for services have been determined in accordance with Board standards for numbers of students participating where these have been established.
4. Contract is recommended by the principal of the school in which the services are to be performed and approved by the Superintendent.
5. Requirements for CPR, first aid, concussions and additional State law and Ohio High School Athletic Association mandated coaches training shall be met where applicable.

In accordance with provisions of State law, supplemental contracts are offered to qualified staff members before being offered to candidates from outside the District.

### Additional criteria for issuance of supplemental contracts for athletics (middle school)

<u>Sport</u>	<u>Minimum number of participants</u>	<u>Coaching staff determinants</u>
Football	22	Minimum two per team fielded. One head 7 <sup>th</sup> grade coach. One assistant 7 <sup>th</sup> grade coach (one additional based on 1 per 11 athletes over minimum 22, or major fraction thereof) maximum 3 One head 8 <sup>th</sup> grade coach One assistant 8 <sup>th</sup> grade coach (one additional based on 1 per 11 athletes over minimum 22, or major fraction thereof) maximum 3

Boys basketball	10	One coach per team fielded 7 <sup>th</sup> grade head coach 8 <sup>th</sup> grade head coach Maximum 2
Girls basketball	10	One coach per team fielded 7 <sup>th</sup> grade head coach 8 <sup>th</sup> grade head coach Maximum 2
Boys and girls track	20	Maximum 2 coaches 1 head 7 <sup>th</sup> /8 <sup>th</sup> grade coach 1 assistant coach (up to one additional per one over 20 minimum or major fraction thereof)
Baseball	18	Maximum 3 One coach per team fielded 7 <sup>th</sup> grade 8 <sup>th</sup> grade Maximum 2
Softball	18	One coach per team fielded 7 <sup>th</sup> grade 8 <sup>th</sup> grade Maximum 2
Wrestling	13	1 7 <sup>th</sup> /8 <sup>th</sup> grade head coach 1 additional assistant based on 13 or major fraction thereof over 13 minimum Maximum 2
Boys tennis	7	1 7 <sup>th</sup> /8 <sup>th</sup> grade head coach Maximum 1
Girls tennis	7	1 7 <sup>th</sup> /8 <sup>th</sup> grade head coach Maximum 1
Boys golf	7	1 7 <sup>th</sup> /8 <sup>th</sup> grade head coach Maximum 1
Girls golf	7	1 7 <sup>th</sup> /8 <sup>th</sup> grade head coach Maximum 1
Boys and girls cross country	7	1 7 <sup>th</sup> /8 <sup>th</sup> grade boys coach 1 7 <sup>th</sup> /8 <sup>th</sup> grade girls coach Maximum 2
Volleyball	12	1 coach per team fielded 7 <sup>th</sup> grade head coach 8 <sup>th</sup> grade head coach Maximum 2

Field hockey	18	1 7 <sup>th</sup> /8 <sup>th</sup> grade head coach 1 7 <sup>th</sup> /8 <sup>th</sup> grade assistant coach (based on 18 or major fraction thereof over the 18 minimum) Maximum 2
Cheerleading	8	1 7 <sup>th</sup> /8 <sup>th</sup> grade head coach 1 assistant coach (if 7 <sup>th</sup> and 8 <sup>th</sup> grade squads are kept) Maximum 2

Additional criteria for issuance of supplemental contracts for athletics (high school)

<u>Sport</u>	<u>Minimum number of participants</u>	<u>Coaching staff determinants</u>
Football	22	Minimum two per team fielded. Varsity team-1 head coach. Varsity coach – 1, varsity assistants (up to 3 additional, 1 per 11 athletes over minimum 22, or major fraction thereof) Maximum 5 Junior varsity assistants - 2 coaches Freshman assistants – 2 coaches
Boys basketball	10	1 coach per team fielded plus 1 varsity assistant Varsity head coach, varsity assistant, junior varsity assistant, freshman assistant Maximum 4
Girls basketball	10	1 coach per team fielded plus 1 varsity assistant Varsity head coach, varsity assistant, junior varsity assistant, freshman assistant Maximum 4

Boys and girls track	20	Minimum 2 coaches 1 head varsity coach 1 assistant varsity coach (up to three additional, 1 per 20 over 20 minimum or major fraction thereof) Maximum 5
Baseball	18	1 coach per team fielded plus 1 varsity assistant-varsity head coach, varsity assistant, junior varsity assistant, freshman assistant Maximum 4
Softball	18	1 coach per team fielded plus 1 varsity assistant-varsity head coach, varsity assistant, junior varsity assistant, freshman assistant Maximum 4
Wrestling	13	1 varsity head coach 1 assistant coach if 13 or major fraction thereof over minimum Maximum 2
Boys soccer	18	1 coach per team fielded plus 1 varsity assistant-varsity head coach, varsity assistant, junior varsity assistant, freshman assistant Maximum 4
Girls soccer	18	1 coach per team fielded plus 1 varsity assistant-varsity head coach, varsity assistant, junior varsity assistant, freshman assistant Maximum 4
Boys tennis	7	1 varsity head coach 1 junior varsity assistant Maximum 2
Girls tennis	7	1 varsity head coach 1 junior varsity assistant Maximum 2

Boys Lacrosse	18	1 coach per team. Varsity gets 1 head coach and 1 assistant coach. Another assistant per additional 18 players with a maximum of 4.
Girls Lacrosse	18	1 coach per team. Varsity gets 1 head coach and 1 assistant coach. Another assistant per additional 18 players with a maximum of 4.
Boys golf	7	1 varsity head coach 1 junior varsity assistant Maximum 2
Girls golf	7	1 varsity head coach 1 junior varsity assistant Maximum 2
Boys and girls cross country	7	1 varsity head coach 1 assistant varsity coach Maximum 2
Boys and girls swimming	10	1 varsity head coach 1 assistant varsity coach Maximum 2
Volleyball	12	1 coach per team fielded Varsity, junior varsity assistant, freshman assistant Maximum 3
Field hockey	18	1 coach per team fielded Varsity, junior varsity assistant Maximum 2
Cheerleading	8	1 coach per team fielded Varsity head coach, junior varsity assistant Maximum 2

(Approval date: November 17, 2003)  
(Re-approval date: May 2010)  
(Re-approval date: November 17, 2014)  
(Revision date: December 12, 2016)

## CERTIFIED STAFF FRINGE BENEFITS

In addition to basic salary, benefits are recognized by the Board as an integral part of the total compensation plan for staff members. The benefits extended to staff members are designed to promote their present and future economic security.

The Board may provide fringe benefits for all certified employees for whom coverage is not provided in a negotiated agreement. Specific fringe benefits and the amount of coverage are determined as needed by GCBC-R or listed in the appropriate minutes of the Board.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

[Revision date: November 14, 2016]

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, Certified Staff Contracts and Compensation Plans

CONTRACT REF.: Teachers' Negotiated Agreement  
Employee Handbook

FRINGE BENEFITS FOR NON-REPRESENTED EMPLOYEES PER BOARD POLICY  
GCBC, FRINGE BENEFITS FOR CERTIFIED EMPLOYEES NOT COVERED BY A  
NEGOTIATED CONTRACT, AND POLICY GDBC, FRINGE BENEFITS FOR CLASSIFIED  
EMPLOYEES NOT COVERED BY A MASTER CONTRACT

I. Insurance paid by Board as follows:

- A. Eligibility for Insurances - Those scheduled to work thirty (30) hours or more per week shall receive Board paid insurances. Those employees scheduled to work 21-29 hours shall receive a prorated percentage of Board paid insurances. Example: employee working 25 hours per week will receive 75%  $25 \text{ hours} / 30 \text{ hours} = 83.33\% \times 90\% = 75\%$ . Those employees scheduled to work twenty (20) hours or less per week are excluded from receiving 100% Board paid insurances. At the employee's option, insurances may be purchased by the employee, paying 100% of the cost of said insurance.
- B. Dental Health Care, 100% Single and Family Coverage Premium as per insurance plan effective July 1, 2010.
- C. Group Life Insurance, 100% Premium for amount equal to nearest \$1,000 salary, minimum of \$20,000. Salary amounts changed each January for life insurance purposes.
- D. Health Insurance - Upon proper application, the Board shall pay the following percentages of the monthly premium cost for full-time staff:

Single  
90%

Family  
90%

PPO Plan 1 (High Plan)

Effective January 1, 2017, benefits will be equal to the medical plan as approved by the Board. The plan has a \$10.00 co-pay for office visits, prescription co-pays of \$10/20/30 (mail order = 2x), home delivery incentives, emergency room co-pay at \$100.00 and deductible of \$250 single/\$500 family.

PPO Plan 2 (Low Plan)

Effective January 1, 2017, benefits will be equal to the medical plan as approved by the Board. The plan has a \$15.00 co-pay for office visits, 90% coverage after deductibles for surgical and \$100.00 co-pay for emergency room services in the network.

Deductibles are \$250 single/\$500 family with maximum co-pays at \$1,750/\$3,500.

Effective July 1, 1992, the Board shall apply that part of the employee's salary which the employee's participation in the monthly health benefits premium so as to tax shelter that participation. The Board shall comply with IRS and federal law requirements in doing so.

## II. Leaves – Administrative and Classified

- A. Sick Leave: according to provisions in Ohio Revised Code with unlimited accumulation. Days may be taken in quarter (1/4), half (1/2) or full days.

Each staff member covered by this policy who has exhausted his/her accumulated sick leave shall be advanced ten (10) days of sick leave. If any of these ten (10) days of sick leave are used, they shall be deducted from the sick leave accumulated during that year of employment, or, if necessary, from the following employment year. If a staff member's employment ends using advanced sick leave and not earning the same, he/she will have the per diem amount deducted for said unearned sick leave from the last salary check issued by the Board's Treasurer.

### Sick Leave Bank – Use of Donated Days

In the event of catastrophic, prolonged, or chronic illness of a person covered by this policy or member of his/her immediate family, an employee who has exhausted his/her sick leave may request, through the Superintendent, to request voluntary transfer of unused sick leave days from other staff members covered by this policy to be used as sick leave.

1. Any staff covered by this policy may donate up to three (3) days of unused sick leave which will then be deducted from the donating staff member's accumulated sick leave and will not be transferred back.
2. A doctor's statement may be required with the request for catastrophic sick leave in order for it to be considered.
3. The receiving staff member will not earn sick leave or personal leave while using donated leave days.
4. The receiving staff member cannot use donated days to extend the date on which his/her disability retirement takes effect, if applicable.

5. The receiving staff member cannot use more than sixty (60) donated leave days.

- B. Personal Leave:  
Maximum of three (3) days per year. Days may be taken in half (1/2) or full days.

Effective with the 2010-2011 school year, an employee may roll over up to two (2) unused personal leave days into the next school year, having no more than five (5) total personal leave days available in any school year. Provided, however, that no more than three (3) consecutive contract days may be used unless the employee provides the reason for the requested leave and obtains the Superintendent's/Designee's approval. Denial by the Superintendent/Designee cannot be subject of a grievance. Payment will not be made for unused personal leave.

- C. Religious Leave: maximum of three (3) days for recognized observances that occur on work days.
- D. Professional Leave: as approved by Superintendent, consistent with appropriations.
- E. Administrative Professional Dues: as approved by Superintendent to a limit of \$1,500 per year.
- F. Disability Leave: according to provisions in Ohio Revised Code.
- G. Military Leave: according to provisions in Ohio Revised Code.
- H. Child Care Leave: as approved by the Board of Education.
- I. Mandatory Court Appearances and Jury Service: salary paid for required presence; monies paid by Court, for parking and meals, may be kept by employee
- J. Sabbatical Leave: as approved by the Board of Education.

III. Other benefits by the Board as follows:

- A. Mileage Reimbursement: IRS approved rate for travel on approved school business.
- B. Severance Pay: Pay at normal per diem rate of pay for one-fourth of accumulated sick leave to a maximum of 55 days for classified and for administrators upon moving into the Retirement System. One additional day for every ten (10) days over 250 accumulated days shall be paid.

Payment – Under 55 years old:

Payment for any person covered by this policy under the age of 55 years old shall be paid in the January of the year following retirement.

Payment - 55 years old or older - IRS 403 Accumulated Leave Plan

All staff covered by this policy who turn 55 or older in the calendar year in which they retire, will take part in an Accumulated Leave Plan that is offered by an approved annuity company.

1. If a retiring member is a participant in an accumulated leave plan, an employer contribution shall be made on his/her behalf under the accumulated leave plan within sixty (60) calendar days of the participant's last workday in an amount equal to the lesser of:

- a. The total amount of the Participant's Severance Pay; or
- b. The maximum contribution amount allowable under the terms of the accumulated leave plan.

2. To the extent that an accumulated leave plan participant's severance pay exceeds the maximum amount allowable under the accumulated leave plan for a calendar year, the excess amount shall be payable to the accumulated leave plan in the following January, up to the maximum accumulated leave plan limits for that calendar year. If there is any remaining excess, it shall likewise be paid in subsequent calendar years; provided, however, that if any excess remains at the end of the fifth calendar year following the calendar year of retirement, the remainder shall be paid in cash to the retired employee.

3. If the member is entitled to have a contribution paid to an accumulated leave plan and dies prior to such contribution being paid to the Plan, the contribution shall be paid to the estate of the deceased member.

- C. The District will pay up to \$50 for the cost for state and federal background checks required by the Ohio Revised Code for current employees. Such payment will be made directly to the Bureau of Criminal Identification and Investigation once the background check is completed.
  
- D. Tuition Reimbursement: as approved by the Superintendent, consistent with appropriations.
  - 1. Administrative Doctoral Program: The Superintendent may authorize up to a 50 (fifty) percent tuition reimbursement to an administrator enrolled in an accredited doctoral program in educational leadership or curriculum and instruction. The reimbursement will be based upon the Ohio State University tuition rate for graduate level work in effect at the time the classes were taken. The administrator must remain with the school district for five (5) years following the date the reimbursement is paid. If the administrator should end employment with the school district for any reason, then the administrator will reimburse the school district money paid for tuition, on a pro-rata basis, from their final payroll and other severance compensation.
  - 2. Other Tuition Reimbursement: The Superintendent may authorize tuition reimbursement for course work taken by non-BEA staff, consistent with appropriations. Reimbursement may be in partial amounts.
  - 3. Fee waivers as approved by the Superintendent.

Approved date: January 10, 2011  
Revised date: August 2015  
Revised date: November 14, 2016

## CERTIFIED 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.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

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, Certified Staff Contracts and Compensation Plans

CONTRACT REFS.: Teachers' Negotiated Agreement  
Employee Handbook

## CERTIFIED STAFF VACATIONS, HOLIDAYS, WORK YEAR

### Vacations

Administrative personnel employed on a 12-month basis receive vacations during the contract year.

A written request for vacation is submitted to the Superintendent for approval. Vacations are allowed, provided they do not hinder the operation of the schools.

### Holidays

The school calendar, as adopted by the Board, establishes the school recess periods and holidays for all administrators employed on a school-year basis.

Except as holidays have been declared for the District or vacation days have been scheduled, all certified staff members employed on a 12-month basis (260 workdays per year) are expected to work during the recess periods of the school year.

### Work Year

All twelve month certificated administrators will have a work calendar of 260 days. Any year that has 261 or 262 work days will allow for the employee to take 1 or 2 floating non-paid days off to make the actual number of paid work days equal to 260 days. All per diem calculations will use 260 days per year.

All floating days off must be approved by the supervisor and the Superintendent.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014, April 13, 2015, November 14, 2016]

LEGAL REFS.: ORC 3313.20; 3313.63

CROSS REF.: GCB, Certified Staff Contracts and Compensation Plans

CERTIFIED STAFF LEAVES AND ABSENCES  
(Administrators)

The following positions earn vacation leave according to this policy:

1. Executive Director of School Programs
2. Business Manager
3. High School Principal
4. Athletic Director
5. Assistant High School Principal
6. Middle School Principal
7. Technology Director

At a rate of:

<u>Years/Employment Bexley (b)</u>	<u>Days per Month</u>	<u>Days per Year</u>
0 to 2 Years	1.25	15
3 - 19 Years	1.66	20
20 Years	1.75	21
21 Years Plus	1.83	22

Vacation will be accumulated for the first full calendar month of service.

Example 1: Employee starts work on October 1; will receive 1.25 vacation days on October 10 paycheck.

Example 2: Employee starts the second workday in October; will receive 1.25 vacation days on November 10 paycheck for vacation earned for the month of November.

A maximum of 10 days plus one year of vacation leave may be accumulated at any one time. For example, a person earning 15 days of vacation per year can accumulate a maximum of 25 days. When an employee reaches the maximum accumulation, the monthly amount will not be added to the balance.

Administrators may seek approval from the Superintendent for vacation to the extent days will be earned within the contract year. In the event the administrator leaves the employ of the District before vacation has accrued according to this policy, the number of vacation days taken but not accrued will be deducted at the per diem salary from the employee's final paycheck.

Vacation days must be taken in one-half or full-day increments only.

After 12 months of employment and upon separation from employment with the Board, an employee will be paid for accrued but unused vacation days. If separation occurs before one year, any paid vacation time will be deducted from the last paycheck.

Approval of the Superintendent is required for all vacation leaves.

1. Except for items listed in individuals' contracts, the Superintendent and Treasurer follow the general guidelines of this policy.
2. A year of employment is defined as 120 days worked between August 1 and July 31. A change from 15 days to 20 days takes place effective August 1 after the second year.

(Approval date: August 2005)

(Re-approval date: January 2010)

(Re-approval date: January 2011)

(Re-approval date: August 2011)

(Re-approval date: November 17, 2014)

(Re-approval date: November 14, 2016)

## CERTIFIED STAFF RECRUITING

Because the quality of the staff hired by the Board is the major component of an effective, productive educational program, the Board and the administration of the District make efforts to attract and retain qualified personnel.

The Board expects the Superintendent, with the assistance of the administrative staff, to determine the personnel needs of the District and the individual schools and to recruit the best qualified candidates to recommend for employment.

Recruitment procedures include posting all openings so that the talents and potential of individuals already employed by the school system are not overlooked. Any current employee may apply for any position for which he/she has certification and meets other stated requirements. All candidates shall be considered on the basis of their merits, qualifications and the needs of the District.

The appropriate building administrator is expected to be involved in recruiting and interviewing. The Superintendent's recommendation reflects, although not necessarily concurs with, that administrator's appraisal of the candidate's qualifications.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REF.: OAC 3301-35-03

CROSS REFS.: AC, Nondiscrimination  
ACA, Nondiscrimination on the Basis of Sex  
ACB, Nondiscrimination on the Basis of Disability  
GBA, Equal Opportunity Employment

## CERTIFIED 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 diverse workforce.
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).

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: November 17, 2003]

[Re-adoption date: November 17, 2014]

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, Classified Staff Hiring

## PART-TIME AND SUBSTITUTE CERTIFIED STAFF EMPLOYMENT

All certified personnel serving as substitute teachers or in part-time positions are recommended by the Superintendent for appointment by the Board. The rates of pay for such employment are recommended by the Superintendent and established by the Board.

The employment of substitute teachers is centralized for the District in the office of the Superintendent. Candidates selected are recommended to the Board for placement on the list of approved substitutes. Principals assume responsibility for the scheduling of substitutes from the approved list as needed.

Building principals develop regulations for substitute teachers to guide them in the performance of their duties. The regulations are approved by the Superintendent.

[Adoption date: November 17, 2014]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.  
Fair Credit Reporting Act; 15 USC 1681 et seq.  
ORC 3317.13  
3319.07; 3319.08; 3319.10; 3319.13; 3319.22 through 3319.31; 3319.39  
3323.06  
OAC 3301-35-05; 3301-35-06

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

## CERTIFIED STAFF DEVELOPMENT OPPORTUNITIES

Professional development is an important priority of the District. The priority reflects an institutional commitment to continuous inquiry and improvement imbedded in the daily life of the Bexley Schools. Professional development is NOT about events. It is continuous attention to student work, examining how educator practices and school processes impact student work, and thoughtfully increasing our expertise in teaching to high standards.

Certified staff members are expected to judge instructional practices, school processes and school-improvement initiatives by the effect on what students learn and whether students increase their capacity as learners. Effects are to be examined carefully and collectively.

Opportunities for professional growth are provided through such means as:

1. collaborative inquiry, planning and decision making systematically focused on the quality of student work at the District, building, individual classroom and/or individual level;
2. planned collaboration, training programs, and curriculum and instructional development sessions scheduled by the District;
3. time for visits to other classrooms and schools and for attendance at conferences, workshops and other professional meetings and
4. leaves of absence for advanced educational training.

The Superintendent has the authority to approve attendance at conferences and visitations and reimbursements for expenses, provided that such activities are within budget allocations for that purpose.

[Adoption date: November 17, 2003]

[Re-adoption date: July 18, 2011]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: ORC 3313.20  
3315.07  
3319.131  
OAC 3301-35-03

CROSS REFS.: DLC, Expense Reimbursements  
GCBC, Certified Staff Fringe Benefits  
GCBD, Certified Staff Leaves and Absences

CONTRACT REF.: Teachers' Negotiated Agreement

## TEACHER MENTOR PROGRAM

### Description of New Teacher Program

It is the belief of the Board that professional development should be a continuous process that begins with initial preparation and continues through a teacher's years of service. We believe that a New Teacher Program benefits all teachers new to the District to include entry-year teachers who are new to the teaching profession in Ohio and experienced teachers who are making the transition to Bexley City Schools from another school district. The New Teacher Program is designed to assist all teachers, no matter their experience level, by helping them to develop the competencies essential to successful teaching and by providing new teachers with the time and support needed to become comfortable in the Bexley learning environment.

1. Participation in the New Teacher Program will be required of all licensed teachers and educational personnel new to the District.

The program shall include the following:

- A. persons holding a four year Resident Educator or Alternative Resident Educator license;
- B. teachers and educational personnel transitioning from other school districts and new to Bexley City Schools;
- C. teachers and educational personnel working in a new area of licensure in which the employee's immediate supervisor will determine the eligibility for the New Teacher Program or
- D. teachers and educational personnel in the same area of licensure whose position requires a significant change in duties from their previous position in which the employee's immediate supervisor will determine the eligibility for the New Teacher Program in this category.

2. Support for all teachers new to the District will be provided by another teacher in the same building whenever possible or by a person with a similar educational personnel license. However, mentors to Resident Educators are selected using ODE criteria and are required to complete ODE-approved training. Mentoring for Resident Educators consists of four years in accordance with ODE licensure requirements which states entry-year teachers in the first four years of employment must be mentored by a teacher who has completed ODE-approved training and has knowledge of tools to document beginning teacher growth through evidence. Support for teachers transitioning to Bexley from other districts typically consists of the first few weeks of the school year with support aligned to *Ohio's Standards for the Teaching Profession* and with mentoring activities largely centered on introductions to District, building and departmental or grade-level procedures and processes.

#### Outline of Program Direction

1. District Committee
  - A. develops criteria and prerequisite skills needed to be a successful mentor of teachers transitioning from other districts. The criteria and skills to be possessed by the mentor should include the experience, knowledge, skills, attitudes and values deemed essential for becoming an effective mentor;
  - B. plans for any training mentors may need in order to be successful in their role as mentor to teachers transitioning from other districts;
  - C. conducts a needs assessment to determine areas that shall be addressed in the New Teacher Program and
  - D. conducts a yearly summative evaluation of the program based upon the identified needs to include responses to these questions:
    - 1) Did the program identify all areas of concern?
    - 2) Did the new teacher receive sufficient assistance in acquiring knowledge of the school curriculum, and the instructional resources available for such implementation?
    - 3) Did the new teacher receive sufficient assistance with management tasks identified as especially difficult for new teachers?
    - 4) Did the new teacher receive sufficient assistance in improvement of instructional skills and classroom management?
    - 5) Did the new teacher receive sufficient assistance in other areas relative to their assignment?
    - 6) Do developed guidelines facilitate program effectiveness? Are others needed?

- E. Quality feedback will be shared and discussed with the District Committee.

Support Experiences for All New Teachers

1. The mentoring experience for the Resident Educator and other less-intense support for the teacher with other licensure transitioning from another district will never be part of the formal evaluation process. All information shared between mentor and mentee will be confidential and at no time will either party be required to share any of this information. An atmosphere which encourages openness between mentor and mentee is essential. It is the responsibility of the principal or the supervisor of the mentee to conduct the formal evaluation in accordance with the Master Agreement.
2. Mentors of Resident Educators as well as support for other new teachers will be provided with the education to aid in developing effective mentoring knowledge and skills. For mentors of Resident Educators, this education will be in the form of required ODE trainings. For others in support of new teachers without the Resident Educator license, this may include university courses, seminars, or other learning experiences. The Curriculum Director, with input from the District Committee, will recommend the appropriate training. When budget appropriations are required, appropriate approvals are needed.
3. All new teachers in the program will participate in an orientation and ongoing activities provided by the principal or the District regarding, but not limited to, the following:
  - A. School policies, procedures and routines.
  - B. Courses of study, standards-based education programs and responsibilities for curriculum maps and lesson plans.
  - C. The layout and facilities of the assigned building.
  - D. The nature of the New Teacher Program.
  - E. Additional information a new teacher may need to be adequately prepared for a specific assignment.

[Adoption date: September 19, 2011]

[Re-adoption date: October 21, 2013]

[Re-adoption date: November 17, 2014]

LEGAL REF.: ORC 3319.22

CROSS REFS.: GCB, Certified Staff Contracts and Compensation Plans  
GCD, Certified Staff Hiring

## 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.

If a teacher's schedule is comprised only of courses or subjects for which value-added data is applicable, the entire student academic growth factor of the evaluation for such teachers shall be based on the value-added progress dimension.

Value-added data based on the results of state assessments administered in the 2014-2015 and 2015-2016 school years will not be used to assess student academic growth. Such data also will not be used when making dismissal, retention, tenure or compensation decisions. The Board may administer ODE-approved assessments and/or local measures of student growth using state-designed criteria and guidance for teachers of subjects where value-added scores from state assessments are not available. Evaluations for teachers of grade levels and subject areas for which the value-added progress dimension is applicable, and where no other measure is available to determine student academic growth, shall be based solely on teacher performance.

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) Least Effective, (2) Approaching Average, (3) Average, (4) Above Average or (5) Most Effective, student growth levels.

### Professional Growth and Improvement Plans

Teachers with a final summative rating of Developing must develop professional growth plans with their credentialed evaluators. The Superintendent/designee approves the professional growth plan and assigns the credentialed evaluator.

Teachers with a final summative rating of Ineffective must develop an improvement plan with their credentialed evaluators. The Superintendent/designee approves the improvement plan and assigns the credentialed evaluators.

### 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 three years. Such evaluations are completed by May 1 of the evaluation year. Teachers evaluated on this basis are provided a written copy of their evaluation results by May 10 of the evaluation year. In years when an evaluation will not take place, one observation is carried out and at least one conference with the teacher is held.

The Board evaluates teachers receiving effectiveness ratings of Skilled on those teachers' most recent evaluations carried out under this policy, and whose student growth measures are at least average or higher every two years. Biennial evaluations conducted under this policy are completed by May 1 of the evaluation year. Teachers evaluated on a biennial basis are provided a written copy of their evaluation results by May 10 of the evaluation year. In years when an evaluation will not take place, one observation is carried out and at least one conference with the teacher is held.

### 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: November 17, 2003]

[Re-adoption date: June 10, 2013]

[Re-adoption date: November 17, 2014]

[Re-adoption date: September 21, 2015]

[Re-adoption date: May 16, 2016]

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

EVALUATION OF CERTIFIED STAFF  
(Administrators Both Certified and Classified)

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.

State value-added data based in the results of state assessments administered in the 2014-2015 and 2015-2016 school years will not be used to assess student academic growth. Such data also will not be used when making dismissal, retention, tenure or compensation decisions.

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.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014, April 13, 2015, September 21, 2015, May 16, 2016]

File: GCN-2 (Also AFC-2)

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

EVALUATION OF CERTIFIED STAFF  
(Administrators Both Certified and Classified)

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

1. An initial meeting is held by the Superintendent prior to the school year with the 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. 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: November 17, 2003)

(Re-approval date: November 17, 2014)

## EVALUATION OF SCHOOL COUNSELORS

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

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

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

### Effectiveness Rating

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

### Evaluation Time Line

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

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

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

#### Professional Growth and Improvement Plans

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

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

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

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

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

#### Retention and Promotion

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

#### Poorly Performing Counselors

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

#### Professional Development

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

[Adoption date: August 15, 2016]

LEGAL REFS.: ORC 3319.113; 3319.61  
3302.03  
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

## REDUCTION IN CERTIFIED STAFF WORKFORCE

The Board may reduce the number of teachers upon the return to duty of regular teachers after leaves of absence, suspension of schools, territorial changes affecting the District, decreased enrollment of students in the District or for financial reasons.

The Board may reduce the number of administrators upon the return to duty of administrators after leaves of absence, suspension of schools, territorial changes affecting the District, decreased enrollment of students in the District, for financial reasons or for other reasons unrelated to the performance of the individual administrator.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: ORC 3319.02; 3319.081; 3319.09(A); 3319.17; 3319.171; 3319.172; 3319.18

CONTRACT REF.: Teachers' Negotiated Agreement

## RESIGNATION OF CERTIFIED STAFF MEMBERS

Any certified staff member who has a contract effective for the next school year is not permitted to resign after July 10, preceding that year. After that time, the consent of the Board must be given before a staff member may resign his/her position. A teacher who resigns after July 10 is subject to certification sanctions imposed by the State Board of Education. Resignations are submitted to the Superintendent for presentation to the Board.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REF.: ORC 3319.02; 3319.15

## SEVERANCE PAY

At the time of retirement from the District, a severance amount calculated by a prescribed formula applied to the employee's unused sick leave and daily rate of pay at the time of retirement from the District is granted to certified staff employees in compliance with State law. Upon payment of severance pay, the retiring employee's sick leave accumulation is reduced to zero.

Administrators who have retired under the rules of the State Teachers Retirement System are not eligible for severance pay based upon a subsequent retirement.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REF.: ORC 124.39

CONTRACT REF.: Teachers' Negotiated Agreement

## SUSPENSION AND TERMINATION OF CERTIFIED STAFF MEMBERS

### Suspension

The Board may suspend a certified 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 certified staff member may be terminated for good and just cause. Before terminating any contract, the Board furnishes the certified 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 certified 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 certified 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: November 17, 2003]

[Re-adoption date: November 17, 2014]

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.

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: November 17, 2003]

[Re-adoption date: November 17, 2014]

CROSS REF.: KG, Community Use of School Facilities (Equal Access)

## CLASSIFIED STAFF POSITIONS

All classified staff positions are created only with the approval of the Board. It is the Board's intent to maintain a sufficient number of positions to accomplish its goals and objectives.

Before any new position is established, the Superintendent presents for the Board's approval a job description for the position.

Although positions may remain temporarily vacant, or the number of persons holding the same type of position may be reduced in the event of required staff reduction, only the Board abolishes a position that it has created.

The Superintendent keeps all job descriptions current and presents recommended changes to the Board for approval.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: ORC 124.11; 124.18; 124.34  
3319.081  
OAC 3301-35-03

## CLASSIFIED STAFF CONTRACTS AND COMPENSATION PLANS

### Contracts

All newly hired, regular classified staff employees, including regular hourly rate and per diem employees, serve a probationary period of not less than 60 days nor more than one year. If such employees successfully complete this probationary period, they are considered as permanent employees.

### Compensation Plans

In determining and developing salary schedules for classified staff other than administrators, the Board considers the responsibilities of the position, the qualifications needed, past experience of the individual and years of service credit.

Salaries for classified staff are reviewed and established annually by the Board upon the recommendation of the Superintendent.

In compliance with State law, employees are notified in writing by July 1 of their salary for the following school year.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: ORC Chapter 124  
3317.12  
3319.081 through 3319.083; 3319.088

CROSS REFS.: GDBA, Classified Staff Salary Schedules  
GDBC, Classified Staff Fringe Benefits  
GDBD, Classified Staff Leaves and Absences  
GDBE, Classified Staff Vacations and Holidays

## CLASSIFIED STAFF SALARY SCHEDULES

The Board develops salary schedules which:

1. adequately provide for the retention of those classified staff employees who are rendering satisfactory and efficient service in the District and
2. provide employees with a financial projection by indicating the salary, which may be provided by a salary schedule.

Such schedules take into account the qualifications required, the responsibilities of the position and work experience. Initial placement on the schedule may take into consideration the employee's previous experience.

An employee must serve two-thirds of his/her particular work year in order to qualify for the yearly increment on a salary schedule.

In compliance with law, employees are notified in writing by July 1 of their salaries for the ensuing year.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: ORC 3317.12  
3319.081; 3319.082; 3319.083; 3319.088

CROSS REF.: GDB, Classified Staff Contracts and Compensation Plans

CONTRACT REF.: Classified Staff Negotiated Agreement

## CLASSIFIED STAFF FRINGE BENEFITS

In addition to basic salary, benefits are recognized by the Board as an integral part of the total compensation plan for staff members.

The benefits extended to eligible classified staff employees are designed to promote their present and future economic security and to provide the financial incentives for skill development that benefit the District. Specific fringe benefits and the amount of coverage are determined as needed by GDBC-R or listed in the appropriate minutes of the board.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

[Revised date: November 14, 2016]

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

GDB, Classified Staff Contracts and Compensation Plans

CONTRACT REF.: Classified Staff Negotiated Agreement

FRINGE BENEFITS FOR NON-REPRESENTED EMPLOYEES PER BOARD POLICY  
GCBC, FRINGE BENEFITS FOR CERTIFIED EMPLOYEES NOT COVERED BY A  
NEGOTIATED CONTRACT, AND POLICY GDBC, FRINGE BENEFITS FOR CLASSIFIED  
EMPLOYEES NOT COVERED BY A MASTER CONTRACT

I. Insurance paid by Board as follows:

- A. Eligibility for Insurances - Those scheduled to work thirty (30) hours or more per week shall receive Board paid insurances. Those employees scheduled to work 21-29 hours shall receive a prorated percentage of Board paid insurances. Example: employee working 25 hours per week will receive 75%  $25 \text{ hours} / 30 \text{ hours} = 83.33\% \times 90\% = 75\%$ . Those employees scheduled to work twenty (20) hours or less per week are excluded from receiving 100% Board paid insurances. At the employee's option, insurances may be purchased by the employee, paying 100% of the cost of said insurance.
- B. Dental Health Care, 100% Single and Family Coverage Premium as per insurance plan effective July 1, 2010.
- C. Group Life Insurance, 100% Premium for amount equal to nearest \$1,000 salary, minimum of \$20,000. Salary amounts changed each January for life insurance purposes.
- D. Health Insurance - Upon proper application, the Board shall pay the following percentages of the monthly premium cost for full-time staff:

Single  
90%

Family  
90%

PPO Plan 1 (High Plan)

Effective January 1, 2017, benefits will be equal to the medical plan as approved by the Board. The plan has a \$10.00 co-pay for office visits, prescription co-pays of \$10/20/30 (mail order = 2x), home delivery incentives, emergency room co-pay at \$100.00 and deductible of \$250 single/\$500 family.

PPO Plan 2 (Low Plan)

Effective January 1, 2017, benefits will be equal to the medical plan as approved by the Board. The plan has a \$15.00 co-pay for office visits, 90%

coverage after deductibles for surgical and \$100.00 co-pay for emergency room services in the network. Deductibles are \$250 single/\$500 family with maximum co-pays at \$1,750/\$3,500.

Effective July 1, 1992, the Board shall apply that part of the employee's salary which the employee's participation in the monthly health benefits premium so as to tax shelter that participation. The Board shall comply with IRS and federal law requirements in doing so.

## II. Leaves – Administrative and Classified

- A. Sick Leave: according to provisions in Ohio Revised Code with unlimited accumulation. Days may be taken in quarter (1/4), half (1/2) or full days.

Each staff member covered by this policy who has exhausted his/her accumulated sick leave shall be advanced ten (10) days of sick leave. If any of these ten (10) days of sick leave are used, they shall be deducted from the sick leave accumulated during that year of employment, or, if necessary, from the following employment year. If a staff member's employment ends using advanced sick leave and not earning the same, he/she will have the per diem amount deducted for said unearned sick leave from the last salary check issued by the Board's Treasurer.

### Sick Leave Bank – Use of Donated Days

In the event of catastrophic, prolonged, or chronic illness of a person covered by this policy or member of his/her immediate family, an employee who has exhausted his/her sick leave may request, through the Superintendent, to request voluntary transfer of unused sick leave days from other staff members covered by this policy to be used as sick leave.

1. Any staff covered by this policy may donate up to three (3) days of unused sick leave which will then be deducted from the donating staff member's accumulated sick leave and will not be transferred back.
2. A doctor's statement may be required with the request for catastrophic sick leave in order for it to be considered.
3. The receiving staff member will not earn sick leave or personal leave while using donated leave days.

4. The receiving staff member cannot use donated days to extend the date on which his/her disability retirement takes effect, if applicable.

5. The receiving staff member cannot use more than sixty (60) donated leave days.

B. Personal Leave:

Maximum of three (3) days per year. Days may be taken in half (1/2) or full days.

Effective with the 2010-2011 school year, an employee may roll over up to two (2) unused personal leave days into the next school year, having no more than five (5) total personal leave days available in any school year. Provided, however, that no more than three (3) consecutive contract days may be used unless the employee provides the reason for the requested leave and obtains the Superintendent's/Designee's approval. Denial by the Superintendent/Designee cannot be subject of a grievance. Payment will not be made for unused personal leave.

C. Religious Leave: maximum of three (3) days for recognized observances that occur on work days.

D. Professional Leave: as approved by Superintendent, consistent with appropriations.

E. Administrative Professional Dues: as approved by Superintendent to a limit of \$1,500 per year.

F. Disability Leave: according to provisions in Ohio Revised Code.

G. Military Leave: according to provisions in Ohio Revised Code.

H. Child Care Leave: as approved by the Board of Education.

I. Mandatory Court Appearances and Jury Service: salary paid for required presence; monies paid by Court, for parking and meals, may be kept by employees.

J. Sabbatical Leave: as approved by the Board of Education.

III. Other benefits by the Board as follows:

- A. Mileage Reimbursement: IRS approved rate for travel on approved school business.
- B. Severance Pay: Pay at normal per diem rate of pay for one-fourth of accumulated sick leave to a maximum of 55 days for classified and for administrators upon moving into the Retirement System. One additional day for every ten (10) days over 250 accumulated days shall be paid.

Payment – Under 55 years old:

Payment for any person covered by this policy under the age of 55 years old shall be paid in the January of the year following retirement.

Payment - 55 years old or older - IRS 403 Accumulated Leave Plan

All staff covered by this policy who turn 55 or older in the calendar year in which they retire, will take part in an Accumulated Leave Plan that is offered by an approved annuity company.

1. If a retiring member is a participant in an accumulated leave plan, an employer contribution shall be made on his/her behalf under the accumulated leave plan within sixty (60) calendar days of the participant's last workday in an amount equal to the lesser of:

- b. The total amount of the Participant's Severance Pay; or
- b. The maximum contribution amount allowable under the terms of the accumulated leave plan.

2. To the extent that an accumulated leave plan participant's severance pay exceeds the maximum amount allowable under the accumulated leave plan for a calendar year, the excess amount shall be payable to the accumulated leave plan in the following January, up to the maximum accumulated leave plan limits for that calendar year. If there is any remaining excess, it shall likewise be paid in subsequent calendar years; provided, however, that if any excess remains at the end of the fifth calendar year following the calendar year of retirement, the remainder shall be paid in cash to the retired employee.

3. If the member is entitled to have a contribution paid to an accumulated leave plan and dies prior to such contribution being paid to the Plan, the contribution shall be paid to the estate of the deceased member.

- C. The District will pay up to \$50 for the cost for state and federal background checks required by the Ohio Revised Code for current employees. Such payment will be made directly to the Bureau of Criminal Identification and Investigation once the background check is completed.
- D. Tuition Reimbursement: as approved by the Superintendent, consistent with appropriations.
  - 4. Administrative Doctoral Program: The Superintendent may authorize up to a 50 (fifty) percent tuition reimbursement to an administrator enrolled in an accredited doctoral program in educational leadership or curriculum and instruction. The reimbursement will be based upon the Ohio State University tuition rate for graduate level work in effect at the time the classes were taken. The administrator must remain with the school district for five (5) years following the date the reimbursement is paid. If the administrator should end employment with the school district for any reason, then the administrator will reimburse the school district money paid for tuition, on a pro-rata basis, from their final payroll and other severance compensation.
  - 5. Other Tuition Reimbursement: The Superintendent may authorize tuition reimbursement for course work taken by non-BEA staff, consistent with appropriations. Reimbursement may be in partial amounts.
  - 6. Fee waivers as approved by the Superintendent.

[Adoption date: January 10, 2011]

[Revised date: November 2016]

## CLASSIFIED STAFF LEAVES AND ABSENCES

Leaves and absences granted to the classified staff are for the purposes of helping them maintain their physical health, taking care of family and other personal emergencies and discharging important and necessary obligations.

All requests for long-term leaves of absence are submitted by the Superintendent, together with his/her recommendations, to the Board for its action.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

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, Classified Staff Contracts and Compensation Plans

CONTRACT REF.: Classified Staff Negotiated Agreement

## CLASSIFIED STAFF VACATIONS, HOLIDAYS, WORK YEAR

### Vacations

Those employed for 12 months receive vacation with pay in compliance with State law or board policy GDBE-R.

The immediate supervisor gives final approval of vacation schedules for the classified staff. It is his/her responsibility to see that vacations are scheduled so that the least interference with the operation of the schools results.

### Holidays

Holidays are established on the Board-approved work calendar.

Because various classifications of personnel are scheduled to work a different number of months during the calendar year, the direct supervisor informs their employees of the specific holidays to which their particular job classification is entitled.

### Work Year

All twelve month non-represented classified employees will have a work calendar of 260 days. Any year that has 261 or 262 work days will allow for the employee to take 1 or 2 floating non-paid days off to make the actual number of paid work days equal to 260 days. All per diem calculations will use 260 days per year.

All floating days off must be approved by the direct supervisor..

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014, April 13, 2015]

[Revision date: January 9, 2017]

LEGAL REFS.: ORC 1.14  
3319.084; 3319.086; 3319.087

CROSS REF.: GDB, Classified Staff Contracts and Compensation Plans

CONTRACT REF.: Classified Staff Negotiated Agreement

## CLASSIFIED STAFF VACATIONS AND HOLIDAYS

The following positions earn vacation leave at the annual amount as listed:

1. Maintenance Office Manager
2. Supervisor of Maintenance
3. Assistant to the Treasurer
4. Administrative Assistant to Superintendent
5. Manager of Technology Infrastructure
6. Central Office Secretaries
7. Payroll Manager/Coordinator
8. Accounts Payable Specialist
9. Desktop Support Technician
10. Senior Database Administrator
11. Technology Coordinator Data and Training
12. Director of Student and Community Engagement
13. Public Information Coordinator
14. Supervisor of Building, Grounds, Transportation, and Warehouse

At a rate of:

<u>Years/Employment Bexley</u>	<u>Days per Month</u>	<u>Days per Year</u>
0 to 3 Years	.83	10
4 - 13 Years	1.25	15
14-19 Years	1.66	20
20 Years	1.75	21
21 Years Plus	1.83	22

Vacation will be accumulated upon the completion of the first full calendar month of service.

Example 1: Employee starts work on October 1; will receive .83 vacation days on the November 5 paycheck.

Example 2: Employee starts the second workday in October; will receive .83 vacation days on the December 5 paycheck for vacation earned for the month of November.

New employees are eligible to take vacation upon completion of their probationary period.

A maximum of 10 days plus one year of vacation leave may be accumulated at any one time. For example, a person earning 15 days of vacation per year can accumulate a maximum of 25 days. When an employee reaches the maximum accumulation, the monthly amount will not be added to the balance.

Vacation days must be taken in one-half or full-day increments only.

After 12 months of employment and upon separation from employment with the Board, an employee will be paid for accrued but unused vacation days. Approval of the Superintendent or supervisor is required for all vacation leaves.

A year of employment is defined as 120 days of an employee's work year. A change from 10 to 15 to 20 days takes place effective July 1 of the year listed, not on an anniversary date.

Employees covered under this policy may seek approval from the Superintendent or their supervisor for vacation to the extent days will be earned within the contract year. In the event the employee leaves the employ of the District before vacation has accrued according to this policy, the number of days taken but not accrued will be deducted at the per diem salary from the employee's final paycheck.

(Approval date: November 17, 2003)

(Re-approval date: December 2007)

(Re-approval date: January 2011)

(Re-approval date: November 17, 2014)

(Re-approval date: June 22, 2015)

(Revision date: January 9, 2017)

## CLASSIFIED 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 classified 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 classified 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: November 17, 2003]

[Re-adoption date: November 17, 2014]

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, Certified Staff Hiring

CONTRACT REF.: Classified Staff Negotiated Agreement

## PART-TIME, TEMPORARY AND SUBSTITUTE CLASSIFIED STAFF EMPLOYMENT

Part-time, temporary and substitute classified staff are employed as necessary for the efficient operation of the District.

The District maintains lists of persons qualified to serve in various classified 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 classified 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: November 17, 2003]

[Re-adoption date: November 17, 2014]

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  
ACA, Nondiscrimination on the Basis of Sex  
ACB, Nondiscrimination on the Basis of Disability  
GBA, Equal Opportunity Employment  
GBQ, Criminal Records Check

CONTRACT REF.: Classified Staff Negotiated Agreement

## CLASSIFIED STAFF EXTRA DUTY

The Board recognizes that it may be necessary for classified staff employees to work more than 40 hours during a given workweek. The Superintendent/designee establishes regulations governing overtime provisions.

[Adoption date: November 17, 2014]

LEGAL REFS.: Fair Labor Standards Act; 29 USC 201 et seq.  
ORC 124.18  
3319.086

CROSS REF.: KG, Community Use of School Facilities (Equal Access)

CONTRACT REF.: Classified Staff Negotiated Agreement

## CLASSIFIED STAFF DEVELOPMENT OPPORTUNITIES

Classified staff training and development is essential to the efficient and economical operation of the schools.

All classified staff employees are encouraged to grow in job skills and to take additional training that improves their skills on the job. Building principals assist in the training of classified staff assigned to their respective buildings.

The Superintendent may grant absences to attend meetings, conventions, conferences or workshops of local, state or national associations that serve to advance the welfare of the District through the upgrading and strengthening of the support service.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: ORC 3313.20 (D)  
OAC 3301-35-03

CROSS REF.: DLC, Expense Reimbursements

## EVALUATION OF CLASSIFIED STAFF

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

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

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

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

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

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

CONTRACT REF.: Classified Staff Negotiated Agreement

## REDUCTION IN CLASSIFIED STAFF WORKFORCE

Whenever it becomes necessary to reduce the classified staff because of financial reasons, job abolishment, management reorganization, lack of work or in the interest of economy, the procedures set forth in State law and in the negotiated agreement govern the rights of employees affected by the reduction.

[Adoption date: November 17, 2014]

LEGAL REFS.: ORC 124.32; 124.321  
4141.29

CONTRACT REF.: Classified Staff Negotiated Agreement

## RESIGNATION OF CLASSIFIED STAFF MEMBERS

Any classified staff member may terminate his/her contract of employment with the District by filing a written notice with the Treasurer 30 days prior to the effective date of termination.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REF.: ORC 3319.081

## SUSPENSION, DEMOTION AND TERMINATION OF CLASSIFIED STAFF MEMBERS

The employment of classified 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 the contract of 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: November 17, 2014]

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 Records Check

CONTRACT REF.: Classified Staff Negotiated Agreement

## SECTION H: NEGOTIATIONS

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HA	Negotiations
HD	School Board Negotiating Powers and Duties
HE	Board Negotiating Agents
HE-R	Board Negotiating Agents
HF	Superintendent's Role in Negotiations
HO	Work Stoppage

## NEGOTIATIONS

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.

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.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REF.: ORC Chapter 4117

CROSS REF.: HD, School Board Negotiating Powers and Duties

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

## SCHOOL BOARD NEGOTIATING 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 negotiated 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: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REF.: ORC Chapter 4117

CROSS REFS.: HA, Negotiations  
HE, Board Negotiating Agents

## BOARD NEGOTIATING AGENTS

The Board decides whether to appoint a professional negotiator or to appoint representatives from within the District to serve as the Board's negotiating team(s). The fee or salary for a professional 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.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: ORC 4117.04; 4117.10; 4117.20

CROSS REFS.: HA, Negotiations  
HD, School Board Negotiating Powers and Duties

## BOARD NEGOTIATING AGENTS

### Appointment of a Professional 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 that are properly within the scope of bargaining by:
  - A. assisting and directing the Board's bargaining team in accumulating necessary data and information that 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 agreements 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: November 17, 2014)

## SUPERINTENDENT'S ROLE IN NEGOTIATIONS

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: November 17, 2014]

LEGAL REFS.: ORC 3319.01  
4117.20

## 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: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: ORC 4117.01; 4117.15; 4117.16; 4117.18; 4117.23

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

## SECTION I: INSTRUCTION

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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
IF-E-1	Request for New Course Adoption
IF-R	Curriculum Development
IFD	Curriculum Adoption
IGA	Basic Curricular Program
IGAB	Human Relations Education
IGAC	Teaching About Religion
IGAD	Career-Technical Education
IGAE	Health Education
IGAF	Physical Education
IGAG	Drugs, Alcohol and Tobacco Education
IGAH	Family Life Education
IGAI	Sex Education
IGBA	Programs for Students with Disabilities
IGBA-E	Section 504 Request For Mediation/Due Process
IGBA-R1	Programs for Students with Disabilities
IGBA-R2	Programs for Students with Disabilities
IGBB	Programs for Gifted and Talented Students
IGBE	Remedial Instruction (Intervention Services)
IGBEA	Reading Skills Assessments and Intervention (Third Grade Reading Guarantee)
IGBEA-R	Reading Skills Assessments and Intervention (Third Grade Reading Guarantee)
IGBG	Homebound Instruction
IGBG-R	Homebound Instruction
IGBH	Alternative School Programs
IGBI	Limited English Proficiency
IGBJ	Title I Programs
IGBK	Latchkey Program
IGBL	Parental Involvement in Education

IGBM	Credit Flexibility
IGBM-R	Credit Flexibility
IGCA	Summer Schools
IGCB	Experimental Programs
IGCD	Educational Options (Also LEB)
IGCD-R	Educational Options (Also LEB)
IGCF	Home Instruction
IGCG	Preschool Program
IGCH	College Credit Plus (Also LEC)
IGCH-R	College Credit Plus (Also LEC-R)
IGCI	Community Service Programs
IGD	Cocurricular and Extracurricular Programs
IGDB	Student Publications
IGDC	Student Social Events
IGDE	Cocurricular and Extracurricular Program Fees
IGDE-E	Application for Extracurricular Fee Waivers
IGDF	Student Fundraising Activities
IGDF-R	Student Fundraising Activities
IGDF-E	Fundraiser Request Form
IGDG	Student Activities Funds Management
IGDJ	Interscholastic Athletics
IGDK	Interscholastic Extracurricular Eligibility
IGDL	Extra-Curricular Programs Substance Abuse
IGDL-E	Extra- Curricular Programs Substance Abuse
IGDL-R	Extra-Curricular Programs Substance Abuse (Sanctions)
IGEE	Awarding of High School Diplomas to Veterans of War
IHB	Class Size
IHB-R	Class Size
IIA	Instructional Materials
IIAA	Textbook Selection and Adoption
IIAB	Supplementary Materials Selection and Adoption
IIAB-R	Supplementary Materials Selection and Adoption (Guidelines for Selection and Use of Films in the Classroom)
IIAB-E	Parent Permission Form for Use of Films in Class for Instructional Purposes
IIAC	Library Materials Selection and Adoption
IIBA	Teacher Aides
IIBH	District Websites
IIC	Community Instructional Resources (Also KF)
IICA	Field Trips
IICA-R	Field Trips
IICA-E1	Teacher/Sponsor/Advisor Application for Extended Trip
IICA-E2	Responsibilities of the Sponsor/Advisor
IICA-E3	Extended Education Trip Student Application
IICA-E4	Verification for Travel Agent or Third Party Vendor Receipt of Public Funds Form
IICA-E5	Field Trip Permit Form

IICA-E6	Regular Field Trip Guidelines for Riding School Buses
IICA-E7	Request for School Bus Use
IICA-E8	Application for Field Trip
IICC	School Volunteers
IJ	Guidance Program
IJA	Career Advising
IK	Academic Achievement
IKA	Grading Systems
IKA-R	Grading Systems
IKAB	Student Progress Reports to Parents
IKB	Homework
IKC	Honors Courses
IKE	Promotion and Retention of Students
IKEB	Acceleration
IKF	Graduation Requirements
IKFA	Early Graduation
IKFB	Graduation Exercises
IL	Testing Programs
IL-R	Testing Programs
IM	Evaluation of Instructional Programs (Also AFE)
INB	Teaching About Controversial Issues
IND	School Ceremonies and Observances
INDA	Patriotic Exercises
INDB	Flag and Motto Displays
ING	Animals in the Schools
ING-R	Animals in the Schools

## INSTRUCTIONAL GOALS

The goals of the instructional program are considered guides, rather than limits, which are flexible enough to meet the changing needs of both students and society for all grade levels and subject areas.

The District's instructional goals include:

1. helping meet the physical, intellectual and emotional needs of students, particularly the need to inquire, learn, think and create;
2. helping students establish aesthetic, moral and ethical values;
3. helping students relate satisfactorily to others in circumstances involving their families, work, government and recreation;
4. giving students a mastery of the basic skills of learning, thinking, problem-solving, reading, writing and computation;
5. teaching students to use the various media of self-expression;
6. instilling in students a knowledge of the social and natural sciences;
7. acquainting students with the richness of the history and heritage of the United States;
8. stimulating students to work productively in the various areas of human endeavor and
9. acknowledging the importance of, and relating appropriately to, the home and other social agencies in developing the habits and attitudes that make for effective personal living and the maintenance of optimum physical and mental health.

[Adoption date: November 17, 2014]

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

Bexley City School District, Bexley, Ohio

## INSTRUCTIONAL OBJECTIVES

Instructors shall identify skills, knowledge and attitudes crucial to the student's successful movement to the next level of learning within each subject area and at each grade level.

A standards-based curriculum is developed and implemented according to the requirements established by the Ohio Administrative Code.

Courses of study are reviewed and updated as needed under the supervision of the Superintendent/designee. This evaluation considers the achievement of learning objectives and learning outcomes. This evaluation promotes and guides appropriate revision and updating. The evaluated course of study is presented to the Board for adoption or re-adoption.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

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

CROSS REFS.: ADA, Educational Philosophy  
AE, School District Goals and Objectives  
AFE, Evaluation of Instructional Programs (Also IM)  
IA, Instructional Goals

## ACADEMIC FREEDOM

Public education in a pluralistic society must strive to present, as objectively as possible, varied events, activities and perceptions reflected in history, literature and other sources of humanity's thought and expression. A major goal of education in a free society is to develop persons who can think critically, understand their culture, live compassionately with others, make sound decisions and live with the consequences of their judgment. Because points of view differ and biases exist, students must have access to materials that express this diversity of perspective.

It is the responsibility of the teacher to make certain that such access to materials presenting various sides of an issue is available. Teachers must take into account the age and relative maturity of their students and the need for guidance and help in studying issues and arriving at balanced views.

The right of teachers to teach certain subjects or to employ certain teaching methods may be restricted by the Board where such subjects or methods are deemed by the Board and/or District administrators to be educationally unsound, inappropriate for the age or maturity level of the students, or irrelevant to any valid educational objective. All instruction must conform to state academic content standards and the District's adopted courses of study. The right to free speech protected by the First Amendment does not extend to the in-class curricular speech of teachers made pursuant to their official duties. Accordingly, teacher speech in the classroom may be subject to reasonable controls as to appropriateness.

[Adoption date: November 17, 2014]

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

## 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: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: ORC 3313.48; 3313.62; 3313.63

CROSS REF.: EBCD, Emergency Closings

CONTRACT REF.: Teachers' Negotiated Agreement

Bexley City School District, Bexley, Ohio

## 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: November 17, 2014]

LEGAL REFS.: ORC 3313.48; 3313.481

CROSS REF.: EBCD, Emergency Closings

CONTRACT REF.: Teachers’ Negotiated Agreement

## ORGANIZATION OF FACILITIES FOR INSTRUCTION

The Board recognizes that the grouping of grades and services within the facilities of the District can promote the efficient operation of the District and help achieve a more effective instructional program.

The housing of grade levels in school facilities and the administration of the instructional program is according to plans developed by the Superintendent and administrative staff, and approved by the Board.

Modifications in the organizational plan of each school may be made by the Board upon the recommendation of the Superintendent. The Superintendent continually monitors the effectiveness of the organizational plan and recommends to the Board modifications in the plan that are in the best interest of students; provides for the equivalency of instructional materials, equipment and personnel and makes the wisest use of resources and personnel to serve the educational goals of the Board.

The organization of facilities may be reorganized to comply with the provisions of No Child Left Behind.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

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

## 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 certified 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 certified 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: November 17, 2003]

[Re-adoption date: November 17, 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)

ADA/AE, Educational Philosophy/School District Goals and Objectives

ABB, Staff Involvement in Decision Making (Also GBB)

AFI, Evaluation of Educational Resources

BCF, Advisory Committees to the Board

DBD-E, Annual Decision Making and Appropriation Calendar

CONTRACT REF.: Teachers' Negotiated Agreement

## CURRICULUM DEVELOPMENT AND ADOPTION MATRIX

### Request for New Course or Program Approval

Requested by the \_\_\_\_\_ Dept. Date \_\_\_\_\_

1. This course or program will be called \_\_\_\_\_ . It will serve \_\_\_\_\_ students.
2. Provide a precise statement (attach additional pages as needed). Briefly describe the content. Give examples of (1) purposes and anticipated outcomes, (b) major concepts and topics, (c) types of activities with which students will be engaged, (d) evaluation procedures and (e) curriculum materials or books to be used.
3. Prerequisites (if any):
4. This course or program will be \_\_\_\_\_ Elective \_\_\_\_\_ Required: \_\_\_\_\_  
One semester \_\_\_\_\_ Two semesters
5. This course or program will be (please check one)  
\_\_\_\_\_ an addition to the department (grade level current offering)  
\_\_\_\_\_ a replacement for \_\_\_\_\_  
\_\_\_\_\_ a pilot study
6. This course or program will require (please check appropriate spaces)  
\_\_\_\_\_ the adoption of a new textbook  
\_\_\_\_\_ the use of a text previously adopted and in use  
\_\_\_\_\_ the use of student purchased course materials  
\_\_\_\_\_ the purchase of additional materials or equipment
7. This course will require (please check appropriate spaces)  
\_\_\_\_\_ specialized organization of teacher time  
\_\_\_\_\_ specialized room arrangements or equipment (please explain)  
\_\_\_\_\_ specialized student grouping or sectioning

8. The format for teaching this course will essentially be  
\_\_\_\_\_ lecture-discussion (large group)  
\_\_\_\_\_ lecture-discussion (small group)  
\_\_\_\_\_ seminar  
\_\_\_\_\_ independent study  
\_\_\_\_\_ laboratory  
\_\_\_\_\_ field study  
\_\_\_\_\_ other \_\_\_\_\_
9. To what extent does this course or program conflict with the intents and content of other courses in your department grade level area?
10. To what extent does this course or program conflict with/overlap/impact courses offered by other departments/grade levels/areas?
11. What obstacles might students encounter in scheduling this course and/or in completing the necessary prerequisites?
12. Has this proposed course been discussed with all the other members of your department/grade level/area?  
  
\_\_\_\_\_yes \_\_\_\_\_no
13. If approved, this course will begin \_\_\_\_\_  
(Semester - year)
14. Attach any supporting reports and other appropriate information

# 15.Budget Summary

Staff (new)	\$_____	Equipment	\$_____
Plus 30% Benefits	\$_____	Facilities	\$_____
Textbooks	\$_____	Other	\$_____
Supplies	\$_____	Total	\$_____

	Signature	Recommendation Deferred	Approved	Not Approved	Date
CHAIRPERSON					
Comments					
DEPT/LEVEL/AREAS CHAIRS GROUPS					
Comments					
PRINCIPAL					
Comments					
DIST CURR DIR					
Comments					
SUPERINTENDENT					
Comments					

AUTHORIZATION \_\_\_\_\_ Board of Education  
Date

EFFECTIVE DATE OF PROGRAM \_\_\_\_\_

NOT APPROVED BY \_\_\_\_\_ DATE \_\_\_\_\_

## CURRICULUM DEVELOPMENT

### Curriculum Development and Adoption

1. A sequential curriculum document development plan shall be established for each subject area and be revised as necessary. Such curriculum plans shall specify the standards and benchmarks, course sequence, course content, resources and an objective process of determining whether students attain the specified standards and benchmarks. The curriculum shall also include an evaluation time line which provides that components of the sequential curriculum plan be monitored continuously.
2. Districtwide curriculum study committees shall be established in various subject areas to revise and update the curriculum consistent with the instructional material acquisition cycle. Such committees should have broad representation from all involved grade levels.
3. Community groups and individuals may present their curriculum concerns to the Superintendent. The Superintendent shall refer such concerns to the Director of Curriculum and Instruction for study and recommendations as to possible curriculum change. Where such change involves new programs or courses, these suggestions shall meet established District criteria, be reviewed as outlined below and be developed in accordance within the time frame outlined in the annual decision-making and appropriation calendar.
4. All recommendations regarding deletions or additions to the existing curriculum shall be submitted to the Board for approval.

### New Course Adoption and Implementation

1. New course and program adoption and implementation shall be considered in an orderly manner. Requests for new courses or programs shall contain the following items:
  - A. term (quarter, semester, year)
  - B. credits
  - C. rationale
  - D. scope and sequence
  - E. description
  - F. standards and benchmarks
  - G. cost analysis (staffing development, materials, textbooks, supplies, equipment, and any additional space requirements).

2. All new requests which have followed the preceding course proposal process shall be first referred to the Director of Curriculum and Instruction. Recommendations regarding adopting new courses will be submitted to the Superintendent for approval. Following the Superintendent's review and approval, the request shall be presented with recommendations to the Board for approval prior to the end of December of each school year.
3. The new course or program, if approved by the Board, shall be implemented in accordance with prevailing Board policies and the strategic directions of the District.

### Curriculum Evaluation and Review Cycle

#### 1. Year 1 Action Steps

- |  |                     |
|--|---------------------|
| A. Establish committee for working in years 1 and 2  | September           |
| B. Research high quality program characteristics and success indicators. Examine associated instructional practices. Participate in visitations and/or learning sessions as needed   | October to November |
| C. Project appropriation for the following year  | January             |
| D. Review of current District program standards, benchmarks and evidence of student learning   | March to May        |
| E. Review and revise course of study. Documents will include content standards, lifelong learning standards, benchmarks, course sequence, resources and a process for gathering and assessing evidence of student learning | June to August      |

#### 2. Year 2 Action Steps

- |  |                  |
|--|------------------|
| A. Finalize course of study  | August           |
| B. Select instructional/text materials   | January          |
| C. Board approval of program changes   | December-January |
| D. Board approval of instructional materials   | January-February |
| E. Purchase adopted resources and materials  | February-March   |
| F. Prepare course of study for publication   | March-May        |
| G. Identify initial professional development needs and plan and implement activities | January-August   |
| H. Formalize evidence of student learning data gathering strategies                  | March-May        |

3. Year 3 Action Steps

- A. Implement new resources, programs and methodologies in classrooms Districtwide.
- B. Monitor curriculum change through observations by principals and faculty discussions.
- C. Conduct intensive professional development efforts focusing on new methods and materials.

4. Year 4 Action Steps

- A. Monitor curriculum change through observations by principals and faculty discussion.
- B. Conduct reduced professional development efforts focusing on assessment and integration.
- C. Review resource needs based on changes in enrollment.
- D. Assess and report impact of curricular change through surveys, interviews and test results.
- E. Compile evidence of student learning data.

5. Year 5 Action Steps

- A. Monitor curriculum change through observations by principals and faculty discussions.
- B. Conduct occasional professional development efforts focusing on curricular adjustments.
- C. Review resource needs based on changes in enrollment, standards, etc.
- D. Compile evidence of student learning data.

6. Year 6 Action Steps

- A. Monitor curriculum change through observation by principals and faculty discussions.

- B. Review resource needs based on changes in enrollment, standards, etc.
- C. Compile evidence of student learning data.
- D. Construct needs assessment based on curricular needs.
- E. Administer needs assessment to teachers and selected students, parents, etc.
- F. Begin selecting research literature for committee work next year.
- G. Compile summative evidence of student learning data for use by the committee next year.

(Approval date: November 17, 2003)

(Re-approval date: November 17, 2014)

## CURRICULUM ADOPTION

An effective curriculum requires continuous development, implementation, evaluation and improvement. The Board expects the certified 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: November 17, 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

## BASIC CURRICULAR PROGRAM

Because education is a lifelong process, the educational program provides a curriculum that 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: November 17, 2014]

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, citizenship status, ancestry, religion, sex, economic status, age, disability, military status or sexual orientation through its instructional programs, its student activities and the classroom environment.

The Board encourages and supports the following approaches to human relations education.

1. The curriculum for all students in grades kindergarten through 12 presents in context the accomplishments and contributions of the races and cultures of our world.
2. Methods and techniques of classroom teaching emphasize the similarities and likenesses of people of various backgrounds and cultures.
3. The staff refreshes its awareness of the fact that the public schools are among the primary instruments for improving human relations through in-service training.
4. The schools work for an integration of ideas, people and material resources to provide the best education to meet the demands of our society.
5. The schools strive to develop a positive self-image in each student's thinking. They:
  - A. recognize the dignity and worth of the individual;
  - B. provide students with the opportunity to acquire as broad an education as the student's capacity permits and
  - C. stimulate the development of respect for the laws of this country.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: ORC Chapter 4112  
5903.01(G)  
OAC 3301-35-04(B)(1)(b)

CROSS REFS.: AC, Nondiscrimination  
ACA, Nondiscrimination on the Basis of Sex  
ACB, Nondiscrimination on the Basis of Disability  
JB, Equal Educational Opportunities

## TEACHING ABOUT RELIGION

Schools must be neutral in matters of religion. The District must show no preference for one religion over another and must refrain from the promotion of any religion.

It is the responsibility of the public schools to foster mutual understanding and respect for all individuals and beliefs. In pursuing this goal, teaching in the public schools should recognize that holidays are observed differently by different religious groups. Teachers should also respect the fact that some individuals' beliefs do not include religious observances.

Teaching about religious holidays or about religion in general should:

1. be objective;
2. avoid any doctrinal impact and
3. avoid any implication that religious doctrines have the support of school authority.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

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

## 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.

Fees may be charged to students, as established by the Board, to pay for materials they use in these courses and programs.

[Adoption date: November 17, 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

## 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) and dating violence prevention (grades 7-12).

The Board believes that the public schools have an appropriate opportunity to facilitate effective health education 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: November 17, 2014]

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

## PHYSICAL EDUCATION

The Board believes the District should provide education that is pertinent to the practical aspects of life, including instruction in student wellness practices. The Board promotes healthy schools by supporting wellness, which includes nutrition and physical activity instruction, as a part of the total learning environment.

A program of physical activity has substantial health benefits for students, including favorable effects on body weight, blood pressure, endurance capacity and physical strength. In addition, physical activity promotes good academic outcomes, fosters student attendance and helps increase a student's capacity for learning. The District promotes physical activity through structured classes in physical education and by encouraging students to develop healthy lifelong skills and interests in walking, biking or other leisure time activities.

The Board directs the administration to provide opportunities for physical activity through physical education classes, recess periods and Cocurricular and Extracurricular programs.

[Adoption date: November 17, 2014]

LEGAL REFS.: Child Nutrition and WIC Reauthorization Act; Pub. L. No. 108-265  
(Title I, Section 204), 118 Stat. 729  
National School Lunch Act; 42 USC 1751 et seq.  
Child Nutrition Act; 42 USC 1771 et seq.  
7 CFR, Subtitle B, Chapter 11, Part 210  
7CFR 220  
7 CFR 225  
7 CFR 245  
ORC 3313.814  
OAC 3301-91-09

CROSS REFS.: EB, Safety Program  
EBBA, First Aid  
EBBC, Bloodborne Pathogens  
EFG, Student Wellness Program  
IGAE, Health Education  
JHF, Student Safety

## 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. Instructional units include sessions about the causes and effects of drug, alcohol and tobacco abuse, especially in young people.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

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

## FAMILY LIFE EDUCATION/SEX EDUCATION

The Board believes that the purpose of family life and sex education is to help students acquire factual knowledge, attitudes and values, which result in behavior that contributes to the well-being of the individual, the family and society.

Helping students attain a mature and responsible attitude toward human sexuality is a continuous task of every generation. Parents have the primary responsibility to assist their children in developing moral values. The schools should support and supplement parents' efforts in these areas by offering students factual information and opportunities to discuss concerns, issues and attitudes.

In addition to the requirements listed below, the policies and regulations concerning the approval of new curriculum content, units and materials apply to any course(s) dealing with family life and sex education.

1. Instructional materials to be used in family life/sex education are selected in accordance with Board policies and procedures for selection of instructional materials and are available for review by parents during school hours.
2. If, after review of materials used and a conference with the instructor and principal, a parent requests that his/her child not participate in a given aspect of the course, an alternate educational assignment is arranged for that student with the approval of the principal.
3. Teachers who provide age-appropriate instruction in family life/sex education have current professional preparation in the subject area.
4. Instruction in sex education emphasizes the health benefits of abstinence.

[Adoption date: November 17, 2014]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.  
ORC 3313.60  
OAC 3301-35-04

CROSS REF.: IGAE, Health Education  
IIA, Instructional Materials

## PROGRAMS FOR STUDENTS WITH DISABILITIES

All students with disabilities living within the District are identified, evaluated and placed in appropriate educational programs. This includes children for whom the District is the district of residence who are being held or have been court ordered to juvenile detention centers or children who have been committed to community correctional facilities. Additionally, all parentally placed private school children with disabilities who reside in a state other than Ohio and attend a private school within the District are located, identified and evaluated. Due process requirements, procedural safeguards and confidential treatment of information are adhered to as required by State and Federal law.

The Superintendent is expected to supervise all special education programs and to assign a member of the staff to coordinate efforts. The person designated is responsible for the identification of students with disabilities, the evaluation of disabilities and evaluation procedures, the design of Individualized Education Programs (IEP), plans and placement. All procedures are in accordance with State and Federal law.

The IEP determined for each identified student is developed in accordance with the student's individual needs. The plan provides for reevaluation of the student's needs, progress and effectiveness of the program being offered.

Although the District requires all students with disabilities to be tested, each student with a disability is considered individually relative to his/her participation in the District's educational and testing programs. Alternative assessments may be required. Students must make yearly gains toward closing the achievement gap as defined by the State Board of Education performance targets.

The Board, by resolution, directs the administration to comply with and follow the Ohio Department of Education, Office of Exceptional Children's model special education policies and procedures.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

[Revision date: August 15, 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  
Americans with Disabilities Act Amendments Act of 2008; 42 USC 12101 et seq.  
State Department of Education, Special Education Policies and Procedures,  
Free Appropriate Public Education-101  
ORC 3313.50  
3323.01 et seq.  
3325.01 et seq.  
OAC Chapter 3301-51  
3301-55-01

CROSS REFS.: ACB, Nondiscrimination on the Basis of Disability  
IGBJ, Title I Programs  
IL, Testing Programs  
JB, Equal Educational Opportunities  
JGF, Discipline of Students with Disabilities  
KBA, Public's Right to Know

SECTION 504 REQUEST FOR MEDIATION/DUE PROCESS

Complainant Name and Relationship to Student: \_\_\_\_\_

Request for (please select one): ☐ Section 504 Due Process Hearing      ☐ Section 504 Mediation

Complainant Address: \_\_\_\_\_

Complainant Phone Numbers:

Home: \_\_\_\_\_ Alternative: \_\_\_\_\_

Email Address: \_\_\_\_\_

Student's Name: \_\_\_\_\_

Student's Address (if different from Complainant's): \_\_\_\_\_

\_\_\_\_\_

Student's DOB: \_\_\_\_\_ Student's Grade Level and School: \_\_\_\_\_

Student's Area of Identified/Suspected Disability: \_\_\_\_\_

\_\_\_\_\_

Please describe the nature of the problem of the student and include facts relating to the problem.  
You may attach an additional page if space is needed:

\_\_\_\_\_

\_\_\_\_\_

Please state the date(s) of violation: \_\_\_\_\_

Please state a proposed resolution to the problem. You may attach an additional page if space is needed:

\_\_\_\_\_

\_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Implemented: September 11, 2017

## PROGRAMS FOR STUDENTS WITH DISABILITIES

As an expression of its commitment to provide a free appropriate public education for students with disabilities in accordance with Federal and State laws, rules and regulations, the Board does hereby resolve to implement the following.

1. Child Identification

Ongoing efforts are made to identify, locate and evaluate children below 22 years of age who reside within the District and have a confirmed or suspected disability in accordance with all federal regulations and state standards. This includes children for whom the District is the district of residence who are being held or have been court ordered to juvenile detention centers or children who have been committed to community correctional facilities. Additional efforts are made to identify, locate and evaluate all parentally-placed school children who reside outside of the state, attend a private school within the District and have a confirmed or suspected disability.

2. Procedural Safeguards

The child with a disability and his/her parent(s) are provided with safeguards, as required by law, throughout the identification, evaluation and placement process and the provision of a Free Appropriate Public Education (FAPE) to the child.

3. Multi-Factored Evaluation

The District provides a multi-factored evaluation for children with disabilities by ensuring that children are assessed in their native language or other mode of communication. Tests are used for their validated purposes. Children are evaluated in all areas related to their suspected disability. Testing is conducted by a multidisciplinary team. Testing materials and procedures are not racially or culturally biased. Tests are administered by trained personnel qualified in accordance with all federal regulations and state standards and in conformance with the instructions provided by the producer. Medical evaluation, when required as part of the multi-factored evaluation, is provided at no cost to the parent(s) by a licensed physician designated by the Superintendent/designee when other no-cost resources are not available.

4. Individualized Education Program

An Individualized Education Program (IEP) is developed for each child with a

disability who needs special education. The IEP is designed to meet the unique educational needs of the child and developed in a planning conference. The parent(s) of the child are strongly encouraged to participate in the planning conference. The IEP is reviewed and revised as often as necessary, but at least annually.

5. Least Restrictive Environment

The education of children with disabilities occurs in the least restrictive environment. Special education programs and services are appropriate and designed to meet the unique needs of each child with a disability. To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who do not have disabilities. Special classes, separate schooling or other removal of children with disabilities from the regular educational environment occur only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

6. Confidentiality of Data

The confidentiality of personally identifiable data relating to children with disabilities and their parents and families is protected at collection, storage, disclosure and destruction. One official of the District is assigned the responsibility for protecting the confidentiality of personally identifiable data. The District follows all federal regulations and state standards related to the confidentiality of data.

7. Due Process

The District utilizes procedures that allow differences of opinion to be aired and resolved between parent(s) or agencies and the District. The procedures provide for utilization of case conferences, administrative reviews, impartial due process hearings, state-level appeals and appeals to the courts that involve the District's proposal or refusal to initiate or change the identification, evaluation or educational placement of the child or the provision of a Free Appropriate Public Education (FAPE) to the child. Furthermore, the rights of children with disabilities are protected when the parents cannot be identified or located, when the child is a ward of the state or when the child is without a formally declared legal representative.

8. Surrogate Parent

Whenever the parent(s) of a child with a disability are not known or cannot be located, when the child is a ward of the state or when parents have otherwise lost legal decision-

making abilities, the child's rights are protected through the assignment of an individual (who is not an employee of the state education agency, local education agency or other organization involved in the education or care of the child) who serves as the child's surrogate parent.

9. Testing Programs

Students with disabilities must participate in local and statewide testing programs. Individual exemptions, accommodations and participation in an alternate assessment are determined only during an IEP conference.

[Approval date: November 17, 2003]

[Re-approval date: November 17, 2014]

[Revision date: August 15, 2016]

Implemented: 9.11.17

**PROGRAMS FOR STUDENTS WITH DISABILITIES**  
(Procedural Safeguards Notice under Section 504 of the Rehabilitation Act)

The following is a description of the rights and options granted by federal law to students with disabilities under Section 504 of the Rehabilitation Act and their parents or guardians. Should you have any question, please contact the Section 504 Coordinator, Director of Special Education, 248 South Cassingham Road, Bexley, OH 43209, (614) 231-7611, ext. 4315. Parents or guardians with children who are disabled as defined under Section 504 have the right to:

1. Have your child take part in, and receive benefits from, public education programs without discrimination because of their disabilities.
2. Have the school district advise you of your rights and options under federal law.
3. Receive notice with respect to the identification, evaluation, or placement of your child and be invited to participate in 504 team meetings or otherwise be given a meaningful opportunity to provide input into 504 team decisions regarding identification, evaluation, and placement before such decisions are made.
4. Have your child receive a free appropriate public education (often referred to as “FAPE”). This includes the right to have your child educated with students without disabilities to the maximum extent appropriate to the needs of your child. This includes the right to have the school district provide regular or special education and related aids and services that are designed to meet the individual educational needs of your child as adequately as the needs of disabled students are met.
5. In interpreting evaluation data and in making placement decision(s), draw upon a variety of sources, including aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background and adaptive behavior, with all sources documented and carefully considered, and by persons who know the student, evaluation data, and placement options.
6. Have an evaluation completed before taking any action with respect to the initial placement of the student and have periodic re-evaluations and evaluations before and subsequent to any significant change in placement.
7. Have transportation provided to and from an alternative placement setting where the District places a student to receive aid, benefits, or services not provided by the District at no greater cost to you than would be incurred if the student were placed in a program operated by that school district.
8. Have your child be given an equal opportunity to participate in non-academic and extracurricular services and activities offered by the school district to students without disabilities to the maximum extent appropriate to the needs of the child.

9. Obtain, at your own expense, an independent educational evaluation of your child.
10. Examine all relevant records relating to decisions regarding your child's identification, evaluation, educational program, and placement. Parents have the right to copies of such records at a reasonable expense, unless such fee would effectively deny the parents access the records.
11. A response from the school district to reasonable requests for explanations and interpretations of your child's records.
12. Request amendment of your child's education records if there is a reasonable cause to belief that they are inaccurate, misleading, or otherwise in violation of the privacy rights of your child. If the school district refuses this request for amendment, it should notify you within a reasonable time and advise you of the right to a hearing. This hearing will be according to the Family Educational Rights and Privacy Act (FERPA) and should not be confused with an impartial due process hearing. Please see Board Policy JO and Regulation JO-R for further information.
13. Request for mediation. If a parent/guardian disagrees with the identification, evaluation, educational placement, or the provision of a free appropriate public education for his/her child, the parent/guardian may make a written request for mediation to the superintendent. See Form IGBA-E, Request for Mediation/Due Process. The superintendent will designate an impartial mediator to mediate at a time and place mutually agreeable to the parents and the school district.
14. Request for an impartial due process hearing.
  - a. If the parent/guardian disagrees with the identification, evaluation, educational placement, or the provision of a free appropriate public education for his/her child, the parent/guardian may make a written request for an impartial due process hearing to the superintendent. The written request must include a description of the nature of the problem, including facts related to the problem and a proposed resolution of the problem to the extent known and available to the parent/guardian at the time. See Form IGBA-E, Request for Mediation/Due Process.
  - b. The school district may initiate an impartial due process hearing regarding the identification, evaluation, or educational placement of the student or the provision of a free appropriate public education to the student. The school district shall notify the parent of the specific reason(s) for the request.

- c. Upon receipt of the parent's or the school district's request for an impartial due process hearing, the Superintendent or designee shall designate the impartial hearing officer. A hearing shall be conducted within a reasonable period of time (typically forty (40) instructional days after the request unless the hearing officer grants an extension or the parties mutually agree to waive the time-frame), at a time and place reasonably convenient to the school district and the parent. The school district shall pay any hearing officer's fee and expenses and shall either tape record the hearing or have the hearing transcribed.
- d. The child and the parent shall have the right to participate in the impartial due process hearing and the right to be represented by the counsel of their own choosing. The school district may inform the parent of any free or low-cost legal services available in the area if the parent requests the information or if the school district initiates the hearing.
- e. The parent or the parent's counsel and the school district or its counsel shall have the right to present evidence and testimony, including expert medical, psychological, or educational testimony, at the impartial due process hearing. Introduction of any evidence at the impartial due process hearing that has not been disclosed to the other party at least five (5) business days before the impartial due process hearing is prohibited, subject to the discretion of the hearing officer. The decision of the hearing officer shall be based solely upon the evidence presented at the hearing.
- f. Within twenty-five (25) instructional days after the impartial due process hearing, the hearing officer shall render a decision in writing. Such decision shall include findings of fact, conclusions of law, and an order, if necessary, which will be binding on all parties. The dated decision shall be sent by mail to the parent and the Superintendent and shall contain notice of the right to review of the decision. The decision shall be implemented no later than twenty (20) instructional days following the date of the decision, unless review is sought by either party.
- g. If a due process hearing has been requested under the Individuals with Disabilities Education Act (IDEA) or Ohio Revised Code Chapter 3323, a hearing officer qualified as to the IDEA/Ch. 3323 and Section 504 may preside in a joint hearing for IDEA/Ch. 3323 and Section 504. The hearing and appeal procedures and timeline will proceed in accordance with the IDEA/Ch. 3323. The issues for each IDEA/Ch. 3323 or Section 504 determination shall be clearly defined at the outset, and determinations made by the hearing officer will be separate and distinct.

15. Requests for review (appeal) of the impartial due process hearing.

- a. A petition to review (appeal) the decision of the hearing officer may be made by any party to the hearing. The request must be in writing, sent to the Superintendent and opposing party, be specific as to the objections, and be post-marked within twenty (20) calendar days of the date of the hearing officer's decision. An Independent Review (Appeals) Officer will conduct an impartial review of the record as a whole and may, at his/her election, conduct his/her review with or without legal briefing and oral argument. Such review shall be conducted within twenty (20) instructional days of the receipt of the petition for Review, unless either party requests an extension of time.
- b. The Independent Review (Appeals) Officer shall issue a decision and send that decision to both parties.

16. Grievance procedure. A parent/guardian may utilize the District's grievance procedure, as identified in policy ACB and Regulation ACB-R.

Implemented: September 11, 2017

## PROGRAMS FOR STUDENTS WHO ARE GIFTED

In accordance with the belief that all students are entitled to education commensurate with their particular needs, students in the District who are gifted are provided opportunities to progress as their abilities permit. The Board believes that these students require services beyond those offered in regular school programs in order to realize their potential contribution to themselves and society.

Students who are gifted are identified annually by qualified professionals using a variety of assessment procedures. The Board encourages efforts to provide services for students who are gifted as an integral part of the total kindergarten through grade 12 program.

### Identification

The District follows the identification eligibility criteria as specified in State law.

1. The District identifies students of the District, in grades kindergarten through 12 as students who are gifted who perform at remarkably high levels of accomplishment when compared to other students of the same age, experience and environment, as identified under State law. Accordingly, a student can be identified as exhibiting:
  - A. superior cognitive ability;
  - B. specific academic ability in one or more of the following content areas:
    - 1) mathematics;
    - 2) science;
    - 3) reading, writing or a combination of these skills and/or
    - 4) social studies;
  - C. creative thinking ability and/or
  - D. visual or performing arts ability such as drawing, painting, sculpting, music, dance or drama.
2. The District uses only those instruments approved by the Ohio Department of Education (ODE) for screening, assessment and identification of students who are gifted.

3. A student identified as gifted in accordance with State law remains identified as gifted regardless of subsequent testing or classroom performance.

District Plan for Identifying Students Who are Gifted

The Board adopts and submits to ODE a plan for identifying students who are gifted. Any revisions to the District plan are submitted to ODE for approval. A copy of this policy is provided at time of submission. The identification plan includes the following:

1. the criteria and methods the District uses to screen and select students for further assessment who perform or show potential for performing at remarkably high levels of accomplishment in one of the gifted areas;
2. a description of assessment instruments selected from the ODE-approved list to be used for the screening and identification of students who are gifted;
3. procedures for the provision of at least two whole grade screening opportunities to be administered for all students once prior to the end of second grade, and once for all students between grades three and six;
4. the sources of assessment data the District uses to select students for further testing and an explanation to parents/guardians of the multiple assessment instruments required to identify students who are gifted;
5. an explanation for parents/guardians of the methods the District uses to ensure equal access to screening and further assessment for all District students, including minority and disadvantaged students, students with disabilities and English learner students;
6. the process of notifying parents/guardians regarding all policies and procedures concerning the screening, assessment and identification of students, who are gifted, including the requirement to notify parents within 30 days of the District's receipt of a student's result on any screening procedure or assessment instrument;
7. an opportunity for parents/guardians to appeal any decision about the results of any screening procedure or assessment, the scheduling of students for assessment or the placement of a student in any program or for receipt of services;
8. procedures for the assessment of students who transfer into the District no later than 90 days after the transfer at request of the parent;
9. at least two opportunities a year for assessment in the case of students requesting assessment or recommended for assessment by teachers, parents or other students with the initial assessment to be completed no later than 90 days of referral regardless of the grade levels where gifted services are offered and

10. an explanation that the District accepts scores on assessment instruments approved for use by ODE that are provided by other school districts and trained personnel outside the District.

The District's plan may provide for the District to contract with any qualified public or private service provider to provide screening or assessment services under the plan. 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 ODE a plan for a continuum of services that may be offered to students who are gifted.

1. The District ensures equal opportunity for all students identified as gifted to receive any or all services offered by the District.
2. The District implements a procedure for withdrawal of students from District gifted programs or services for reassessment of students and assessment of students transferring into the District.
3. The District implements a procedure for resolving disputes with regard to identification and placement decisions.
4. Any District gifted education services are delivered in accordance with State law.
5. The District informs parents of the contents of this policy as required by State law.

Services likely to be provided to a student based on the nature of their identification and the criteria for receiving these services are:

Grade	Service Options with Required Criteria
K-3	<ul style="list-style-type: none"> <li>• Early entrance to Kindergarten/1st grade is available if appropriate (Written Acceleration Plans for those who qualify).</li> <li>• General classroom teachers are responsible for enriching and differentiating the curriculum for all gifted identified students. Gifted intervention specialists provide consultative services and may collaborate with teachers.</li> <li>• Multiple teachers hold gifted licensure.</li> <li>• Teachers engage in high-quality professional development regarding the needs of gifted learners.</li> </ul>
4-5	<ul style="list-style-type: none"> <li>• Cluster or flexible grouping may occur in subject-specific classrooms for students with highest cognitive and/or academic achievement needs.</li> <li>• General classroom teachers are responsible for enriching and differentiating the curriculum for gifted students.</li> <li>• Co-teaching, consultative services, collaboration, and planning is available with Gifted Intervention Specialist.</li> </ul>

	<ul style="list-style-type: none"> <li>• Students identified in superior cognitive ability are taught by a Gifted Intervention Specialist as the teacher of record who provides support for their advanced cognitive abilities (i.e., reasoning abilities, which are often two to four years ahead of their typical age peers), while instructing English Language Arts.</li> <li>• Multiple teachers hold gifted licensure.</li> <li>• Teachers engage in high-quality professional development regarding the needs of gifted learners.</li> <li>• International Baccalaureate (IB) is offered and available (Cassingham Elementary).</li> </ul>
6–8	<ul style="list-style-type: none"> <li>• Gifted students with superior cognitive ability and academic identifications (reading, math, science, and social studies) may be clustered in classrooms so that regular classroom teachers can focus on the cognitive and academic needs of these advanced learners.</li> <li>• Multiple teachers hold gifted licensure.</li> <li>• Teachers engage in high-quality professional development regarding the needs of gifted learners.</li> <li>• International Baccalaureate (IB) is offered and available.</li> </ul>
9–12	<ul style="list-style-type: none"> <li>• Gifted students in grades 9-12 are encouraged to concentrate on the rigorous subject matter available to them through Honors, Advanced Placement (AP), and post-secondary schooling options (College Credit Plus - CCP).</li> <li>• Teachers with gifted licensure across the departments support collaborations and consultations.</li> <li>• Teachers engage in high-quality professional development regarding the needs of gifted learners.</li> <li>• Various educational options are available.</li> </ul>

### Written Education Plan

The District provides gifted services based on the student's areas(s) of identification and individual needs and is guided by a written education plan (WEP) developed in collaboration with an educator who holds a licensure or endorsement in gifted education. The District provides parents with periodic reports regarding the student's progress toward meeting goals and the effectiveness of the services provided in accordance with the WEP.

The WEP, is provided to parents of gifted students and educators responsible for providing gifted education services and includes:

1. a description of the services provided, including goals for the student in each service specified, including but not limited to measurable academic goals;
2. methods and performance measurements for evaluating progress toward achieving the goals specified;
3. methods and schedule for reporting progress to students and parents;
4. staff members responsible for ensuring that specified services are delivered;

5. policies regarding the waiver of assignments and the scheduling of tests missed while a student is participating in any gifted services provided outside the general education classroom and
6. a date by which the WEP will be reviewed for possible revision.

At the commencement of services, and each year in which a student receives services, the District makes a reasonable attempt, in writing to obtain a parent/guardian signature on the WEP. A student will not be denied services due to lack of a parent/guardian signature.

The District will develop and disseminate a “no services” letter to parents/guardians of students identified as gifted but not receiving gifted services clearly communicating the student is not receiving gifted services. The letter may include a list of enrichment opportunities provided to the student by the District.

#### Gifted Education Personnel

Gifted education instruction is provided by gifted education intervention specialists by grade level in accordance with the Ohio Administrative Code. Gifted education instruction is offered during the regular school day and may be provided in large or small groups and/or individually in a variety of settings. The depth, breadth and pace of instruction based on the appropriate content areas may be differentiated. Where a general education teacher is designated as the provider of gifted services, the teacher meets the requirements of OAC including the requirements to receive professional development and ongoing assistance from a gifted education intervention specialist or gifted education coordinator.

#### Annual Report and Accountability

The District submits, as required, a gifted education annual report to ODE.

The District submits, as required, a gifted education data audit to ODE.

The Superintendent/designee implements all policies and procedures in accordance with laws, rules and regulations and follows the Ohio Administrative Code rules regarding gifted education.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

[Revision date: July 10, 2017]

Revised: December 11, 2017

LEGAL REFS.: ORC 3324.01 et seq.  
OAC 3301-51-15

CROSS REF.: IKEB, Acceleration  
JB, Equal Educational Opportunities

## REMEDIAL INSTRUCTION (Intervention Services)

The educational program is designed and operated to be developmentally appropriate and avoid the necessity for intervention services. In those cases in which students have clearly not demonstrated satisfactory progress toward attaining the academic standards for their grade level, efforts are made to remedy the condition and attain the learning results sought.

The Board directs the Superintendent/designee to ensure that classroom teachers of students in kindergarten through third grades annually assess and identify the reading skills of each student who is reading below grade level. The reading skills assessment is completed by September 30 for students in grades one through three, and by November 1 for students in kindergarten. 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: November 17, 2003]

[Re-adoption date: November 17, 2014, April 13, 2015, September 21, 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

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 reading skills assessment is completed by September 30 for students in grades one through three, and November 1 for students in kindergarten. The District uses the reading diagnostic assessment that is appropriate for the grade level and is adopted under State law or is a comparable tool approved by the Ohio Department of Education. The student's classroom teachers are involved in the assessment and identification of students reading below grade level. The assessment may be administered electronically using live, two-way video and audio video connections whereby the teacher administering the assessment may be in a separate location from students.

The District provides written notification to the parents or guardian of students who are reading below their grade level. Intensive reading instruction is provided to students immediately after they are identified as having a reading deficiency. The District develops a reading improvement and monitoring plan within 60 days of receiving the student's diagnostic results.

For students who have been retained at the end of third grade, the District provides intense remediation services that include intensive interventions that address the student's specific areas of deficiency. Further, the District provides each retained student with a teacher who meets set criteria and offers the option for such students to receive applicable services from one or more providers other than the District.

Students who have been retained and who have demonstrated proficiency in a specific academic field as defined by State law are provided with instruction that is commensurate to their achievement level.

The Board designates the Superintendent/designee to establish a District policy for the midyear promotion of students who were retained but who now are reading at or above their grade level.

[Adoption date: November 17, 2014]

[Re-adoption date: April 15, 2015, September 21, 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

## 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 reading skills assessment is completed by September 30 for students in grades one through three, and by November 1 for students in kindergarten. The District uses the diagnostic assessment to measure reading ability either approved under State law or a comparable tool that has been approved by ODE.

If the diagnostic assessment shows that a student is not reading at grade level, the District provides written notification to the parents or guardian that includes:

1. notice that the school has identified a substantial reading deficiency in their child;
2. a description of current services provided to the student;
3. a description of proposed supplemental instruction services and supports;
4. notice that the diagnostic assessment for third grade reading is not the sole determinant of promotion and that additional evaluations and assessments are available and
5. notice that the student will be retained unless the student falls under an exemption or attains the appropriate level of reading competency by the end of third grade.

For a student not reading at grade level, the District provides intensive reading instruction services and regular diagnostic assessments immediately following the identification of a reading deficiency until the development of the reading improvement and monitoring plan referenced below. These intervention services must:

1. include research-based reading strategies that have been shown to be successful in improving the reading skills of low-performing readers and
2. be targeted at the student's identified reading deficiencies.

For each student receiving required reading intervention, the District develops a reading improvement and monitoring plan. This plan is developed within 60 days of receiving the student's results on the diagnostic assessment. The plan includes all of the following:

1. identification of the student's specific reading deficiencies;
2. a description of additional instructional services that target the student's identified reading deficiencies;

3. opportunities for the student's parents or guardians to be involved in the instructional services;
4. a process to monitor the implementation of the student's instructional services;
5. a reading curriculum during regular school hours that assists students to read at grade level, provides for scientifically based and reliable assessments, and provides ongoing analysis of each student's reading progress and
6. a statement that if the student does not attain at least the equivalent level of achievement under Ohio Revised Code Section 3301.0710 by the end of third grade, the student will be retained.

For a student with a reading improvement and monitoring plan entering the third grade, the District provides a teacher who has at least one year of teaching experience and who satisfies one or more of the following criteria:

1. holds a reading endorsement on the teacher's license and has attained a passing score on the corresponding assessment for that endorsement, as applicable;
2. has completed a master's degree program with a major in reading;
3. was rated "most effective" for reading instruction consecutively for the most recent two years based on assessments of student growth measures developed by a vendor and that is on the list of student assessments approved by the State Board of Education (SBOE);
4. was rated "above expected value-added," in reading instruction, as determined by ODE for the most recent consecutive two years;
5. has earned a passing score on a rigorous test of principles of scientifically research-based reading instruction as approved by the SBOE or
6. holds an educator license for teaching grades pre-kindergarten through third or grades four through nine issued on or after July 1, 2017.

For a student with a reading improvement and monitoring plan entering the third grade, the District may provide a teacher who:

1. has less than one year of teaching experience, provided that the teacher meets one or more of the criteria listed above and is assigned to a mentor teacher who has at least one year of teaching experience and meets one or more of the criteria above or

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. The alternate credentials shall be aligned with the reading competencies adopted by the SBOE.

For a student with a reading improvement and monitoring plan entering the third grade, the District may provide:

1. reading intervention or remediation services under this section from an individual employed as a speech-language pathologist who holds a license issued by the Board of speech-language pathology and audiology and a professional pupil services license as a school speech-language pathologist issued by the SBOE and/or
2. a teacher, other than the student's teacher of record, to provide any services required under this section, so long as that other teacher meets the assigned teacher criteria above and the teacher of record and the school principal agree to the assignment. This assignment is documented in the student's reading improvement and monitoring plan.

For any student who is an English language learner and who has been in the U.S. for three years or less or for a student who has an individualized educational plan, a teacher may teach reading if the teacher holds an alternative credential approved by ODE or who has successfully completed training that is based on principles of scientifically research-based reading instruction that has been approved by ODE. The alternate credentials shall be aligned with the reading competencies adopted by the SBOE.

The District has specific responsibilities for a student who has been retained at the end of third grade. The District must:

1. Establish a District policy for the midyear promotion of a student who is reading at or above grade level that provides that a student who participates in remediation services and who demonstrates the required reading proficiency prior to the start of fourth grade will be promoted to that grade.
2. Provide intensive remediation that addresses the student's areas of deficiencies. This must include, but not be limited to, not less than 90 minutes of daily reading. In addition, the remediation may include any of the following:
  - A. small group instruction
  - B. reduced teacher-student ratios
  - C. more frequent progress monitoring
  - D. tutoring or mentoring
  - E. transition classes containing third and fourth grade students

- F. extended school day, week or year
- G. summer reading camps

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.

[Approval date: November 17, 2014]

[Re-approval date: April 13, 2015, September 21, 2015]

## HOMEBOUND INSTRUCTION

The Board provides instruction, as appropriate, for students confined to home in compliance with the law.

1. Home instruction teachers are provided for students at the request of parents only after such instruction is approved by the Superintendent and verified as needed by a licensed physician or psychologist. Home instruction teachers, who are provided by the school, are paid at the designated hourly rate.
2. Home instruction teachers may be the student's regular classroom teachers only if the Superintendent has given permission.
3. Home instruction teachers must be certificated/licensed teachers.
4. All work must meet the standards of the Ohio Department of Education and be done under the supervision of the Superintendent/designee. If the home instruction teacher is not the student's regular classroom teacher, the building principal arranges cooperative communications between the regular classroom teacher and the home instructor to ensure a proper program of instruction for the student.
5. The duration and time of a home instruction program is determined by the Superintendent/designee, on the basis of information received from teachers, parents, medical personnel and the building principal. Exceptions are those children with disabilities who have an IEP.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: Americans with Disabilities Act Amendments Act of 2008; 42 USC 12101 et seq.  
ORC 3313.64  
3321.04  
3323.05; 3323.12  
OAC Chapter 3301-51

CROSS REFS.: IGBA Programs for Students with Disabilities  
JEA, Compulsory Attendance Ages  
JECBC, Admission of Students from Non-Chartered or Home Schooling

## HOMEBOUND INSTRUCTION

### Procedures for Enrollment

1. The principal becomes aware of a possible need for home instruction.
2. The principal may assign a school nurse to complete a home visitation. The nurse will assess the student's condition and home environment to determine any special physical problems which may need to be addressed. The nurse will also facilitate completion of Form L (Request for Home Instruction) and submit report of the visit to the school principal.
3. The principal consults with the school psychologist to review available assessment data. If additional data is needed, a request for multi-factored evaluation (Form C) is completed and a multi-factored assessment is conducted.
4. If the student has an IEP, the Special Education Evaluation Team meets to review all available data and determines if home instruction is the least restrictive environment in which the special education can be provided.
5. As a general guideline, predicted absence from the school must exceed 20 days (except in the case where another handicapping condition has already been identified).
6. Normally one hour of home instruction shall be provided for each day the child is unable to attend school.
7. Home instruction may be provided from the date the IEP is signed. The total number of hours for which a child is eligible must be provided to the date of return to the date of return to school.
8. The principal identifies a certificated teacher to provide home instruction.
9. When applicable, the nurse psychologist and the home teacher in consultation with the home nurse prepare an outline of the Individual Education Plan and present it to the parents at the IEP meeting. Participants at that meeting should include the parent, school principal, school psychologist, home teacher and at least one regular teacher.
10. When applicable, the principal supervises the implementation of the IEP and submits appropriate accountability records to the central office.

11. At the time the student returns to school, a periodic review meeting must be held to determine if the IEP goals have been met for a student with a disability.
12. If the student becomes able to return to school but continues to have a disabling condition, a revised IEP must be developed.

(Approval date: November 17, 2003)

(Re-approval date: November 17, 2014)

## 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 that 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 that 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 that 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: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: ORC 3301.07

3313.53 through 3313.534

OAC 3301-35-04; 3301-35-06; 3301-35-09

## ENGLISH LEARNERS

The Board recognizes the need to provide equal educational opportunities for all students in the District. Therefore, if the inability to speak and understand the English language excludes a student from effective participation in the educational programs offered by the District, the District shall take appropriate action to rectify the English language deficiency in order to provide the student equal access to its programs. Students in a language minority or who have are English Learners are identified, assessed and provided appropriate services.

The Board directs the administration to develop and implement instruction programs that:

1. appropriately identify language minority students;
2. provide the appropriate instruction to English learner students to assist them in gaining English language proficiency, as well as content knowledge, in reading/language arts and mathematics and
3. annually assess the English proficiency of students and monitor their progress in order to determine their readiness for the mainstream classroom environment.

The District requires all English learner students to be tested. Alternative assessments may be required. Students must make yearly gains toward closing the achievement gap as defined by the State Board of Education performance targets.

The District provides parents with notice of and information regarding the instructional program as required by law. Parent and family involvement is encouraged and parents are regularly apprised of their child's progress.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

[Revision date: July 10, 2017]

Revised: December 11, 2017

LEGAL REFS.: 42 USC 2000d

The Elementary and Secondary Education Act; 20 USC 1221 et seq.

34 CFR 200

ORC 3301.0711

3302.01; 3302.03

3313.61; 3313.611; 3313.612

3317.03

3331.04

OAC 3301-35-04; 3301-35-06; 3301-35-07

CROSS REFS.: AC, Nondiscrimination

IE, Organization of Facilities for Instruction

IGBJ, Title I Programs

IGBL, Parent and Family Involvement in Education

JB, Equal Educational Opportunities

JK, Employment of Students

## TITLE I PROGRAMS

The Title I program is based on an annual assessment of educational needs. This assessment includes identification of educationally deprived children in the public and private schools in this District. Title I services are provided to all eligible, educationally deprived students.

The Board believes parent and family involvement is a vital part of the Title I program. The Superintendent/designee jointly develops with and distributes to parents of children participating in Title I programs within the District a written parent and family involvement policy and guidelines. The written parent and family involvement policy includes a School-Parent Compact jointly developed by the school and the parents. The requirements of the policy, compact and guidelines are consistent with Federal and State law.

Parent and family involvement includes, but is not limited to, parent and family contribution to the design and implementation of programs under this title, development of support and improvement plans, participation by parents and family members in school activities and programs, and training and materials that build parents' and family members' capacity to improve their children's learning in both the home and the school. To build a partnership between home and school, the District:

1. informs the parents and family members of the program, the reasons for their children's participation and the specific instructional objectives;
2. trains parents and family members to work with their children to attain instructional objectives;
3. trains teachers and other staff involved in programs under this title to work effectively with the parents and family members of participating students;
4. develops partnerships by consulting with parents and family members regularly;
5. provides opportunities for parents and family members to be involved in the design, operation and evaluation of the program and
6. provides opportunities for the full participation of parents and family members who lack literacy skills or whose native language is not English.

Title I funds are used only to augment, not to replace, state and local funds. The Board uses these funds to provide equivalent or comparable educational services in all schools receiving Title I assistance.

### Comparability

Title I funds are used only to augment, not to replace, state and local funds. The Board uses such funds to provide educational services in schools receiving Title I assistance and funds are used to provide comparable services in all schools receiving Title I assistance. The Office of Curriculum and Instruction is responsible for annually developing comparability calculations, and for assuring that the District remains in compliance with federal requirements associated with Title I programming. This report will be completed no later than October 30 of each year using forms and procedures developed by the Ohio Department of Education for this purpose. Consistent methods of calculating student enrollment, full-time equivalent teachers, and school resource allocations will be used to report comparability information.

Documentation of the figures used will be maintained in District Title I records. If buildings are found to be not comparable, the District will take immediate action to reallocate resources as early in the school year as possible and with a minimum disruption to the learning environment. The Superintendent's office will be responsible for handling complaints that a school is not receiving comparable services.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

[Revision date: July 10, 2017]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.  
OAC 3301-35-04; 3301-35-05; 3301-35-06; 3301-35-07

CROSS REFS.: AC, Nondiscrimination  
IE, Organization of Facilities for Instruction  
IGBA, Programs for Students with Disabilities  
IGBI, English Learners  
IGBL, Parent and Family Involvement in Education  
JB, Equal Educational Opportunities

## LATCHKEY PROGRAM

Recognizing the benefits accruing to children from latchkey programs, both in safety and educational experiences, the Board provides ancillary services to qualified providers of day care/latchkey services.

The Superintendent/designee establishes rules to determine whether a particular program meets the requirements for receipt of ancillary services from the District.

All recipients enter into a contract with the District for provision of those services. Provision of ancillary services and other expenditures is made in compliance with State law.

[Adoption date: November 17, 2014]

LEGAL REFS.: ORC 3313.207; 3313.209  
OAC 3301-32-01 through 3301-32-13

## PARENT AND FAMILY INVOLVEMENT IN EDUCATION

The Board recognizes that a student's education is a shared responsibility by the school, the student and the family. Research indicates that involvement of parents and families in support of their children's education increases student achievement. Schools and parents and families must work as partners if the District is to meet its goal of effectively educating students.

The Board directs the administration and teaching staff to promote parent and family involvement by:

1. supporting meaningful two-way communication between school and home;
2. promoting responsible parenting;
3. encouraging parents and family members to play an integral role in assisting student learning;
4. assisting parents and family members in their efforts to support, reinforce and extend their children's learning;
5. providing opportunities for parent and family input in school programs and curriculum;
6. respecting parents and family members as partners in decisions affecting children and families;
7. welcoming parents and family members as visitors to the schools;
8. engaging in meaningful parent-teacher conferences to discuss student progress toward meeting academic content standards and other learning goals, individual instructional needs and student welfare issues;
9. communicating with parents and family members about Board policies and regulations;
10. encouraging parents and family members to volunteer in the schools and school-related activities;
11. encouraging parent and family involvement through parent groups and Board and school advisory committees;
12. supporting appropriate professional development opportunities that enable staff members to increase the effectiveness of parent and family involvement strategies;

13. encouraging school administrators to set expectations and create a climate conducive to parent and family participation;
14. developing methods to accommodate and support parent and family involvement for parents with special needs, such as those who lack literacy skills or whose native language is not English and
15. assessing the effectiveness of parent and family involvement efforts.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

[Revision date: July 10, 2017]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.  
ORC 3313.472; 3313.48  
OAC 3301-35-02; 3301-35-04; 3301-35-06

CROSS REFS.: IGBI, English Learners  
IGBJ, Title I Programs  
Student Handbooks

## CREDIT FLEXIBILITY

The Board recognizes that an effective educational program is one that provides opportunities for students to customize aspects of their learning around their respective needs and interests. Credit flexibility is one method to motivate and increase student learning by allowing access to more resources, customization around individual student needs and the use of multiple measures of learning.

Credit flexibility shifts the focus from “seat time” to performance. The intent of credit flexibility is to meet increased expectations for high school graduation in response to globalization, technology and demographics, and to meet the demand for 21st century skills.

In accordance with State law, the District must develop and implement a credit flexibility plan. Seventh or eighth grade students may meet curriculum requirements or students ready for high school courses may earn high school graduation credit by:

1. demonstrating subject area competency through the completion of traditional course work;
2. testing out of or showing mastery of course content through the pursuit of an approved educational option and/or
3. any combination of the above.

The Superintendent/designee develops the District’s credit flexibility plan consistent with the provisions of the following regulation.

[Adoption date: November 17, 2014]

[Revision date: October 17, 2016]

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)  
IKA, Grading Systems  
IKE, Promotion and Retention of Students  
IKEB, Acceleration  
IKF, Graduation Requirements

## CREDIT FLEXIBILITY

In accordance with State law, the District's plan for credit flexibility must:

1. identify the multiple methods of communication and frequency of each method the District will use to communicate the aspects of the credit flexibility policy and plan to students and parents on an ongoing basis;
2. allow for demonstrated proficiency options on an ongoing basis;
3. allow for graded options for demonstrated proficiency;
4. allow demonstration of proficiency to count towards course requirements for graduation;
5. determine credit equivalency for a Carnegie unit;
6. prohibit capping or limiting the number of courses or credits earned through credit flexibility;
7. allow for both simultaneous credit and/or partial credit to be earned;
8. not prohibit access to online education, postsecondary options or services from another district, as approved by the Board;
9. allow, if so desired, for the acceptance of credit from other districts and educational providers;
10. establish provisions for instances when students do not or cannot complete requirements and
11. establish a review process and submit data to the Ohio Department of Education (ODE) about the methods and frequency of communication with students and parents.

In addition, the Superintendent/designee collects performance data including, but not limited to, the number of participating students, total credits earned and extent to which student participation reflects diversity of the student body.

ODE recommends that the Superintendent maintain a “library” of courses that were previously accepted to assist students, parents and teachers with understanding available options (or those unique to local contexts and regional economic development interests).

(Approval date: November 17, 2014)

## SUMMER SCHOOLS

The Board may operate summer schools for students in grades one through 12. Summer programs can be for students who need extra help in order to advance with their respective age groups or to provide enrichment, remedial and recreational experiences.

In general, no tuition is charged students who are residents of the District whose need for a summer program has been identified by teachers and who have been recommended for enrollment in the program to the Superintendent by the appropriate building principal. Special activities or programs for which a fee is to be charged may be conducted only with the approval of the Board.

Summer school is under the direction of a principal appointed by the Board. Teachers for summer sessions are recruited from the District staff insofar as feasible. The Board makes appointments upon the recommendation of the Superintendent.

[Adoption date: November 17, 2014]

LEGAL REFS.: ORC 3313.57; 3313.608; 3313.641

CROSS REFS.: IGBE, Remedial Instruction (Intervention Services)  
IKE, Promotion and Retention of Students  
IL, Testing Programs  
JN, Student Fees, Fines and Charges

CONTRACT REF.: Teacher's Negotiated Agreement

## EXPERIMENTAL PROGRAMS

There are times when nontraditional approaches to instructional objectives are appropriate. When the Board initiates experimental programs, these programs 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 (ODE) for permission to implement the program on an experimental basis.
3. The program or course must be approved by the Board and ODE 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 based on 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: November 17, 2014]

LEGAL REFS.: ORC 3302.07  
OAC 3301-35-04; 3301-35-06  
3301-46-01

CROSS REFS.: IGCD, Educational Options (Also LEB)  
JN, Student Fees, Fines and Charges

## 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, internships, distance learning, tutoring, educational travel, mentoring, project portfolios and study abroad programs are representative of experiences that the Board views as educational options supplementing the regular school program.

Fees are established for educational options as needed. Participating students are expected to pay fees upon beginning educational options.

The Superintendent develops regulations when the educational options are initiated. Each program option developed is presented to the Board for adoption; its regulations are presented for approval.

[Adoption date: November 17, 2003]

[Re-adoption date: May 2010]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: OAC 3301-35-01(B)(10); 3301-35-06

CROSS REFS.: IGBM, Credit Flexibility  
IGCB, Experimental Programs  
IGCH, Postsecondary Enrollment Options (Also LEC)  
IKE, Promotion and Retention of Students  
IKF, Graduation Requirements  
JN, Student Fees, Fines and Charges

## EDUCATIONAL OPTIONS

When initiated, educational options must adhere to the following criteria.

1. The parent(s) must provide written approval for students under 18 years of age to participate. A copy of the written approval must be retained in the school files. Students 18 years of age or older must submit a written request to participate. This request is kept on file.
2. An instructional plan that contains written measurable objectives must be submitted to, and approved by, the Superintendent. Instructional objectives must align with the District's curriculum requirements.
3. The instructional plan includes an outline specifying major instructional activities and identifying materials, resources, facilities and equipment needed to achieve instructional objectives.
4. Promotion and retention decisions for students, kindergarten through eighth grade, participating in an optional instructional plan are based on student performance relative to the objectives of the option.
5. The instructional plan includes a written plan for the evaluation of student performance.
6. In tutorial and independent study programs, a certificated/licensed teacher provides both the instruction and evaluation of students. In all other cases, a certificated/licensed teacher provides only the evaluation of student progress.
7. The written instructional plan includes a time for the evaluation of the educational option. Continuance of the option is determined by the results of evaluation.

(Approval date: November 17, 2003)

(Re-approval date: May 2010)

(Re-approval date: November 17, 2014)

## 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 instructed at home in accordance with the State Board of Education rules in the Ohio Administrative Code (OAC).

The child being instructed at home 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 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 OAC.

The Superintendent approves the home instruction request unless he/she determines that the information required by OAC has not been provided or unless he/she has substantial evidence that the minimum educational OAC requirements 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 instruction, 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 instruction in accordance with OAC, 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: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: ORC 3321.04  
OAC Chapter 3301-34

CROSS REFS.: JECBC, Admission of Students from Non-Chartered or Home Schooling  
JEG, Exclusions and Exemptions from School Attendance

## PRESCHOOL PROGRAM

The preschool program is guided by curriculum, written policies and regulations of the District that are consistent with applicable statutory requirements contained in State law. Resources of the preschool program include, but are not limited to:

1. staff;
2. cumulative records;
3. health and safety;
4. admission;
5. attendance and discipline;
6. selection and use of developmentally appropriate materials, equipment and resources that meet the intellectual, physical, social and emotional needs of the preschool student;
7. management of communicable diseases and
8. transportation and field trips.

[Adoption date: November 17, 2014]

LEGAL REFS.: ORC 3301.53  
3313.646  
3323.02  
OAC Chapter 3301-37  
3301-69-09

CROSS REFS.: EB, Safety Program  
EBC, Emergency Management and Safety Plans  
EEA, Student Transportation Services  
IIA, Instructional Materials  
IICA, Field Trips  
JEC, Student Admission  
JHC, Student Health Services and Requirements  
JHCC, Communicable Diseases  
JHF, Student Safety  
JO, Student Records

## 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 non-public 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: November 17, 2003]

[Re-adoption date: November 17, 2014, June 22, 2015]

LEGAL REFS.: ORC 3313.5314  
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)

## COLLEGE CREDIT PLUS

### District Obligations

The District is required to notify all 6th through 11th grade students and their parents about the College Credit Plus (CCP) program through multiple, easily accessible resources by February 1 of each school year. This 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 by the April 1 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. If the principal denies a student's request for written permission, the student may appeal to the Superintendent. The Superintendent's decision is final.

The District holds an annual informational session 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 are to include but not be 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 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 of District-designated honors courses. Any grade weighting or class standing enhancements applicable to advanced standing programs or District-designated honors courses are similarly applied to CCP courses.

### Student Enrollment

To participate in CCP, a student must apply to, and be accepted by, a participating college in accordance with the college's established procedures for admission. The student also must meet the college's and relevant academic program's established standards for admission, enrollment, and course placement, including any course specific capacity limits. The student and his/her parent also must sign a form acknowledging receipt of the required counseling and understanding of their responsibilities under the program.

The student 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 Ohio Department of Education (ODE). ODE's decision on these matters is final.
4. The student's records must show evidence of successful completion of each course and the high school credits awarded. The record must indicate that the credits were earned as a participant in CCP, and include the name of the college at which the credits were earned.
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. 10<sup>th</sup> 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.

### Student Eligibility

Students wishing to participate in CCP must meet all statutory eligibility requirements. To be eligible, students must be considered remediation-free on one of the Ohio Revised Code 3345.061(F) assessments. A student scoring within one standard error of measurement below the remediation-free threshold on one of the assessments is considered to have met this eligibility requirement if he/she either has a cumulative high school grade point average of at least 3.0 or receives a recommendation from a school counselor, principal or career-technical program advisor.

### Summer Term Eligibility

A student who is scheduled or anticipated to graduate from high school may not participate in CCP for any term beginning after the student's scheduled or anticipated graduation date or in any course offered at a college during a summer term that begins during the student's last quarter of high school.

### Financial Responsibilities

1. If a student elects to enroll for college credit only (Option A), the student is responsible for all costs associated with the course.
2. If a student elects to enroll for the combination high school/college credit (Option B), the District is responsible for all costs associated with the 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) shall 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 which 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: November 17, 2003)

(Re-approval date: November 17, 2014, June 22, 2015)

Revised: October 16, 2017

## COMMUNITY SERVICE PROGRAMS

The District is committed to preparing its students for active participation in community affairs in keeping with the tradition of volunteerism and civic responsibility. The implementation of a community service program provides students with opportunities to receive training and support to assist them in becoming valuable community members.

Community service is an unpaid activity that provides service to an individual or group to address a school or community need. The activity must be developmentally appropriate, meaningful to the student and effectively use their skills.

The District offers community service education that 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 and/or granted special recognition on the student's record.

Through participation in community service, students have the opportunity to:

1. develop knowledge and respect for community and citizenship;
2. learn that problems can be solved by working together;
3. understand the responsibilities involved in citizenship;
4. explore career opportunities;
5. increase self-esteem and appreciation for others;
6. become sensitive to others and appreciate cultural diversity and
7. overcome interpersonal barriers.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: ORC 3313.60; 3313.605  
OAC 3301-35-04

CROSS REFS.: IKF, Graduation Requirements  
JGD, Student Suspension  
JGE, Student Expulsion

## COCURRICULAR AND EXTRACURRICULAR PROGRAMS

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 programs consistent with its philosophy of, and goals for, education, and all 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 programs.

The following guidelines govern all cocurricular and extracurricular programs.

1. Student extracurricular programs provide 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. Cocurricular programs provide activities for which the student receives a grade and/or academic credit toward graduation, but involves events, performances, or attendance outside of the classroom.
2. Each school, under the direction of the principal and certified staff, has a plan designed to stimulate student growth and development by supplementing and enriching the curriculum with cocurricular and extracurricular programs. All receipts and expenditures are accounted for through the activity account.
3. Each program should be designed to contribute directly to the educational, civic, social, health or ethical development of the students involved.
4. The student cocurricular and extracurricular programs receive 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 cocurricular and extracurricular 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 total expenses for the school year involved in participating in any cocurricular and extracurricular program should be set so that a majority of the students may participate without financial strain. Special consideration must be given when the expense of participating would result in exclusion.
7. All cocurricular and extracurricular programs must be open to all students, regardless of race, color, national origin, ancestry, citizenship status, religion, sex, economic status, age, disability, military status or sexual orientation.
8. Resident students enrolled in community schools are permitted to participate in the District's extracurricular programs, 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.
9. Resident students attending STEM and STEAM schools are permitted to participate in the District's extracurricular programs, 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.
10. Resident students attending a nonpublic school are permitted to participate in the District's extracurricular programs, 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.
11. Resident students receiving home instruction in accordance with State law are permitted to participate in the District's extracurricular programs, 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.
12. Activities of cocurricular and extracurricular programs must not place undue burdens upon students, teachers or schools.

13. Extracurricular program activities should not interfere with regularly scheduled classes. This limitation often requires conducting such activities beyond the regular school day, if possible.
14. Programs at any level should be unique, not duplications of others already in operation.
15. Students participating in the activities of cocurricular and extracurricular programs 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 and all cocurricular and extracurricular programs.
16. Students suspended and expelled from school are banned from that activity of cocurricular and extracurricular programs for the duration of the suspension or expulsion. Students may also be denied participation in or suspended from extracurricular programs for violations of the student code of conduct or the code of conduct of the particular program in which they participate. Students with an excused absence from school are not permitted to participate in extracurricular programs on that date.
17. Annually, the Board directs the Superintendent/designee to identify supplemental contract positions that supervise, direct or coach a student 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.
18. 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.
19. Students may be removed from extracurricular programs when their presence poses a continuing danger to persons or property or an ongoing threat of disruption. If a student is removed from extracurricular programs, such removal may include all extracurricular programs in which the student is involved.

[Adoption date: November 17, 2003]

[Re-adoption date: July 2006]

[Re-adoption date: November 17, 2014]

Revised: December 11, 2017

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 Nonchartered or Home Schooling  
JED, Student Absences and Excuses  
JFC, Student Conduct  
JFCH/JFCI Student Alcohol Use/Student Drug Abuse  
JGD, Student Suspension  
JGDA, Emergency Removal of Student  
JGE, Student Expulsion  
JN, Student Fees, Fines and Charges  
KGB, Public Conduct on District Property  
KK, Visitors to the Schools  
Student Handbooks

## STUDENT PUBLICATIONS

The Board encourages student publications as classroom-related learning experiences in such courses as English and journalism and as extracurricular programs. These allow for coverage of student activities and the writing and printing of original literary and artistic productions and electronic publications; however, certain necessary guidelines are established to regulate the publication and dissemination of student publications.

### School-Sponsored Publications

School publications afford an educational experience for students interested in this activity and should provide an opportunity for the sincere expression of all facets of student opinion. These guidelines are as follows.

1. Faculty advisers advise on matters of style, grammar, format and suitability of materials.
2. The school publication reflects the policy and judgment of the student editors. Material of a controversial nature should not be prohibited unless it:
  - A. threatens to disrupt the educational process of the school, damage other individuals or advocate conduct that otherwise is inconsistent with the shared values of a civilized social order (e.g., advocating drug or alcohol use);
  - B. threatens any person or group within the school or advocates unlawful discrimination;
  - C. advocates violation of the law or official school regulations;
  - D. is considered false or libelous, based upon available facts and
  - E. is potentially harmful to juveniles or offensive according to community standards as to what is suitable for juveniles.
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.

Non-School-Sponsored Publications

Students who edit, publish and/or wish to distribute non-school-sponsored handwritten, printed or duplicated matter among their fellow students in the schools must assume responsibility for the content of the publication. Students may be restricted as to the time, place and manner of distribution or may be prohibited from distributing such publications.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REF.: U.S. Const. Amend. I

CROSS REFS.: EDE, Computer/Online Services (Acceptable Use and Internet Safety)  
IIBH, District Websites  
JF, Student Rights and Responsibilities

## STUDENT SOCIAL EVENTS

All student functions held in the name of the District must be approved by the principal and supervised by one or more faculty members or approved volunteers.

All school functions such as parties, dances, etc. are held in the school building unless otherwise approved by the principal and/or the Superintendent.

Outsiders are not permitted to attend such functions unless so permitted by the building principal. Students present, together with chaperones, are held accountable for proper care of facilities used.

[Adoption date: November 17, 2014]

LEGAL REFS.: ORC 3313.53; 3313.58; 3313.59  
3315.062  
OAC 3301-35-02; 3301-35-03

CROSS REFS.: IGD, Cocurricular and Extracurricular Programs  
IICC, School Volunteers

## COCURRICULAR AND EXTRACURRICULAR PROGRAM FEES

The Board supports the role of cocurricular and extracurricular programs as part of a well-rounded education. The Board wishes to extend opportunities for students to explore topics of interest in greater depth or breadth or to a different degree than can be afforded during the typical school day. Further, participation in these events builds a student learning community where collaboration is essential for success. To that end, the Board wishes to encourage participation in cocurricular and extracurricular programs as an important part of a student's educational experiences. Nevertheless, participation in extracurricular programs is a privilege, dependent on a student's willingness to observe rules that are applicable to program participation in that activity.

Community participation in schools and their programs is essential to promote and maintain the quality of education for all students. The Board recognizes the importance of parent, student, peer, and interested others' attendance at school programs, athletic events, school theatre, and other student presentations. The involvement of extended family and friends in support of student efforts is an important means of communicating how well students are learning, and lets students know that many people are interested in and are aware of their successes.

### Participation Fees

The Board has adopted a participation fee schedule for extracurricular participation. The collection of participation fees is in place to recoup a portion of the amount paid out to support the activities beyond the structure of a regular school day. Students participating on an athletic team in grades 7 through 12 must pay the fee in order to participate. Athletes will not be permitted to participate in practice, contests or scrimmages until their participation fee is paid. The fee structure calls for \$50 to be paid for the first sport of the school year in which an athlete participates. All subsequent sports in which the athlete participates during the same school year will require a payment of \$25. A paid participation fee does not guarantee that a student athlete will play. There is a yearly fee of \$25 for a student to participate in theatre-related activities for the year. There is a yearly fee of \$10 for a student to participate in marching band-related activities for the year. The control and direction for the sport/activity will remain the responsibility of the coach or sponsor. A family cap of \$200 is in place.

### Passes and Tickets

Single event tickets can be purchased at each event. Athletic seasonal passes can be purchased in the Athletic Office. Students can purchase inclusive yearly passes to a variety of school events. Not every student presentation requires ticketed admission. Golden Buckeye Card holders are admitted free of charge to all events held in the District buildings. District employees receive a Family Pass to all athletic and student performance events held in the District buildings. Passes are not valid for league, tournament or away events held at other school sites. Pass and ticket sales revenue is used to recoup a portion of the costs associated with providing the activity option to students.

### Payment

Students participating in programs that require payment may not participate in practice, contests or scrimmages until the payment is received or arrangements for payment have been made. Payments must be made in the form of cash, check or money order payable to: *Bexley City Schools* or on EZpay. The student's name and activity should be noted. This participation fee payment is separate from other school fees.

### Refund Policy

Paid fees will be refunded according to the following guidelines:

1. 100% returned if the student has a season-ending injury prior to the start of the competitive season.
2. 50% returned if the student misses one-half or more of the regular season contests as a result of a season-ending injury.
3. No refund for loss of academic eligibility unless determined prior to the start of the season.
4. No refund if a student quits or is removed from the team.

### Fee Waivers

Students who have qualified for the free or reduced lunch program may be exempt from paying participation fees. The costs associated with obtaining a pass for middle school and high school students may be waived for a student, their parents or guardians and immediate family if the family qualifies for the free or reduced lunch program. Application for a waiver of these fees, using the accompanying exhibit, can be obtained from and should be completed and returned to the Superintendent's office for review.

[Adoption date: November 17, 2003]

[Re-adoption date: July 2006]

[Re-adoption date: November 17, 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.: IGD, Cocurricular and Extracurricular Programs  
IGDJ, Interscholastic Athletics  
IGDK, Interscholastic Extracurricular Eligibility  
JECBC, Admission of Students from Non-Chartered or Home Schooling  
JN, Student Fees, Fines and Charges  
Student Handbooks

## STUDENT ACTIVITIES FEES

### Fee Waivers

Students who have qualified for the free or reduced lunch program may be exempt from paying participation fees. The costs associated with obtaining a pass may be waived for a student, their parents or guardians and immediate family if the family qualifies for the free or reduced lunch program. Fee waiver forms shall be distributed annually and should be completed and returned to the Superintendent's office for review. (Policy IGDE)

### APPLICATION FOR EXTRACURRICULAR FEE WAIVERS

(Please use one form for each fee waiver being requested.)

1. Name of Student/Applicant \_\_\_\_\_
2. Name of Parent/Guardian \_\_\_\_\_
3. Address \_\_\_\_\_
4. Name of School \_\_\_\_\_ Grade \_\_\_\_\_
5. Name of Activity \_\_\_\_\_  
(for which waiver is being requested)
6. Which of the following are you requesting:
  - \_\_\_\_ Participation Fee Waiver
  - \_\_\_\_ **Parent** Seasonal Pass Fee Waiver    \_\_\_\_ Fall    \_\_\_\_ Winter    \_\_\_\_ Spring
  - \_\_\_\_ Middle School/High School **Student** Activity Pass Waiver
  - \_\_\_\_ Summer School Tuition Waiver

I am applying for these waivers because our family has been approved under the federal guidelines of the Free or Reduced School Lunch Program.

The information offered is, to the best of my knowledge, accurate as stated.

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

**Please note:**

- Those students accepted into the Federal Free and Reduced Lunch Program will be eligible for a waiver of applicable athletic or activity participation fees; and their families will be eligible for a waiver of the fees associated with seasonable activity passes. Applications for the free and reduced lunch program are available through the District Central Office, Room 5200, Bexley High School Building, or call 231-7611 to request the application form.
- This application does not guarantee acceptance.
- We will make every effort to maintain confidentiality.
- The decision of the review is final.

**Please mail or return the completed form to:**

Superintendent of Schools  
Bexley City School District  
348 S. Cassingham  
Bexley, Ohio 43209

☐ Approved

☐ Not Approved

\_\_\_\_\_  
Superintendent of Schools

\_\_\_\_\_  
Date

10.9.17

## STUDENT FUNDRAISING ACTIVITIES

The Board believes in providing opportunities for students to participate in cocurricular and extracurricular program fundraisers. Since the Ohio Revised Code and the Auditor of State's office mandate careful accounting of the receipt and expenditure of such funds, all fiscal operations of student groups must be in compliance with the following guidelines. All such related fundraisers must be:

1. conducted by a recognized cocurricular or extracurricular program for the purpose of contributing to the educational, civic, social, health or ethical development of the students involved;
2. appropriate to the age or grade level;
3. activities in which schools may appropriately engage;
4. conducted under the supervision of teachers, advisers or administrators;
5. conducted in such a manner and at such times as not to encroach upon instructional time or interfere with regularly scheduled school classes and activities;
6. scheduled so as not to be unduly demanding on secretarial, teacher and principal time or work;
7. evaluated annually by teachers, advisers, administrators and students;
8. limited in number so as not to become a burden or nuisance to the community;
9. sensitive to direct competition with fundraising efforts sponsored by recognized groups and organizations within the community and
10. approved by the Board of Education prior to starting the fundraiser if the fundraiser is to be carried out across buildings or into the community at large.

The application of the above criteria for student sales and activities is supervised by the building principal with the approval of the Superintendent. Board approval is only required as indicated in #10 above. Each principal submits to the Superintendent a list of the proposed sales or fund drives that the school plans to conduct during the school year and the purpose for which the funds are going to be used. The Superintendent then indicates his/her approval or disapproval within the limitations of the above criteria.

Funds derived from approved student fundraising activities are handled by the Treasurer's office in accordance with the Auditor of State's requirements.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

Revised: December 11, 2017

LEGAL REFS.: ORC 3313.51; 3313.53; 3313.811  
3315.062

CROSS REFS.: IGD, Cocurricular and Extracurricular Programs  
IGDG, Student Activities Funds Management  
IICA, Field Trips  
EFF, Food Sale Standards

## STUDENT FUNDRAISING ACTIVITIES

The following guidelines must be followed for any fundraiser by or from students.

Any fundraiser involving students must meet the following conditions:

1. All student fundraisers must be in compliance with State law and the requirements of the Auditor of State's office.
2. Use of instructional time is prohibited in planning, conducting, assessing or managing a fundraiser, unless it is part of an approved course of study.
3. Fundraisers conducted in a school or on other District premises are not to interfere with the conduct of any cocurricular or extracurricular program. Students involved in the fundraiser are not to interfere with students participating in other activities in order to solicit funds.
4. In accordance with Board policy, each fundraiser occurring on or off District premises must be approved by the Superintendent or his/her designee and the Board. In order to be approved, the group leader or adviser must submit a proposal that is in compliance with the Auditor of State's requirements.
5. Each recognized cocurricular or extracurricular program must submit in writing to the Treasurer a statement that identifies the purpose of its fundraiser and the reason for raising the money as well as all other items required by the Auditor of State.
7. All fundraising 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 fundraisers are 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 advisers, 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 fundraising 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 that 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. Fundraisers off District premises shall be voluntary and with written permission from parents. If a fundraiser involves the students providing a service in return for money, such as a car wash, a member of the certified 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 fundraisers 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 fundraiser. 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 fundraising activities must be approved by the Board or its designee.
19. Failure to follow these regulations could result in the suspension or loss of fundraising approval.

#### School and Community Service Project Definitions

1. Fundraisers
  - 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 that 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: November 17, 2003)

(Re-approval date: November 17, 2014)

## FUNDRAISER REQUEST FORM

(Fundraising Activities, School Service Projects and Community Service Projects)

Instruction  
IGDF-E  
Revised 12.14.17

School: \_\_\_\_\_ Start Date: \_\_\_\_\_ End Date: \_\_\_\_\_

Fundraiser Description: \_\_\_\_\_

\_\_\_\_\_

Group doing this fundraiser: \_\_\_\_\_

Purpose for the funds raised: \_\_\_\_\_

\_\_\_\_\_

Funds will be: (circle one) held in a group account for all participants to share or individual accounts

How will the funds raised be distributed to benefit all participants? \_\_\_\_\_

\_\_\_\_\_

Will there be open solicitation for donations, products or services? Yes or No \_\_\_\_

If yes: What type? \_\_\_\_\_

By whom? \_\_\_\_\_

How obtained? \_\_\_\_\_

Origin of sale items:

Vendor \_\_\_\_\_ Contact \_\_\_\_\_

Address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_

Telephone \_\_\_\_\_

To whom will product or service be sold? \_\_\_\_\_

Students going door-to-door? Yes or No Awards being offered? Yes or No

If yes, what types? \_\_\_\_\_ Approximate values \$ \_\_\_\_\_

Anticipated net revenue \$ \_\_\_\_\_

Additional comments: \_\_\_\_\_

Form completed by: \_\_\_\_\_ Phone/Email: \_\_\_\_\_

Principal's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Superintendent's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Only fundraisers that are carried out across buildings or into the community at large require board approval.

**Fundraisers that require board approval may NOT start before board approval date.**

Board Approval Date: \_\_\_\_\_

Bexley City School District, Bexley, Ohio

## 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 advisers, 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 Auditor of State. The system separates and verifies each transaction and shows the sources from which the revenue is received, the amount collected, source and the amount expended 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: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: ORC 3313.51; 3313.53; 3313.811  
3315.062  
5705.41; 5705.412

CROSS REFS.: DH, Bonded Employees and Officers  
DI, Fiscal Accounting and Reporting  
DJ, Purchasing  
DJF, Purchasing Procedures  
IGD, Cocurricular and Extracurricular Programs  
IGDF, Student Fundraising Activities

## INTERSCHOLASTIC ATHLETICS

Participation by students in athletic competition is a privilege subject to Board policies and regulations. While the Board takes great pride in winning, it emphasizes and requires good sportsmanship and a positive mental attitude as prerequisites to participation.

The Superintendent and administrative staff will schedule frequent conferences with all physical education instructors, coaches and athletic directors to develop and maintain a constructive approach to physical education and athletics throughout the District. As character building is one of the major objectives of the interscholastic athletic program, 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.

Interscholastic athletic programs are subject to approval by the Board. The athletic director is responsible for the administration of the interscholastic athletic program within the District. In discharging this responsibility, the athletic director consults with the principals and coaches on various aspects of the interscholastic athletic program. It is the responsibility of the athletic director and his/her staff to ensure the proper management of all activities of the athletic program 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.

Our interscholastic athletic program must follow the rules, regulations and limitations outlined by the OHSAA and State law. 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 any activity in the athletic program 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 an interscholastic athletic program 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.

Any student may be denied participation in or suspended from an athletic team practice and competition for a period of time for infractions of school rules and regulations, including but not limited to the Extracurricular Program Substance Abuse policy (IGDL), or for any other unacceptable conduct in or out of school.

Transfer 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 athletic program at the school to which the student would be assigned. Students must be of the appropriate age and grade level as determined by the Superintendent, and must fulfill the same academic, nonacademic and financial requirements as any other participant.

Resident students attending STEM and STEAM schools are permitted to participate in the District's interscholastic athletic 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 program 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 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.

Foreign exchange students enrolled in a recognized visitor exchange program may be eligible to participate in the interscholastic athletic program in accordance with OHSAA Bylaws.

## Concussions

Any athlete who exhibits signs, symptoms or behaviors consistent with having sustained a concussion or head injury while participating in a practice or competition must be removed from the practice or competition in compliance with State law. If a student is removed from practice or competition, they will not be permitted to participate in any other practice or competition on the same day.

A student who has been removed from practice or play for exhibit signs, symptoms or behaviors consistent with having sustained a concussion or head injury may not return to practice or competition until the student has been assessed and granted clearance by a licensed health care professional who meets the requirements of State law.

## High School Athletic Board

The high school athletic board, an administrative committee, shall be responsible for developing all policies and procedures pertaining to the interscholastic athletic program and its activities. Policies developed by the athletic board are subject to review and approval by the Board.

The high school principal shall serve as chairman of the athletic board. Other members shall include a Board member appointed by the Board, the Superintendent, and the high school athletic director, in alternate years either the high school football or basketball coach, the coach of one girl's sport, one high school coach at large, one middle school coach and one high school student.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

[Revision date: September 19, 2016]

Revised: October 16, 2017

Revised: December 11, 2017

LEGAL REFS.: ORC 2305.23; 2305.231  
3313.537; 3313.5310; 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 Programs  
IGDK, Interscholastic Extracurricular Eligibility  
IKF, Graduation Requirements  
JECBA, Admission of Exchange Students  
JECBC, Admission of Students from Nonchartered or Home Schooling  
JGD, Student Suspension  
JGE, Student Expulsion  
JN, Student Fees, Fines and Charges  
Student Handbooks

## INTERSCHOLASTIC EXTRACURRICULAR ELIGIBILITY

The Board recognizes the value of interscholastic extracurricular programs for students in grades 7-12 as an integral part of the total school experience. Since participation in interscholastic extracurricular programs is a privilege and not a right, students are expected to demonstrate competence in the classroom as a condition of participation.

Interscholastic extracurricular programs are defined as school-sponsored student programs involving more than one school or school district.

The Board permits students in grades 9 through 12 to participate in interscholastic extracurricular programs if they receive a failing grade in the previous grading period and are granted an athletic waiver by the building principal.

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: November 17, 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 Programs  
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

## EXTRA-CURRICULAR PROGRAMS SUBSTANCE ABUSE

Students who violate the Alcohol Use by Students/ Student Drug Abuse Policy (JFCH/JFCI) and/or Tobacco Use by Students Policy (JFCG) will be denied future participation in any school sponsored extra-curricular activity unless the student self-reports the violation and has not previously violated this policy. The denial of the privilege to participate will begin on the date on which the administration notifies the student of his/her violation of the Substance Abuse Policy (“Violation Determination Date”). Denial of future participation in any school-sponsored extra-curricular activity will remain in place until they have met with and been assessed by a School Based Health Professional.

A School Based Health Professional is any person with appropriate substance abuse credentials occupying any position the Superintendent may designate in writing.

The School Based Health Professional will then meet with the Director of Student & Community Engagement to recommend a plan of action. The Plan of Action could include, but is not limited to the following:

- additional counseling with a School Based Health Professional
- a referral to an Educational Workshop
- referral to a Drug/Alcohol Group
- and/or a referral to a Recovery Treatment Program.

The Plan of Action will also include a timeline to complete all requirements. The Director of Student & Community Engagement will meet with the student and parent(s)/guardian(s) after the initial assessment to review the Plan of Action and timeline. The Activity Consequences and Educational Requirements outlined therein are based on the number of offenses and are progressive in nature. The district reserves the right to require additional/alternative educational components based on the unique needs of the student.

Student Substance Abuse Violations – A violation of the Alcohol Use by Students/Student Drug Abuse Policy (JFCH/JFCI) and/or Tobacco Use by Students Policy (JFCG) will be established when the school administrator has facts or credible witnesses that the student is in violation of the policy.

This policy applies to all school sponsored extra-curricular activities and Community Based Athletic Clubs (KMC). This includes but is not limited to the following: all athletic programs, the theater program, student council, all MS/HS clubs that have competitions or performances, and extracurricular activities associated with cocurricular programs (e.g. orchestra, band, and choir trips). These standards will be enforced for twelve (12) months of the year and are in effect for behavior on and off school property.

Students who in any way aid another student in violations involving this policy, including hosting, will be addressed as if he or she were the principal offender.

If the entire prescribed sanction cannot be fulfilled during the student’s current season, the sanctions will carry over to the student’s next season of participation.

Sanctions will be cumulative during the middle school years. Middle school begins the first day of 6<sup>th</sup> grade. Any violations committed in middle school will be collapsed to one first offense when the student enters high school.

Sanctions will also be cumulative during the high school years. High school begins the day after completion of the 8<sup>th</sup> grade.

Adoption Date: January 12, 2015

Effective Date: June 1, 2015

Revised: September 20, 2017

Revised: January 8, 2018

CROSS REFS.:      JFGC          Tobacco Use by Students  
                         JFCH/JFCI      Alcohol Use by Students and Student Drug Abuse  
                         KMC              Bexley Community Based Athletic Clubs  
                         Student Handbooks

Signature Sheet for Community Service Hours Served

Agency: \_\_\_\_\_

Contact at Agency: \_\_\_\_\_

Contact Phone Number: \_\_\_\_\_

Contact Email Address: \_\_\_\_\_

Bexley City Schools Student: \_\_\_\_\_

Date Submitted: \_\_\_\_\_

*(Submit to Director of Student & Community Engagement)*

DATE AND TIME OF SERVICE	# OF HOURS	SIGNATURE FROM AGENCY CONTACT
DATE: _____ _____AM/PM to _____AM/PM		
DATE: _____ _____AM/PM to _____AM/PM		
DATE: _____ _____AM/PM to _____AM/PM		
DATE: _____ _____AM/PM to _____AM/PM		
DATE: _____ _____AM/PM to _____AM/PM		
DATE: _____ _____AM/PM to _____AM/PM		

Implemented: September 11, 2017

**EXTRA-CURRICULAR PROGRAMS SUBSTANCE ABUSE****Sanctions for Extra-Curricular Programs Substance Abuse Policy Violations Activity Consequences and Educational Requirements**

<b><u>OFFENSE</u></b>	<b><u>ACTIVITY CONSEQUENCES</u></b>	<b><u>EDUCATIONAL REQUIREMENTS</u></b>
<b>SELF-REPORT AS A FIRST OFFENSE</b>	<ul style="list-style-type: none"> <li>• Letter documenting violation on file</li> <li>• Loss of any leadership position for the season</li> </ul>	<ol style="list-style-type: none"> <li>1. Assessment by School Based Health Professional AND</li> <li>2. Complete Plan of Action recommended by School Based Health Professional AND</li> </ol>
<b>FIRST OFFENSE</b>	<ul style="list-style-type: none"> <li>• Loss of participation privilege <b><u>for twenty-five percent (25%)</u></b> of the contests/performances for a season from the Violation Determination Date</li> <li>• Letter documenting violation on file</li> <li>• Loss of any leadership position for season</li> </ul>	<ol style="list-style-type: none"> <li>3. Completion of 12 hours of community service: location approved by Director of Student and Community Engagement. Community service reflection artifact is to be submitted to the Director of Student and Community Engagement.</li> </ol>
<b>SECOND OFFENSE</b>	<ul style="list-style-type: none"> <li>• Loss of participation privilege <b><u>for fifty percent (50%)</u></b> of the contests/performances for a season from the Violation Determination Date</li> <li>• Letter documenting violation on file</li> <li>• Loss of any leadership position for season</li> </ul>	<ol style="list-style-type: none"> <li>1. Assessment by School Based Health Professional AND</li> <li>2. Complete Plan of Action recommended by School Based Health Professional AND</li> <li>3. Completion of 12 hours of community service: location approved by Director of Student and Community Engagement. Community service reflection artifact is to be submitted to the Director of Student and Community Engagement.</li> </ol>
<b>THIRD OFFENSE</b>	<ul style="list-style-type: none"> <li>• Loss of participation privilege <b><u>for one year (365 days)</u></b> from the Violation Determination Date</li> <li>• Letter documenting violation on file</li> <li>• Loss of any leadership position for one year (365 days)</li> </ul>	<ol style="list-style-type: none"> <li>1. Assessment by School Based Health Professional AND</li> <li>2. Complete Plan of Action recommended by School Based Health Professional AND</li> <li>3. Completion of 12 hours of community service: location approved by Director of Student and Community Engagement. Community service reflection artifact is to be submitted to the Director of Student and Community Engagement AND</li> </ol>

		4. Referral to recovery treatment
<b>FOURTH OFFENSE</b>	<ul style="list-style-type: none"> <li>• Privilege of participation in extra-curricular programs is revoked for the remainder of the student's middle and/or high school career</li> </ul>	<ol style="list-style-type: none"> <li>1. Assessment by School Based Health Professional AND</li> <li>2. Complete Plan of Action recommended by School Based Health Professional AND</li> <li>3. Completion of 12 hours of community service: location approved by Director of Student and Community Engagement. Community service reflection artifact is to be submitted to the Director of Student and Community Engagement AND</li> <li>4. Assessment by a licensed clinician AND</li> <li>5. Referral to recovery treatment.</li> </ol>

Sanctions for Music Department (Band, Orchestra, Choir) Extra-Curricular Activities Substance Abuse Policy Violations Activity Consequences and Educational Requirements

<b><u>OFFENSE</u></b>	<b><u>ACTIVITY CONSEQUENCES</u></b>	<b><u>EDUCATIONAL REQUIREMENTS</u></b>
<b>SELF-REPORT AS A FIRST OFFENSE</b>	<ul style="list-style-type: none"> <li>• Loss of next non-graded educational, social or volunteer event occurring after the Violation Determination Date</li> <li>• Letter documenting violation on file</li> <li>• Loss of any leadership position for 9 weeks</li> </ul>	<ol style="list-style-type: none"> <li>1. Assessment by School Based Health Professional AND</li> <li>2. Complete Plan of Action recommended by School Based Health Professional AND</li> </ol>
<b>FIRST OFFENSE</b>	<ul style="list-style-type: none"> <li>• Loss of participation at next OMEA honors group event (if applicable)</li> <li>• Loss of next non-graded educational, social or volunteer event occurring after the Violation Determination Date</li> <li>• Letter documenting violation on file</li> <li>• Loss of any leadership position for one year (365 days)</li> </ul>	<ol style="list-style-type: none"> <li>3. Completion of 12 hours of community service: location approved by Director of Student and Community Engagement. Community service reflection artifact is to be submitted to the Director of Student and Community Engagement.</li> </ol>
<b>SECOND OFFENSE</b>	<ul style="list-style-type: none"> <li>• Loss of participation in all non-graded events; educational, social or volunteer occurring after the Violation Determination Date for one year (365 days)</li> <li>• No participation in any OMEA honors groups for the remainder of the academic year</li> <li>• Letter documenting violation on file</li> <li>• Loss of travel privilege with the group for one year (365 days)</li> <li>• Permanent loss of any leadership position</li> </ul>	<ol style="list-style-type: none"> <li>1. Assessment by School Based Health Professional AND</li> <li>2. Complete Plan of Action recommended by School Based Health Professional AND</li> <li>3. Completion of 12 hours of community service: location approved by Director of Student and Community Engagement. Community service reflection artifact is to be submitted to the Director of Student and Community Engagement.</li> </ol>
<b>THIRD OFFENSE</b>	<ul style="list-style-type: none"> <li>• Permanent loss of participation in all non-graded events; educational, social and volunteer occurring after the Violation Determination Date</li> <li>• No participation in any OMEA honors groups for one year (365 days)</li> <li>• Letter documenting violation on file</li> <li>• Permanent loss of travel privilege with the group</li> </ul>	<ol style="list-style-type: none"> <li>1. Assessment by School Based Health Professional AND</li> <li>2. Complete Plan of Action recommended by School Based Health Professional AND</li> <li>3. Completion of 12 hours of community service: location approved by Director of Student and Community Engagement. Community service reflection artifact is to be submitted to the Director of Student and Community Engagement AND</li> <li>4. Referral to recovery treatment</li> </ol>

<b>FOURTH OFFENSE</b>	<ul style="list-style-type: none"> <li>• Privilege of participation in music department extra-curricular activities is revoked for the remainder of the student's middle and/or high school career</li> <li>• Letter documenting violation on file</li> </ul>	<ol style="list-style-type: none"> <li>1. Assessment by School Based Health Professional AND</li> <li>2. Complete Plan of Action recommended by School Based Health Professional AND</li> <li>3. Completion of 12 hours of community service: location approved by Director of Student and Community Engagement. Community service reflection artifact is to be submitted to the Director of Student and Community Engagement AND</li> <li>4. Assessment by a licensed clinician AND</li> <li>5. Referral to recovery treatment.</li> </ol>
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Sanctions for Theatre Arts Programs Substance Abuse Policy Violations Activity Consequences and Educational Requirements

<b><u>OFFENSE</u></b>	<b><u>ACTIVITY CONSEQUENCES</u></b>	<b><u>EDUCATIONAL REQUIREMENTS</u></b>
<b>SELF-REPORT AS A FIRST OFFENSE</b>	<ul style="list-style-type: none"> <li>• Loss of next social theatre activity, such as company parties, field trips, events and conferences from the Violation Determination Date</li> <li>• Letter documenting violation on file</li> <li>• Loss of any leadership position for the 9 weeks</li> </ul>	<ol style="list-style-type: none"> <li>1. Assessment by School Based Health Professional AND</li> <li>2. Complete Plan of Action recommended by School Based Health Professional AND</li> <li>3. Completion of 12 hours of community service: location approved by Director of Student and Community Engagement. Community service reflection artifact is to be submitted to the Director of Student and Community Engagement.</li> </ol>
<b>FIRST OFFENSE</b>	<ul style="list-style-type: none"> <li>• Loss of on-stage participation and recognition in one production from the Violation Determination Date (productions include plays, musicals and one acts at student's grade level)</li> <li>• Letter documenting violation on file</li> <li>• Loss of any leadership position for one year (365 days)</li> </ul>	
<b>SECOND OFFENSE</b>	<ul style="list-style-type: none"> <li>• Full loss of participation in one production occurring within 365 days from the Violation Determination Date (productions include plays, musicals and one acts at student's grade level)</li> <li>• Letter documenting violation on file</li> <li>• Permanent loss of any leadership position</li> </ul>	<ol style="list-style-type: none"> <li>1. Assessment by School Based Health Professional AND</li> <li>2. Complete Plan of Action recommended by School Based Health Professional AND</li> <li>3. Completion of 12 hours of community service: location approved by Director of Student and Community Engagement. Community service reflection artifact is to be submitted to the Director of Student and Community Engagement.</li> </ol>
<b>THIRD OFFENSE</b>	<ul style="list-style-type: none"> <li>• Full loss of participation in all productions for one year (365 days) from the Violation Determination Date (productions include plays, musicals and one acts at student's grade level)</li> <li>• Letter documenting violation on file</li> </ul>	<ol style="list-style-type: none"> <li>1. Assessment by School Based Health Professional AND</li> <li>2. Complete Plan of Action recommended by School Based Health Professional AND</li> <li>3. Completion of 12 hours of community service: location approved by Director of Student and Community Engagement. Community service reflection artifact is to be submitted to the Director of Student and Community Engagement AND</li> <li>4. Referral to recovery</li> </ol>

		treatment
<b>FOURTH OFFENSE</b>	<ul style="list-style-type: none"> <li>• Privilege of participation in theatre program is revoked for the remainder of the student's middle and/or high school career</li> <li>• Letter documenting violation on file</li> </ul>	<ol style="list-style-type: none"> <li>1. Assessment by School Based Health Professional AND</li> <li>2. Complete Plan of Action recommended by School Based Health Professional AND</li> <li>3. Completion of 12 hours of community service: location approved by Director of Student and Community Engagement. Community service reflection artifact is to be submitted to the Director of Student and Community Engagement AND</li> <li>4. Assessment by a licensed clinician AND</li> <li>5. Referral to recovery treatment.</li> </ol>

Sanctions for Student Council Substance Abuse Policy Violations Activity Consequences and Educational Requirements

<b><u>OFFENSE</u></b>	<b><u>ACTIVITY CONSEQUENCES</u></b>	<b><u>EDUCATIONAL REQUIREMENTS</u></b>
<b>SELF-REPORT AS A FIRST OFFENSE</b>	<ul style="list-style-type: none"> <li>• Loss of all voting privileges for two meetings from the Violation Determination Date</li> <li>• Letter documenting violation on file</li> <li>• Loss of any internal leadership position for 9 weeks</li> </ul>	<ol style="list-style-type: none"> <li>1. Assessment by School Based Health Professional AND</li> <li>2. Complete Plan of Action recommended by School Based Health Professional AND</li> <li>3. Completion of 12 hours of community service: location approved by Director of Student and Community Engagement. Community service reflection artifact is to be submitted to the Director of Student and Community Engagement.</li> </ol>
<b>FIRST OFFENSE</b>	<ul style="list-style-type: none"> <li>• Loss of all voting privileges for nine weeks from the Violation Determination Date</li> <li>• Letter documenting violation on file</li> <li>• Loss of internal leadership position for remainder of academic year</li> </ul>	
<b>SECOND OFFENSE</b>	<ul style="list-style-type: none"> <li>• Loss of title and all voting privileges for 18 weeks from the Violation Determination Date</li> <li>• Letter documenting violation on file</li> <li>• Loss of any leadership position for one year (365 days)</li> </ul>	<ol style="list-style-type: none"> <li>1. Assessment by School Based Health Professional AND</li> <li>2. Complete Plan of Action recommended by School Based Health Professional AND</li> <li>3. Completion of 12 hours of community service: location approved by Director of Student and Community Engagement. Community service reflection artifact is to be submitted to the Director of Student and Community Engagement.</li> </ol>
<b>THIRD OFFENSE</b>	<ul style="list-style-type: none"> <li>• Loss of title and all voting privileges for one year (365 days) from the Violation Determination Date</li> <li>• Letter documenting violation on file</li> <li>• Ineligible to be selected or elected to any leadership position for remainder of student's middle and/or high school career</li> </ul>	<ol style="list-style-type: none"> <li>1. Assessment by School Based Health Professional AND</li> <li>2. Complete Plan of Action recommended by School Based Health Professional AND</li> <li>3. Completion of 12 hours of community service: location approved by Director of Student and Community Engagement. Community service reflection artifact is to be submitted to the Director of Student and Community Engagement AND</li> <li>4. Referral to recovery treatment</li> </ol>

<b>FOURTH OFFENSE</b>	<ul style="list-style-type: none"> <li>• Privilege of participation in Student Council is revoked for the remainder of the student's middle and/or high school career</li> <li>• Letter documenting violation on file</li> </ul>	<ol style="list-style-type: none"> <li>1. Assessment by School Based Health Professional AND</li> <li>2. Complete Plan of Action recommended by School Based Health Professional AND</li> <li>3. Completion of 12 hours of community service: location approved by Director of Student and Community Engagement. Community service reflection artifact is to be submitted to the Director of Student and Community Engagement AND</li> <li>4. Assessment by a licensed clinician AND</li> <li>5. Referral to recovery treatment.</li> </ol>
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## Definitions

1. **Self-report:** Prior to an outside report of any violation, the student proactively reports their violation of the Substance Abuse Policy.
  - A. May only be used ONCE in athletic or academic career at Bexley City Schools
  - B. Self-reports must be made by the student to the principal or Director of Student and Community Engagement.
  - C. A self-report acts as a first offense and a subsequent offense will be considered a second offense.
  - D. Involvement by law enforcement officials regarding the violation negates the option of self-reporting
2. **Loss of leadership position:** Removal of student from any leadership role in extra-curricular activities. Future leadership positions are at the discretion of the coach or advisor in accordance with this policy.
3. **Letter Documenting the Violation:** Such a letter will document 1) the violation 2) the Activity Consequence and 3) the Education Requirement. The letter will be mailed to the parent or guardian and the athletic director, building principal, Director of Student and Community Engagement, and all potential coaches.
4. **Loss of participation privilege:** Duration lasts for time specified per level of offense from the Violation Determination Date. The student must attend practice with the team/group and must attend (out of uniform) all contests/performances for which he or she is ineligible. If the full Sanctions for Student Substance Abuse cannot be fulfilled during the current season, the remaining requirements will carry over to the next season in which he/she participates.
5. **Participation:** Denotes direct involvement in any extra-curricular program or extra-curricular activity of a co-curricular program including competing in events against outside competition at all levels (varsity, junior varsity, freshman and middle school levels), including dressing for contests. The student must attend practice with the team or group and shall attend (out of uniform/costume) all contests/performances for which he or she is suspended.
6. **Substance Abuse Violations:** A violation of the Alcohol Use by Students/Student Drug Abuse Policy (JFCH/JFCI) and/or Tobacco Use by Students Policy (JFCG) will be established when the school administrator has reasonable suspicion supported by facts or credible witnesses that the student is in violation.
7. **Violation Determination Date:** The denial of the privilege to participate will begin on the date on which the administration notifies the student of his/her violation of the Substance Abuse policy.

### Process for a Student Appeal

1. Once it has been determined a violation has taken place, the Student may submit a written appeal to the District Secondary Schools Principal or Superintendent. This appeal must be received within 30 calendar days of when the letter documenting the violation is sent from the District.
2. The Appeal Committee Chair (Secondary Schools Principal) determines if a hearing will be granted, based on the following circumstances:
  - A. New information
  - B. Human or procedural error
  - C. Excessive severity of consequences
  - D. Assessment of bias
  - E. Other circumstances that may warrant a hearing
3. Within seven (7) calendar days of receipt of the appeal, the Appeal Committee Chair will issue a letter to the Student either (A) denying the request for an appeal hearing, or (B) granting the request for an appeal hearing. Once the request for an appeal is received by the District, the sanctions set forth in IGDL will be held in abeyance until the Appeal Committee Chair determines if a hearing will be granted.
  - A. If a hearing is denied, the sanctions set forth in IGDL will take effect immediately as of the date of the denial letter.
  - B. If a hearing is granted, the Appeal Committee Chair will set a date for hearing within fourteen (14) calendar days of the letter granting the appeal, and any sanctions set forth in IGDL will continue to be held in abeyance until after a final determination by the Appeal Committee.
4. The Appeal Committee will conduct the Appeal Hearing, and will be comprised of any three (3) of the below-listed District employees as selected by the Secondary Schools Principal:
  - A. (Committee Chair) Secondary Schools Principal or his/her designee
  - B. Athletic Director
  - C. Student-Community Support Specialist
  - D. Superintendent
  - E. Middle School or High School Assistant Principal
5. The Student may be accompanied by a District employee to speak on behalf of the Student, if desired.
6. The Appeal Committee will provide a final written decision within seven (7) calendar days of the Appeal hearing.

[Adoption Date: January 12, 2015]

Effective Date: June 1, 2015

Implemented 9.11.17

## 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: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: ORC 3313.61; 3313.611; 3313.612; 3313.614; 3313.616  
5902.02

## CLASS SIZE

While the Board strives to provide the appropriate class size for each learning experience, there are times when temporary enrollment increases, differences in the organization of various schools and the number and size of available classrooms affect the number of students that must be assigned to a room.

The Superintendent's recommendations for upper and lower limits on class size consist of the best professional knowledge relative to desirable class size, together with:

1. student load, which helps teachers to be most effective;
2. the financial condition of the District and the willingness of the residents to provide for optimal class sizes;
3. the particular requirements of the subject being taught and
4. the presence of students with special needs in the class.

Circumstances may prohibit the achievement of optimal class sizes in all cases, but the Board believes firmly that high standards must be developed and maintained as constant guides.

[Adoption date: November 17, 2003]

[Re-adoption date: April 29, 2012]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: ORC 3317.023; 3317.024; 3317.03  
OAC 3301-35-04; 3301-35-05

CROSS REF.: IIBA, Teacher Aides

CONTRACT REF.: Teachers' Negotiated Agreement

## CLASS SIZE

The following goals serve to provide guidance when making decisions about class size. These goals may not be attainable in every circumstance. They should be dealt with in a flexible fashion.

At the elementary school level, grades K-3, the District should:

1. strive to maintain a range of 20 to 22 students per classroom;
2. consider employing the equivalent of a part-time or full-time aide for a classroom with a range of 23-25 students, taking into consideration factors listed;
3. no class should be larger than 25;
4. apply general considerations of Board policy.

At the elementary school level, grades 4-6, the District should:

1. strive to maintain a range from 22 to 25 students per classroom;
2. consider employing a part-time or full-time aide for a classroom with a range of 26-27 students;
3. no class should be larger than 27;
4. apply general considerations of Board policy.

At the middle school and senior high school levels, the District should:

1. strive to maintain a range of from 22 to 25 students per classroom and
2. avoid scheduling that results in a significant number of classes with fewer than 15 students or more than 30 students per classroom.

(Approval date: November 17, 2003)

(Re-approval date: November 14, 2011)

(Re-approval date: April 29, 2012)

(Re-approval date: November 17, 2014)

Implemented: September 28, 2017

## 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 the appropriate certified staff in consultation with the Superintendent and other sources as needed. Final decision relative to purchase rests with the Superintendent, subject to official adoption by the Board in the case of textbooks.

The Board believes that it is the responsibility of the District to provide:

1. materials that enrich and support the curriculum, taking into consideration the varied interests, abilities and maturity levels of the students served;
2. materials that stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards;
3. a background of information that enables students to make intelligent judgments in their daily lives;
4. diverse viewpoints so that young citizens may develop, under guidance, the practice of analytical reading and thinking and
5. materials representative of the many religions and ethnic and cultural groups, showing their contributions to our American heritage.

The above principles serve as guides in the selection of all instructional materials including, but not limited to, textbooks, supplementary books, library books, computer software, Internet access sites, films, video and audio recordings.

Parents are provided the opportunity to review the selection of textbooks and reading lists, instructional materials and academic curriculum used by the District. In addition, parents have the right to inspect any instructional materials used as part of the educational curriculum for their student. Instructional materials means instructional content, regardless of format, that is provided to the student, including printed or representational materials, audiovisual materials and materials available in electronic or digital formats (such as materials accessible through the Internet). Instructional material does not include academic tests or academic assessments.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: Family Educational Rights and Privacy Act; 20 USC Section 1232h

ORC 3313.21; 3313.212

3313.642

3329.06; 3329.07; 3329.08

OAC 3301-35-04; 3301-35-06

CROSS REFS.: DBD-E, Annual Decision Making and Appropriation Calendar

EDE, Computer/Online Services (Acceptable Use and Internet Safety)

EGAAA, Copyright

IGAH/IGAI, Family Life Education/Sex Education

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

Decision Making Matrix

## 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: November 17, 2003]

[Re-adoption date: November 17, 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

## SUPPLEMENTARY MATERIALS SELECTION AND ADOPTION

The right to a free choice among alternatives is basic to a democratic society. It is through the exercise of the freedoms set forth in the Bill of Rights that an informed choice can take place. Our educational system must, therefore, allow free access to a full range of instructional materials to ensure the realization of this freedom.

Needs of the individual school, based on knowledge of the curriculum and the existing collection, are given first consideration. Supplementary materials and other resources are selected by the certified staff to increase the effectiveness of the instructional program. Supplementary instructional materials means instructional content, regardless of format, that is provided to the student, including printed or representational materials, audiovisual materials and materials available in electronic or digital formats (such as materials accessible through the Internet). Supplemental materials do not replace textbooks and should not be used to circumvent the textbook adoption process.

Materials are considered on the basis of overall purpose; timeliness or permanence; importance of the subject matter; quality of the writing or production; readability and popular appeal; authoritativeness; reputation of the publisher or producer; reputation and significance of the author, artist, composer, producer, etc.; format and price.

Supplementary materials support and are consistent with the general educational goals of the District and the written objectives of specific courses.

The materials should make a contribution to the balance of the individual school collection of materials for which they are selected. Materials should be appropriate for the subject area, age level, ability level, emotional development and social development of the students for whom they are selected.

Each item should be approached from a broad perspective, looking at the work as a whole and judging controversial elements in context rather than as isolated parts. Periodicals, for example, should be selected and purchased for their overall reputation, and should not be rejected because of an occasional article that may be offensive.

Films and other rented instructional materials are used in the classroom for education purposes only. No rented film that includes a notice that the film is intended for “home use only” will be shown to a class for entertainment purposes.

When using film, instructional television or any other technology (coupled with graded courses of study and general curriculum materials), teachers should keep in mind that the software delivered to the student must be suitable to both the skill and maturity level of the learner. Federal copyright rules must be followed at all times.

In addition, parents have the right to inspect any materials used as part of the educational curriculum to which their child will be exposed.

Final approval for use of all supplementary materials rests with the Superintendent/designee.

[Adoption date: November 17, 2014]

LEGAL REFS.:      U.S. Const. Art. I, Section 8  
                         Copyright Act, 17 USC 101 et seq.  
                         Family Educational Rights and Privacy Act; 20 USC Section 1232h  
                         ORC    3313.642  
                                    3329.06; 3329.07; 3329.08  
                         OAC    3301-35-04; 3301-35-06

CROSS REFS.:      EDE, Computer/Online Services (Acceptable Use and Internet Safety)  
                         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

## SUPPLEMENTARY MATERIALS SELECTION AND ADOPTION (Guidelines for Selection and Use of Films in the Classroom)

Students are a captive audience in a school setting. They are under the direction and influence of decisions teachers make. Because teachers assign grades for achievement, students are also under an obligation to attend to the instructional opportunities presented to them by teachers. It is expected that educators will, at all times, demonstrate thoughtfulness about what is read or viewed in instructional settings. It is also expected that educators will be mindful of concerns parents may have about the use of age or maturity level appropriate instructional resources.

By this policy, teachers are permitted to use PG-13 rated films in grades 7-12 and R-rated films in grades 9-12 for specific instructional purposes. Teachers in grades K-6 are not permitted to use films rated PG-13 or higher. Teachers are obligated to receive prior notice of parent permission for children in grades 7-8 to view a PG-13 rated film and for children in grades 9-12 to view an R-rated film. The Parent Permission Form must be provided to parents at least five days before the instructional activity using the film. Students who opt out of participating in the lesson activity will NOT face any adverse consequences as a result of that decision. Students should not be subjected to any undue attention and teachers are expected to maintain a safe and supportive classroom environment for any child opting out of the lesson activity. Parents who have a concern regarding the use of a specific film rated beyond the age of their child should contact either the classroom teacher or the building principal.

The following five areas should be considered and be the subject of the review by the teacher when considering the use of a film rated beyond the age of students.

### Curriculum

1. What are the content standards to be learned?
2. What is the educational purpose of the planned unit of instruction?

### Students

1. What is the age, emotional and intellectual development of these students?
2. What emotional impact is desired for students of this age and maturity?

### Selection of Instructional Materials

1. Are there several films that could be used to support instruction?
2. Is the use of a film that may be controversial the best way to meet the learning goals?
3. In what way does the selected film connect to the curriculum?
4. How does it enrich, support or illustrate the curriculum?
5. Is the use of this film the best way to reach the learning goals? Does it address important or critical topics? Does it help to make events immediate? Does it highlight the experience, or provide background information?
6. Is the film accurate? Does it reflect the pluralistic nature of the global society? Is it free of bias and stereotypes?
7. What was the intended purpose of the film? Is it also useful for an educational purpose?
8. What is the likely impact of this film to the overall intent of the course content and objectives?

### Delivery of Instruction

1. Time
  - A. How much student time will be spent on this activity? Are other uses of films planned? Over the course of the class how much time will be allocated to film viewing?
  - B. Does the film need to be viewed in its entirety? Can excerpts be used to achieve the same instructional goals?
2. Discussion
  - A. Films are merely an educational tool. Critical viewing with planned discussion is required.
  - B. Discussion questions should be developed that guide meaningful reflection, stimulate growth in knowledge, and develop thinking and analysis of the curricular goals.

- C. Classroom discussions should bring clarity to the educational purpose of using this film.

### Assessment

1. What assessment is planned?
2. What skills, abilities and knowledge are students expected to demonstrate?
3. What criteria will be used to discern if the educational purpose has been achieved?

### Guidelines for the Development of Alternative Differentiated Activities

All learning activities for all students should be of high quality. Alternative activities that are differentiated to address any student characteristic, including a family or personal preference not to view “R” rated movies, shall demonstrate that same level of high quality. Alternative differentiated activities shall be as valued as other assignments by the teacher and the students.

The following five areas should be considered when developing alternative activities:

### Curriculum

1. What are the content standards to be learned? What is the educational purpose of the planned unit of instruction?
2. Alternative/differentiated activities should replicate as close as possible the same instructional goals and should have the same connection to learning goals as other activities for this instructional unit.

### Students

1. What is the specific student characteristic that this differentiated activity is being designed to address?
2. What is the age, emotional and intellectual development of these students? What emotional impact is desired for students of this age and maturity?

### Selection of Instructional Materials

1. The materials selected should be easily available in the school, or should be obtained and provided to the student.
2. The materials selected should support the same or similar learning goals.
3. The materials selected should support the same or similar learning experiences.

### Delivery of Instruction

#### 1. Time

- A. How much student time will be spent on this activity? How much time will be spent apart from other students? How frequently will this approach be used?

#### 2. Assignment

- A. What is the means of presenting the information through the use of the materials to students? Is this to be a guided approach, an independent study, a small group project, etc.?
- B. The views of students and parents may differ from the views of the teacher. This represents a healthy learning environment.
- C. Students should not be singled out in any manner by the actions of the teacher or by actions of other students, that causes the student, or students, to feel that the choice of not watching “R” rated films or that the alternative/differentiated assignment is not as highly valued as other activities or assignments.
- D. What is the likely overall impact of this activity on student learning? The goal is to create a learning experience comparable to the experience other students in the class receive.

#### 3. Discussion

- A. Films are merely an educational tool. Many tools are available to support learning goals.
- B. Discussion questions should be developed that guide meaningful reflection, stimulate growth in knowledge, and develop thinking and analysis of the curricular goals.

- C. Discussions throughout, and culminating discussions about films shown should include the student(s) who is/are participating in alternative/differentiated activities to the extent possible. Classroom discussions of the alternative/differentiated activities should also be incorporated.

Assessment

1. What assessment is planned?
2. What skills, abilities and knowledge are students expected to demonstrate? An alternative/differentiated activity should prepare the student to demonstrate evidence of learning equivalent to that required of students who viewed the films.
3. What criteria will be used to discern if the educational purpose has been achieved? An alternative/differentiated activity should prepare the student to meet criteria standards equivalent to those met by students who viewed the films.

(Approval date: November 17, 2014)

PARENT PERMISSION FORM  
USE OF FILMS IN CLASS FOR INSTRUCTIONAL PURPOSES

Dear Parent or Guardian:

In accordance with Board policies and procedures, teachers are permitted to use PG-13 rated films in grades 7-12 and R-rated films in grades 9-12 for specific instructional purposes. Teachers in grades K-6 are not permitted to use films rated PG-13 or higher. Teachers are obligated to receive prior notice of parent permission for children in grades 7-8 to view a PG-13 rated film and for children in grades 9-12 to view an R-rated film. The Parent Permission Form must be provided to parents at least five days before the instructional activity using the film. Students who opt out of participating in the lesson activity will not face any adverse consequences as a result of that decision. Students should not be subjected to any undue attention and teachers are expected to maintain a safe and supportive classroom environment for any child opting out of the lesson activity. Parents who have a concern regarding the use of a specific film rated beyond the age of their child should contact either the classroom teacher or the building principal.

Note: The classroom teacher must provide a copy of this letter to the building principal, and the principal shall acknowledge receipt, prior to sending it home to parents.

Teacher's Name \_\_\_\_\_

Contact Information \_\_\_\_\_

The following is a description of the film and the instructional activity:

1. Title of film \_\_\_\_\_
2. Rating and description of the controversial material: (Example: rated R for language)
3. Rationale for use as an instructional activity:
4. Description of the activity's time frame: (Example: Students will watch the film for two full class periods on October 8 and October 9. On October 10 we will discuss the worksheet questions associated with the film in class.)

5. Description of the assessment activity:

The following is a description of the Alternate Activity provided for the parents by the classroom teacher. Students will be:

1. Required to complete the following activity:
  
  
  
  
  
  
  
  
  
  
2. Given the following opportunity to work on the activity during class time: (Example: Students will be sent to the library on October 8□10 to work on the lesson activity.)
  
  
  
  
  
  
  
  
  
  
3. Assessed on the activity as described.

Dear Parent or Guardian:

Please sign and have your child return this form by\_\_\_\_\_

**(If this form is not returned by the indicated date, your child will participate in the Alternate Activity described.)**

☐ I DO NOT give permission for my child to participate in or to use the instructional materials described above and understand that my child will participate in the Alternate Activity.

☐ I DO give permission for my child to participate in this instructional activity.

Student's Name \_\_\_\_\_  
(Please Print)

Parent's Name \_\_\_\_\_  
(Please Print)

Parent's Signature \_\_\_\_\_

Date \_\_\_\_\_

## LIBRARY MATERIALS SELECTION AND ADOPTION

The Board believes the responsibility of the school library is to:

1. provide materials that enrich and support the curriculum, taking into consideration the varied interests, abilities and maturity levels of the students served;
2. provide materials that stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards;
3. provide a background of information which enables students to make intelligent judgments in their daily lives;
4. provide materials on opposing sides of controversial issues so that young citizens may develop, under guidance, the practice of critical reading and thinking;
5. provide materials representative of the many religious, ethnic and cultural groups and their contributions to our American heritage and
6. place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to ensure a comprehensive collection appropriate for the users of the library.

Initial purchase suggestions for library materials may come from personnel. Students may also be encouraged to make suggestions. The librarian is responsible for evaluating and recommending all materials to be included in the school library. Authority for distribution of funds rests with the building principal, subject to the approval of the Superintendent.

Gifts of library books are accepted in keeping with the above policy on selection as well as the Board's policy on accepting gifts. Complaints about library books are handled in compliance with Board policy on complaints about the curriculum or instructional materials.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

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

## TEACHER AIDES

The Board may consider adding classroom aide assistance based on recommendations from the Superintendent. Decisions will be based on educationally sound and fiscally responsible principles.

The Superintendent's recommendations for teacher aides consists of the best professional knowledge relative to desirable class size, together with:

1. student load, which helps teachers to be most effective;
2. the financial condition of the District and the willingness of the residents to provide for optimal ratios;
3. the particular requirements of the subject being taught and
4. the presence of students with special needs in the class.

[Adoption date: November 17, 2014]

LEGAL REFS.: ORC 3317.023; 3317.024; 3317.03  
OAC 3301-35-04; 3301-35-05

CROSS REF.: IHB, Class Size

CONTRACT REF.: Teachers' Negotiated Agreement

## DISTRICT WEBSITES

District websites and school Web pages provide opportunities to engage students, impact student learning and interact with the community. District websites:

1. give the Board opportunities to communicate its mission, goals, policies and plans with the community;
2. allow individual schools to provide current and complete information to its community at large;
3. give the community a means to communicate effectively with the Board and staff;
4. create expanded means for student expression;
5. provide avenues for teachers to help students meet high standards of performance and
6. provide opportunities for staff to communicate with students.

The technology coordinator is responsible for maintaining the District's websites in accordance with the directives provided by the Superintendent. The principal/designee of each school shall ensure that the school's Web page is maintained in such a way that the community receives current and accurate information.

The District may elect to have its websites 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 or
3. publishing appropriate student class work.

When a school allows student publications on its Web page, the purpose of including such publications shall be clearly identified in that section of the page. These publications shall be consistent with the District's mission, goals, policies, programs and activities. All publications shall meet established District requirements related to student print publications and be in accordance 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/designee. Use must be consistent with District policies and guidelines for other District publications.

The Board directs the Superintendent to develop regulations to implement all the provisions of this policy. These regulations shall address staff and student privacy and content standards for website publications.

[Adoption date: November 17, 2014]

LEGAL REFS.: Family Educational Rights and Privacy Act; 20 USC 1232g et seq.  
Children's Internet Protection Act; 47 USC 254(h)(5)(b)(iii); (P.L. 106-554,  
HR 4577, 2000, 114 Stat 2763)  
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

## COMMUNITY INSTRUCTIONAL RESOURCES

Helping each student develop to his/her full potential and to become a citizen contributing to the welfare of the community are important objectives of the District's educational program. The Board encourages administrative and instructional personnel to rely on the community as one of its educational resources. The administration directs community instructional resources designed to involve the citizens, institutions and environment of our community in the education of its children.

The Superintendent has supervisory control over community relations, which includes school volunteer service. Members of the staff and of the community are encouraged to offer their ideas and services through the channels that the administration develops.

The Superintendent reports to the Board on the involvement and effectiveness of community relations.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: ORC 3315.07  
OAC 3301-35-02; 3301-35-04; 3301-35-06

CROSS REFS.: GBQ, Criminal Records Check  
IICC, School Volunteers

## FIELD TRIPS

The Board recognizes that there is a vast quantity and variety of learning resources outside school walls and is aware of the potential our community has for improving the quality and depth of educational experiences. Whatever students can experience firsthand is often more meaningful to them than that which is only discussed or read about.

Field trips – properly planned, supervised and integrated into the instructional program – are not to be considered “outings” or days off from school, but rather extensions of the curriculum.

All field trips sponsored by the schools are educational in nature and are directly related to the subject matter and the course objectives of instruction at the particular grade level. Field trips are lessons and are to be planned as such, with objectives determined in advance. Appropriate instruction should precede and follow each field trip. All field trips must be approved by the Board or its designee.

To the extent feasible, community resource persons and organizations are involved in planning and conducting field trips so that students derive the greatest educational benefit from the trip.

### Non-School-Sponsored Field Trips

Non-school-sponsored field trips organized by employees acting as independent contractors/agents involving students on a volunteer, self-supporting basis are not approved by the Board and are not considered a part of the curriculum. Responsibility for privately planned field trips or tours rests with the individuals and agency sponsoring them. The Board assumes no legal or financial responsibilities for non-school-sponsored field trips.

If recruitment of students for a field trip is sought through the schools, the recruitment request shall be made with approval of the Superintendent. Recruitment efforts shall not occur during class time or the employee’s workday.

### Travel Vendor Compensation

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

All travel arrangements must be in compliance with District field trip regulations and approved by the Superintendent or his/her designee.

[Adoption date: November 17, 2003]  
[Re-adoption date: March 2004]  
[Re-adoption date: December 2005]  
[Re-adoption date: November 20, 2006]  
[Re-adoption date: November 17, 2014]

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 Fundraising Activities  
JN, Student Fees, Fines and Charges

## 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 for only 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.

### Distance and Duration

1. Regular field trips are those which take place within the community or to places near enough so that they can be accomplished during one school day.
2. Extended field trips are:
  - A. of more than one day's duration or
  - B. involve an overnight stay or
  - C. require travel more than 50 miles each way.

Permission for extended field trips must be secured from the Superintendent, subject to approval by the Board. The Board considers the approval of extended field trips when they are necessary to a curricular, cocurricular, or extracurricular purpose, well-planned, adequately chaperoned and satisfactorily financed.

### Parental Permission

Written permission from parent(s) must be obtained prior to any student's participation in any regular or extended field trip.

## Expenses

Field trips that are part of the instructional program and do not involve overnight stays may be paid for by the District.

Field trips that are part of the school's extracurricular programs (such as sports spectator trips, band trips, etc.) and/or trips that 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 fundraising 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 that comply with Board policy and District regulations.

(Approval date: November 17, 2003)

(Re-approval date: March 2004)

(Re-approval date: December 2005)

(Re-approval date: November 20, 2006)

(Re-approval date: November 17, 2014)

Implemented: August 14, 2017

**TEACHER/SPONSOR/ADVISOR APPLICATION FOR EXTENDED TRIP**

1. Teacher/Sponsor/Advisor of this trip: \_\_\_\_\_
2. Category of the trip (Please check one) \_\_\_ Curricular \_\_\_ Extracurricular \_\_\_ Cocurricular
3. What group(s) of students will this trip include? \_\_\_\_\_
4. Number of students who will participate in this trip? \_\_\_\_\_
5. Trip expense per student: \_\_\_\_\_ Out of pocket cost per student: \_\_\_\_\_
6. How will this cost be managed so that all students may attend? \_\_\_\_\_  
\_\_\_\_\_
8. Describe all planned fund-raising activities: \_\_\_\_\_  
\_\_\_\_\_
9. Destination (Place and Address): \_\_\_\_\_
10. Is this destination: \_\_\_\_\_ more than 50 miles \_\_\_\_\_ less than 50 miles from school?
11. Date of Departure: \_\_\_\_\_ Date of Return: \_\_\_\_\_
12. Number of school days scheduled to be missed: \_\_\_\_\_
13. Chaperones: \_\_\_\_\_
14. How money or checks will be collected: \_\_\_\_\_
15. Attach a descriptive narrative that adequately describes the purpose of the trip. The narrative is to include:
  - a. In what way does the trip qualify for one of the above checked Extended Trips?
  - b. The instructional or extracurricular objectives of the trip.
  - c. The major instructional activities that will take place during the trip (as applicable).
  - d. The evaluation criteria and assessment methods that will be used.

**[Proposed contract or agreement with travel agent or other travel vendor must be attached when submitted to principal.]**

**It is understood & acknowledged that permission forms must be collected for each student.**

Teacher/Sponsor/Advisor \_\_\_\_\_ Date \_\_\_\_\_

Approved by Building Principal \_\_\_\_\_ Date \_\_\_\_\_

Approved by Superintendent \_\_\_\_\_ Date \_\_\_\_\_

Board Meeting Approved: \_\_\_\_\_

Rejected by \_\_\_\_\_ Date \_\_\_\_\_

Reason for Rejection: \_\_\_\_\_

Implemented: August 14, 2017

## RESPONSIBILITIES OF THE SPONSOR/ADVISOR

**By signing below, you, as sponsor/advisor, commit yourself to fulfilling the following responsibilities while participating in an extended field study trip.**

1. Attend all planning and orientation meetings.
2. Cooperate with others in planning and carrying out the trip.
3. Attend the Board of Education meeting when this request will be discussed in order to be available to answer questions that may arise.
4. Maintain professional behavior and role as an educator.
5. Be a 20-hour-a-day supervisor.
6. Enforce the student discipline code and other stated rules for the trip and contact parents should the need arise.
7. Be responsible for coping with all emergencies and contingency plans should either planned activities or transportation go awry.
8. Be concerned primarily with the welfare of the students.
9. Perform all duties as a teacher/educator to assure the educational goals and purpose of the trip and supervision of the students attending.

Signed \_\_\_\_\_

Date \_\_\_\_\_

### EXTENDED EDUCATION TRIP, STUDENT APPLICATION

Name \_\_\_\_\_ Grade \_\_\_\_\_ Age \_\_\_\_\_

Home Address \_\_\_\_\_

Home Phone \_\_\_\_\_

Name of Parent/Guardian \_\_\_\_\_

Home Address \_\_\_\_\_

Home Phone \_\_\_\_\_ Business Phone \_\_\_\_\_

Home Fax \_\_\_\_\_ Business Fax \_\_\_\_\_

Home Email \_\_\_\_\_ Business Email \_\_\_\_\_

In the case the parent/guardian cannot be reached, the following person should be contacted:

Name \_\_\_\_\_

Relationship to the Student \_\_\_\_\_

Home Address \_\_\_\_\_

Home Phone \_\_\_\_\_ Business Phone \_\_\_\_\_

Home Fax \_\_\_\_\_ Business Fax \_\_\_\_\_

Home Email \_\_\_\_\_ Business Email \_\_\_\_\_

Medical Problems: \_\_\_\_\_

Special Instructions: \_\_\_\_\_

Blood Type: \_\_\_\_\_

Shots and Vaccinations: \_\_\_\_\_

Allergies: \_\_\_\_\_

Medications: \_\_\_\_\_

Physical Impairments: \_\_\_\_\_

Passport Number: \_\_\_\_\_

**NOTE: A new Emergency Medical Authorization Form (attached) must be signed by the parent/guardian and returned with this application.**

### **AGREEMENT AND ACKNOWLEDGMENT**

**The undersigned student and parent or guardian agrees and acknowledges that the trip for which application is made is a school-approved trip, that the student will be subject to the supervision of a teacher, other staff member or other adult on the trip, and that the school's usual conduct rules apply during the entire trip, as well as rules the adult(s) establish specifically for or during the trip.**

**The undersigned student and parent/guardian agrees that the sponsor/advisor has discretion to determine whether, when and how a student may be sent home for violating rule(s) of conduct. The parent/guardian will cooperate with the sponsor/advisor or other school personnel in getting a student home. The parent/guardian assumes complete financial responsibility for all additional costs associated with sending the student home.**

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Parent/Guardian's Signature

\_\_\_\_\_  
Typed Name of Student

\_\_\_\_\_  
Typed Name of Parent/Guardian

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

**Verification of Receipt or Non-Receipt of Public Funds from a Travel Agent or  
Other Third Party Vendor Making Arrangements for a Student Trip**

The undersigned hereby certifies that he or she: \_\_\_\_\_ has or \_\_\_\_\_ has not received cash, discounted tickets, vouchers for tickets, or other items for personal use from a travel agent or other vendor making arrangements for travel for the following student trip\*\*:

\*\*\*\*\*

If, but only if the undersigned received any cash, discounted tickets, vouchers for tickets, or other items for personal use, the undersigned \_\_\_\_\_ has or \_\_\_\_\_ has not yet submitted such cash, discounted tickets, vouchers for tickets, or other items for personal use to the Treasurer as public funds.

\_\_\_\_\_  
Employee Signature

Date: \_\_\_\_\_

\*\* Receipt of a ticket or lodging to accompany students on the trip pursuant to a contract between the Board and travel vendor is not considered to be for "personal use."

Refer to IICA

[On District Letterhead]

Date \_\_\_\_\_

Travel Agent or Travel Vendor Proposing Travel Agreement for Extended Education Trip

To Whom It May Concern:

Pursuant to Board policy and State law, school employees may not receive any compensation directly from a travel agent or vendor unless the financial assistance or assistance-in-kind is derived from the contractual relationship between the Board and the travel agent or vendor.

I have in my possession a proposed contract for the following trip involving students from our school district and one or more employee-advisors:

(Describe trip) \_\_\_\_\_

In order to comply with State law we are attaching an additional page as an Addendum and your standard contract form. To the extent your standard contract or agreement form purports to be between your Company and an individual school employee as advisor, sponsor or group leader or coordinator, the Addendum makes the contracting party the Board and **not** an individual school employee. The Board cannot and will not assume any liability or hold your Company harmless against liabilities or claims that arise from the acts or omissions of your Company or its agents or employees. Please sign the Addendum, which will be deemed part of the contract between the Board and your Company, and return the signed document to me as soon as possible.

Please note that you must attach an Exhibit A which lists all financial assistance that you are providing to the Board for its sponsor/advisor to accompany students on the trip. The contract will not be submitted to the Board for its formal approval until the travel agent or vendor returns a completed Exhibit A listing all of that financial assistance (such as but not limited to airline tickets, lodging, meals, or expense money).

If you have any questions, please let me know.

Very truly yours,

\_\_\_\_\_  
Building Principal

## **ADDENDUM TO BOARD CONTRACT WITH TRAVEL AGENT OR OTHER TRAVEL VENDOR**

This Addendum amends and modifies the Contract or Agreement to which it is attached and is part and parcel of that Contract or Agreement, superseding all language in the Contract or Agreement to which it is attached that it is in conflict with this Addendum. Said Contract or Agreement is ineffective unless this Addendum is attached, approved by the Board and signed by authorized representatives of the parties. To the extent the contract or Agreement states, assumes or implies that an individual is the contracting party, the Contract or Agreement is modified so that the Board and not any individual is the contracting party and the Board's obligations shall be discharged as provided by State law and Board policy.

1. As partial consideration for this Contract, the travel agent or vendor shall provide the Board with the financial assistance for the trip listed in Exhibit A attached to this Addendum,\* the parties agree that the Board assigns such financial assistance belonging to the District to one or more employees for serving such as Chaperones or adult sponsor/advisors for the trip as designated by the Superintendent or designee as an obligation to the Board under this Contract. Such financial assistance shall be deemed to be reimbursement for expenses or compensation for the designated employee(s)/advisor(s) for the supplemental duty of sponsoring or advising the trip, and such supplemental pay shall be deemed to be earned pursuant to a supplemental contract with the designated employee(s) which the Board authorizes by its approval of this contract.
2. If the travel agent or vendor pays the essential travel expenses for the designated Board employees accompanying Bexley students on the approved school trip, such essential expenses include only travel, meal and lodging payments in an amount and of a kind substantially similar to those provided to the Bexley students attending the approved school trip. The travel agent or vendor represents that other than the essential expenses for Board employees referenced herein and identified in Exhibit A, it is not paying for and/or providing compensation or expenses for any other individual on the school trip other than its own employees.
3. The Board does not and will not assume any liability for, and shall not hold the travel agent or vendor harmless against, claims or causes of action arising from or based on the acts or omissions of the travel agent or vendor, the agents of either, or the employees of either.

Name of Travel Agent or Vendor \_\_\_\_\_

\_\_\_\_\_  
Authorized Official of Travel Agent or Vendor

\_\_\_\_\_  
Bexley City School District Board of Education  
President or Treasurer

\_\_\_\_\_  
Typed Name of Official of Travel Agent

\_\_\_\_\_  
Typed Name of President or Treasurer

Date \_\_\_\_\_

Date \_\_\_\_\_

**BEXLEY CITY SCHOOL DISTRICT**

**FIELD TRIP PERMIT**

Name of Student \_\_\_\_\_

has my permission to go with the class to (place) \_\_\_\_\_

scheduled for (date) \_\_\_\_\_.

We will be \_\_\_\_\_ Walking

\_\_\_\_\_ Bicycling

\_\_\_\_\_ Transported by School Bus

\_\_\_\_\_ For expenses, entrance fees, etc. \$ \_\_\_\_\_

\_\_\_\_\_ Bring a sack lunch

Signed (Parent/Guardian) \_\_\_\_\_

I request permission to attend the field trip and agree to abide by the established safety rules and behavior guidelines.

Signed (Student) \_\_\_\_\_

## **REGULAR FIELD TRIP GUIDELINES FOR RIDING SCHOOL BUSES**

Since pupils have duties and obligations which contribute to their safe, orderly and efficient transportation, the following rules should be observed by pupils riding school buses.

### **TO THE PUPIL:**

1. Load and unload from the bus at its designated stop in an orderly manner.
2. Find a seat and be seated.
3. Eating and littering are not permitted on a bus.
4. There must be absolute quiet at railroad crossings and other places of danger as specified by the driver.
5. Noise on the bus should be kept to a minimum. The same behavior is expected on a school bus as in a classroom. Pupils may talk quietly if the driver permits.
6. Pupils should not change seats while the bus is in motion.
7. Pupils must not throw any objects while on the bus.
8. Pupils must not hang any object or part of their body outside the bus window.
9. Pupils must keep their hands to themselves and not bother other passengers on the bus.
10. Pupils must sit only in their assigned seats--if seats are assigned.
11. Pupils should go promptly to the bus when dismissed from school. When discharged from the bus they go directly to their homes.
12. Only those students with a Request for Transportation Form on file with the Bexley City Schools may ride the school bus. Under special circumstances, others may ride the bus after approval from the driver and the respective school principal/administrator has been provided.

### **TO THE PARENT:**

We would appreciate your cooperation in discussing these few simple rules with your children. Riding of the school bus is a privilege and we appreciate the cooperation of each child. We must remind you that children who insist upon misbehaving shall be denied the privilege of riding the bus.

**REQUEST FOR SCHOOL BUS USE**

No requests for use of the school bus will be honored unless presented two weeks prior to the date of proposed use. This is necessary in order to avoid duplications in requests, and so that driver arrangements and routine planning can be arranged properly.

All trips for strictly educational purposes should be planned for the hours between 9:00 a.m. and 2:30 p.m. on school days. Buses are involved in regular school transportation between 7:30-9:00 a.m. and 2:30-4:00 p.m.

The bus will not be available for use by adult nonschool groups or for spectators attending an athletic contest away from home. Adult riders will be limited to a reasonable number of sponsors or chaperones. These limitations are required by State regulations. Order in the bus is the responsibility of the adult sponsor, coach or chaperones who should therefore sign this request. Safety demands that pupils come promptly at the appointed times of departure and return, keep quiet while in the bus so the driver may hear traffic signals, and refrain from putting heads and arms out of windows. The bus driver must observe all recognized traffic signals at all times and must make a full stop at all railroad crossings.

COMPLETE ALL BLANKS	FOR USE OF DRIVER ONLY
Name of group requesting Bus Use _____	Left at _____ a.m. _____ p.m.
Building _____ Grade _____	Returned _____ a.m. _____ p.m.
Date of Trip _____	<b>Total Elapsed time</b> _____
Time of Departure _____ a.m. _____ p.m.	Mileage at Departure _____
Time <u>Leaving Destination</u> for Return to School _____ a.m. _____ p.m.	Mileage at Return _____
Point or Points of Destination _____ _____	<b>Total Miles Involved</b> _____
Number of Passengers _____	Number Transported _____
Signature of Person making request _____	Comments   
Approved by  _____ Principal	Driver _____
Athletic Director _____	Bus # _____

**APPLICATION FOR FIELD TRIP**

Regular field trips are extensions of the regular curriculum, and are consistent with Guidelines for Field Trips in Policy IICA-R. A regular field trip is a trip of less than a school day in duration sponsored by school personnel where students are taken off school property.

This form is to be submitted to the building principal for approval well prior to the anticipated field trip date. If approved, Attachment #7, Request for School Bus Use, needs to be submitted at least two weeks prior to the planned trip.

1. Name of teacher(s) making the request: \_\_\_\_\_  
\_\_\_\_\_
2. Areas of the curriculum or name of activity: \_\_\_\_\_  
\_\_\_\_\_
3. Purpose of the trip: \_\_\_\_\_  
\_\_\_\_\_
4. Number of students who will participate in this trip: \_\_\_\_\_
5. Trip Expense per student (if any): \_\_\_\_\_
6. Out of pocket cost per student: \_\_\_\_\_
7. How will this cost be managed so that all students may attend? \_\_\_\_\_  
\_\_\_\_\_
8. Destination: \_\_\_\_\_
9. Is this destination: \_\_\_\_\_ more than 50 miles \_\_\_\_\_ less than 50 miles from school?
10. Date of trip: \_\_\_\_\_
11. Departure time: \_\_\_\_\_ Return time: \_\_\_\_\_
12. Chaperones: \_\_\_\_\_  
\_\_\_\_\_
13. How will money or checks be collected: \_\_\_\_\_

Approval by Building Principal \_\_\_\_\_ Date \_\_\_\_\_

Approval by Superintendent \_\_\_\_\_ Date \_\_\_\_\_

Board of Education approval date for trips more than 50 miles from school \_\_\_\_\_

Rejected by \_\_\_\_\_

Reasons for rejection \_\_\_\_\_



## SCHOOL VOLUNTEERS

The Board believes one of the greatest resources available may be found in the citizens of the community who have special knowledge and talents to contribute to the District. The use of citizens as volunteers within the school program enhances the educational process not only for students, but for the community as well. Volunteers may provide additional support in the classroom, promote community-school cooperation in facilitating the learning process and provide resource persons who have expertise in various areas.

Recruitment and selection of volunteers is done at the local building level. Interested individuals should contact the building principal or his/her designee. The interests and abilities of the volunteers are considered when making assignments.

All volunteers shall be registered with the District office and at the appropriate building. Standard procedures for record keeping include hours contributed by various volunteers, types of services or donations made and an application kept on file at the local school for any volunteer who works directly with students, especially in tutorial relationships.

The District notifies current and prospective volunteers who have or will have unsupervised access to students on a regular basis that a criminal records check may be conducted at any time.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: ORC 121.401  
2305.23; 2305.231  
Chapter 2744  
3319.39

CROSS REFS.: GBQ, Criminal Records 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 matters.

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.

Guidance services include a wide variety of testing programs and interpretation of results to students, parents and staff. These programs assist students in developing good study habits and personal guidance, which is in keeping with the principles of human dignity and equality.

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.

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: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: OAC 3301-35-04; 3301-35-05; 3301-35-06

CROSS REFS.: AFI, Evaluation of Educational Resources  
IL, Testing Programs  
JK, Employment of Students

## 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: 04/13/2015]

LEGAL REF.: ORC 3313.6020

CROSS REFS.: AFI, Evaluation of Educational Resources  
IJ, 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 attitude becomes unsatisfactory or shows marked or sudden deterioration.
3. Insofar as possible, distinctions are made between a student's attitude and his/her academic performance.
4. At comparable levels, the District seeks consistency in grading and reporting except when such procedure is inappropriate for certain classes or certain students.
5. 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.
6. When grades are given, the school's staff takes particular care to explain the meaning of marks and symbols to parents.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: OAC 3301-35-02; 3301-35-03; 3301-35-04; 3301-35-06

CROSS REFS.: AFI, Evaluation of Educational Resources  
IKA, Grading Systems  
IKAB, Student Progress Reports to Parents

## GRADING SYSTEMS

Grading is a system of measuring and recording student progress and achievement that enables students, parents and teachers to assess strengths and weaknesses; plan an educational future for students in the areas of the greatest potential for success; and know where remedial work is required.

The Board believes students respond more positively to the opportunity for success than to the threat of failure. Therefore, the District seeks in its instructional program to make achievement both recognizable and possible for students. It emphasizes achievement in its processes of evaluating student performance.

The Board recognizes that a system of grading student achievement can help students, teachers and parents to better assess progress toward personal educational goals and assist the students in implementing that progress.

The administration and certified staff devise grading systems for evaluating and recording student progress. The records and reports of individual students are kept in a form that is understandable to parents as well as teachers. The Board approves the grading and reporting systems as developed by the faculty, upon recommendation of the Superintendent.

The Board recognizes that any grading system, however effective, has subjective elements. There are fundamental principles that must guide all instructors in the assignment of marks and achievement.

1. The achievement mark in any subject should represent the most objective measurement by the teacher of the achievement of the individual. A variety of evaluation measures are used and accurate records are kept to substantiate the grade given.
2. An individual should not receive a failing grade unless he/she has not met stated minimum requirements.
3. Grades are a factor used to motivate students. Poor or failing grades should trigger a variety of instructional and intervention activities to assist the student in achieving better grades by the next grading period, if possible.

[Adoption date: November 17, 2003]

[Re-adoption date: May 2005]

[Re-adoption date: November 17, 2014]

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

CROSS REFS.: IK, Academic Achievement  
IKAB, Student Progress Reports to Parents

## GRADING SYTEMS

Grade-Point Average

The grade point average is an arithmetic summary of a student's academic record at Bexley High School. The grades from all Bexley High School courses, Bexley Summer Academy courses, and College Credit Plus courses will be used to compute the grade-point average (GPA). The grades earned at accredited schools and institutions that are not under the direct supervision of Bexley City School administrators will appear on the student's transcripts as a record of academic history but will not be calculated into the GPA. Schools and programs that are not under the direct supervision of Bexley shall include, but are not limited to: other secondary schools, Career Technical Education Centers, the MOSAIC program, and Educational Option courses. Bexley High School will award weighted credits pursuant to requirements of law for College Credit Plus courses.-

The GPA is calculated by multiplying the credit value from the Credit Value Scale of each course by the point value of the grade earned. The quality points generated by this calculation are divided by the total number of credits attempted. The product is the grade-point average GPA.

Credit Value Scale

<u>Grade</u>	<u>Value</u>	<u>Honors/DE</u>	<u>AP</u>
A+, A	4.0	4.5	5.0
A-	3.7	4.2	4.7
B+	3.3	3.8	4.3
B	3.0	3.5	4.0
B-	2.7	3.2	3.7
C+	2.3	2.8	3.3
C	2.0	2.5	3.0
C-	1.7	2.2	2.7
D+	1.3	1.3	1.3
D	1.0	1.0	1.0
D-	0.7	0.7	0.7
F	0.0	0.0	0.0

### High School Grade Scale

The District will use a 10-point grading scale as follows:

98-100	A+	73-76	C
93-97	A	70-72	C-
90-92	A-	67-69	D+
87-89	B+	63-66	D
83-86	B	60-62	D-
80-82	B-	<60	F
77-79	C+		

### Advanced Placement (AP) Tests

Students enrolled in AP courses will be expected to take the national AP test associated with that course. The Board will be responsible for the costs associated with this testing program. Students who do not participate in the AP test will not receive weighted grade credit for the course.

### Class Rank

Students attending Bexley High School are not ranked by cumulative averages. Class rank will be maintained internally and released upon request for some scholarship applications and admission to U.S. Military Academies. For this purpose class rank is determined by a numerical ranking of the cumulative weighted GPA at the end of the sixth, seventh and eighth semesters.

Students are encouraged to repeat courses in which they have done below average work. The grade that is earned the second time is the grade which is computed in the calculation of grade point. The course and the grade earned the first time remain on the transcript as part of the student's academic record, but the credit and quality points are generated by the second course attempt.

### Transfer Credit

Transfer courses from other schools or postsecondary institutions will be assigned Bexley High School credit in a comparable high school course title as determined by the principal. If Bexley High School does not offer a comparable course, credits in a similar subject area may be granted.

Pass/Fail

Students may choose to receive a Pass/Fail grade rather than a letter grade in elective courses. In order to declare this educational option, the following guidelines have been established:

1. A maximum of two yearlong courses, four semester-courses, or any combination of two credits may be taken Pass/Fail during the high school student's matriculation.
2. The Pass/Fail option must be declared prior to the end of the first grading period in yearlong courses or before the first interim report in semester courses.
3. The student must fulfill all course requirements.
4. A student has until the date of interims for the fourth marking period to return to a graded status in a yearlong course. In a semester course, students have until the date of interims for the second marking period to return to graded status.
5. A grade of satisfactory (Pass) or unsatisfactory (Fail) will be given each grading period.
6. A Pass will not be counted in determining grade-point average. A Failing grade will be calculated into a student's grade-point average.
7. The student must have earned a minimum of a D- grade in order to receive a Pass.
8. Written consent to participate in Pass/Fail must be given by the student, the parent or guardian, the teacher, and the principal.
9. The completed form must be filed by the student with the appropriate high school counselor before the stated deadlines.

(Approval date: November 17, 2003)

(Re-approval date: May 2005)

(Re-approval date: October 2012)

(Re-approval date: November 17, 2014)

(Re-approval date: April 13, 2015)

## 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 certified staff in cooperation with parents.

Written reports are provided to parents of children in grades one through 12 four times per year. Progress reports are sent to parents at the completion of each grading period. Interim reports are also required for students in danger of failing. Direct communication by teachers with parents for students in danger of failing is encouraged. Conferences with parents are used as an integral part of the reporting system.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REF.: OAC 3301-35-06

CROSS REF.: IK, Academic Achievement

## HOMework

As long as it is properly designed, carefully planned and geared to the development of the individual student, homework meets a real need and has a definite place in the educational program. It is not used for disciplinary purposes. The extent and type of homework given is decided by the classroom teacher within the framework of specific instructional plans.

Homework is assigned to help the student become more self-reliant, learn to work independently, improve the skills that have been developed and complete certain projects, such as the reading of worthwhile books and the preparation of research papers. Home study assignments also afford a way for parents to acquaint themselves with the school program and their own children's educational progress.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

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

## HONORS COURSES

High school courses may be considered for classification as “Honors” by one of the following processes:

1. Curriculum revision cycle: recommendation from the director of curriculum and instruction to the Superintendent to classify a course as Honors.

A recommendation for Honors designation will be made by the Superintendent for action by the Board. The Honors designation will be effective in the school year following approval by the Board.

2. A written statement from an administrator, teacher or student requesting that a course be designated Honors. The statement is to be filed with the high school principal in September. The request will be reviewed during October by a committee comprised of the director of curriculum and instruction, the high school principal, a department head and a teacher appointed by the principal. The committee will make its recommendation to the Superintendent by November 1. Recommendations to the Board will be made by the Superintendent for action at the regular Board meeting in November and December. The Honors designation will be effective in the school year following approval by the Board.

A basis for designating a course as Honors is that the proposed Honors course has written requirements for student performance that are more demanding than those in a similar non-Honors class.

Requests to change from Honors to non-Honors status will be processed through the same steps as described above.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

## PROMOTION AND RETENTION OF STUDENTS

The promotion of each student is determined individually. The decision to promote or retain a student is made on the basis of the following factors. The teacher takes into consideration: reading skill, mental ability, age, physical maturity, emotional and social development, social issues, home conditions and grade average.

Promotion procedures demand continuous analysis and study of the cumulative student case history records. Administrative guidelines must be developed and reviewed and may include the following elements.

1. A student receiving passing grades in the core courses is promoted.
2. A student having failing grades in the core courses at the end of each year is evaluated by the teachers, guidance counselor and principal for placement.
3. No conditional promotions are permitted.
4. A student having failing grades may be assigned to the next higher grade with discretion only with approval of the principal.
5. No student having passing grades, “D” or above, throughout the year is failed.
6. No student should be retained more than twice in the elementary grades, kindergarten through eighth grade.
7. Documentary and anecdotal evidence should be available to justify retention.

Any student who is truant for more than 10% of the required attendance days of the current school year and has failed two or more of the required curriculum subject areas in the current grade is retained unless the student’s principal and the teachers of the failed subject areas agree that the student is academically prepared to be promoted to the next grade level.

“Academically prepared” means that the principal, in consultation with the student’s teacher(s), has reviewed the student’s work and records and has concluded that, in his/her judgment as a professional educator, the student is capable of progressing through and successfully completing work at the next grade level.

Any student, unless excused from taking the third grade reading assessment under Ohio Revised Code Section (RC) 3301.0711, who does not attain at least the equivalent level of achievement as required by RC 3301.0710 on the assessment, is not promoted to fourth grade unless one of the following applies:

1. The student is 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.

#### High School Grade Level Promotion

Grades 9-12. A student shall be promoted in class standing at the high school level when credits have been successfully earned as follows:

To Sophomore	4 credits
To Junior	9 credits
To Senior	15 credits

A plan for credit recovery shall be developed for any student deficient one or more credits at any grade level. The plan shall be constructed with the expectations stated in the retention considerations portion of this policy.

[Adoption date: November 17, 2003]

[Re-adoption date: June 26, 2006]

[Re-adoption date: December 2007]

[Re-adoption date: March 2008]

[Re-adoption date: June 2010]

[Re-adoption date: November 12, 2012]

[Re-adoption date: March 11, 2013]

[Re-adoption date: November 17, 2014]

[Re-adoption date: September 21, 2015]

LEGAL REFS.: ORC 3301.07; 3301.0710; 3301.0711; 3301.0712; 3301.0715;  
3313.608; 3313.609; 3313.6010; 3313.6012  
3314.03

OAC 3301-35-04; 3301-35-06

CROSS REFS.: AFI, Evaluation of Educational Resources  
IGBE, Remedial Instruction (Intervention Services)  
IGBEA, Reading Skills Assessments and Interventions (Third Grade Reading  
Guarantee)  
IGCD, Educational Options (Also LEB)

## ACCELERATION

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 by removing the barriers to accessing appropriately challenging curriculum 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/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 follow the guidelines established by the Ohio Department of Education's model acceleration policy.

[Adoption date: July 2007]

[Re-adoption date: December 2007]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: ORC 3321.01  
                  3324.01 et seq.  
                  OAC 3301-51-15

CROSS REFS.: IGBB, Programs for Gifted and Talented Students  
                  IKFA, Early Graduation  
                  JB, Equal Educational Opportunities  
                  JEB, Entrance Age (Mandatory Kindergarten)  
                  JEBA, Early Entrance to Kindergarten  
                  Ohio Department of Education Model Acceleration Policy for Advanced  
                  Learners  
                  Student Handbooks

## GRADUATION REQUIREMENTS

The Board desires that its standards for graduation meet or exceed the minimum standards of the Ohio Department of Education (ODE) as well as State law and, further, that our high school compares favorably with other high schools in the state that are recognized for excellence.

The requirements for graduation from high school are as follows.

<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
Financial literacy/ Sr. capstone	½ unit		
Health	½ unit	Health	½ unit
Physical Education	½ unit	Physical Education	½ unit
Electives **	<u>5.5 units</u>	Electives **	<u>5.0 units</u>
Total	21 units	Total	20 units

The statutory requirements also include:

1. \* students entering ninth grade for the first time on or after July 1, 2017, must take at least one-half unit of instruction in the study of world history and civilizations “as part of the required social studies units”;
2. 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;
3. \*\*students entering ninth grade for the first time on or after July 1, 2015, who are pursuing a career-technical instructional track may complete a career-based pathway math course approved by ODE as an alternative to Algebra II.
4. units earned in social studies may be integrated with economics and financial literacy and
5. 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

A student who, during high school, has participated in interscholastic athletics, marching band or cheerleading for at least two full seasons is not required to complete any physical education courses as a condition to graduate. However, the student is required to complete one-half unit, consisting of at least 60 hours of instruction, in another course of study.

### 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: November 17, 2003]

[Re-adoption date: June 26, 2006]

[Re-adoption date: December 2007]

[Re-adoption date: March 2008]

[Re-adoption date: June 2010]

[Re-adoption date: November 12, 2012]

[Re-adoption date: March 11, 2013]

[Re-adoption date: November 17, 2014]

[Re-adoption date: June 2015]

[Re-adoption date: September 21, 2015]

[Revision date: April 17, 2017]

Revised: December 11, 2017

LEGAL REFS.: ORC 3301.07(D)(3)  
3313.60; 3313.6014; 3313.603; 3313.605; 3313.61  
3345.06  
OAC 3301-35-04  
3301-16-05

CROSS REFS.: IGBM, Credit Flexibility  
IGCA, Summer Schools  
IGCD, Educational Options (Also LEB)  
IGCH, Postsecondary Enrollment Options (Also LEC)  
IGCI, Community Service Programs  
JN, Student Fees, Fines and Charges

## EARLY GRADUATION

The Board acknowledges that most students derive the maximum scholastic and social benefits from a four-year high school program. However, students who accelerate through the District's academic program and complete the requirements of the Ohio Department of Education are permitted to graduate early.

Early graduation is available to high school students, provided they follow all of the requirements established for this purpose.

Once approval for early graduation is established, the student becomes a member of the class in the school year in which his/her graduation requirements are completed. The diploma may be given at the completion of all requirements or at the next graduation ceremony.

[Adoption date: November 17, 2014]

LEGAL REFS.: ORC 3313.60; 3313.603; 3313.605; 3313.61  
3324.01 et seq.  
OAC 3301-35-04

CROSS REFS.: IGCD, Educational Options (Also LEB)  
IGCH, Postsecondary Enrollment Options (Also LEC)  
IGCI, Community Service Programs  
IKEB, Acceleration  
IKF, Graduation Requirements  
IKFB, Graduation Exercises

## GRADUATION EXERCISES

Any student having successfully completed all requirements for graduation is eligible to participate in the graduation exercises conducted by Bexley 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 Bexley City School District 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/designee. Once the disciplinary requirements have been satisfied, the students shall receive their diplomas.

[Adoption date: November 17, 2003]

[Re-adoption date: June 26, 2006]

[Re-adoption date: December 2007]

[Re-adoption date: March 2008]

[Re-adoption date: June 2010]

[Re-adoption date: November 12, 2012]

[Re-adoption date: March 11, 2013]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: ORC.: 3313.20; 3313.66; 3313.661

CROSS REFS.: IKF, Graduation Requirements  
IKFA, Early Graduation  
JECBA, Admission of Exchange Students  
Student Handbooks

## 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: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: ORC 3301.0710 through 0713; 3301.0715; 3301.0717; 3301.0729  
3319.32; 3319.321  
OAC 3301-13-05  
3301-35-02; 3301-35-03; 3301-35-04

CROSS REFS.: AFE, Evaluation of Instructional Programs (Also IM)  
IGBA, Programs for Students with Disabilities  
JO, Student Records

## TESTING PROGRAMS

In accordance with State law, the District's plan for testing security must:

1. be in writing;
2. identify, by name and title, every person authorized to be present in the assessment room or to have access to secure assessment materials;
3. specify the procedure for handling, tracking and maintaining the security of assessment materials from the time they are received by the District or school to the time they are taken to the District's central collection location and shipped to a third-party scoring contractor;
4. specify the procedure for handling, tracking and maintaining secure testing materials on-site before, during and after assessment administration, including the accounting for and storing of all assessment materials;
5. specify the procedure for handling, tracking and maintaining secure testing materials after administration of the final assessment and final makeup assessment;
6. specify the appropriate procedure for investigating any alleged security violations or unethical practices, including, but not limited to, cheating by a student or any person assisting a student in cheating;
7. specify the procedure for determining whether to invalidate a student's assessment score;
8. specify that within 10 days after an investigation determining that an assessment security violation has occurred, the District will notify the director of the assessment or his/her designee in the Ohio Department of Education of such finding and
9. specify how each procedure established in accordance with the Ohio Administrative Code shall be communicated in writing and discussed every school year with all employees, students and any other persons authorized to be present during assessments or having access to secure assessment materials.

(Approval date: November 17, 2014)

## EVALUATION OF INSTRUCTIONAL PROGRAMS

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

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

The purposes of the evaluation process are to:

1. monitor the progress of individual students;
2. identify strengths and weaknesses of existing instructional programs;
3. provide data for decision making regarding additions to, modification of or deletions from the existing instructional programs;
4. report to the public the relationship between the stated instructional goals of the District and student achievement and
5. all other relevant data that the Superintendent deems necessary.

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

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

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

CROSS REFS.: AF, Commitment to Accomplishment  
DBD-E, Annual Decision Making and Appropriation Calendar  
IA, Instructional Goals  
IAA, Instructional Objectives  
IF, Curriculum Development  
IFD, Curriculum Adoption  
IL, Testing Programs

## TEACHING ABOUT CONTROVERSIAL ISSUES

In the study of controversial issues, students have the right to:

1. study any controversial issue that has political, economic or social significance and concern;
2. have free access to all appropriate information, including materials that 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 of 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: November 17, 2003]

[Re-adoption date: November 17, 2014]

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 that have significance for a particular religion should not be sung or performed in the school during the period that coincides with the community celebration of the events portrayed in the music. Festive songs that cannot be associated with a religious celebration are permitted.

2. A program or observance related to a religious holiday in theme or timing should be evaluated as to its purpose and effect. If either the purpose or the effect is judged to be religious rather than secular, the activity should not be undertaken.
3. The school should avoid any activity, display or exhibit that promotes or gives its approval to religious matters.

### Patriotic Exercises

The Board does not require the daily recitation of the Pledge of Allegiance. However, the Board encourages reciting of the pledge on a regular basis as determined by the classroom teacher or building principal. The District is prohibited from preventing a teacher from having students recite the Pledge of Allegiance in the teacher's classroom.

In addition, District administrators, staff and students are prohibited from altering the wording of the Pledge of Allegiance.

The Board recognizes that beliefs of some persons prohibit participation in the pledge, the salute to the United States flag or other opening exercises. Therefore, such persons are excused from participation.

The Board prohibits the intimidation of any student by other students or staff aimed at coercing participation in reciting the pledge.

### School Prayer

The Board certifies that it does not have, nor will it adopt, any policies that deny or prevent participation in constitutionally protected school prayer. This certification is submitted annually to the Ohio Department of Education.

### Moment of Silence

The Board may provide for a moment of silence with participation of students for prayer, reflection or meditation upon a moral, philosophical or patriotic theme.

The Board, administrators or any District employee shall not require a student to participate in a moment of silence.

Constitution Day

On September 17 of each year, the District may participate in the celebration of Constitution Day by reciting the Preamble of the Constitution at 2:00 p.m. EST. When the 17th falls on a weekend, the day of celebration will be announced.

[Adoption date: November 17, 2003]

[Re-adoption date: January 13, 2010]

[Re-adoption date: November 17, 2014]

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

OAC 3301-35-04

## FLAG AND MOTTO DISPLAYS

State law mandates that the United States flag be displayed over, near or within all school buildings every day school is in session. The Board directs the Superintendent/designee to carry out this mandate. Penalties are assessed by the state for noncompliance.

State law requires the District to:

1. accept donated copies of the national and state mottoes, or money donated to purchase copies of mottoes, if the copies meet design requirements adopted by Board resolution or State law and
2. display the mottoes in an appropriate manner in a classroom, auditorium or cafeteria.

[Adoption date: November 17, 2014]

LEGAL REFS.: ORC 3313.80; 3313.801; 3313.99  
3314.03(A)(11)(h)

CROSS REFS.: IND, School Ceremonies and Observances  
INDA, Patriotic Exercises

## ANIMALS IN THE SCHOOLS

Recognizing there are many tools that can be used to provide a variety of productive learning experiences for students, the Board supports the concept of using animals as an educational tool.

Prior to any use of animals in the schools, the educator 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: November 17, 2014]

LEGAL REFS.: Individuals with Disabilities Education Act; 20 USC 1400 et seq.  
Rehabilitation Act of 1973; 29 USC 794  
Americans with Disabilities Act Amendments Act of 2008; 42 USC 12101 et seq.  
28 CFR 35.136(d)  
ORC Chapter 3323  
Chapter 4112

CROSS REFS.: AC, Nondiscrimination  
ACB, Nondiscrimination on the Basis of Disability  
EBC, Emergency Management and Safety Plans  
JFG, Interrogations and Searches

## ANIMALS IN THE SCHOOLS

Prior to bringing any animal(s) into the schools, other than service animals, the 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:

1. be on a harness, leash or other tether or be under the control of the handler either through voice commands, signals or other means;
2. be housebroken and
3. be up-to-date on vaccinations.

In the rare case the animal is aggressive or disruptive and not housebroken, the school may exclude the animal.

(Approval date: November 17, 2014)

## SECTION J: STUDENT

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JA	Student Policies Goals
JB	Equal Educational Opportunities
JC	School Attendance Areas
JEA	Compulsory Attendance Ages
JEB	Entrance Age (Mandatory Kindergarten)
JEBA	Early Entrance to Kindergarten
JEBA-R	Early Entrance to Kindergarten
JEC	School Admission
JECA	Admission of Resident Students
JECOA	Admission of Homeless Students
JECOA-R	Admission of Homeless Students: Dispute Resolution Process
JECB	Admission of Nonresident Students
JECBA	Admission of Exchange Students
JECBA-R	Admission of Exchange Students
JECBB	Admission of Interdistrict Transfer Students
JECBC	Admission of Students from Non-Chartered or Home Schooling
JECBD	Intradistrict Open Enrollment
JECBD-R	Intradistrict Open Enrollment
JECBD-E	Application for Intradistrict Open Enrollment
JECC	Assignment of Students to Schools
JECE	Student Withdrawal from School (Loss of Driving Privileges)
JED	Student Absences and Excuses
JED-R	Student Absences and Excuses
JEDA	Truancy
JEDA-E-1	Letter to Parents/Guardians Regarding Excessive Absences (Option 1)
JEDA-E-2	Letter to Parents/Guardians Regarding Excessive Absences (Option 2)
JEDB	Student Dismissal Precautions
JEE	Student Attendance Accounting (Missing and Absent Children)
JEG	Exclusions and Exemptions from School Attendance
JEGA	Permanent Exclusion
JF	Student Rights and Responsibilities
JFA	Student Due Process Rights
JFB	Student Involvement in Decision Making (Also ABC)
JFC	Student Conduct
JFC-R	Student Conduct
JFCA	Student Dress Code
JFCC	Student Conduct on School Buses (Also EEACC)
JFCC-R	Student Conduct on School Buses (Also EEACC-R)

SECTION J: STUDENT  
(Continued)

JFCF	Hazing and Bullying (Harassment, Intimidation and Dating Violence)
JFCF-R	Hazing and Bullying (Harassment, Intimidation and Dating Violence)
JFCG	Tobacco Use by Students
JFCH/JFCI	Alcohol Use by Students/Student Drug Abuse
JFCIA	Use of Alcohol Detection Devices
JFCJ	Weapons in the Schools
JFCK	Use of Electronic Communications Equipment by Students
JFCL	Unsafe Schools (Persistently Dangerous Schools)
JFCM	Academic Integrity
JFE	Pregnant Students
JFG	Interrogations and Searches
JFG-R	Interrogations and Searches
JG	Student Discipline
JGA	Corporal Punishment
JGD	Student Suspension
JGDA	Emergency Removal of Student
JGE	Student Expulsion
JGF	Discipline of Students with Disabilities
JGF-R	Discipline of Students with Disabilities
JHA	Student Insurance Program
JHC	Student Health Services and Requirements
JHCB	Immunizations
JHCC	Communicable Diseases
JHCD	Administering Medicines to Students
JHCD-R-1	Administering Medicines to Students (General Regulation)
JHCD-R-2	Administering Medicines to Students (Use of Asthma Inhalers)
JHCD-R-3	Administering Medicines to Students (Use of Epinephrine Autoinjectors)
JHCD-E	Prescription Medication Authorization Form
JHCD-E-2	Epinephrine Standing Order Protocol
JHF	Student Safety
JHG	Reporting Child Abuse
JHH	Notification About Sex Offenders
JK	Employment of Students

SECTION J: STUDENT  
(Continued)

JM	Staff-Student Relations (Also GBH)
JN	Student Fees, Fines and Charges
JN-R	Food Service Charging Procedure
JO	Student Records
JO-R	Student Records
JOA	Student Surveys
JP	Positive Behavioral Interventions and Supports (Restraint and Seclusion)

## STUDENT POLICIES GOALS

The Board advocates the following goals to:

1. enhance equal educational opportunities for all students;
2. instill in all students the ability to be critical thinkers and to strive for lifelong learning;
3. promote consistent attendance;
4. ensure that the constitutional rights of all students as citizens in a democracy have practical meaning and application;
5. develop in students a deep sense of personal responsibility for their actions;
6. attend vigorously to matters of student safety, health and welfare;
7. deal justly and constructively with all students in matters of discipline and
8. help all students feel that they are valued as individual persons in the school environment.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: Ohio Const. Art. II  
ORC 3313.20; 3313.48

CROSS REFS.: ADA, Educational Philosophy  
AE, School District Goals and Objectives  
IA, Instructional Goals

## EQUAL EDUCATIONAL OPPORTUNITIES

All students of the District have equal educational opportunities.

Students have the right to be free from discrimination on the basis of race, color, national origin, citizenship status, ancestry, religion, sex, economic status, marital status, pregnancy, age, disability, military status or sexual orientation 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: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.  
Civil Rights Act, Title VI; 42 USC 2000d et seq.  
Civil Rights Act, (Amended 1972), Title VII; 42 USC 2000e et seq.  
Executive Order 11246, 1965, amended by Executive Order 11375  
Education Amendments of 1972, Title IX, Pub. L. No. 92-318 (1972)  
Individuals with Disabilities Education Act; 20 USC 1400 et seq.  
Americans with Disabilities Act Amendments Act of 2008; 42 USC 12101 et seq.  
Vocational Rehabilitation Act of 1973, Section 504  
ORC 9.60 through 9.62  
Chapter 4112  
OAC 3301-35-02; 3301-35-04

CROSS REFS.: AC, Nondiscrimination  
ACA, Nondiscrimination on the Basis of Sex  
ACB, Nondiscrimination on the Basis of Disability  
GBA, Equal Opportunity Employment  
IGBA, Programs for Students with Disabilities  
IGBB, Programs for Gifted and Talented Students  
IGBI, Limited English Proficiency  
IGBJ, Title I Programs  
JECAA, Admission of Homeless Students  
JFA, Student Due Process Rights

## SCHOOL ATTENDANCE AREAS

The Board determines attendance areas for the various schools of the District. The Superintendent recommends boundary lines, 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: November 17, 2003]

[Re-adoption date: November 17, 2014]

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 (SBOE) until one of the following occurs.

1. The person receives a diploma or 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 SBOE 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: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: ORC 3313.61  
3321.01 et. seq.  
3331.02  
OAC 3301-35-04  
3301-41

CROSS REFS.: IGBG, Homebound 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 August 1 is eligible to enroll in kindergarten.  
Each child who is six years of age on or before August 1 and who has successfully completed kindergarten is eligible to enroll in the first grade.

[Adoption date: November 17, 2003]

[Re-adoption date: April 25, 2011]

[Re-adoption date: November 17, 2014]

LEGAL REF.: ORC 3321.01

CROSS REFS.: IKEB, Acceleration  
JEA, Compulsory Attendance Ages  
JEBA, Early Entrance to Kindergarten

## EARLY ENTRANCE TO KINDERGARTEN

State law establishes minimum age requirements for admission to kindergarten. A child who does not meet the age requirements for admittance to kindergarten or first grade, but who will be five or six years old, respectively, prior to January 1 of the school year in which admission is requested, shall be evaluated for early admittance in accordance with District policy upon referral by the child's parent or guardian, an educator employed by the District, a preschool educator who knows the child or a pediatrician or psychologist who knows the child. Following an evaluation in accordance with such a referral, the Board decides whether to admit the child.

If a child, for whom admission to kindergarten or first grade is requested, will not be five or six years of age, respectively, prior to January 1 of the school year in which admission is requested, the child is admitted only in accordance with the District's acceleration policy adopted under State law.

[Adoption date: November 17, 2014]

LEGAL REFS.: ORC 3314.06  
3314.08  
3321.01  
3324.01 et seq.  
OAC 3301-51-15

CROSS REFS.: IGBB, Programs for Gifted and Talented Students  
IKEB, Acceleration  
JEB, Entrance Age (Mandatory Kindergarten)

## EARLY ENTRANCE TO KINDERGARTEN

Early entrance evaluation is not an evaluation to determine kindergarten readiness. State law requires the child's ability to far exceed that of the average kindergarten student. Thus, very few children qualify for early entrance to kindergarten. Although a child may seem to behave very much like other age-eligible kindergarteners, that child still may not pass the stringent early entrance requirements.

There is a difference between ability and achievement. Some children may appear exceptional simply because of their access to opportunities, such as preschool programs, parents/guardians working with them on skills or access to learning materials. Early entrance is designed for the child who not only has the ability but also easily achieves when presented new material. Parents/guardians should make certain to arrange child care as a contingency.

The following procedures have been developed for parents desiring early entrance consideration.

### Application

1. The parent/legal guardian obtains the Early Entrance Application from the building principal or District website. The form gives the District permission to begin the process for determining if the child qualifies for early entrance.
2. The parent/guardian returns the application to the building principal so that the building principal can review the application with an acceleration team. The building principal leads this team, which may also consist of the building's school psychologist, gifted intervention specialist, guidance counselor, classroom teacher(s), as well as other individuals with knowledge of early entrance requirements.
  - A. State law states that children referred 60 or more days prior to the start of the school year shall be evaluated prior to the start of the school year. However, the District strongly encourages submission of materials before or by April 15 so that parents will know of accelerated placement early enough to determine child care needs for the school year.
  - B. The parent of the evaluated student shall be notified in writing of the outcome of the evaluation process within 45-60 days of the submission of the application and consent form to the building principal. This notification will include instructions for appealing the outcome of the evaluation process.

- C. The parent may appeal in writing the decision of the acceleration team to the Superintendent within 30 days of being notified of the team's decision. The Superintendent shall review the appeal and notify the parents of the decision within 30 days of receiving the appeal. The Superintendent's decision shall be final.

#### Acceleration Evaluation

1. The building principal coordinates the screening and evaluation process by contacting the parent/guardian to explain the District's procedure for initial administration of a cognitive assessment. The cognitive assessment will be administered by the school psychologist, the building gifted intervention specialist or the District's gifted coordinator.
2. Administration of the cognitive assessment determines whether or not further data will be collected. Since early entrance is considered a "grade-level acceleration," this cognitive assessment determines whether or not the student qualifies for further data collection to inform early entrance.
  - A. The Iowa Acceleration Scale (IAS) (3rd Ed.) is currently the only acceleration assessment process approved by the Ohio Department of Education for evaluating children for early entrance and for whole-grade acceleration for students in kindergarten through eighth grade. However, it should be noted that the decision to accelerate rests with the acceleration committee.
  - B. As part of the IAS process, information regarding the child's cognitive abilities, academic achievement, aptitude and development readiness will be collected. The child must first score at least one standard deviation above the mean on a cognitive abilities test (115 or higher) in order to be considered a viable candidate for acceleration and thus move on for the additional evaluation components. If the composite cognitive score is less than 115, then the process for consideration stops. The parent will be notified of the student's score by the building principal.
3. Once the assessment is complete, and the appropriate data are collected, the building principal will convene the acceleration team to discuss the evaluation results and make a recommendation to allow or deny early entrance and will communicate the assessment results and the committee's decision to the Board. The Board shall decide whether to admit the child.

Acceleration/Early Entrance Placement

1. If early entrance is recommended and accepted, a Written Acceleration Plan (WAP) will be completed by the building gifted intervention specialist. This plan will include a time line for an appropriate transition period. During this transition period, the acceleration team, to include the child's classroom teacher, will meet to make certain the transition to kindergarten or first grade is supported and the child is successful.
2. If the early entrance is denied, the parents are informed of their right to appeal to the Board. The appeal should be made within 30 days of being notified of the Board's decision.

(Approval date: November 17, 2014)

## 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. The District immediately enrolls homeless students and foster students and assists in obtaining the necessary enrollment documents.

In addition, students released from the Department of Youth Services (DYS), just prior to requesting admission to the District, may not be admitted until the Superintendent has received all required documents provided by 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: November 17, 2003]

[Re-adoption date: April 25, 2011]

[Re-adoption date: November 17, 2014]

[Re-adoption date: April 13, 2015]

[Revision date: December 12, 2016]

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)1 of 2

CROSS REFS.: AFI, Evaluation of Educational Resources  
IGBA, Programs for Students with Disabilities  
JECAA, Admission of Homeless Students  
JECB, Admission of Nonresident Students  
JEE, Student Attendance Accounting (Missing and Absent Children)  
JHCB, Immunizations  
JO, Student Records

## ADMISSION OF RESIDENT STUDENTS

The Board recognizes that State law requires that a child be admitted to the District if his/her parents reside therein or if the child resides within the District and is in the legal or permanent custody of a government agency or a person other than his/her natural or adoptive parent. Residency is determined on a case by case basis but factors considered include: a place where important family activity takes place during significant parts of each day, a place where the family eats, sleeps, works, relaxes, plays.

The Superintendent may deny admittance of a student who has been suspended or expelled from another school district for a period of the suspension or expulsion.

In an effort to comply with State law parents/guardians or legal custodians who wish to enroll a child in the District must present proof of residency. All of the following items must be provided at the time of or prior to registration. All documents must include the home address of the parent or guardian. If the items below cannot be provided, written documentation must be submitted indicating the reason. School officials at each site are required to copy and keep on file the following:

1. completed rental, lease, or proof of ownership (i.e., tax bill, mortgage payment, or county auditor property information), including contact information for verification;
2. utility receipt or utility deposit receipt and
3. driver's license.

The Board authorizes the Superintendent to accept documentation in addition to or different from those items already on this list. The administrator may request additional documents to establish residency.

### Income Tax Documentation

The District has levied a school district income tax pursuant to RC Chapter 5748. This tax is levied on all residents of the District regardless of where they work. Payment of the tax may be proven as follows:

1. Self-Employed Individuals.
  - A. Self-employed individuals may provide a copy of their SD 100 or Se 100 ES tax form, whichever is most recent. The individual may block out personal information from the form including Social Security number, gross income, etc., provided that the form still shows the name of the individual and that recent quarterly or final payment of the school district income tax was made; or
  - B. he or she must provide a signed "Verification of School District Income Tax Payment for Self-Employed Individuals."
2. Employed Individuals.
  - A. Employed individuals may provide a copy of their most recent W-2, SD 100 or SD 100 ES form. The individual may block out personal information from the form including Social Security number, gross income, etc., provided that the form shows the name of the individual and that the employer withheld the school district income tax or
  - B. If an employed individual chooses not to provide a W-2, SD 100 or SD 100 ES form, he or she must provide a signed "Verification of School District Income Tax Payment for Employed Individuals."

False claims of residency in the District, or falsification of records, are grounds for withdrawal of the student, including billing for tuition for the time of unauthorized attendance. In addition, criminal charges may be filed against the parents or guardians.

### Custody

The Board may enroll a child free of any tuition obligation for a period not to exceed 60 calendar days, on the sworn statement of an adult resident of the District, witnessed and signed by a notary, that he/she has initiated legal proceedings for custody of the child.

At the conclusion of 60 calendar days, not including the date of enrollment, the child, his/her parents or legal guardian must provide a certified copy of the court order/entry granting custody to a resident of the District or the District may accept payment of tuition.

If the child's parent or legal guardian is unable to produce a certified copy of the court order, the child will not be permitted to attend school in the District, unless an administrator of the District determines that the adult involved has provided satisfactory evidence that good faith efforts are being made which will result in a court order, or a certified copy of such, in a reasonable amount of time no later than 30 calendar days.

[Adoption date: November 17, 2014]  
Revised: March 12, 2018

LEGAL REFS.: ORC 3311.211  
3313.64; 3313.644; 3313.65; 3313.66  
3317.08  
3327.04; 3327.06  
OAC 3301-35-03  
3301-42-01

CROSS REF.: JEC, School Admission

## ADMISSION OF HOMELESS STUDENTS

The Board believes that all school-aged students, including homeless students and unaccompanied youth, have a basic right to equal educational opportunities. Accordingly, the District must enroll each homeless student or unaccompanied youth in the District in the school determined to be in the student's best interest. Enrollment is defined by the McKinney-Vento Homeless Assistance Act as attending classes and participating fully in school activities.

A homeless student is defined as an individual who lacks fixed, regular and adequate nighttime residence including:

1. sharing the housing with other people due to loss of housing, economic hardship or a similar reason;
2. living in a motel, hotel, trailer park or campground due to the lack of alternative adequate accommodations;
3. living in emergency or transitional shelters;
4. abandonment in hospitals;
5. a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
6. living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or similar settings;
7. migratory students-living in circumstances described above and
8. an unaccompanied youth who is homeless and not in the physical custody of a parent or guardian.

In compliance with the McKinney-Vento Homeless Assistance Act, the District must make school placement determinations on the basis of the best interest of the student. The District presumes that keeping the homeless child or youth in the school of origin is in the child or youth's best interest, unless doing so is contrary to the request of the student's parent or guardian, or the unaccompanied youth. When considering the school of best interest, the District considers student centered factors related to the homeless child or youth's best interest including factors related to the impact of mobility on achievement, education, health and safety of the child or youth and gives priority to the homeless child or youth's parent or guardian or the unaccompanied youth.

The District complies with a request made by a parent(s) regarding school placement regardless of whether the student lives with the homeless parent(s) or is temporarily residing elsewhere.

The Board ensures that:

1. it reviews and revises Board policies and regulations to eliminate barriers to the identification, enrollment, retention and success in school of homeless students including barriers to enrollment and retention due to outstanding fees or fines, or absences;
2. the District does not segregate homeless children or youth into separate schools or separate programs within a school, based on the student's status as homeless;
3. it appoints a District liaison, able to carry out their duties, who ensures that homeless students are identified and enroll and succeed in school and ensures the liaison is trained in compliance with law;
4. it provides training opportunities for staff on identifying and serving homeless students;
5. homeless children or youth are immediately enrolled even is the child or youth is unable to produce records normally required for enrollment such as previous academic records, records of immunization and other required health records, proof of residency of other documentation, or if the student has missed application or enrollment deadlines during any period of homelessness;
6. homeless children or youth are provided with education, nutrition and transportation services that are at least comparable to the services provided to non-homeless students- and
7. homeless students and unaccompanied youth meeting the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities including: magnet school; summer school; career and technical education; advanced placement; online learning and charter school programs.

The liaison carries out all duties required by law, ensures compliance with the subgrant and coordinates services for homeless students with local social service agencies and programs, including those funded under the Runaway and Homeless Youth Act.

A student who ceases to be homeless may continue to receive services until the end of the period of time for which the service was originally intended to be provided, which may be the end of the school year or the end of a program cycle.

Information about a homeless child or youth's living situation is part of the student education record and is not considered directory information.

The District complies with the Ohio Department of Education's Plan and State and Federal laws for the education of homeless students.

Adoption date: November 17, 2003

Re-adoption date: November 17, 2014

Revision date: December 12, 2016

Revised: Feb. 12, 2018

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.  
42 USC Sections 11431 et seq.  
ORC 9.60 through 9.62  
3313.64(F)(13)  
OAC 3301-35-02; 3301-35-04; 3301-35-06

CROSS REFS.: AC, Nondiscrimination  
JB, Equal Educational Opportunities  
JEC, School Admission  
JHCB, Immunizations  
JO, Student Records

ADMISSION OF HOMELESS STUDENTS  
(Dispute Resolution Process)

If a dispute arises over eligibility, school selection or enrollment, the District will immediately enroll the child/unaccompanied youth in the school in which he/she is seeking enrollment, pending resolution of the dispute, including all appeals. Enrollment is defined by the McKinney-Vento Homeless Assistance Act as attending classes and participating fully in school activities.

1. District staff will refer the student, parent or guardian to the District liaison who will initiate the dispute resolution process as quickly as possible. The District liaison will make sure that the District follows the dispute resolution process. The liaison also must ensure that unaccompanied youth receive the same rights to appeal a district's eligibility, school selection or enrollment decision as parents and guardians. The role of the District liaison is to assist the student, parent or guardian through the duration of the dispute resolution process. The process will be open and transparent among those involved.
2. Upon determination of eligibility, enrollment or school selection, the District will provide a written explanation of any decisions made to parents, guardians or unaccompanied youth. The written explanation will be easy to understand and free of jargon. When appropriate, the District will translate the decision into the recipient's dominant language. At a minimum, the written explanation of how the District reached its decision regarding eligibility, school selection or enrollment will include:
  - A. A description of the action that the District proposed or refused;
  - B. An explanation of why the District proposed or refused the action;
  - C. A description of any other options the District considered;
  - D. The reasons why the District rejected any other options;
  - E. A description of any other factors relevant to the District's decision and information related to the eligibility or best interest determination. This includes the facts, witnesses and evidence relied upon and their sources;
  - F. Appropriate timelines to ensure any relevant deadlines are met;
  - G. Contact information for the District liaison and state homeless education coordinator and a brief description of their roles and
  - H. Notice to the recipient of their right to file an appeal, including step-by-step instructions of how to file an appeal.

3. The student, parent or guardian has the right to appeal any district determination of eligibility, school selection or enrollment. The District liaison will guide the student, parent or guardian through the entire dispute resolution process. The liaison will assist in both the local and state-level appeals process, if necessary. This includes recording evidence that will be used to write an appeal if a parent, guardian or unaccompanied youth cannot do so by him or herself and providing access to school materials, such as copiers and fax machines.
4. Following an appeal at the local level, if the student, parent or guardian still disagrees with the determination, they may appeal to the Ohio Department of Education (ODE). The District liaison will forward all written documentation and related documents to the ODE state coordinator for homeless education. Upon receipt of any requested documentation, the state coordinator for homeless education will investigate the dispute and request applicable documentation. ODE will make a decision within 15 school days from the receipt of all necessary materials and will provide the final decision to the District Superintendent, building principal, local liaison, and parent, guardian or unaccompanied youth. All parties must immediately adhere to the final determination.

Approved: Feb. 12, 2018

## ADMISSION OF NONRESIDENT STUDENTS

In order to be eligible for a free public education in the District's schools, a student must be the child of a resident of the District or reside with a grandparent with either power of attorney or caretaker authorization affidavit. If legal or permanent custody or legal guardianship of the student has been granted by a court to a resident of the District or a government agency within the District, the student is entitled to attend District schools and tuition is paid in compliance with State law.

In compliance with State law and Board policy, nonresident students are exempt from paying tuition when:

1. an adult resident of the District submits a sworn statement that he/she has begun legal custody proceedings for the student (maximum 60 days permitted);
2. the student is at least 18 but not yet 22 years of age and resides in the District, lives apart from his/her parent(s), supports himself/herself by his/her own labor and does not possess a high school diploma;
3. the student is under 18 years of age, resides in the District and is married, regardless of the residence of the parent(s);
4. the student has a medical condition that may require emergency attention and his/her parent is employed in the District;  
(The parent(s) of such child must submit to the Board a statement from the child's physician certifying that the child's medical condition may require emergency medical attention.)
5. the student resides with a person other than his/her parent(s) and such student has a parent serving outside Ohio in the U.S. Armed Services;  
(The student's parent(s) must file an affidavit with the Superintendent stating (1) that the parent is serving outside the state in the U.S. Armed Services, (2) that the parent intends to reside in the District upon returning to the state, and (3) the name and address of the person with whom the student is living while the parent is outside the state. This tuition exemption may be granted only for a period of up to 12 months.)

6. the student resides with a parent who is planning to either have a home built or has purchased a home in the District and is waiting for the closing date of the mortgage loan;  
(The student's parent(s) must provide the Superintendent with a sworn statement revealing the location of the house and the parent(s)' intention to reside there. The parent(s) must also provide a statement from a homebuilder, real estate broker or bank officer confirming that the house construction is planned or is awaiting approval of the mortgage loan. The period for tuition-free attendance in these cases may extend up to 90 days.)
7. the student resides with his/her parent(s) under the care of a shelter for victims of domestic violence;
8. the student is not a resident of the District, does not require special education and resides with his/her grandparent(s), provided that the Board and the board of the district in which the student's parent(s) reside enter into a written agreement showing good cause for the student to be admitted to the District;  
(The grandparent(s) are required to sign all consent forms required by the District, even if the student would remain in the legal custody of the parent(s).)

The Board does not waive the payment of tuition, except when foreign exchange students, sponsored under an approved exchange program, reside in the District temporarily.

In all cases, specific Board permission to waive tuition must be obtained for each individual case.

The District may temporarily deny admittance to any student who otherwise may be admitted to the District, if the student has been expelled from the schools of another district and if the period of expulsion has not expired. The student and parent(s) will have an opportunity for a hearing before the Superintendent/designee to determine the admittance or non-admittance of the student.

#### Tuition Students

The District does not accept students on a tuition basis. The only exception is children of full-time nonresident staff members who may be admitted to the District on a tuition basis with specific approval of the Board

Students whose parents move out of the District during the school year may continue in the District on a tuition basis as follows:

1. Students in grades K-11, whose parents move out of the District after any grading period begins, may complete that grading period.
2. Students in grades K-11, whose parents move out of the District after the first day of the second semester, may complete the second semester on a tuition basis.
3. Students with senior standing, whose parents move out of the District, may complete all or part of the senior school year on a tuition basis.

When, in the judgment of the Superintendent and conditions warrant, students admitted as outlined above may be assigned to a specific elementary school by the Superintendent.

[Adoption date: November 17, 2003]

[Re-adoption date: May 2005]

[Re-adoption date: September 18, 2006]

[Re-adoption date: December 11, 2006]

[Re-adoption date: November 17, 2014]

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  
Classified Staff Negotiated Agreement

## 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: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: ORC 3313.20; 3313.535; 3313.615; 3313.64

CROSS REFS.: IGD, Cocurricular and Extracurricular Programs  
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 class load. 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. 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, including passing all sections of the Ohio Graduation Test (OGT). However, exchange students are not eligible for an honors diploma.

Exchange students who 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.

9. Exchange students are expected to share their cultural heritage to the fullest extent possible including topics such as government, economics, historical understanding and language.
10. 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: November 17, 2014)

## 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: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REF.: ORC 3313.98

ADMISSION OF STUDENTS  
FROM NON-CHARTERED OR HOME SCHOOLING

Students seeking admission into the District's schools who have been enrolled in non-chartered schools or home schooling programs may be required to take competency examinations. The purpose of these examinations is to determine the proper grade placement for these students.

In making a placement decision, the Superintendent may consider:

1. the student's most recent annual academic assessment report;
2. whether to require the student to take any or all of the nationally normed, standardized achievement tests that are regularly scheduled for District students of similar age and
3. other evaluation information that may include interviews with the student and the parent.

Resident students attending a non-chartered nonpublic school are permitted to participate in the District's extracurricular activities at the school to which the student would be assigned if the non-chartered nonpublic school the student is enrolled in does not offer the extracurricular activity. Students must be of the appropriate age and grade level as determined by the Superintendent and must fulfill the same academic, nonacademic and financial requirements as any other participant.

Resident students receiving home instruction in accordance with State law are permitted to participate in District extracurricular activities at the school to which the student would be assigned. Students must be of the appropriate age and grade level as determined by the Superintendent and must fulfill the same academic, nonacademic and financial requirements as any other participant.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 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 Programs  
IGDK, Interscholastic Extracurricular Eligibility

## 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.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: ORC 3313.64; 3313.65; 3313.97  
OAC 3301-48-01

CROSS REFS.: IE, Organization of Facilities for Instruction  
IGBJ, Title I Programs  
JECC, Assignment of Students to Schools

## INTRADISTRICT OPEN ENROLLMENT

### 1. Deadlines and Notice

Applications for attendance at a building other than the one to which the student is assigned must be filed with the Superintendent by May 31 for the next school year. The Superintendent will notify the student's parents, custodian or guardian by letter no later than the week prior to school starting whether the request is granted. Timely applications are considered and approved on a first-come, first-serve basis as determined by the date and time the application is received in the Superintendent's office.

No application is considered valid for enrollment to another building during the time in which the student is suspended or expelled from school.

### 2. Capacity Limit.

No transfer is approved if the average class registration for the next school year at the grade level of the school receiving the requested transferee(s) would be 22 or more students in grades K-3 or 25 pupils in grades 4-6 as a result of the transfer(s).

### 3. General

- A. The Superintendent gives building enrollment preference to students enrolling according to their original building assignment over students who are enrolling in a building other than the one to which they were originally assigned.
- B. The Superintendent may deny an application if the reassignment leaves the "sending" building with a higher percentage of minority students than the District as a whole.
- C. This policy does not require the Board to provide any transportation which it is not required to provide under other provisions of law.

(Approval date: November 17, 2014)

[Re-adoption date: March 2, 2015]

Revised: March 16, 2018

## APPLICATION FOR INTRADISTRICT OPEN ENROLLMENT

Student name \_\_\_\_\_

Name of current school attending \_\_\_\_\_

Name of school requested \_\_\_\_\_

Student's grade level for upcoming school year \_\_\_\_\_

Parent/guardian name(s) \_\_\_\_\_

Address \_\_\_\_\_  
Street City State/Zip

Home phone \_\_\_\_\_ Work phone \_\_\_\_\_

### REASON FOR YOUR REQUEST (Please check all that apply)

\_\_\_\_\_ Program(s) that are not available at assigned school

\_\_\_\_\_ Convenience

\_\_\_\_\_ Previously attended requested school

\_\_\_\_\_ Educational needs of applicant

In order for us to serve our community better, we ask that you provide more information about your requested transfer. (Use back of this page if necessary.)

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

This application must be filed with the Superintendent by **May 31** for the next school year. No resident shall be denied admission to the District or to a particular course or instructional program or otherwise discriminated against for reasons of race, color, national origin, citizenship status, ancestry, religion, sex, economic status, marital status, pregnancy, age, disability, military status or sexual orientation. For more information, call 614.231.7611.

### PARENT NOTIFICATION

Decision \_\_\_\_\_ Date parent notified: \_\_\_\_\_

For office use only: Date received _____ Time received _____
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## ASSIGNMENT OF STUDENTS TO SCHOOLS

The Board approves attendance areas. Students attend the school that serves the attendance area in which their parents reside or, upon acceptance, the student may attend another school pursuant to the District's intradistrict open enrollment policy.

The Superintendent has authority to assign students to schools. The Superintendent or his/her designee is authorized to make exceptions on the basis of hardship and student need and to assign a student to a school outside his/her own attendance area.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: ORC 3313.49; 3313.64; 3313.65; 3313.97  
3319.01

CROSS REFS.: JC, School Attendance Areas  
JECBD, Intradistrict Open Enrollment

STUDENT WITHDRAWAL FROM SCHOOL  
(Loss of Driving Privileges)

When the Superintendent receives information that a student of compulsory school age has withdrawn from school, the Superintendent must, within two weeks after the withdrawal, notify the registrar of motor vehicles and the county juvenile judge of the student's withdrawal from full-time enrollment or withdrawal from an approved program to obtain a diploma or its equivalent.

Notification to the registrar of motor vehicles is not necessary if a student has withdrawn from school because of a change of residence; or the student is holding an age and schooling certificate (work permit), is regularly employed and enrolled part-time in and attending an approved program to obtain a diploma or its equivalent.

Notification to the registrar of motor vehicles must be given in a manner required by the registrar and notice to the county juvenile judge must be given in writing.

After receiving such information from the Superintendent, the registrar of motor vehicles is required to suspend the temporary instruction permit or driver's license of the student who is the subject of the notice. If a temporary permit or license has not been issued to that student, the registrar is prohibited from issuing a temporary permit or a license. Any denial of driving privileges would remain in effect until the student reaches 18 or until the denial of driving privileges is terminated for another reason allowable under State law.

In compliance with State law, a student whose driving privileges have been denied can file a petition seeking his/her reinstatement with the juvenile court in whose jurisdiction he/she resides.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: Family Educational Rights and Privacy Act; 20 USC 1232g  
ORC 3319.321  
3321.13  
3331.01; 3331.02; 3331.04; 3331.06 through 3331.09  
4510.32

CROSS REFS.: JED, Student Absences and Excuses  
JEDA, Truancy  
JEG, Exclusions and Exemptions from School Attendance  
JK, Employment of Students

## STUDENT ABSENCES AND EXCUSES

Frequent absences of students from regular classroom learning experiences disrupt the continuity of the instructional process. The benefit of regular classroom instruction is lost and cannot be entirely regained, even by extra after-school instruction. Consequently, many students who miss school frequently experience great difficulty in achieving the maximum benefits of schooling. The entire process of education requires regular continuity of instruction, classroom participation in learning experiences and study in order to reach the goal of maximum education benefits for each individual.

### Parent/Guardian Verification of Absences:

Every student who misses any school must present written communication from a parent/guardian, or a parent/guardian must call the school attendance office to verify that the student will be or has been absent due to specific reasons related to excused absences, such as a personal illness.

Each student who is absent must immediately, upon returning to school, make arrangements with his/her teacher(s) to make up work missed. Each case is considered on its merits by the principal and the respective teacher(s).

### Excused Absences:

An excuse for absence from school may be approved on the basis of any one or more of the following conditions:

1. Personal illness: The approving authority may require the certificate of a physician if he/she deems it advisable.
2. Illness in the student's family necessitating the presence of the child;
3. Needed at home to perform necessary work directly and exclusively for parents or legal guardians for a limited period of time when approved by the Superintendent (applies to students over 14 years of age only);
4. Quarantine of the home: The absence of a child from school under this condition is limited to the length of quarantine as fixed by the proper health officials.
5. Death of a relative: The absence arising from this condition is limited to a period of up to three days and the equivalent hours unless reasonable cause may be shown by the applicant for a longer absence.
6. Observance of any religious holidays consistent with a student's truly held religious belief;
7. Traveling out of state to attend a Board-approved enrichment activity or extracurricular activity (applies to absences of up to 24 school hours);

8. College visitation;
9. Absences due to a student's placement in foster care or change in foster care placement or any court proceedings related to their foster care status;
10. Absences due to a student being homeless or
11. Emergency or set of circumstances, which in the judgment of the Superintendent, constitutes a good and sufficient cause for absence from school.

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 requested to notify the school in writing before or after each absence explaining the reason for the absence or tardiness.

The Board authorizes the Superintendent to establish a hearing and notification procedure for the purpose of denying a student's driving privileges if that student of compulsory school age has been absent without legitimate excuse for more than 60 consecutive hours during a school month or a total of at least 90 hours during a school year.

Adoption date: November 17, 2003

Re-adoption date: May 2004

Re-adoption date: July 19, 2010

Re-adoption date: November 17, 2014

Re-adoption date: June 22, 2015

Revised: October 16, 2017

Revised: Feb. 12, 2018

LEGAL REFS.: ORC 3313.609  
3321.01; 3321.03; 3321.04; 3321.13; 3321.14; 3321.19; 3321.38  
4510.32  
OAC 3301-35-02; 3301-35-03; 3301-51-13

CROSS REFS.: IGAC, Teaching About Religion  
IKB, Homework  
JEDA, Truancy  
JEDA-E, Letters to Parents/Guardians Regarding Excessive Absences  
JEDB, Student Dismissal Precautions  
JHC, Student Health Services and Requirements  
JHCC, Communicable Diseases  
Student Handbooks

## STUDENT ABSENCES AND EXCUSES

### Prior notice of planned absences

Whereas absences may be excused for various reasons cited in policy JED, prior notice of planned absences is required as outlined in the student handbook. In general, students with acceptable school attendance and passing grades will be granted excused absences for planned absences for which prior notice is given to include the following:

1. all types of medical and dental appointments
2. court appearances
3. college visitation days
4. job interviews
5. family vacations
6. other compelling circumstances as determined by the principal

The responsibility to complete work prior to leaving is up to the student or at the discretion of the teachers. The responsibility for such absences resides with the parents/guardians, 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 absences, reasonable efforts will be made to prepare a general list of assignments for the student to do while he/she is absent.

Tardiness: The principal shall establish procedures regarding tardiness.

Attendance Procedures: Each principal shall establish and disseminate procedures to implement pronouncements concerning attendance and shall communicate these to parents and students.

### District Responsibilities when a Child has Excessive Absences

When a student is excessively absent from school, the following will occur:

1. The district will notify the student's parents in writing within seven days of the triggering absence;
2. The student will follow the district's plan for absence intervention; and
3. The student and family may be referred to community resources.

### Students Habitually Absent – Loss of Driving Privileges

When the Superintendent receives information that a student of compulsory school age has been absent without legitimate excuse for more than 60 consecutive hours in a school month or a total of at least 90 hours in a school year, the following procedure applies.

1. The Superintendent notifies, in writing, the student and his/her parent(s) and states that information regarding the student's absences has been provided to the Superintendent, and, as a result of that information, the student's driving privileges are denied. This notification also states that the student and his/her parent(s) may appear before the

Superintendent/designee to challenge the information provided to the Superintendent.

2. The notice from the Superintendent to the student includes the scheduled time, place and date of the hearing, which is scheduled between three and five days after the notification is given. Upon the request of the student or parent(s), an extension may be granted by the Superintendent. The Superintendent must then notify the student and the parent(s) of the new hearing time, place and date.
3. At the hearing before the Superintendent/designee, the student has an opportunity to present evidence that he/she has not been habitually absent without legitimate excuse. State law defines “legitimate excuses” for absence from school to include, but not be limited to:
  - A. enrollment in another school or school district in Ohio or another state;
  - B. possession of an Age and Schooling Certificate (work permit);
  - C. a bodily or mental condition that prohibits attendance or
  - D. participation in a home instruction program.
4. If a habitually absent student does not appear at a hearing before the Superintendent or designee, or if the student does not convince the Superintendent or designee that the absences were legitimate, the Superintendent must notify the registrar of motor vehicles and the juvenile judge. Such notification must be given to the registrar and the juvenile judge within two weeks of the receipt of the information regarding habitual absences or, if the hearing for the student is held, within two weeks after the hearing.

Notification to the registrar of motor vehicles and the county judge must comply with State and Federal law.

The registrar of motor vehicles is required to suspend the temporary instruction permit or driver’s license of the student who is the subject of the notice. If a temporary permit or license has not been issued for that student, the registrar is prohibited from issuing a temporary permit or a license.

Denial of privileges remains in effect until the student reaches age 18 or until the denial is terminated for another reason allowed by State law. In accordance with State law, a student whose driving privileges have been denied can file a petition seeking their reinstatement.

Approval date: November 17, 2014  
Revised: October 16, 2017

## TRUANCY

The Board endeavors to reduce truancy through cooperation with parents, diligence in investigating the causes of absence and use of strict guidelines in regard to tardiness and unexcused absence.

When the Board determines that a student has been truant and that the parent, guardian or other person having care of a child has failed to ensure the child's attendance at school, State law authorizes the Board to require the parent to attend a specified educational program.

This program has been established according to the rules adopted by the State Board of Education for the purpose of encouraging parental involvement in compelling the child's attendance at school.

On the request of the Superintendent, or when it comes to the attention of the school attendance officer or other appropriate officer of the District, the designated officer must investigate any case of supposed truancy within the District and must warn the child, if found truant, and the child's parent in writing of the legal consequences of being a "habitual" truant.

A "habitual truant" is any child of compulsory school age who is absent without a legitimate excuse for 30 or more consecutive hours, 42 or more hours in one month or 72 or more hours in a school year.

The parent is required to have the child attend school immediately after notification. If the parent fails to get the child to attend school, the attendance officer or other appropriate officer, if directed by the Superintendent or the Board, must send notice requiring the child's parent to attend a parental education program.

Regarding "habitual truants," the Board must take as an intervention strategy any appropriate action contained in this policy.

The Board directs the administration to develop intervention strategies that include all of the following actions if applicable:

1. providing a truancy intervention plan meeting State law requirements for any student who is excessively absent from school;
2. providing counseling for a habitual truant;
3. requesting or requiring a parent having control of a habitual truant to attend parental involvement programs;

4. requesting or requiring a parent of a habitual truant to attend truancy prevention mediation programs;
5. notification to the registrar of motor vehicles or
6. taking appropriate legal action.

The attendance officer provides notice to the parent of a student of compulsory school age who is absent with or without excuse for 38 or more hours in one school month or 65 or more hours in a school year (“excessive absenteeism”) within seven days after the date of the absence triggering the notice. At the time of notice, the District may take any appropriate action as outlined in this policy as an intervention strategy.

#### Absence Intervention Plan

Beginning with the 2017-2018 school year, when a student’s absences surpass the threshold for a habitual truant, the principal or the Superintendent assigns the student to an absence intervention team within 10 days of the triggering event. The absence intervention team must be developed within seven school days of the triggering event and is based on the needs of the individual student. The team must include a representative from the student’s school or District, a representative from the student’s school or District who knows the student and the student’s parent or their designee, and also may include a school psychologist, counselor, social worker or representative of an agency designed to assist students and their families in reducing absences. During the seven days while developing the team, the Superintendent or principal makes at least three meaningful, good faith attempts to secure participation of the student’s parent. If the student’s parent is unresponsive the District investigates whether the failure to respond triggers mandatory reporting to the appropriate children’s services agency and instructs the absence team to develop the intervention plan without the parent.

Within 14 school days after a student is assigned to a team, the team develops a student specific intervention plan to work to reduce or eliminate further absences. The plan includes, at minimum a statement the District will file a complaint in juvenile court not later than 61 days after the date the plan is implemented if the student refuses to participate or fails to make satisfactory progress. The District makes reasonable efforts to provide the student’s parent with written notice of the plan within seven days of development.

The absence intervention plan for a student may include contacting the juvenile court to have a student informally enrolled in an alternative to adjudication. The Board directs the Superintendent to develop written procedures regarding the use of and selection process for offering these alternatives to ensure fairness.

If the student becomes habitually truant within 21 school days prior to the last day of instruction of a school year, the District may either assign a school official to work with the student's parent to develop an intervention plan during the summer and implement the plan no later than seven

days prior to the first day of instruction of the next school year, or reconvene the absence intervention process on the first day of instruction of the next school year.

Filing a Complaint with Juvenile Court

Beginning with the 2017-2018 school year, the attendance officer must file a complaint against the student in juvenile court on the 61<sup>st</sup> day after implementation of the absence intervention plan when:

1. the student's absences have surpassed the threshold for a habitual truant;
2. the District has made meaningful attempts to re-engage the student through the absence intervention plan, other intervention strategies and any offered alternatives to adjudication and
3. the student has refused to participate in or failed to make satisfactory progress on the plan or any offered intervention strategies or alternatives to adjudication as determined by the absence intervention team.

If the 61st day after intervention falls on a day during the summer months, the District may extend the implementation of the plan and delay the filing of the complaint for an additional 30 days after the first day of instruction of the next school year.

Unless the absence intervention team determines the student has made substantial progress on their absence intervention plan, the attendance officer must file a complaint against the student in juvenile court if the student is absent without legitimate excuse for 30 or more consecutive hours or 42 or more hours during a school month at any time during the implementation phase of the intervention plan or other intervention strategy.

[Adoption date: November 17, 2003]

[Re-adoption date: May 2004]

[Re-adoption date: November 17, 2014]

[Re-adoption date: May 15, 2017]

Revised: November 13, 2017

Revised: December 11, 2017

LEGAL REFS.: ORC 3313.663; 3313.668

3321.03 through 3321.04; 3321.07 through 3321.09; 3321.19; 3321.191;  
3321.22; 3321.38

CROSS REFS.: JED, Student Absences and Excuses

JEG, Exclusions and Exemptions from School Attendance

JK, Employment of Students

LETTERS TO PARENTS/GUARDIANS REGARDING EXCESSIVE ABSENCES  
(Option 1)

Date

Parent(s) name

Address

Address

Dear Parents/ Guardians,

In compliance with House Bill 410, school districts are required to notify parents/guardians in writing within seven (7) days when their student has accumulated absences of 38 or more hours in one school month or 65 or more hours within one school year with or without legitimate excuse.

This letter is intended to notify you that your student has been absent:

☐ 38 or more hours in one school month with or without legitimate excuse (approximately 6.5 school days)

☐ 65 or more hours in one school year with or without legitimate excuse (approximately 10.5 school days)

If you have questions about this letter or policy, please contact your school administrator.

Sincerely,

Name

Principal

Building

cc: Student File, Superintendent

Revised: November 13, 2017

Date

Parent(s) name

Address

Address

Dear Parents/ Guardians,

In compliance with House Bill 410, school districts are required to notify parents/ guardians when their student has accumulated absences of 30 or more consecutive hours, 42 or more hours in a school month, or 72 or more hours in one school year without a legitimate excuse

This letter is intended to notify you that your student has been absent:

☐ 30 or more consecutive hours without a legitimate excuse (approximately 5 school days)

☐ 42 or more hours in one school month without a legitimate excuse (approximately 7 school days)

☐ 72 or more hours in one school year without a legitimate excuse (approximately 11.5 school days)

Your child will be referred to the building absence intervention team and you will be invited to participate as a member of that team. The team will develop a plan to support your student's attendance.

If you have questions about this letter or policy, please contact your school administrator.

Sincerely,

Name

Principal

Building

cc: Student File, Superintendent

Revised: November 13, 2017

## STUDENT DISMISSAL PRECAUTIONS

Permission for a student to leave school when school is in session requires approval by the principal or a person specifically designated by him/her to exercise that authority. In evaluating requests for this permission, he/she gives primary consideration to the best interests of the student and/or public welfare. Requests are not approved without a parent's permission. When a request originates from a person other than the parent(s), the school official in authority contacts the parent(s) to obtain permission.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REF.: ORC 3313.20

CROSS REFS.: JED, Student Absences and Excuses

JEE, Student Attendance Accounting (Missing and Absent Children)

## 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.

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.

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: November 17, 2003]

[Re-adoption date: November 17, 2014]

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

## 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 or his/her 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/designee to determine the admittance or non-admittance of the student.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

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 Instruction  
JEA, Compulsory Attendance Ages  
JECE, Student Withdrawal from School (Loss of Driving Privileges)  
JEGA, Permanent Exclusion  
JHCC, Communicable Diseases  
JK, Employment of Students

## 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 of Public Instruction;
2. promptly designates a representative to present the District's case for permanent exclusion to the State Superintendent of Public Instruction and
3. forwards a copy of the resolution to the student and his/her parent(s).

If the State Superintendent of Public Instruction rejects the resolution, the student shall be readmitted to the District's schools.

No employee shall knowingly admit, or cause by inaction to be admitted, any student who has been permanently excluded.

#### Readmission

If the Superintendent determines that a permanently excluded student no longer represents a danger to the health and safety of other students or staff, the Superintendent may recommend that the student be readmitted.

On the recommendation of the Superintendent, the Board considers a resolution requesting the State Superintendent of Public Instruction to revoke the permanent exclusion. If the Board adopts the resolution, it is forwarded to the State Superintendent of Public Instruction, together with the reasons for the resolution and any relevant information.

#### Probationary Admission Following Permanent Exclusion

Under State law, a student permanently excluded from school may request probationary admission for a period not to exceed 90 days in any public school district.

If a student requests consideration of probationary admission into this District, the Superintendent may enter into discussions with the student and his/her parent(s) to develop a probationary admission plan designed to meet the educational needs of the child and the disciplinary requirements of the District.

If a satisfactory plan is developed, the Superintendent recommends that the Board allow the student to attend classes according to the terms of the plan. The Board acts on the recommendation within 14 days.

If a student violates the terms of the readmission plan, the Superintendent may immediately remove the student, pending action by the Board. The Board's action must take place within five days from receipt of the Superintendent's recommendation to revoke the readmission.

A student in compliance with his/her probationary readmission plan may request either an extension of the plan for an additional 90 days or for the Superintendent to recommend that the permanent exclusion be revoked.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: ORC 3313.66; 3313.661; 3313.662

CROSS REFS.: JFCJ, Weapons in the Schools  
JGD, Student Suspension  
JGE, Student Expulsion

## 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 that 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 student code of conduct is posted in each of the schools and given to each student. This code describes in detail the offenses for which disciplinary action may be taken. Copies of the code are available to any parent in the principal's office.

[Adoption date: November 17, 2014]

Revised: October 16, 2017

LEGAL REFS.: U.S. Const. Amend. I  
U.S. Const. Amend. XIV, Section 1  
ORC 3313.20; 3313.66; 3313.661; 3313.662, 3313.668

CROSS REFS.: ABC, Student Involvement in Decision Making (Also JFB)  
IGDB, Student Publications  
JFC, Student Conduct  
JFG, Interrogations and Searches  
Student Handbooks

## 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 State and Federal Rules of Evidence do not apply.

Students have clearly established means by which administrative due process is available for the protection of their rights.

Due process procedures are:

1. applied equally to all and
2. enforced in a manner that 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 are followed.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: ORC Chapter 2506  
3313.66; 3313.661; 3313.662

CROSS REFS.: JB, Equal Educational Opportunities  
JFC, Student Conduct  
JFCA, Student Dress Code  
JFCC, Student Conduct on School Buses (Also EEACC)  
JFCF, Hazing and Bullying (Harassment, Intimidation and Dating Violence)  
JFCG, Tobacco Use by Students  
JFCH, Alcohol Use by Students  
JFCI, Student Drug Abuse  
JFCJ, Weapons in the Schools  
JFCK, Use of Electronic Communications Equipment by Students  
JFCL, Unsafe Schools (Persistently Dangerous Schools)  
JGD, Student Suspension  
JGE, Student Expulsion  
Student Handbooks

## STUDENT INVOLVEMENT IN DECISION MAKING

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

### Student Advisory Board Member

A student from Bexley High School is designated to serve on the Board as a representative for the student body, in an advisory capacity only, to better facilitate communication between the Board and the students, to increase awareness of the democratic process within the District and to improve the opportunity for participation in the decision-making process.

The student representative will be the high school student council president or an appointed representative, subject to confirmation by the student council. The student advisory Board member will serve as a representative from the regular June meeting through the following regular May Board meeting.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REF.: OAC 3301-35-04

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

## STUDENT CONDUCT

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 and the Board has established strategies to address these types of behavior. Strategies include prevention, intervention, and discipline.

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 handbook and Board policies for misbehavior that occurs off school property when the misbehavior endangers the health and safety of students within the District or adversely affects the education process. The Superintendent/designee develops regulations that establish strategies ranging from prevention to intervention to address student misbehavior, and provides continuing instruction in dating violence prevention in health education courses in grades 7 through 12.

Board policies, rules, and regulations to which students are subject while in school are updated regularly on the District and schools’ websites. Parents and/or students may request a hardcopy of the student handbook. The information includes the types of conduct that are subject to suspension or expulsion from school or other forms of disciplinary action. The Board directs the administration to make all students aware of the student code of conduct and the fact that any violations of the student code of conduct are punishable. The rules also apply to any form of student misconduct directed at a District official or employee or the property of a District official or employee, regardless of where the misconduct occurs.

If a student violates this policy or the student code of conduct, school personnel, students or parents should report the student to the appropriate principal. The administration cooperates in any prosecution pursuant to the criminal laws of the state of Ohio and local ordinances.

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 electronically and is posted on the District's website.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

Revised: November 13, 2017

Revised: March 12, 2018

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; 3313.668

CROSS REFS.: AC, Nondiscrimination  
EBC, Emergency Management and Safety Plans  
ECAB, Vandalism  
EDE, Computer/Online Services (Acceptable Use and Internet Safety)  
JFCA, Student Dress Code  
JFCF, Hazing and Bullying (Harassment, Intimidation and Dating Violence)  
JFCJ, Weapons in the Schools  
JFCK, Use of Electronic Communication Equipment by Students  
JGA, Corporal Punishment  
JGD, Student Suspension  
JGDA, Emergency Removal of Student  
JGE, Student Expulsion  
JM, Staff-Student Relations (Also GBH)  
Student Handbooks

## STUDENT CONDUCT

### Misconduct for Which Suspension/Expulsion May Be Imposed

This policy applies to conduct during or relating to school or school-sponsored activities, on or off school property. Conduct that occurs off school property when the misbehavior endangers the health and safety of students within the District or adversely affects the education process may be subject to discipline.

#### 1. Violation of Rules

Students shall not violate local, State or Federal law, or Board policies, classroom rules or school regulations. Such policies, rules and regulations are posted in a conspicuous place. Students are responsible for becoming familiar with those items. Violations of the student code of conduct may also constitute juvenile delinquency or crimes under State or Federal laws. The administration reserves the right to report criminal or juvenile delinquency to law enforcement.

#### 2. Repeated Violations

Students who engage in acts which violate the student code of conduct, whether or not suspended or expelled, shall be subject to more severe punishment, including suspension or expulsion, for subsequent violations. The District is entitled to maintain records of each student's misconduct and consider such records to determine the type and severity of punishment to be imposed for a violation of this code.

#### 3. Failure to Comply with Directives

Students shall comply with directives, requests and orders of teachers, student teachers, substitute teachers, educational aides, bus drivers, principals and other appropriate school personnel.

#### 4. Failure to Accept Discipline or Punishment

Students shall not refuse to accept discipline or punishment from teachers, student teachers, substitute teachers, educational aides, bus drivers, principals and other appropriate school personnel.

5. Dress and Appearance

Students shall not violate school rules relating to dress and appearance. Students shall attend school dressed in a manner which is clean, not hazardous to their safety or the safety of others, and which does not detract from or disrupt the educational environment.

6. Public Display of Affection or Sexual Acts

Students shall not engage in kissing, embracing or any sexual acts or displays not appropriate to the educational environment.

7. Tardiness or Class Cutting

Students shall not be absent from all or any portion of the regularly scheduled classes or other mandatory activities without school authorization and parental consent (EMIS 01)

8. Academic Misconduct

Students shall not cheat, plagiarize, alter, falsify, copy or misuse information. Authorization or credit must be given for information obtained from any source. This includes printed materials and technology-generated information. Principals may establish, publish and disseminate guidelines as to academic penalties. Academic misconduct includes violations of Board policy on academic integrity. (See Board policy JFCM).

9. Falsification or Misstatement of Facts or Other Information

Students shall not forge the writing of another or falsely use the name of another person or falsify times, dates, grades, addresses or other data on school forms or school-related correspondence, including technology systems.

10. Illegal Use of Technology

Students shall not use available technology tools for illegal, unethical, noneducational and/or for-profit use.

11. Gambling

Through any medium students shall not engage in or promote games of chance, placing of bets or risk anything of value.

12. Trespassing

- A. Students shall not enter upon the premises of a school building or that school's computer system to which they are not assigned during or after school hours except:
  - 1) with the express permission of the principal of that building;
  - 2) to attend or participate in a school-sponsored event in which their regularly assigned school is involved or
  - 3) where students from their regularly assigned school have been invited to attend or participate.
- B. Students already under suspension, expulsion or emergency removal shall not enter upon the grounds or premises of their regularly assigned or other school buildings without the express permission of the principal.

13. Disruption of School

Students shall not, by use of violence, force, noise, coercion, threat, harassment, sexual harassment, intimidation, fear, passive resistance, technology, or by any other conduct cause, attempt or threaten to cause the disruption or obstruction of any lawful mission, process, activity or function of the school. Students shall not urge other students to engage in such conduct for the purpose of causing, attempting or threatening to cause the disruption or obstruction of any lawful mission, process, activity or function of the school. While this list is not intended to be all-inclusive, the following acts illustrate the kinds of misconduct prohibited by this rule.

- A. occupying any school building, school grounds or part thereof;
- B. blocking the entrance or exit of any school building or corridor or room therein;
- C. setting fire or attempting to set fire to or damaging or attempting to
- D. damage or defacing or attempting to deface any school building or property;
- E. making, by telephone call, letter or other means, a threat to damage or destroy any school property or to disrupt any school-sponsored or related activity, function or event on or off school grounds;
- F. activating or attempting to activate an emergency alarm system in the absence of an emergency;

- G. preventing or attempting to prevent, by physical act, verbal utterance, or any electronic medium, the convening or continuing functioning of any school, class or activity or any lawful meeting or assembly on or off the school property;
- H. preventing or attempting to prevent students from attending a class or any school-sponsored or related activity or event;
- I. except under the direct instruction of the principal or other authorized school personnel, blocking pedestrian or vehicular traffic on school property or at the site of any school-sponsored or related activity or event;
- J. continuously making noise or acting in a manner so as to interfere with a teacher's ability to conduct a class or an extracurricular activity or
- K. misusing school technology systems to disrupt the operation of the school in any manner for students, staff, administrative or community purposes.

14. False Alarms/Bomb Threats

Students, or any other person, shall not make any threat (verbal, written or electronic) to bomb or use other substances or devices for the purpose of exploding, burning, causing damage to a school building or school property, or to harm students or staff.

15. Violation of School Bus Conduct Requirement

Students shall not act or participate in any act or acts or attempt to act or participate in any act which poses or tends to pose a danger to the safe operation of a school bus or conveyance, including, but not limited to, failing to remain seated; throwing objects at passengers, the driver or out the windows; extending arms or objects out of the windows; shouting and other disorderly conduct which could cause physical harm, emotional stress or diversion of the driver's attention (see Board policy EEACC).

16. Hazing and Bullying/Harassment/Intimidation

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. 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. These behaviors are prohibited on school property, on a school bus or at a school-sponsored activity. Students found responsible for hazing, harassment, intimidation or bullying including harassment, intimidation or bullying by an electronic act may be suspended or expelled. See Board policy JFCF.

17. Obtaining Property or Things of Value by Use of Coercion and Related Misconduct

Students shall not use or attempt to use an expressed or implied threat, violence, harassment, coercion or intimidation to obtain money, information or any other type of property belonging to another student, a school employee or other person.

18. Profane, Vulgar or Improper Language or Gestures or Inappropriate Sexual Language or Gestures

Students shall not speak, write or use technology to obtain or to generate profane, vulgar, derogatory, demeaning, sexual or other improper or inappropriate language, or use profane, vulgar, sexual or other improper or inappropriate gestures or signs or engage or attempt to engage in profane, vulgar, sexual or other improper or inappropriate actions.

19. Unwelcome Sexual Conduct

Students shall not engage in inappropriate sexual advances, requests for sexual favors, other physical or verbal conduct or communication of a sexual nature, including gender-based harassment that creates an intimidating, hostile, or offensive education or work environment.

20. Sexually explicit material

Students shall not take, disseminate, transfer or share obscene, pornographic, lewd, sexually explicit material, libelous material, or otherwise illegal images or photographs, whether by electronic transfer or by other means (commonly called texting, emailing or sexting, etc.). These actions may constitute a crime under State and/or Federal law. Sexually explicit material includes images of a person in any state of undress, images depicting sexual activity, pornographic materials, and/or obscene materials.

21. Tobacco

Students shall not possess, use, transmit, conceal or sell cigarettes or tobacco (see Board policy JFCG).

22. Student Substance Abuse

Students shall not violate chemical abuse rules. See Board policy JFCH/JFCI.

23. Misconduct Away from School

Students who sell or transmit any narcotic or drug hallucinogenic drug, amphetamine, barbiturate, cocaine, marijuana or any other controlled substance or drug of abuse off school property or at a non-school sponsored or related activity, function or event or on school property before or after school, may in accordance with the procedures set forth in the Ohio Revised Code be subject to suspension or expulsion from school if the Superintendent determines that the student's continued presence in the school is reasonably certain to disrupt or interfere with the educational process or endanger the health or safety of the students or others.

24. Damage, Destruction, Theft or Unauthorized Removal of School Property

Students shall not cause or attempt to cause damage to school property or steal or attempt to steal school property or school information, engage in or attempt to engage in or participate in or attempt to participate in the unauthorized removal of school property or school information including technology generated data.

25. Damage, Destruction, Theft or Unauthorized Removal of Private Property

Students shall not cause or attempt to cause damage to private property of students, teachers, school personnel or other persons or steal or attempt to steal private property of students, teachers, school personnel or other persons or steal or attempt to steal private property or private information or engage or attempt to engage in or participate or attempt to participate in the unauthorized removal of private property or private information including technology generated data.

26. Abusive Language Toward a School Employee, Authorized School Visitor or Another Student

Using any medium, students shall not use vulgar, profane or abusive language or make a vulgar, profane or abusive gesture toward any school employee, authorized school visitor or any other student.

27. Fighting/Violence

Students shall not engage in fighting or violence. Fighting/Violence is participation in an incident involving physical violence. Students shall not cause or attempt to cause physical injury to a school employee, authorized school visitor or other student.

28. Serious Bodily Injury

Students shall not participate in activities that may cause serious bodily injury to oneself or others.

29. Use, Possession, Sale or Distribution of a Firearm or Other Dangerous Weapon

Students shall not use, possess, sell, or distribute a firearm or any other dangerous weapon. (See Board policy JFCJ)

[Approval date: November 17, 2014]

[Re-adoption date: May 15, 2017]

## 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 that 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.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: U.S. Const. Amend. I  
ORC 3313.20; 3313.665

CROSS REFS.: JFC, Student Conduct  
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.

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: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: ORC 3327.01; 3327.014  
OAC 3301-83-08

CROSS REFS.: JFC, Student Conduct  
Student Handbooks

## STUDENT CONDUCT ON SCHOOL BUSES

The following regulations pertain to school bus conduct and are intended to ensure the safety and welfare of the students, the bus driver and other drivers on the road and to ensure safety and proper maintenance of school buses.

Students will:

1. be careful in approaching bus stops, walk on the left facing oncoming traffic and be sure that the road is clear both ways before crossing the highway;
2. be on time at the bus stop in order to permit the bus to follow the time schedule;
3. sit in assigned seats (bus drivers have the right to assign a student to a seat in the bus and to expect reasonable conduct similar to conduct expected in a classroom);
4. reach assigned seat in the bus without disturbing or crowding other students and remain seated while the bus is moving;
5. obey the driver promptly and respectfully and recognize that he/she has an important responsibility and that it is everyone's duty to help ensure safety;
6. keep the bus clean and sanitary, refrain from chewing gum or consuming candy, food or drinks on the bus at any time;
7. refrain from loud talking or laughing (unnecessary confusion diverts the driver's attention and might result in a serious accident);
8. keep head, arms and hands inside the bus at all times;
9. be courteous to fellow students and to the bus driver;
10. treat bus equipment as one would treat valuable furniture in his/her home (damage to the school bus is strictly forbidden) and
11. remain seated until the bus stops, wait for the signal from the bus driver and cross in front of the bus.

Failure of a student to follow these regulations may result in his/her forfeiting the right of transportation by school bus.

### Discipline

The Board authorizes the Superintendent or other administrators to suspend a student from school bus riding privileges only for a period of up to one school year. The only due process required is notice to the student of an intended bus riding suspension and an opportunity to appear before the administrator considering the suspension before it happens. The administrator's decision is final.

When discipline problems with individual students arise, use the following guidelines.

1. If possible, the driver should resolve the problem.
2. When the driver is unable to resolve the problem, he/she should report it to the transportation supervisor. The transportation supervisor and driver, if necessary, confer with the principal. Any discipline is imposed by the principal of the school.
3. Problems that cannot be resolved by measures specified above are referred to the Superintendent.

(Approval date: November 17, 2014)

## 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 and procedure the term bullying may be 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, including 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 tolerate or participate in any hazing and/or bullying activities. No students, including leaders of student organizations, are permitted to plan, encourage or engage in any hazing and/or bullying.

Administrators, teachers and all other District employees are particularly alert to possible conditions, circumstances or events that might include hazing, bullying and/or dating violence. If any of the prohibited behaviors are planned or discovered, involved students are informed by the discovering District employee of the prohibition contained in this policy and are required to end all such activities immediately. All hazing, bullying and/or dating violence incidents are reported immediately to the principal/designee and appropriate discipline is administered.

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 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: November 17, 2003]

[Re-adoption date: November 17, 2014]

[Revision date: Jan. 9, 2017]

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  
ACA, Nondiscrimination on the Basis of Sex  
ACAA, Sexual Harassment  
EDE, Computer/Online Services (Acceptable Use and Internet Safety)  
IGAE, Health Education  
IIBH, District Websites  
JFC, Student Conduct  
JFCK, Use of Electronic Communications Equipment by Students  
JHG, Reporting Child Abuse  
JO, Student Records  
Student Handbook

## 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, up to and including suspension and/or expulsion from school. 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. Such behaviors are prohibited on or immediately adjacent to school grounds, at any school-sponsored activity; in any District publication; through the use of any District-owned or operated communication tools, including but not limited to District email accounts and/or computers; on school-provided transportation or at any official school bus stop.

Hazing, bullying and/or dating violence can include many different behaviors. Examples of conduct that could constitute prohibited behaviors include, but are not limited to:

1. physical violence and/or attacks;
2. threats, taunts and intimidation through words and/or gestures;
3. extortion, damage or stealing of money and/or possessions;
4. exclusion from the peer group or spreading rumors;
5. repetitive and hostile behavior with the intent to harm others through the use of information and communication technologies and other Web-based/online sites (also known as “cyberbullying”), such as the following:
  - A. posting slurs on websites, social networking sites, blogs or personal online journals;
  - B. sending abusive or threatening emails, website postings or comments instant messages and texting;

- C. using camera phones to take or forward embarrassing photographs or videos of students and/or distributing or posting the photos or videos online without consent or knowledge and
  - D. using websites, social networking sites, blogs or personal online journals, emails or instant messages to circulate gossip and rumors to other students.
6. excluding others from an online group by falsely reporting them for inappropriate language to Internet service providers.

In evaluating whether conduct constitutes hazing or bullying, special attention is paid to the words chosen or the actions taken, whether such conduct occurred in front of others or was communicated to others, how the perpetrator interacted with the victim and the motivation, either admitted or appropriately inferred.

#### Teachers and Other School Staff

Teachers and other school staff who witness acts of hazing, bullying and/or dating violence, as defined above, promptly notify the building principal/designee of the event observed, and promptly file a written incident report concerning the events witnessed.

Teachers and other school staff who receive student or parent reports of suspected hazing, bullying and/or dating violence promptly notify the building principal/designee of such report(s). If the report is a formal, written complaint, the complaint is forwarded to the building principal/designee no later than the next school day. If the report is an informal complaint by a student that is received by a teacher or other certified employee, he/she prepares a written report of the informal complaint that is forwarded to the building principal/designee no later than the next school day.

#### Complaints

##### 1. Formal Complaints

Students and/or their parents or guardians may file reports regarding suspected hazing, harassment, intimidation, bullying and/or dating violence. The reports should be written. Such written reports must be reasonably specific including person(s) involved; number of times and places of the alleged conduct; the target of suspected harassment, intimidation and/or bullying and the names of any potential student or staff witnesses. Such reports may be filed with any school staff member or administrator. They are promptly forwarded to the building principal/designee for review and action.

##### 2. Informal Complaints

Students, parents or guardians and school personnel may make informal complaints of conduct that they consider to be harassment, intimidation and/or bullying by verbal

report to a teacher, school administrator or other school personnel. Such informal complaints must be reasonably specific as to the actions giving rise to the suspicion of hazing, harassment, intimidation and/or bullying, including person(s) involved, number of times and places of the alleged conduct, the target of the prohibited behavior(s) and the names of any potential student or staff witness. The school staff member or administrator who receives the informal complaint promptly documents the complaint in writing, including the above information. This written report by the school staff member and/or administrator is promptly forwarded to the building principal/designee for review and action.

3. Anonymous Complaints

Students who make informal complaints as set forth above may request that their name be maintained in confidence by the school staff member(s) and administrator(s) who receive the complaint. The anonymous complaint is reviewed and reasonable action is taken to address the situation, to the extent such action (1) does not disclose the source of the complaint, and (2) is consistent with the due process rights of the student(s) alleged to have committed acts of hazing, bullying and/or dating violence.

4. False Complaints

Students are prohibited from deliberately making false complaints of harassment, intimidation or bullying. Students found responsible for deliberately making false reports of harassment, intimidation or bullying may be subject to a full range of disciplinary consequences.

Intervention Strategies

1. Teachers and Other School Staff

In addition to addressing both informal and formal complaints, school personnel are encouraged to address the issue of hazing, bullying and/or dating violence in other interactions with students.

School personnel may find opportunities to educate students about harassment, hazing, intimidation and bullying and help eliminate such prohibited behaviors through class discussions, counseling and reinforcement of socially appropriate behavior. School personnel should intervene promptly whenever they observe student conduct that has the purpose or effect of ridiculing, humiliating or intimidating another student/school personnel, even if such conduct does not meet the formal definition of harassment, hazing, intimidation or bullying.

2. Administrator Responsibilities

A. Investigation

The principal/designee is notified of any formal or informal complaint of suspected harassment, hazing, intimidation or bullying. Under the direction of the building principal/designee, all such complaints are investigated promptly. A written report of the investigation is prepared when the investigation is complete. The report includes findings of fact, a determination of whether acts of hazing, bullying and/or dating violence were verified, and when prohibited acts are verified, a recommendation for intervention, including disciplinary action, is included in the report. Where appropriate, written witness statements are attached to the report.

Notwithstanding the foregoing, when a student making an informal complaint has requested anonymity, the investigation of such complaint is limited as is appropriate in view of the anonymity of the complaint. Such limitation of the investigation may include restricting action to a simple review of the complaint (with or without discussing it with the alleged perpetrator), subject to receipt of further information and/or the withdrawal by the complaining student of the condition that his/her report be anonymous.

When hazing and/or bullying is based on a protected class as defined in the District's nondiscrimination policy and the behavior creates a hostile environment, the hazing and bullying investigation is suspended while the applicable nondiscrimination grievance procedures are implemented.

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, a committee of the Board or an impartial hearing officer designated by the Board in accordance with Board policy. This consequence is reserved for serious incidents of harassment, intimidation or bullying and/or when past interventions have not been successful in eliminating prohibited behaviors.

Allegations of criminal misconduct are reported to law enforcement, and suspected child abuse is reported to Child Protective Services, per required time lines.

#### Report to the Custodial Parent or Guardian of the Perpetrator

If, after investigation, acts of harassment, intimidation and bullying by a specific student are verified, the building principal/designee notifies the custodial parent or guardian of the perpetrator, in writing, of that finding. If disciplinary consequences are imposed against such student, a description of such discipline is included in such notification.

Strategies are developed and implemented to protect students from new or additional harassment, intimidation or bullying, and from retaliation following reporting of incidents.

#### Reports to the Victim and His/Her Custodial Parent or Guardian

If, after investigation, acts of bullying or hazing against a specific student are verified, the building principal/designee notifies the custodial parent/guardian of the victim of the finding. In providing such notification, care must be taken to respect the statutory privacy rights of the perpetrator.

Bullying matters, including the identity of both the charging party and the accused, are kept confidential to the extent possible. Although discipline may be imposed against the accused upon a finding of guilt, retaliation is prohibited.

School administrators shall notify both the custodial parents or guardians of a student who commits acts of harassment, intimidation, bullying and/or dating violence and the custodial parents or guardians of students against whom such acts were committed, and shall allow access to any written reports pertaining to the incident, to the extent permitted by law.

#### Police and Child Protective Services

In addition to, or instead of, filing a complaint through this policy, a complainant may choose to

exercise other options including, but not limited to, filing a complaint with outside agencies or filing a private lawsuit. Nothing prohibits a complainant from seeking redress under any other provision of State law or common law that may apply.

The District must also investigate incidents of hazing, bullying and/or dating violence for the purpose of determining whether there has been a violation of District policy or regulations, even if law enforcement and/or the public children's services are also investigating. All District personnel must cooperate with investigations by outside agencies.

(Approval date: November 17, 2014)

(Revision date: January 9, 2017)

Revision date: October 9, 2017

## TOBACCO USE BY STUDENTS

The Board has a duty to protect and promote the health and well-being of all students and staff. The Board is acutely aware of the serious health risks associated with the use of tobacco products, both to users and nonusers, and that most tobacco use begins by the age of 18. Therefore, the Board adopts this 100% tobacco-free District policy to endorse a healthy lifestyle and prevent tobacco use.

For the purpose of this policy, “tobacco” is defined to include any lighted or unlighted cigarette, cigar, pipe, bidi, clove cigarette, alternative nicotine products, electronic cigarettes and any other smoking product, and spit tobacco, also known as smokeless, dip, chew and snuff, in any form.

### Tobacco Use Prohibited

No student is permitted to smoke, inhale, dip or chew tobacco at any time, including non-school hours:

1. in any building, facility or vehicle owned, leased, rented or chartered by the District or
2. on school grounds, athletic facilities or parking lots.

No student is permitted to smoke, inhale, dip or chew tobacco at any time, including non-school hours, at any school-sponsored event off campus.

Additionally, no student is permitted to possess cigarettes, other tobacco products, papers used to roll cigarettes, lighters or other paraphernalia at any time.

### Providing Notice

“No Tobacco” signs will be posted throughout the District at entrances and other appropriate locations in all academic buildings, administrative spaces and athletic fields. Students are provided notice of this policy through student handbooks. District vehicles will display the international “No Smoking” insignia. Announcements will be made during home athletic events both before the event and during intermission, as well as at all school functions where deemed appropriate. School programs will include a written reminder of the no tobacco use on District property policy.

Students and parents are given copies of the standards of conduct and statement of disciplinary sanctions, and notified that compliance with the standards of conduct is mandatory.

### Enforcement

Disciplinary measures taken against students for violations of this policy comply with the requirements of Federal and State law and related District policies and regulations. Specific measures are outlined in the student code of conduct.

### Educational Reinforcement

Tobacco use prevention education is closely coordinated with the other components of the school health program. Staff responsible for teaching tobacco use prevention education have adequate pre-service training and participate in ongoing professional development activities to effectively deliver the education program. Preparation and professional development activities provide basic knowledge about the effects of tobacco use and effects of peer pressure on tobacco use combined with skill practice in effective instructional techniques and strategies and program-specific activities.

[Adoption date: November 17, 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  
JGD, Student Suspension  
JGE, Student Expulsion  
Student Handbooks

## ALCOHOL USE BY STUDENTS/STUDENT DRUG ABUSE

The Board recognizes its share of the responsibility for the health, welfare and safety of the students who attend the District's schools. The Board is concerned about the problems of alcohol and drug abuse and recognizes that illegal or inappropriate use of alcohol, narcotic drugs, depressants or other controlled substances is wrong and harmful and constitutes a hazard to the positive development of all students.

The Board does not permit any student to possess, transmit, conceal, offer for sale, consume, show evidence of having consumed or used any alcoholic beverages, illegal drugs, unprescribed drugs, look-alike drugs or any mind-altering substance while on school grounds or facilities; at school-sponsored events; in other situations under the authority of the District or in school-owned or school-approved vehicles. Included in this prohibition are any substances represented as a controlled substance, nonalcoholic beers, steroids, tobacco and tobacco products and drug paraphernalia. Students who violate the substance abuse policy are subject to immediate suspension or expulsion proceedings.

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. District discipline is imposed independent of court action. Students are subject to immediate suspension or expulsion proceedings for possession or use of unprescribed drugs, look-alike drugs, substances presented as a controlled substance, nonalcoholic beers, steroids, tobacco and tobacco products and drug paraphernalia, or any mind-altering substance including alcohol 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. Violation of this policy will be established when the school administration has reasonable suspicion supported by the facts or credible witnesses that a violation has occurred.
3. Parents and students are given a copy of the student code of conduct and the statement of disciplinary sanctions and are notified that compliance with the student code 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/designee 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.

Students participating in extracurricular activities are subject to additional requirements and discipline in accordance with the extracurricular activities substance abuse policy.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

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  
IGDL, Extracurricular Activities Substance Abuse Policy  
JFC, Student Conduct  
JHCD, Administering Medicines to Students  
Student Handbooks

## USE OF ALCOHOL DETECTION DEVICES

### General

The use of alcohol detection devices is intended to support school officials' efforts to provide a safe and substance-free environment at school and at school functions. The use of an alcohol detection device is within the discretion of school officials and may be relied upon as the sole determinant when screening students for alcohol use. These devices only detect alcohol and not other illegal substances. Therefore, the results of the screening may be used in conjunction with other information to assist school officials in determining if the student has violated the Chemical Abuse Policy.

### Investigation of Potential Violation

School officials may exercise the option to use an alcohol detection device in any situation in which a student is suspected of violating the District's Chemical Abuse Policy. Except as described below, parents will be contacted for permission prior to the use of an alcohol detection device.

### Preventive Use

In some cases, the school may require all students, or a randomly selected group of less than all students who are attending or participating in a voluntary school-sponsored event, to agree to screening by an alcohol detection device as a requirement for participation or entry. For example, students may be screened using an alcohol detection device in order to attend a school dance. The school procedures for such events are as follows:

1. Students and parents will be provided prior notice that school officials will use an alcohol detection device to screen students attending the event.
2. If the alcohol detection device indicates that the student may have ingested alcohol, the student will be detained by school officials and an administrator will conduct an investigation of the situation. If the student is determined to be under the influence of alcohol, his/her parent will be notified, admittance to the school-sponsored event will be denied, and disciplinary procedures will begin in compliance with Board policies.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

CROSS REFS.: JFA, Student Due Process Rights  
JGD, Student Suspension  
JGE, Student Expulsion  
JFCH/JFCI, Alcohol Use by Students/Student Drug Abuse  
JFG, Interrogations and Searches

## WEAPONS IN THE SCHOOLS

The Board is committed to providing the students of the District with an educational environment that is free of the dangers of firearms, knives and other weapons.

The definition of a firearm is any weapon (including a starter gun) which is designed to or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon; any firearm muffler or firearm silencer or any destructive device (as defined in 18 U.S.C.A. Section 921) that includes any explosive, incendiary or poisonous gas, bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine or device similar to any of the devices described above. A knife is defined as any instrument that possesses a pointed or sharp edged blade of metal or other rigid material and that is designed or can be used for cutting, slicing, or stabbing; this definition shall include but not be limited to straight razors, utility knives, box cutters, ice picks, pocket knives, switchblades, and buck knives (including sharp, metal martial arts weapons such as ninja throwing stars).

Unless a student is permanently excluded, the Superintendent shall expel a student from school for a period of one year for bringing a firearm or knife to a school within the District or onto any other property owned or controlled by the Board, or for possessing a firearm or knife at a school or on any other property owned or controlled by the Board, which firearm or knife was initially brought onto school property by another person, except that the Superintendent may reduce this requirement on a case-by-case basis in accordance with this policy. Any such expulsion shall extend, as necessary, into the school year following the school year in which the incident that gives rise to the expulsion takes place.

Matters that might lead to a reduction of the expulsion period include the student's mental and/or physical characteristics or conditions, the age of the student and its relevance to the punishment, the prior disciplinary history of the student and/or the intent of the perpetrator.

A student may be expelled for up to one year for firearm-related or knife-related incidents occurring off school property while at a school-sponsored interscholastic competition, extracurricular event or other school-sponsored activity.

A student suspended, expelled, removed or permanently excluded from school for misconduct involving a firearm or knife also loses his/her driving privileges. The District must notify the county juvenile judge and registrar of motor vehicles within two weeks of the suspension, expulsion or permanent exclusion.

The Board prohibits students from knowingly possessing an object on school premises, in a school or a school building, at a school activity or on a school vehicle if both of the following apply.

1. The object is indistinguishable from a firearm, whether or not the object is capable of being fired.
2. The person indicates that the person possesses the object and that it is a firearm, or the person knowingly displays or brandishes the object and indicates that it is a firearm.

As defined by State law and for purposes of this policy, an “object that is indistinguishable from a firearm” means an object made, constructed or altered so that, to a reasonable person without specialized training in firearms, the object appears to be a firearm.

Students found in violation of numbers 1 and 2 above may be reported to the local law enforcement authority and may be prosecuted under state criminal statutes, as well as disciplined in accordance with the provisions of the District’s student code of conduct and State law.

The Superintendent is authorized to expel a student from school for a period not to exceed one year for making a bomb threat to a school building, or to any premises at which a school activity is occurring at the time of the threat. Any expulsion under this provision extends, as necessary, into the school year following the school year in which the incident that gives rise to the expulsion takes place.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: 18 USC 921  
20 USC 7151 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  
JFCL, Unsafe Schools (Persistently Dangerous Schools)  
JGD, Student Suspension  
JGDA, Emergency Removal of Student  
JGE, Student Expulsion  
Student Code of Conduct

## USE OF ELECTRONIC COMMUNICATIONS EQUIPMENT BY STUDENTS

Students may be allowed to possess pagers, cellular telephones and other electronic communications devices while on school property or while attending school-sponsored activities on or off school property, as long as these devices are used in compliance with building regulations.

The District assumes no liability if these devices are broken, lost or stolen. Notices of this policy are posted in a central location in every school building and in the student handbooks.

[Adoption date: November 17, 2014]

LEGAL REFS.: ORC 3313.20; 3313.753

CROSS REFS.: AC, Nondiscrimination  
EDE, Computer/Online Services (Acceptable Use and Internet Safety)  
JFC, Student Conduct  
JFCF, Hazing and Bullying (Harassment, Intimidation and Dating Violence)  
Student Handbooks

UNSAFE SCHOOLS  
(Persistently Dangerous Schools)

The Board complies with State and Federal law in adopting a policy on persistently dangerous schools.

A student attending a “persistently dangerous” school in this District or who becomes a victim of a “violent criminal offense,” “as determined by State law,” anywhere on District “grounds” or during school-sponsored activities is allowed to attend another school in the District that is not persistently dangerous that offers instruction at the student’s grade level. However, there is no transfer option if there is no other school in this District that offers instruction at the student’s grade level.

A “persistently dangerous” school is defined by State law as a school that has two or more violent criminal offenses in or on school grounds, per 100 students, in each of two consecutive school years. In schools with 300 or fewer students enrolled, six or more violent criminal offenses must occur. Likewise, if a school has 1,350 or more students enrolled, 27 or more violent criminal offenses must occur in each of two consecutive school years.

“Violent criminal offense” refers to any violent criminal offense set forth and defined in State law as violent in nature.

“As determined by State law” means that the student has been identified as the victim and the perpetrator has pled guilty to, been adjudicated or convicted of a violent criminal offense in an Ohio court.

“Grounds” includes school bus transportation to and from school and school-sponsored activities and designated bus stops.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

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  
JFCJ, Weapons in the Schools  
Student Handbooks

## ACADEMIC INTEGRITY

### Policy Statement

The District is committed to providing an atmosphere in which the values of truth, integrity, personal accountability and respect for the rights of others are modeled. To this end, academic dishonesty is prohibited. Academic dishonesty occurs when students 1) engage in behaviors that give them or others the opportunity to obtain credit for work that is not their own; 2) attempt to obtain or assist others in obtaining credit for work that is not their own or 3) obtain or assist others in obtaining credit or attempting to obtain credit for work that is not their own.

### Statement of Concern

Examinations, written work, presentations or other student-generated information are evidence of a student's understanding. They are intended to reflect important learning known by the student and are, therefore, useful to the student in future learning. Behaviors that compromise the learning environment result in an inaccurate view of student learning which, in turn, limits future ability to learn what is expected. The honest evaluation of student progress demands honest work by each learner.

### Expectations

The District certified staff believes strongly in the partnership between school and home. To this end, the staff models the values of truth, integrity, personal accountability and respect for the rights of others. To help students achieve their maximum academic potential, the staff promotes an environment that fosters integrity and honorable conduct. Administrators, faculty, students and parents share the responsibility for maintaining an atmosphere in which personal accountability is valued. To achieve the goal of academic integrity, expectations must be articulated.

Beginning with students in kindergarten, teachers instruct students as to expectations for academic integrity, such as defining the problem, discussing expectations and monitoring progress. During the first week of classes in all grades, teachers define honest and dishonest academic work in their classes by discussing expectations and the importance of honest effort. Teachers inform students of procedures, practices and expected student behaviors relating to examinations, homework, class work and laboratory examinations.

Study or homework collaboration is not considered academic dishonesty unless prohibited or limited by procedures/expectations established by the teacher. Teachers guide students in understanding when collaborative efforts are not appropriate.

## Definitions

Academic dishonesty occurs when students 1) engage in behaviors that give them or others the opportunity to obtain credit for work that is not their own; 2) attempt to obtain or assist others in obtaining credit for work that is not their own or 3) obtain or assist others in obtaining credit for work that is not their own. Students shall follow rules prohibiting dishonest academic behavior and must resist peer pressure to violate District standards. Whenever students have questions about this procedure, they should ask their teachers and/or advisers.

### 1. Academic Dishonesty

Examples of academic dishonesty may include, but are not limited to, the following:

- A. Communicating with another student during an examination or quiz.
- B. Copying from another student's material during an examination or quiz or allowing a student to copy from one's examination or quiz.
- C. Using another's work for submission to a teacher or submitting work from a previous class for a current class.
- D. Using unauthorized notes or devices.
- E. Failing to put away notes, devices and materials not authorized for use during examinations.
- F. Submitting falsified information for grading purposes.
- G. Obtaining a copy of and/or information about an examination or quiz without the knowledge and consent of the teacher.
- H. Submitting any assignment that is not the student's work.
- I. Copying another person's assignment.
- J. Allowing another student to copy one's assignment.
- K. Removing and/or sharing examinations or parts of examinations without the knowledge and consent of the teacher.
- L. Stealing or accepting stolen copies of tests, answer keys or any academic materials.

- M. Changing answers and seeking credit on an assignment or examination after the work has been graded and returned.
- N. Altering a teacher's grade book.
- O. Falsifying information for applications (e.g., college scholarships).
- P. Using computers, personal devices and/or programmable calculators in violation of guidelines established by the teacher.
- Q. Copying computer software or data created by others and submitting same as one's personal work.
- R. Misusing school computer systems that are used for student, staff or administrative purposes.
- S. Any attempt to engage in any behavior identified in (A)-(R) above.
- T. Engaging in any other behaviors that give the student or others the opportunity to obtain credit for work that is not their own.
- U. Engaging in any other behaviors attempting to obtain or attempting to assist others in obtaining credit for work that is not their own.
- V. Engaging in any other behaviors to obtain or assist others in obtaining credit for work that is not their own.

2. Plagiarism

Plagiarism is the act of taking and using as one's own work another's published writings or unpublished thoughts, ideas and/or writings. This definition includes computer programs, drawings, artwork and all other types of work that are not one's own. Types of plagiarism include word-for-word text use, rearrangement or rewording without documentation, and paraphrasing of a passage without documentation. Material taken from another source without adequate documentation may include, but not be limited to, the following:

- A. Failing to cite with quotation marks the written words or symbols of another author.
- B. Failing to footnote or cite the author and sources of materials used in a composition.

- C. Failing to cite research materials in a bibliography/works cited.
- D. Failing to name a person or source quoted in an oral report.
- E. Failing to cite an author whose works are paraphrased or summarized.
- F. Presenting another person's work or ideas as one's own in essays, poems, music, art, computer programs or other projects.
- G. Copying or paraphrasing ideas from literary criticism or study aids without documentation.

3. Minor offense(s)

A minor offense does not significantly impact the content of the academic product delivered by the student and may occur due to student error or oversight. A minor offense becomes a major offense when it is repeated on multiple occasions beyond the first offense. Whereas all offenses are serious, they do not constitute the level of punishment that more major offenses do.

4. Major offense(s)

A major offense is one that significantly impacts the content of the academic product delivered by the student or others; the student attempts to significantly impact the content of the academic product delivered by the student or others; gives the student or others the opportunity to obtain credit for work that is not their own or consists of repeated minor violations. Major offenses of academic dishonesty or plagiarism are considered more serious and thus shall be dealt with more severely.

Consequences

The purpose of all academic integrity procedures is to cultivate an academically honest environment. The following consequences for academic dishonesty and/or plagiarism are to be implemented by all teachers so that educators are fair and consistent when dealing with academic dishonesty. Students will be subjected to both District and university policies for academic integrity when enrolled in Dual Enrollment courses in which they have an opportunity to earn simultaneously both high school and college credits.

1. Elementary Students Grades K through 3

Parents/guardians shall be called upon to assist the student in understanding dishonest behavior.

2. Elementary Students Grades 4 through 5

- A. The teacher shall report any incident of academic dishonesty to the building principal.
- B. Minor Offense — communication with parents/guardians and permitting the assignment to be redone.
- C. Major Offense — meeting with parents/guardians, requirement to redo the assignment, and one or more of the following may occur:
  - 1) No public recognition of the student at any academic honors function.
  - 2) Academic probation (i.e., a period of time, up to one year, during which the student will be on a warning that a repeat offense may lead to a suspension in conformity with the District's student discipline policy).

3. Middle School or High School Students Grades 6 through 12

A. Minor Offense(s)

Consequences for a minor offense shall include communication with parent(s). In general, consequences shall also include, but not be limited to, the following:

- 1) The teacher reports any incident of academic dishonesty to the administration.
- 2) Academic probation (i.e., a period of time, up to one year, during which the student will be on warning that a repeat offense may lead to an effect on a grade or to suspension).

B. Major Offense(s)

Major offenses of academic dishonesty or plagiarism, to include repeated minor offenses, shall be dealt with more severely and include meeting with parent(s). Consequences also shall include, but not be limited to, the following:

- 1) Academic probation (i.e., a period of time, up to one year, during which the student will be on warning that a repeat offense will lead to suspension).
- 2) Notification to the student's guidance counselor.

- 3) No public recognition of the middle or high school student at any academic or athletic honors function in the academic year of the offense.
- 4) Ineligibility for any local scholarship awarded by the Bexley High School Nominating Committee in the academic year of the offense.
- 5) Ineligibility for participation in 20 percent of the athletic competitions for one season or a combination of two seasons if the infraction occurs during an athletic season in which the student is involved.
- 6) Ineligibility for participation on stage for the next performance of the fall play or spring musical.
- 7) Ineligibility to serve in a student leadership position in extracurricular, co-curricular organizations and athletics for six months from the date of infraction.
- 8) Requirement to redo assignment with the student receiving no more than 59 percent of the earned grade.
- 9) In-school or out-of-school suspension at the discretion of the administrator.
- 10) Ineligibility to serve as a team captain for the current athletic season plus the next two seasons. Athletic seasons are defined as fall, winter, and spring.

C. Multiple Major Offenses in Grades 9-12

In addition to all the consequences listed above, repeated major incidents of academic dishonesty or plagiarism shall result in:

- 1) Withdrawal with a failing grade from the high school class in which the additional offense occurred and placement into a study hall.
- 2) Ineligibility for participation in 100 percent of the athletic competitions for one season or a combination of two seasons if the infraction occurs during an athletic season in which the student is involved.
- 3) Ineligibility for participation on stage for the fall play or spring musical for a calendar year from the date of the infraction or a combination of both performances if the infraction occurs during a performance in which the student has a stage role.

- 4) Ineligibility to serve in a student leadership position in extracurricular and co-curricular organizations and activities for two years from the date of infraction.
- 5) Suspension from school.
- D. Students who engage in minor and/or major offenses are also subject to discipline in conformity with the District's student discipline policies.
- E. Teachers to whom a student is assigned are to have full access to any disciplinary records documenting academic dishonesty.

[Adoption date: November 17, 2003]

[Re-adoption date: October 2013]

[Re-adoption date: January 2014]

[Re-adoption date: November 17, 2014]

[Revision date: April 17, 2017]

CROSS REFS.: IGD, Cocurricular and Extracurricular Programs  
JGD, Student Suspension

## 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: November 17, 2003]

[Re-adoption date: November 17, 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

## INTERROGATIONS AND SEARCHES

The District has responsibility for the control and management of students during the school day and hours of approved extracurricular activities. While discharging its responsibility, the administration is to make an effort to protect each student's rights with respect to interrogations by law enforcement officials. The administration has developed regulations to be followed in the case of searches and interrogations.

The right to inspect students' school lockers or articles carried upon their persons and to interrogate an individual student is inherent in the authority granted school boards. All searches are conducted sparingly and only when such search is reasonably likely to produce tangible results to preserve discipline and good order and the safety and security of persons and their property. The Board permits building administrators/designees to search any unattended bag for safety and identification purposes.

Student lockers are the property of the District, and since random searches have a positive impact on reducing drugs and other criminal activity, it is the policy of the Board to permit the building administrator/designee to search any locker and its contents as the administrator/designee believes necessary. Such notice will be posted at or near the entrance to the school grounds and at the main entrance to each school building.

The Board directs the Superintendent to authorize the use of dogs trained in detecting the presence of drugs and explosive devices. The dogs may be used to patrol the school facilities and grounds, including the lockers and parking areas. Use of dogs may be unannounced and random. If a trained canine alerts to a particular vehicle, locker or other container, it shall create reasonable suspicion to search that vehicle, locker or container in accordance with this policy.

[Adoption date: November 17, 2003]

[Re-adoption date: July 27, 2009]

[Re-adoption date: November 17, 2014]

[Revision date: December 12, 2016]

Revised: October 16, 2017

LEGAL REFS.: U.S. Const. Amend. IV  
ORC 3313.20

CROSS REFS.: JF, Student Rights and Responsibilities  
JHG, Reporting Child Abuse

## 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.

1. There should be reasonable suspicion to believe that the search will result in obtaining evidence that indicates the student's violation of the law or school rules.
2. Searches of a student's person are conducted by a member of the same sex as the student.
3. Searches are conducted in the presence of another administrator or staff member.
4. Parents of a minor student who is the subject of a search are notified of the search and are given the reason(s) for the search as soon as feasible after completion of the search.
5. When evidence is uncovered indicating that a student may have violated the law, law enforcement officials shall be notified.

6. In cases in which school officials believe a strip search is necessary, law enforcement officials will be called to conduct the search.

#### Searches of Student Property by Law Enforcement Officials

A law enforcement agency must have probable cause or produce a warrant prior to conducting any search of a student's personal property kept on school premises. When the law enforcement officials have reason to believe that any item which might pose an immediate threat to the safety or security of others is kept in a student locker, desk or other storage space, searches may be conducted without a previously issued warrant.

#### Searches of Unattended Bags by School Personnel

Building administrators/designees are permitted to search any unattended bag found on District property for safety and identification purposes. Once the administrator/designee has determined the identity of the owner and that no safety or security issue exists, any subsequent searches of the item are based upon reasonable suspicion.

#### Interrogations by Law Enforcement Officials

The schools have legal custody of students during the school day and during hours of approved extracurricular activities. It is the responsibility of the school administration to try to protect each student under its control; therefore, the following steps shall be taken.

1. The questioning of students by law enforcement agencies is limited to situations where parental consent has been obtained or the school official has made an independent determination that reasonable grounds exist for conducting an interrogation during school hours.
2. Whenever possible, law enforcement officials should contact and/or question students out of school. When it is absolutely necessary for an officer to make a school contact with a student, the school authorities will bring the student to a private room and the contact is made out of the sight of others as much as possible.
3. The school principal must be notified before a student may be questioned in school or taken from a classroom.
4. The administration shall notify the parent(s) of the student to be interviewed by the law enforcement officials, if the law enforcement officials have not, before the student is questioned so that the parent(s) may be present if they so desire.
5. A school official requests to be present when an interrogation takes place within the school.

6. When law enforcement officials remove a student from school, the administration will make an attempt to notify the parent(s).
7. Law enforcement officials should always be notified by the school principal whenever a student is involved in any type of criminal activity. When the principal learns of this involvement, he/she should notify the juvenile officer or detective bureau of the law enforcement agency. The school should not attempt to handle matters that are properly in the realm of a law enforcement agency.

(Approval date: November 17, 2003)

(Re-approval date: November 17, 2014)

Revised October 4, 2017

## 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.

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 that 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 being disciplined. A student cannot be suspended, expelled or removed from school solely because of unexcused absences. 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.

Adopted: December 11, 2017

LEGAL REFS.: ORC 3313.20; 3313.66; 3313.661; 3313.662; 3313.668  
3319.41  
OAC 3301-32-09  
3301-37-10

CROSS REFS.: ECAB, Vandalism  
IGD, Cocurricular and Extracurricular Activities  
JFC, Student Conduct  
JGA, Corporal Punishment  
JGD, Student Suspension  
JGDA, Emergency Removal of Student  
JGE, Student Expulsion  
Student Handbooks

## 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 classified 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: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: ORC 2903.11  
3313.20  
3319.41

CROSS REFS.: ECAB, Vandalism  
JFC, Student Conduct  
JG, Student Discipline  
Student Handbooks

## STUDENT SUSPENSION

The Superintendent, principals, assistant principals and other designated administrators may suspend a student from school for disciplinary reasons outlined in the student code of conduct. A student cannot be suspended from school solely because of unexcused absences.

No period of suspension is for more than 10 school days. If, at the time a suspension is imposed, fewer than 10 days remain in the school year, the Superintendent cannot apply any or all of the period of suspension to the following year.

The Superintendent may instead require a student to perform community service or another alternative consequence for the number of hours remaining in the student's suspension. The Board directs the Superintendent to develop a list of alternative consequences that may be used. If the student is required to perform community service or another alternative consequence during the summer, he/she will be required to begin serving the consequence during the first full weekday of summer break. If a student fails to complete the community service or assigned alternative consequence, the Superintendent may determine the next course of action but still cannot require the student to serve the remaining time of the out of school suspension at the beginning of the following school year.

A student cannot be suspended from school solely because of unexcused absences.

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 principal's suspension, he/she must do so within 10 calendar days of the notice of suspension. The appeal shall be in writing and made to the Superintendent. If dissatisfied with the Superintendent's decision, an appeal may be made to the Board or its 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: November 17, 2003]

[Re-adoption date: May 15, 2006]

[Re-adoption date: November 17, 2014]

[Re-adoption date: May, 15 2017]

Revised: October 16, 2017

LEGAL REFS.: ORC 3313.66; 3313.661; 3313.662; 3313.668

CROSS REFS.: IGCI, Community Service Programs

JEGA, Permanent Exclusion

JFC, Student Conduct

JFCF, Hazing and Bullying (Harassment, Intimidation and Dating Violence)

JFCJ, Weapons in the Schools

JG, Student Discipline

JGE, Student Expulsion

## EMERGENCY REMOVAL OF STUDENT

If a student's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, the Superintendent, principal, assistant principal or personnel employed to direct, supervise or coach a student activity program may remove the student from the premises.

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 the Superintendent/designee and has the right to challenge the reasons for the removal or otherwise explain his/her actions. The person who ordered or requested the removal is present at the hearing. Within one school day of the decision to suspend, written notification is given to the parent(s) of the student and the Treasurer. This notice includes the reasons for the suspension and the right of the student or parent(s) to appeal to the Superintendent/designee.

If the Superintendent or principal reinstates a student prior to the hearing for emergency removal, the teacher may request, and is given, written reasons for the reinstatement. The teacher cannot refuse to reinstate the student.

In an emergency removal, a student can be kept from class until the matter of the alleged misconduct is disposed of either by reinstatement, suspension or expulsion.

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: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: ORC 3313.66; 3313.661; 3313.662

CROSS REFS.: ECAB, Vandalism  
JFC, Student Conduct  
JFCJ, Weapons in the Schools  
JG, Student Discipline  
JGD, Student Suspension  
JGE, Student Expulsion

## STUDENT EXPULSION

At times, the behavior of a student can be considered so serious as to justify total removal from the educational program for a prolonged period of time. Examples of actions meriting expulsion are outlined in the student code of conduct. A student cannot be expelled from school solely because of unexcused absences. Only the Superintendent may expel a student. Expulsion is the removal of a student for more than 10 days, but not more than one year. An expulsion can extend beyond the end of the school year if there are fewer school days than expulsion days remaining. The Superintendent may apply any remaining part or all of the period of the expulsion to the following school year.

The Superintendent may require a student to perform community service in conjunction with or in place of an expulsion. The Board may adopt guidelines to permit the Superintendent to impose a community service requirement beyond the end of the school year in lieu of applying the expulsion into the following school year.

The Superintendent shall give the student and parent(s) written notice of the intended expulsion, including reasons for the intended expulsion. The student and parent(s) or representative have the opportunity to appear on request before the Superintendent/designee to challenge the action or to otherwise explain the student's actions. This notice shall state the time and place to appear, which must not be fewer than three days nor more than five days after the notice is given.

Within 24 hours of the expulsion, the Superintendent shall notify the parent(s) of the student and the Treasurer.

The notice shall include the reasons for the expulsion, the right of the student or parent(s) to appeal to the Board or its designee, the right to be represented at the appeal and the right to request that the hearing be held in executive session.

The Superintendent will initiate expulsion proceedings against a student who has committed an act that warrants expulsion even if the student withdraws from school before the Superintendent has held the hearings or made the decision to expel the student.

### Permanent Exclusion

If the offense is one for which the District may seek permanent exclusion, the notice shall contain that information.

### Appeal to the Board

A student or a student's parent(s) may appeal the expulsion by the Superintendent to the Board or its designee. The expulsion appeal must be within 14 calendar days after the notice of intent to expel was provided to the student, parent, guardian or custodian. The appeal request shall be in writing to the Treasurer and at the request of the student or of the student's parent(s) or attorney, the meeting may be held in executive session. The student may be represented in all such appeal proceedings and is granted a hearing before the Board or its designee. All witnesses are sworn and a verbatim record is kept of the hearing. The decision of the Board shall be acted upon at a public meeting. The student may be excluded from school during the appeal process.

### Appeal to the Court

Under State law, the decision of the Board may be further appealed to the Court of Common Pleas.

Any student who is expelled from school for more than 20 days or into the following semester or school year is referred to an agency that works towards improving the student's attitudes and behavior. The Superintendent provides the student and his/her parent(s) with the names, addresses and telephone numbers of the public and private agencies providing such services.

[Adoption date: November 17, 2003]

[Re-adoption date: April 2007]

[Re-adoption date: November 17, 2014]

[Re-adoption date: May 15, 2017]

LEGAL REFS.: ORC Chapter 2506  
3313.66; 3313.661; 3313.662; 3313.668

CROSS REFS.: ECAB, Vandalism  
IGCI, Community Service Programs  
JEGA, Permanent Exclusion  
JFC, Student Conduct  
JFCF, Hazing and Bullying (Harassment, Intimidation and Dating Violence)  
JFCJ, Weapons in the Schools  
JG, Student Discipline  
JGD, Student Suspension  
JGDA, Emergency Removal of Student

## DISCIPLINE OF STUDENTS WITH DISABILITIES

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 and the student code of conduct may result in the student 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: November 17, 2014]

LEGAL REFS.: The Individuals With Disabilities Education Improvement Act; 20  
USC 1400 through 487; 34 CFR Part 300  
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 3313.20; 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 Programs  
JFC, Student Conduct  
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 STUDENTS WITH DISABILITIES

Federal and State laws require that a “free appropriate public education” be provided for students with disabilities, including students with disabilities who have been suspended or expelled from school. The following procedures are implemented when a student with a disability is removed from his/her current placement because of a student conduct violation.

### Removal for 10 School Days or Less

The District provides to students with disabilities who have been suspended for 10 school days or less in one school year the same services that it provides to students without disabilities who are similarly removed.

### Removal for More Than 10 School Days

The District provides to students with disabilities who have been suspended for more than 10 school days in one school year educational services that enable the student to continue to participate in the general education curriculum and to progress towards meeting the goals set out in the student’s Individualized Educational Program (IEP). Such services may be provided in an interim alternative educational setting and may not be the exact same services provided to the child in other settings.

When a student with a disability is suspended for more than 10 school days in one school year, the District holds a manifestation determination review. When appropriate, the District also performs a functional behavioral assessment and designs behavioral intervention and modification services to address the conduct violation.

### Manifestation Determination Review

Within 10 school days of any decision to change the placement of a student with a disability who has been suspended for more than 10 school days in one school year, the District holds a manifestation determination review. At the meeting, the school administrator responsible for disciplinary actions, the student’s parent(s) and relevant members of the student’s IEP team review all relevant information in the student’s file, including teacher observations and any pertinent information provided by the parents.

The manifestation determination review team determines whether the conduct was caused by, or had a direct and substantial relationship to, the student’s disability, or whether the conduct was a direct result of the school’s failure to implement the student’s IEP. If the team determines that the conduct was the direct result of the school’s failure to implement the student’s IEP, the school takes immediate steps to remedy those deficiencies and the student is returned to the agreed-upon placement in the student’s IEP.

### Student Conduct Was Not a Manifestation of the Disability

When the conduct in question is determined not to be a manifestation of the student's disability, the District applies relevant disciplinary procedures in the same manner and for the same duration as applied to students without disabilities. The District continues to provide educational services that enable the student to participate in the general educational curriculum and progress toward meeting the goals set out in the student's IEP.

The IEP team determines the appropriate services for the student and the setting in which such services will be provided. The District conducts a functional behavioral assessment and implements behavioral intervention services and modifications designed to address the behavior violation at its own discretion.

### Student Conduct Was a Manifestation of the Disability

When the conduct in question is determined to be a manifestation of the student's disability, the District conducts a functional behavioral assessment and implements a behavior intervention plan for the student. If a behavior implementation plan has already been developed, the school reviews the plan and modifies it, as necessary, to address the behavior.

The student is returned to the placement, if he/she was removed, unless the student's parent(s)/guardian(s) and the school mutually agree on a change of placement as part of the modifications of the behavior intervention plan or unless special circumstances exist.

### Special Circumstances for Removal

The District removes a student with a disability to an interim alternative educational setting for up to 45 school days without regard to whether the behavior violation is determined to be a manifestation of the student's disability if the student partakes in any of the following three violations of the student code of conduct at school, on school premises or at a school function:

1. carrying or possessing a dangerous weapon;
2. knowingly possessing or using illegal drugs, or selling or soliciting the sale of a controlled substance or
3. inflicting serious bodily injury upon another person.

(Approval date: November 17, 2014)

## STUDENT INSURANCE PROGRAM

The student accident insurance concept is approved by the Board, with policy arrangements made by individual parents. The Board does not approve or promote any particular individual company's or agent's student accident insurance plan.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

## STUDENT HEALTH SERVICES AND REQUIREMENTS

The Board recognizes the responsibility of the District to help protect the health of students. Health services are an integral part of comprehensive school improvement, assisting all students to increase learning, achievement and performance. Health services coordinate and support existing programs to assist each student in achievement of an optimal state of physical, mental and social well-being. Student health services ensure continuity and create linkages between school, home and community service providers. The District's comprehensive school improvement plan, needs and resources determine the linkages. The principal is responsible for the administration of the health program in his/her school.

Of necessity, school health services must be limited to the prevention and detection of health problems, referral of problems through parents to the family physicians or community health agencies and emergency care.

Each school shall have on file for each student an emergency medical authorization form providing information from the parent(s) on how they wish the school to proceed in the event of a health emergency involving the student and authorization for the school in case emergency action must be taken.

Annually, the District will notify parents of physical exams or screenings conducted on students except for vision, hearing or scoliosis.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.  
Health Insurance Portability and Accountability Act; 29 USC 1181 et seq.  
42 USC Section 12101 et seq. (1997)  
20 USC 1232 g Section 1400 6301 et seq. (1997)  
29 USC Section 794(a)(1988)  
ORC 3313.50; 3313.67 through 3313.73  
OAC 3301-35-04; 3301-35-06

CROSS REFS.: IGBA, Programs for Students with Disabilities  
JED, Student Absences and Excuses  
JHCB, Immunizations  
JHCD, Administering Medicines to Students  
JHG, Reporting Child Abuse

## 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 to indicate that they are in the process of receiving immunizations, to be completed no later than the day of entrance. The District will immediately enroll homeless students and foster students and assist in obtaining necessary immunization records. Students failing to complete immunizations within 14 days after entering are not permitted to return to school.

The District maintains an immunization record for each student, available in writing to parents upon request.

[Adoption date: November 17, 2003]

[Re-adoption date: July 19, 2010]

[Re-adoption date: November 17, 2014]

[Revision date: December 12, 2016]

LEGAL REFS.: ORC 3313.67; 3313.671; 3313.71; 3313.711  
3701.13

CROSS REFS.: JEC, School Admission  
JECAA, Admission of Homeless Students  
JECBA, Admission of Exchange Students  
JHCC, Communicable Diseases

## COMMUNICABLE DISEASES

The Board recognizes that controlling the spread of communicable diseases through casual contact is essential to the well-being of the school community and to efficient District operation.

In order to protect the health and safety of students and staff, the Board follows all State laws and Ohio Department of Health regulations pertaining to immunizations and other means for controlling communicable diseases that are spread through casual contact in the schools.

All students with signs or symptoms of diseases suspected as being communicable to others are given immediate attention and sent home if such action is indicated.

Any student suspected or reported to have a communicable disease is examined by a school nurse or public health nurse. Upon the recommendation of the school nurse, the student may be excluded from school. Readmission is dependent upon a decision by a physician, school nurse or public health nurse.

Parents are informed when a communicable disease occurs in their child's classroom or on the bus so that early signs or symptoms can be observed and appropriate preventive measures can be instituted.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: ORC 3313.67; 3313.671; 3313.68; 3313.71  
3319.321  
3707.04; 3707.06; 3707.08; 3707.16; 3707.20; 3707.21; 3707.26

CROSS REF.: JHCB, Immunizations

## 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.

### Nonprescription Medications

If a parent requests administration of nonprescription medication during the school day, the same procedures apply as for other medications. Students who possess and self-administer nonprescription medications during the school day are prohibited from sharing these medications with others.

### 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: November 17, 2003]  
[Re-adoption date: September 19, 2005]  
[Re-adoption date: October 17, 2005]  
[Re-adoption date: August 23, 2010]  
[Re-adoption date: November 17, 2014]

LEGAL REFS.: ORC 2305.23; 2305.231  
3313.64; 3313.7112; 3313.712; 3313.713; 3313.716; 3313.718  
3314.03; 3314.141  
OAC 3301-35-06

CROSS REFS.: EBBA, First Aid  
JFCH, Alcohol Use by Students  
JFCI, Student Drug Abuse

ADMINISTERING MEDICINES TO STUDENTS  
(General Regulation)

Students needing medication are encouraged to receive the medication at home, if possible.

Only employees of the Board who are licensed health professionals, or who are appointed by the Board and have completed a drug administration training program meeting State law requirements, conducted by a licensed health professional and considered appropriate by the Board, can administer prescription drugs to students.

1. The person or persons designated to administer medication receives a written request, signed by the parent(s) having care or charge of the student, that the drug be administered to the student.
2. Each person designated to administer medication receives a statement, signed by the physician or other person licensed to prescribe medication, which includes all of the following information:
  - A. the name and address of the student;
  - B. the school and class in which the student is enrolled;
  - C. the name of the drug and the dosage to be administered;
  - D. the times or intervals at which each dosage of the drug is to be administered;
  - E. the date on which the administration of the drug is to begin;
  - F. the date on which the administration of the drug is to cease;
  - G. any severe adverse reactions which should be reported to the physician and one or more telephone numbers at which the person who prescribed the medication can be reached in case of an emergency and
  - H. special instructions for administration of the drug, including sterile conditions and storage.
3. The parent(s) agree to submit a revised statement signed by the physician who prescribed the drug to the person designated to administer medication if any of the information provided by the person licensed to prescribe medication as described above changes.

4. The person authorized to administer the drug receives a copy of the statement described above.
5. The drug is received by the person authorized to administer the drug to the student for whom the drug is prescribed in the container in which it was dispensed by the prescribing physician or other licensed professional.

The person designated by the Board establishes a location in each school building for the storage of drugs to be administered. 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: November 17, 2003)

(Re-approval date: September 18, 2006)

(Re-approval date: August 23, 2010)

(Re-approval date: November 17, 2014)

## Epinephrine Standing Order Protocol

I, the undersigned Physician, for the purpose of facilitating the use of Epinephrine in the case of Potentially Life-Threatening Allergic Reactions (anaphylaxis) in individuals and in compliance with all applicable state laws and regulations, issue this Epinephrine Standing Order Protocol ("Protocol") on the following terms:

### Physician License:

I represent that I: (a) am licensed to prescribe legend drugs in this state as set forth below; (b) am qualified to practice medicine in this state; and (c) am in good standing with the appropriate professional licensing board.

### Epinephrine:

This Protocol constitutes my standing order for the treatment of anaphylaxis and the use of Epinephrine in emergency situations as further described below in a school setting.

### Delegation:

I, the undersigned Physician, delegate authority to all appropriate medical and school personnel employed by or acting on behalf of the below described school system.

Issued to:

\_\_\_\_\_  
Name of School/District

\_\_\_\_\_  
Street Address

\_\_\_\_\_  
City, Zip Code

### Standing Order:

All appropriate medical and school personnel (including, but not limited to, any Registered Nurse) employed by or acting on behalf of the school system may administer Epinephrine via an undesignated Epinephrine auto-injector to an individual using professional judgment if an individual is experiencing a potentially life-threatening allergic reaction, such as anaphylaxis.

### Emergency Treatment Procedures:

The following treatment Protocol will be utilized to manage anaphylactic reactions. Anaphylaxis is described as the sudden onset of generalized itching, erythema (redness), or urticaria (hives); angioedema (swelling of the lips, face, or throat); severe bronchospasm (wheezing); shortness of breath; shock; abdominal cramping; or cardiovascular collapse. In the event of a serious adverse reaction, including anaphylaxis, the following shall be done:

1. **Symptoms:** If itching and swelling are confined to a localized area, observe the patient closely for the development of generalized symptoms. If symptoms are generalized, activate the emergency medical system (e.g., call 911). This should be accomplished by a second person while the individual is being evaluated and managed by the first person.

2. **Dosage:** If conditions of anaphylaxis are developing or present themselves, administer Epinephrine USP, 1 mg/mL, (1:1000) as epinephrine auto-injector, EpiPen, intramuscularly into the antero-lateral aspect of the thigh (through clothing if necessary) according to the manufacturer's recommendation.

For individuals less than 66 pounds, use one EpiPen Jr. (0.3 mL epinephrine injection, USP, 1:2000) auto-injector to deliver 0.15 mg of epinephrine injection, USP.

For individuals 66 pounds and greater, use one EpiPen (0.3 mL epinephrine injection, USP, 1:1000) auto-injector to deliver 0.3 mg of epinephrine injection, USP.

3. **Monitoring:** Closely monitor the individual until EMS arrives. Perform CPR and maintain airway, if necessary. Keep the individual in a supine position unless he/she is having difficulty breathing. If having difficulty breathing the individual's head may be elevated, provided blood pressure is adequate to prevent loss of consciousness.

5. **Frequency:** Monitor vital signs frequently. If EMS has not arrived and symptoms persist, a repeat dose of Epinephrine auto-injector every 5-20 minutes after the first dose may be administered.

6. **Referral:** The individual must be referred to a physician for medical evaluation, even if symptoms resolve completely. Symptoms may recur after the Epinephrine wears off, as much as 24 hours later.

7. **Documentation:** The details of the incident must be immediately documented in a writing.

8. **Notification:** Within 4 hours, the school must notify the individual's parent, guardian or caretaker and must notify the individual's primary care physician of the anaphylactic reaction.

*Note: Epinephrine Auto-Injectors are available in 0.3mg dose (EpiPen 1:1000) and 0.15mg dose (EpiPen Junior 1:1000). Using two 0.15 doses to obtain 0.3mg dose is permissible.*

**In every case, emergency services must be contacted as soon as possible by calling 911.**

Please review the attached prescription:

Effective Date: \_\_\_\_\_

Physician Signature: \_\_\_\_\_

Physician Name (printed): \_\_\_\_\_

Physician Contact Number: \_\_\_\_\_

Physician Address: \_\_\_\_\_

Physician State of License: \_\_\_\_\_

Physician State License Number: \_\_\_\_\_

Strength	Quantity Requested
0.3mg EpiPen 2-Pak	
0.15mg EpiPenJr 2-Pak	

*\*Please note there are two auto-injectors per EpiPen 2-Pak or EpiPenJr 2-Pak. Example: If you wish to order 100 EpiPen Auto-injectors and 80 EpiPenJr Auto-injectors, put the number 50 in quantity requested box next to the 0.3mg EpiPen 2-Pak and 40 in the quantity requested box next to the 0.15mg EpiPenJr 2-Pak.*

ADMINISTERING MEDICINES TO STUDENTS  
(Use of Epinephrine Autoinjectors)

Student Possession of Epinephrine Autoinjectors

Student possession of an epinephrine autoinjectors (epipen) is permitted only if the student has written approval from the prescriber of the medication and, if a minor, from his/her parent. Written approval must be on file with the principal and, if one is assigned, the school nurse. In addition, the principal or school nurse must receive a backup dose of the medication from the parent or student.

The prescriber's written approval must specify at least the following information:

1. student's name and address;
2. names and dose of the medication contained in the autoinjector;
3. the date the administration of the medication is to begin and, if known, the date the administration of the medication is to cease;
4. acknowledgement that the prescriber has determined that the student is capable of possessing and using the epipen appropriately and has provided the student with training in the proper use of the epipen;
5. circumstances in which the epipen should be used;
6. written instructions that outline procedures school personnel should follow if the student is unable to administer the medication or the medication does not produce the expected relief from the student's anaphylaxis (allergic response);
7. any severe reaction that:
  - A. the student may experience that should be reported to the prescriber or
  - B. may occur to another student for whom the medication is not prescribed, if that student receives a dose of the medication;
8. at least one emergency telephone number each for contacting the prescriber and the parent and
9. any other special instructions from the prescriber.

### Administration of Epinephrine Autoinjectors

Whenever an individual 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 individual self-administers the medication or a school employee administers it to the individual.

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:

1. if a school employee prohibits a student from using an epipen because he/she has a good faith belief that the conditions for carrying and using the medication have not been satisfied;
2. if a school employee permits a student to carry and use an epipen because of the good faith belief that the conditions have been satisfied;
3. if, in instances in which a student is rightfully permitted to carry an epipen, the medication is used by a student for whom it was not prescribed;

All immunities granted to schools under the sovereign immunity law or any other law apply.

### Emergency Epipens – for Prescribed and Unprescribed

Bexley Schools may stock and have available epipens donated by pharmaceutical companies. Currently, each school receives two epipens per building. These are in measured doses and kept in the nurse's clinic in each building and may be prescribed by the district physician. Bexley Schools may stock and have available epipens also donated by pharmaceutical companies.

These epipens are designated for use in emergency situations in which an individual – student, staff, or visitor – shows symptoms of anaphylaxis and an allergic reaction is suspected.

Epipens are designated to be administered by the school nurse or by a trained staff member in an emergency situation when deemed necessary. However, should a trained nurse, medical professional, parent/guardian, or individual trained in administering the epipen not be available, a Good Samaritan does have express authority to access and administer a dosage – whether during the school day, at an after-school event, meeting, or other activity. This location could be inside the school building or outside the school building but on school premises.

According to the Good Samaritan Law, Ohio Revised Code, and HB 296, neither a school district nor a Good Samaritan administering shall be held liable for any act or failure to act in good faith in utilizing an epipen.

### Symptoms of Anaphylaxis

Symptoms include:

- shortness of breath, tightness of chest, difficulty in or absence of breathing
- sneezing, wheezing or coughing
- difficulty swallowing
- swelling of lips, eyes, face, tongue, throat or other
- low blood pressure, dizziness, fainting
- heart beat complaints: rapid or decreased
- blueness around eyes, eyelids, or lips
- sweating or anxiety
- itching, with or without hives; raised red rash in any area of the body
- skin flushing or color becomes pale
- hoarseness

### Training

It is important for staff, students and others remain aware when encountering exposure to insects, stings, animals, plants, and unusual foods. Remaining aware of participants who have a history of anaphylaxis and remaining aware of the symptoms of anaphylaxis is very important.

The District shall see that a core group of administrators and staff are trained in recognizing signs and symptoms of anaphylaxis, as well as the administration of autoinjectable epinephrine when needed. These are individual with the most immediate access and/or likelihood of being available during such an episode. These individuals include, but are not limited to, nurse, principal, athletic director, secretaries, physical education teachers, athletic trainer, and teachers who may be attending students during field trips. This training will be conducted annually.

### Storage

Epinephrine should be stored in a safe, unlocked, and accessible location, in a dark place at room temperature (59-86 degrees F). Epinephrine should not be maintained in a locked cabinet or behind locked doors. Staff should be made aware of storage locations in each school.

### Administration - Dosage

A pre-measured dose of epinephrine is delivered via an autoinjector into the outside of the outer thigh. The autoinjector is designed to work through clothing. Be sure to point the autoinjector the correct direction and do not place your thumb behind the autoinjector, as it may puncture your thumb if the direction is reversed.

The typical dose of epinephrine is 0.3 milligrams for larger elementary students through adults “(55+ lbs.). Smaller children – typical toddler through average second grade (below 55 lbs.) require a smaller dose, which may be available in a child epipen located in the elementary

Following administration of the epipen, assistance from an emergency medical service provider shall be requested immediately.

#### Procurement and Occurrence

The District shall report to the Ohio Department of Education each procurement and occurrence in which an epipen is used from a school’s supply.

Legal References: O.R.C. 3313.718, 3313.7110, 2305.23

[Approval date: November 17, 2014

[Re-approval date: May 11, 2015]

Bexley City School District  
348 South Cassingham Road, Bexley, OH 43209  
School Fax #s: Cassingham Complex 231-8448; Montrose 338-2088; Maryland 338-2080

**PRESCRIPTION MEDICATION AUTHORIZATION FORM**

Student \_\_\_\_\_ DOB \_\_\_\_\_  
Address \_\_\_\_\_  
School \_\_\_\_\_ Grade \_\_\_\_\_ Teacher \_\_\_\_\_

**PHYSICIAN'S AUTHORIZATION**

\_\_\_\_\_ is under my care and should have  
(Name of Student)

\_\_\_\_\_ (Name of Medication\*) \_\_\_\_\_ (Dosage\*) \_\_\_\_\_ (Route)

\_\_\_\_\_ (Time/s) (Beginning Date of Administration) \_\_\_\_\_ (Last Date of Administration)

Possible severe side effects to watch for:

Reason for giving med (i.e.: diagnosis, health concern)

**\*Note: A new authorization must be submitted if any change is made and must be updated each year.**

Physician's  
Signature \_\_\_\_\_ Phone \_\_\_\_\_ Date: \_\_\_\_\_

**OHIO REVISED CODE 3313.713 (E)**

In accordance with Ohio Revised Code 3313.13 (E) this completed form is required in order for drugs to be administered to students during the school day by school authorized persons. Per the statute, "no person who has been authorized by a board of education to administer a drug, and has a copy of the most recent authorization form is liable in civil damages for administering or failing to administer the drug, unless such person acts in a manner that constitutes gross negligence or wanton or reckless misconduct."

I have read and understand the above statement.

Parent/Guardian Signature \_\_\_\_\_

Date \_\_\_\_\_ Phone \_\_\_\_\_

**This form must be completed and returned to the nurse at the school site BEFORE any medication can be administered by school authorized personnel.**

## PROCUREMENT AND USE OF NALOXONE (NARCAN) IN EMERGENCY

This Policy and any Administrative Guidelines developed hereunder control over other policies and guidelines.

In accordance with state law, the Board of Education, the Superintendent, and/or the Superintendent's designee(s) shall procure Naloxone ("Narcan") for use in emergency situations. Narcan is a drug that may be obtained, pursuant to state law, with or without a prescription and is used to treat individuals who are experiencing, or may be experiencing, an opioid-related overdose. The Superintendent may adopt Administrative Guidelines governing the procurement, maintenance and use of Narcan at school, in emergency situations. The Superintendent shall consult with a licensed health professional when developing any such Administrative Guidelines.

The Administrative Guidelines shall:

1. specify the individuals (by position) employed by the Board who may, in accordance with law, procure Narcan;
2. include the physician-established protocol(s), as required by law;
3. identify the location(s) in each building where Narcan shall be stored;
4. specify the conditions under which Narcan must be stored, replaced and disposed of;
5. specify the individuals (by position) employed or under contract with the Board, in addition to a licensed school nurse, who are authorized to access and use Narcan in emergency situations;
6. specify the training that Board employees or contractors must complete before being authorized to access and administer Narcan; and
7. specify that the assistance from an emergency medical service provider (911) must be requested as soon as practicable before or after Narcan is administered.

To the extent provided by law, the Board, its members, employees and contractors shall not be liable criminally and/or civilly for acts or omissions associated with procuring, maintaining, accessing, or using Narcan in emergency situations as prescribed by this Policy and any Administrative Guidelines.

Legal References: O.R.C. 4729.44; 4730.431; 4730.94; 4731.941; 2925.61  
O.A.C. 4729-5-39

[Adoption date: October 17, 2016]

## NALOXONE STANDING ORDER PROTOCOL

I, the undersigned Physician, for the purpose of facilitating the use of Narcan in the case of Potentially Life-Threatening drug overdose reactions in individuals and in compliance with all applicable state laws and regulations, issue this Narcan Standing Order Protocol ("Protocol") on the following terms:

### Physician License:

I represent that I: (a) am licensed to prescribe legend drugs in this state as set forth below; (b) am qualified to practice medicine in this state; and (c) am in good standing with the appropriate professional licensing board.

### Narcan:

This Protocol constitutes my standing order for the treatment of drug overdose and the use of Narcan in emergency situations as further described below in a school setting.

### Delegation:

I, the undersigned Physician, delegate authority to all appropriate medical and school personnel employed by or acting on behalf of the below described school system.

Issued to:

---

Name of School/District

---

Street Address

---

City, Zip Code

### Standing Order:

All appropriate medical school personnel (including, but not limited to, any Registered Nurse) employed by or acting on behalf of the school system may administer Narcan via an undesignated Naloxone auto-injector to an individual using professional judgment if an individual is experiencing a potentially life-threatening drug overdose reaction.

### Emergency Treatment Procedures:

The following treatment Protocol will be utilized to manage drug overdose reactions. The following shall be done:

1. **Symptoms:** If drug overdose symptoms are exhibited, activate the emergency medical system (e.g., call 911). This should be accomplished by a second person while the individual is being evaluated and managed by the first person.
2. **Dosage:** If conditions of a drug overdose is exhibited, administer Narcan according to the manufacturer's recommendation.

1 of 2

File: JHCE-R

3. **Monitoring:** Closely monitor the individual until EMS arrives. Perform CPR and maintain airway, if necessary.

4. **Frequency:** Monitor vital signs frequently until EMS arrives.

5. **Documentation:** The details of the incident must be immediately documented in a writing.

6. **Notifications:** If the individual is a student he school must notify the individual's parent, guardian or caretaker.

**In every case, emergency services must be contacted as soon as possible by calling 911.**

Bexley City School District, Bexley, Ohio

Please review the attached prescription:

*Effective Date:*

---

*Physician Signature:*

---

*Physician Name (printed):*

---

*Physician Contact Number:*

---

*Physician Address:*

---

*Physician State of License:*

---

*Physician State License Number:*

---

Strength	Quantity Requested
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[Adoption date: November 14, 2016]

## STUDENT SAFETY

The Board believes that students have the right to be protected in all facets of the education program and directs the Superintendent/designee to develop and maintain a safety instruction program for all students. Safety instruction in the District includes:

1. establishing appropriate safety rules;
2. learning how to practice safety and prevent accidents;
3. learning how to safely use and properly care for tools and equipment so as to reduce the potential for accidents;
4. developing habits of good housekeeping, proper storage and handling of materials, and sanitation;
5. becoming familiar with personal protection devices and the proper clothing to be worn for safety purposes;
6. learning how to cooperate with others in the promotion and operation of a safety program in the schools, on school grounds and in school vehicles;
7. instructing students not to accept gifts or automobile rides from strangers. Students are also instructed to tell staff members, parents or law enforcement officials of any suspicious strangers in or around school property;
8. providing instruction in personal safety and assault prevention in grades kindergarten through 6. Upon the written request of a parent, a student shall be excused from such instruction and
9. providing age-appropriate instruction in dating violence prevention in grades 7 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 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: November 17, 2003]

[Re-adoption date: November 17, 2014]

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

## REPORTING CHILD ABUSE

All employees of the District who know or have reasonable cause to suspect that a child under 18 years of age or a disabled child under 21 years of age has suffered, is suffering or faces a threat of suffering any type of abuse or neglect are required to immediately report such information to the public children services agency or the local law enforcement agency.

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 school 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 school 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: November 17, 2003]

[Re-adoption date: July 19, 2010]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: ORC 2151.011; 2151.421  
3313.662; 3313.666  
3319.073

CROSS REFS.: EB, Safety Program  
EBC, Emergency Management and Safety Plans  
IGAE, Health Education  
JFCF, Hazing and Bullying (Harassment, Intimidation and Dating Violence)  
JHF, Student Safety

## NOTIFICATION ABOUT SEX OFFENDERS

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 that 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: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: 42 USC 14071  
                  ORC 149.43  
                      2151.355  
                      2152.83; 2152.84  
                      Chapter 2950

CROSS REFS.: GBQ, Criminal Records Check  
                  JO, Student Records

## EMPLOYMENT OF STUDENTS

The Board believes that a student's school responsibilities are to take precedence over non-school-related jobs. However, the Board acknowledges that extenuating circumstances may surface when a student may need to forgo the traditional method of obtaining an education in order to work and provide support or care for himself/herself or his/her family members.

If a student needs to work while attending school, he/she is cautioned against assuming work commitments that interfere with his/her studies and achievement in school. Opportunities for employment may be provided through work-experience programs and other employers in accordance with the following provisions for obtaining age and schooling certificates.

### Age and Schooling Certificates (Work Permits)

All students under the age of 18 must apply for a work permit in order to legally obtain paid employment. Students, ages 16 and 17, must have valid work permits for paid employment during the school year. Students, ages 14 and 15, must obtain valid work permits for employment at all times of the year.

In compliance with State law, the Superintendent/designee is responsible for processing requests for and issuing all work permits as necessary. Students must provide all the documentation required by State law including, but not limited to, proof of age and physical fitness. Proof must also be provided identifying the potential employer as places of employment where minors can legally work.

### In-School Employment

The Board may make available to students part-time and summer jobs commensurate with their abilities and the needs of the District for student employees. The Board also authorizes the District to provide cooperative work-experience programs.

The Board approves appointments and establishes pay rates. These rates comply with requirements of the minimum wage law.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 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 REFS.: JECE, Student Withdrawal from School (Loss of Driving Privileges)  
JEG, Exclusions and Exemptions from School Attendance

## STAFF-STUDENT RELATIONS

The relationship between the District's staff and students must be one of cooperation, understanding and mutual respect. Staff members have a responsibility to provide an atmosphere conducive to learning and to motivate each student to perform to his/her capacity.

Staff members should strive to secure individual and group discipline, and should be treated with respect by students at all times. By the same token, staff members should extend to students the same respect and courtesy that they, as staff members, have a right to demand.

Although it is desired that staff members have a sincere interest in students as individuals, partiality and the appearance of impropriety must be avoided. Excessive informal and/or social involvement with students is prohibited. Such conduct is not compatible with professional ethics and, as such, will not be tolerated.

Staff members are expected to use good judgment in their relationships with students both inside and outside of the school context including, but not limited to, the following guidelines.

1. Staff members shall not make derogatory comments to students regarding the school, its staff and/or other students.
2. The exchange of purchased gifts between staff members and students is discouraged.
3. Staff-sponsored parties at which students are in attendance, unless they are a part of the school's extracurricular program and are properly supervised, are prohibited.
4. Staff members shall not fraternize, written or verbally, with students except on matters that pertain to school-related issues.
5. Staff members shall not associate with students at any time in any situation or activity that could be considered sexually suggestive or involve the presence or use of tobacco, alcohol or drugs.
6. Dating between staff members and students is prohibited.
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 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.

[Adoption date: November 17, 2014]

LEGAL REF.: ORC 3313.20

CROSS REFS.: GBCA, Staff Conflict of Interest  
GBCB, Staff Conduct  
GBI, Staff Gifts and Solicitations  
IIBH, District Websites  
JFC, Student Conduct  
JHF, Student Safety  
JHG, Reporting Child Abuse  
JO, Student Records  
KBA, Public's Right to Know  
Student Handbooks

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

## STUDENT FEES, FINES AND CHARGES

### Materials Fees

Students enrolled in District schools are furnished basic textbooks without cost. However, a fee for consumable materials and supplies used in the instructional program is established at the beginning of each school year and may vary as the cost of materials and supplies fluctuates. Such fees are to be deposited in the General Fund of the Board to defray the cost of the materials and supplies.

The Board directs the Superintendent/designee to prepare a schedule of fees for materials to be used in courses of instruction and a schedule of charges that may be imposed for damage to school property.

The District does not charge students eligible for free lunch under the National School Lunch Act or Child Nutrition Act a fee for any materials needed to participate fully in a course of instruction. Any fees charged to students eligible for free lunch under the National School Lunch Act or Child Nutrition Act will be charged in compliance with State and Federal law. This exception only applies to recipients of free lunch, not students who receive reduced-price lunch. This provision does not apply to extracurricular activities and student enrichment programs that are not courses of instruction.

### Fines

When school property, equipment or supplies are damaged, lost or taken by individuals, a fine is assessed. The fine is reasonable, seeking only to compensate the school for the expense or loss incurred. Free lunch eligibility does not exempt a student from paying fines for damage to school property.

The late return of borrowed books or materials from the school libraries is subject to appropriate fines.

All fines collected are sent to the Treasurer for deposit in the General Fund of the Board.

### Unpaid Meal Charges

Unpaid meal charges are considered delinquent debt when payment is past due. The administration will establish procedures for the collection of unpaid meal charges.

Collection of Student Fees and Fines

The administration may establish regulations for the collection of student fees and fines.

Grades and credits are not made available to any student, graduate or to anyone requesting same on his/her behalf until all fees and fines for that student have been paid in full, except where required by State law. Participation in extracurricular field trips will not be permitted unless payment has been received. Students will be prohibited from participating in commencement exercises unless payment has been received.

[Adoption date: November 17, 2003]

[Re-adoption date: July 19, 2010]

[Re-adoption date: November 17, 2014]

[Revision date: July 10, 2017]

LEGAL REFS.: National School Lunch Act of 1946, 42 USC 1751  
Child Nutrition Act of 1966, 42 USC 1771  
ORC 3313.642  
3329.06

CROSS REFS.: EF/EFB, Food Services Management/Free and Reduced-Price Food  
IGCB, Experimental Programs  
IGCD, Educational Options (Also LEB)

## FOOD SERVICE CHARGING PROCEDURE

Children should eat lunch for best academic performance. The cost of meals at Bexley City Schools are:

- Breakfast \$2.50
- K-5 Lunch \$3.25
- 6-12 Lunch \$3.75
- Reduced priced breakfast \$0.30
- Reduced priced lunch \$0.40

Parents are encouraged to have pre-paid funds on the student(s) account. All cafeterias Point of Sale registers accept cash or check. Parents can also pay on-line at [www.spsezipay.com/bexley](http://www.spsezipay.com/bexley).

[www.spsezipay.com/bexley](http://www.spsezipay.com/bexley) is free website to view recent student purchases and set email balance reminders. There is a fee associated for financial transactions.

Students may charge reimbursable meals, breakfast or lunch, only. They may not charge a la carte items. We do not serve an alternate meal.

If a child has cash on hand they may make purchases regardless of amounts owed. That cash does not have to go against debt.

Daily:

- K-5 We send notes home with students when their balances to \$5 or lower.
- 6-12 We give general verbal indicators to the student when their balance is \$5 or lower.

Bi weekly:

- A District generated email will be sent to all families with a negative balance.
- Households that have a balance greater than -\$20 will be emailed, then called by the Food Service Director until contact has been made.

Ongoing:

- School principals will be given the names of students with debt greater than -\$40 so they may intercede.

Monthly:

- A total dollar amount of outstanding debt will be provided to the Treasurer.
- Written letters will be sent to parents with debt greater than -\$50.

Annually:

- The delinquent debt will become “bad debt” and be passed to the District for collection as of July 1 of each year.
- The District may pursue legal remedy to be paid until the student exits the District. At minimum, the District will notify parents/guardians in writing of their debt and procedures for payment.
- The community may donate to a “general bad debt” fund that will go toward paying bad debt.

Implemented: September 25, 2017

Bexley City School District, Bexley, Ohio

## 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 45 days. No records are to be removed from the school. A principal, teacher or other qualified school personnel must be present to explain any of the tests or other material.

All rights and protections given to parents under law and this policy transfer to the student when he/she reaches age 18 or enrolls in a postsecondary school. The student then becomes an "eligible student."

The District uses reasonable methods to identify and authenticate the identity of parents, students, school officials and any other parties to whom the agency or institution discloses personally identifiable information from education records.

The District provides notice to parents and eligible students annually, in accordance with the procedures set forth under administrative regulations, of the rights held by parents and eligible students under law and this policy. It is the intent of the District to limit the disclosure of information contained in the student's education records except:

1. by prior written consent;
2. as directory information and
3. under other limited circumstances, as enumerated under administrative regulations.

The following rights exist:

1. the right to inspect and review the student's education records;
2. the right, in accordance with administrative regulations, to seek to correct parts of the student's education records, including the right to a hearing if the school authority decides not to alter the records according to the parent(s)' or eligible student's request;
3. the right of any person to file a complaint with the U.S. Department of Education if the District violates relevant Federal law, specifically the Family Educational Rights and Privacy Act and
4. the right to acquire information concerning the procedure which the parent(s) or eligible student should follow to obtain copies of this policy, the locations from which these copies may be obtained, as well as any fees to be charged for such copies. \*(See administrative regulations.)

The District proposes to designate the following personally identifiable information contained in a student's education records as "directory information."

1. student's name
2. student's address
3. 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 or when disclosure is otherwise prohibited by law.

Administrative regulations set forth a procedure for annual notification to parents and eligible students of the District's definition of directory information. Parents or eligible students then have two weeks in which to advise the District in writing, in accordance with such regulations, of any or all items which they refuse to permit as directory information about that student.

To carry out their responsibilities, school officials have access to student education records for legitimate educational purposes. The District uses the criteria set forth under administrative regulations to determine who are "school officials" and what constitutes "legitimate educational interests."

Other than requests as described above, school officials release information from, or permit access to, a student's education records only with the prior written consent of a parent or eligible student, except that the Superintendent or a person designated in writing by the Superintendent may permit disclosure in certain limited circumstances outlined under administrative regulations.

The District maintains, in accordance with administrative regulations, an accurate record of all requests to disclose information from, or to permit access to, a student's education records and of information disclosed and access permitted.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

[Revision date: December 12, 2016]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.  
Family Educational Rights and Privacy Act; 20 USC Section 1232g  
Health Insurance Portability and Accountability Act; 29 USC 1181 et seq.  
ORC 111.41; 111.42; 111.43; 111.46; 111.47; 111.99  
149.41; 149.43  
1347.01 et seq.  
3317.031  
3319.32; 3319.321; 3319.33  
3321.12; 3321.13  
3331.13

CROSS REFS.: AFI, Evaluation of Educational Resources  
EHA, Data and Records Retention  
IL, Testing Programs  
JECAA, Admission of Homeless Students  
KBA, Public's Right to Know  
KKA, Recruiters in the School

## STUDENT RECORDS

1. Each student's official school records include the following.
  - A. Records to be retained permanently
    - 1) name and address of parent(s)
    - 2) verification of date and place of birth
    - 3) dates and record of attendance
    - 4) course enrollment and grades
    - 5) test data
    - 6) date of graduation or withdrawal
  - B. Records of verifiable information to be retained during the student's school career
    - 1) medical/health data
    - 2) individual psychological evaluation (gathered with written consent of parent(s))
    - 3) individual intelligence tests, tests for learning disabilities, etc., (counselor-administered)
    - 4) other verifiable information to be used in educational decision making
2. Maintaining student records
  - A. Transcripts of the scholastic record contain only factual information. The District confines its record keeping to tasks with clearly defined educational ends.
  - B. Items listed under 1-A are retained for 100 years. Those listed under 1-B are retained during the student's enrollment and destroyed after graduation unless the school code imposes other restrictions.
  - C. Teacher and staff comments on student records are confined to matters related to student performance. Value judgments are excluded from the record.
  - D. Student records are considered as current educational and/or therapeutic tools and are available for use as such.

The following definitions of terms pertain to this statement of policy.

Student — any person who attends or has attended a program of instruction sponsored by the Board.

Eligible student — a student or former student who has reached age 18 or is attending a postsecondary school.

Parent — either natural parent of a student, unless his/her rights under the Family Educational Rights and Privacy Act (FERPA) have been removed by a court order, a guardian or an individual acting as a parent or guardian in the absence of the student's parent(s).

Dates of attendance—means the period of time during which a student attends or attended an educational agency or institution. Examples of dates of attendance include an academic year, a spring semester or a first quarter. The term does not include specific daily records of a student's attendance at an educational agency or institution.

Education records — any records (in handwriting, print, tapes, film or other medium) maintained by the District, an employee of the District or an agent of the District that are related to a student, except:

1. a personal record kept by a school staff member that meets the following tests:
  - A. it is in the sole possession of the individual who made it;
  - B. it is used only as a personal memory aid and
  - C. information contained in it has never been revealed or made available to any other person, except the maker's temporary substitute;
2. an employment record which is used only in relation to a student's employment by the District (employment for this purpose does not include activities for which a student receives a grade or credit in a course);
3. alumni records which relate to the student after he/she no longer attends classes provided by the District and the records do not relate to the person as a student and
4. peer-graded papers before they are collected and recorded by a teacher.

Personally Identifiable Information — any data or information which makes the subject of a record known, including the student's name, the student's or student's family's address, the name of the student's parent or other family members, a personal identifier such as a student's Social Security number or a biometric record, other indirect identifiers, such as the student's date of birth, place of birth or mother's maiden name, other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty or information requested by a person who the District reasonably believes knows the identity of the student to whom the education record relates.

## ANNUAL NOTIFICATION

Within the first three weeks of each school year, the District publishes in a notice to parents and eligible students their rights under State and Federal law and under this policy. The District also sends home with each student a bulletin listing these rights; the bulletin is included with a packet of material provided to parents or eligible students when the students enroll during the school year.

The notice includes:

1. the right of a parent(s) or eligible student to inspect and review the student's education records;
2. the intent of the District to limit the disclosure of information contained in a student's education records, except: (1) by the prior written consent of the student's parent(s) or the eligible student, (2) as directory information or (3) under certain limited circumstances, as permitted by law;
3. the right of a student's parent(s) or an eligible student to seek to correct parts of the student's education records which he/she believes to be inaccurate, misleading or in violation of student rights; this right includes a hearing to present evidence that the records should be changed if the District decides not to alter them according to the parent(s)' or eligible student's request;
4. the right of any person to file a complaint with the Department of Education if the District violates FERPA and
5. the procedure that a student's parent(s) or an eligible student should follow to obtain copies of this policy and the locations where copies may be obtained.

An administrator arranges to provide translations of this notice to non-English-speaking parents in their native language.

### LOCATIONS OF EDUCATION RECORDS

TYPES	LOCATION	CUSTODIAN
<u>Cumulative School Records</u>	Principals' Offices	Principals
<u>Cumulative School Records</u> (Former Students)	Principals' Offices	Principals
<u>Health Records</u>	Nurse's Office	Nurse
<u>Speech Therapy Records</u> <u>Psychological Records</u>	Special Education Office	Director of Special Education
<u>School Transportation</u> <u>Records</u>	Business Manager's Office	Business Manager
<u>Special Test Records</u>	Special Education Office	Director of Special Education
<u>Occasional Records</u> (Student education records not identified above; such as those in the Superintendent's office, in the school attorney's office, or in the personal possession of teachers)	Principals' Offices	Principals

### PROCEDURE TO INSPECT EDUCATION RECORDS

Parents or eligible students may inspect and review education records to which they are entitled to have access upon request. In some circumstances, it may be mutually more convenient for the record custodian to provide copies of records. (See the schedule of fees for copies.)

Since a student's records may be maintained in several locations, the school principal may offer to collect copies of records or the records themselves from locations other than a student's school, so that they may be inspected at one site. If parents and eligible students wish to inspect records where they are maintained, school principals accommodate their wishes.

Parents or eligible students should submit to the student's school principal a written request, which identifies as precisely as possible the record or records that he/she wishes to inspect.

The principal (or other custodian) contacts the parent(s) of the student or the eligible student to discuss how access is best arranged (copies at the exact location or records brought to a single site).

The principal (or other custodian) makes the needed arrangements as promptly as possible and notifies the parent(s) or eligible student of the time and place where the records may be inspected. This procedure must be completed within 45 days or earlier after the receipt of the request for access.

If for any valid reason, such as working hours, distance between record location sites or health, a parent(s) or eligible student cannot personally inspect and review a student's education records, the District arranges for the parent(s) or eligible student to obtain copies of the records. (See information below regarding fees for copies of records.)

When records contain information about students other than a parent(s)' child or the eligible student, the parent(s) or eligible student may not inspect and review the records of the other students.

#### FEES FOR COPIES OF RECORDS

The District does not deny parents or eligible students any rights to copies of records because of the following published fees. When the fee represents an unusual hardship, it may be waived, in part or entirely, by the records custodian. The District reserves the right to make a charge for copies, such as transcripts, which it forwards to potential employers or to colleges and universities for employment or admissions purposes. The District may deny copies of records (except for those required by law) if the student has an unpaid financial obligation to the District.

Federal law requires the District to provide copies of records for the following reasons:

1. when the refusal to provide copies effectively denies access to a parent(s) or eligible student;
2. at the request of the parent(s) or eligible student when the District has provided the records to third parties by the prior consent of the parent(s) or eligible student or

3. at the request of the parent(s) or eligible student when the District has forwarded the records to another district in which the student seeks or intends to enroll.

The fee for copies provided under Federal law may not include the costs for search and retrieval. This fee is 10 cents per page (actual copying cost less hardship factor).

The fee for all other copies such as copies of records forwarded to third parties with prior consent or those provided to parents as a convenience is 10 cents per page (actual search, retrieval copying cost and postage, if any). The fee for transcripts is \$2 per transcript.

#### DIRECTORY INFORMATION

The District proposes to designate the following personally identifiable information contained in a student's education record as "directory information"; it discloses that information without prior written consent, except that directory information is not released for a profit-making plan or activity or when disclosure is otherwise prohibited by law. Such information includes:

1. student's name
2. student's address
3. 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 that it proposes to designate as directory information. For students enrolling after the notice is published, the list is given to the student's parent(s) or to the eligible student at the time and place of enrollment.

After the parents or eligible students have been notified, they have two weeks in which to advise the District in writing (a letter to the Superintendent's office) of any or all of the items which they refuse to permit the District to designate as directory information about that student.

At the end of the two-week period, each student's records are appropriately marked by the record custodians to indicate the items that the District designates as directory information about that student. This designation remains in effect until it is modified by the written direction of the student's parent(s) or the eligible student.

### USE OF STUDENT EDUCATION RECORDS

To carry out their responsibilities, school officials have access to student education records for legitimate educational purposes. The District uses the following criteria to determine who are school officials. An official is a person:

1. duly elected to the Board;
2. certificated by the state and appointed by the Board to an administrative or supervisory position;
3. certificated by the state and under contract to the Board as an instructor;
4. employed by the Board as a temporary substitute for administrative, supervisory or teaching personnel for the period of his/her performance as a substitute;
5. employed by, or under contract to, the Board to perform a special task such as a secretary, a treasurer, Board attorney or auditor for the period of his/her performance as an employee or contractor or
6. a contractor, consultant, volunteer or other party to whom an agency or institution has outsourced institutional services or functions may be considered a school official, provided that the outside party:
  - A. performs an institutional service or function for which the District would otherwise use employees;
  - B. is under the direct control of the District with respect to the use and maintenance of education records and
  - C. abides by the legal requirements governing the use and redisclosure of personally identifiable information from education records.

School officials who meet the criteria listed above have access to a student's records if they have a legitimate educational interest in those records. A "legitimate educational interest" is the person's need to know in order to perform:

1. an administrative task required in the school employee's position description approved by the Board;
2. a supervisory or instructional task directly related to the student's education or
3. a service or benefit for the student or the student's family such as health care, counseling, student job placement or student financial aid.

NOTE: The District must use reasonable methods to ensure that school officials obtain access to only those education records in which they have legitimate educational interests. A district that does not use physical or technological access controls to records must ensure that its administrative policy for controlling access to education records is effective and that it remains in compliance with the legitimate educational interest requirement.

The District releases information from or permits access to a student's education records only with a parent's or an eligible student's prior written consent, except that the Superintendent or a person designated in writing by the Superintendent may permit disclosure under the following conditions:

1. when students seek or intend to enroll in another school district or a postsecondary school. The District makes reasonable attempts to notify the parent or eligible student at their last known address unless the disclosure is initiated by the parent or eligible student or unless the District's annual notification includes notice that the District forwards education records to other education entities that request records in connection with a student's transfer or enrollment. Upon request, the District provides copies of the records and an opportunity for a hearing (upon the condition that the student's parents be notified of the transfer, receive a copy of the record and have an opportunity for a hearing to challenge the content of the record);
2. when certain federal and state officials need information in order to audit or enforce legal conditions related to federally supported education programs in the District;
3. when parties who provide, or may provide, financial aid for which a student has applied or received, need the information to:
  - A. establish the student's eligibility for the aid;
  - B. determine the amount of financial aid;

- C. establish the conditions for the receipt of the financial aid or
- D. enforce the agreement between the provider and the receiver of financial aid;
- 4. if a State law adopted before November 19, 1974, required certain specific items of information to be disclosed in personally identifiable form from student records to state or local officials;
- 5. when the District has entered into a written agreement or contract for an organization to conduct studies on the District's behalf to develop tests, administer student aid or improve instruction;
- 6. when accrediting organizations need those records to carry out their accrediting functions;
- 7. when parents of eligible students claim the student as a dependent;
- 8. when it is necessary to comply with a judicial order or lawfully issued subpoena; the District makes a reasonable effort to notify the student's parent(s) or the eligible student before making a disclosure under this provision, except when a parent is party to a court proceeding involving child abuse or neglect or dependency, and the order is issued in the context of that proceeding;
- 9. if the disclosure is an item of directory information and the student's parent(s) or the eligible student has not refused to allow the District to designate that item as directory information for that student;
- 10. the disclosure is in connection with a health and safety emergency;
- 11. the disclosure concerns sex offenders and other individuals required to register under section 170101 of the Violent Crime Control and Law Enforcement Act of 1994, 42 U.S.C. 14071, and the information was provided to the educational agency or institution under 42 U.S.C. 14071 and applicable federal guidelines and
- 12. to an agency caseworker or other representative of a state or local child welfare agency when the agency is legally responsible for the care and protection of the child. Information obtained will not be disclosed by the agency to any other agency or individual, unless they are engaged in addressing the education needs of the child and authorized by the agency to have access and the disclosure is consistent with the State laws applicable to protecting the confidentiality of the student's education records.

The District discloses personally identifiable information from an education record to appropriate parties, including parents, in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.

When deciding whether to release personally identifiable information in a health or safety emergency, the District may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. If the District determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from education records to any person whose knowledge of the information is necessary to protect the health or safety of the student or other individuals.

The District records the following information when it discloses personally identifiable information from education records under the health or safety emergency exception:

1. the articulable and significant threat to the health or safety of a student or other individuals that formed the basis for the disclosure and
2. parties to whom the District disclosed the information.

The District is required to permit the Ohio Department of Education (ODE) to have access to personally identifiable information about a student if ODE needs the information to:

1. notify the District or school attended in the District of threats or descriptions of harm included in the student's response to an achievement test question;
2. verify the accuracy of the student's achievement test score or
3. determine whether the student satisfies the alternative conditions for a high school diploma.

District officials may release information from a student's education records if the student's parent(s) or the eligible student gives his/her prior written consent for the disclosure. The written consent must include at least:

1. a specification of the records to be released;
2. the reasons for the disclosure;
3. the person or the organization or the class of persons or organizations to whom the disclosure is to be made;
4. the parent(s) or student's signature and
5. the date of the consent and, if appropriate, a date when the consent is to be terminated.

The District uses reasonable methods to identify and authenticate the identity of parents, students, school officials and any other parties to whom the agency or institution discloses personally identifiable information from education records. The student's parent(s) or the eligible student may obtain a copy of any records disclosed under this provision.

The District does not release information contained in a student's education records, except directory information, to any third parties, except its own officials, unless those parties agree that the information is not redisclosed, without the parent(s)' or eligible student's prior written consent.

#### RECORDS OF REQUESTS FOR ACCESS AND DISCLOSURES MADE FROM EDUCATION RECORDS

The District maintains an accurate record of all requests for it to disclose information from, or to permit access to, a student's education records and of information it discloses and access it permits, with some exceptions listed below. This record is kept with, but is not a part of, each student's cumulative school records. It is available only to the record custodian, the eligible student, the parent(s) of the student or to federal, state or local officials for the purpose of auditing or enforcing federally supported educational programs.

The record includes:

1. the name of the person who or agency which made the request;
2. the interest which the person or agency has in the information;
3. the date on which the person or agency made the request;
4. whether the request was granted and, if it was, the date access was permitted or the disclosure was made and
5. in the event of a health and safety emergency, the articulable and significant threat to the health or safety of a student or other individuals that formed the basis for the disclosure and the parties to whom the agency or institution disclosed the information.

The District maintains this record as long as it maintains the student's education record.

The records do not include requests for access or information relative to access which has been granted to parent(s) of the student or to an eligible student; requests for access or access granted to officials of the District who have a legitimate educational interest in the student; requests for, or disclosures of, information contained in the student's education records if the request is accompanied by the prior written consent of a parent(s) or eligible student or if the disclosure is authorized by such prior consent or for requests for, or disclosures of, directory information designated for that student.

## PROCEDURES TO SEEK TO CORRECT EDUCATION RECORDS

Parents of students or eligible students have a right to seek to change any part of the student's records which they believe is inaccurate, misleading or in violation of student rights.

For the purpose of outlining the procedure to seek to correct education records, the term "incorrect" is used to describe a record that is inaccurate, misleading or in violation of student rights. The term "correct" is used to describe a record that is accurate, not misleading and not in violation of student rights. Also, in this section, the term "requester" is used to describe the parent(s) of a student or the eligible student who is asking the District to correct a record.

To establish an orderly process to review and correct the education records for a requester, the District may make a decision to comply with the request for change at several levels in the procedure.

First-level decision. When a parent of a student or an eligible student finds an item in the student's education records that he/she believes is inaccurate, misleading or in violation of student rights, he/she should immediately ask the record custodian to correct it. If the records are incorrect because of an obvious error and it is a simple matter to make the record change at this level, the records custodian makes the correction. If the records are changed at this level, the method and result must satisfy the requester.

If the custodian cannot change the records to the requester's satisfaction, or the records do not appear to be obviously incorrect, he/she:

1. provides the requester a copy of the questioned records at no cost;
2. asks the requester to initiate a written request for the change and
3. follows the procedure for a second-level decision.

Second-level decision. The written requests to correct a student's education records through the procedure at this level should specify the correction that the requester wishes the District to make. It should at least identify the item the requester believes is incorrect and state whether he/she believes the item:

1. is inaccurate and why;
2. is misleading and why and/or
3. violates student rights and why.

The request is dated and signed by the requester.

Within two weeks after the records custodian receives a written request, he/she:

1. studies the request;
2. discusses it with other school officials (the person who made the record or those who may have a professional concern about the District's response to the request);
3. makes a decision to comply or decline to comply with the request and
4. completes the appropriate steps to notify the requester or moves the request to the next level for a decision.

If, as a result of this review and discussion, the records custodian decides the records should be corrected, he/she effects the change and notifies the requester in writing that he/she has made the change. Each such notice includes an invitation for the requester to inspect and review the student's education records to make certain that the records are in order and the correction is satisfactory.

If the custodian decides the records are correct, he/she makes a written summary of any discussions with other officials and of his/her findings in the matter. He/She transmits this summary and a copy of the written request to the Superintendent.

Third-level decision. The Superintendent reviews the material provided by the records custodian and, if necessary, discusses the matter with other officials such as the school attorney or the Board (in executive session). He/She then makes a decision concerning the request and completes the steps at this decision level. Ordinarily, this level of the procedure should be completed within two weeks. If it takes longer, the Superintendent notifies the requester in writing of the reasons for the delay and indicates a date on which the decision will be made.

If the Superintendent decides the records are incorrect and should be changed, he/she advises the record custodian to make the changes. The record custodian advises the requester of the change as he/she would if the change had been made at the second level.

If the Superintendent decides the records are correct, he/she prepares a letter to the requester, which includes:

1. the District's decision that the records are correct and the basis for the decision;
2. a notice to the requester that he/she has a right to ask for a hearing to present evidence that the records are incorrect and that the District grants such a hearing;
3. advice that the requester may be represented or assisted in the hearing by other parties, including an attorney at the requester's expense and

4. instructions for the requester to contact the Superintendent or his/her designee to discuss acceptable hearing officers, convenient times and a satisfactory site for the hearing. (The District is not bound by the requester's positions on these items but may, as far as feasible, arrange the hearing as the requester wishes.)

Fourth-level decision. After the requester has submitted (orally or in writing) his/her wishes concerning the hearing officer, the time and place for the hearing, the Superintendent, within a week, notifies the requester when and where the District will hold the hearing and whom it has designated as the hearing officer.

At the hearing, the hearing officer provides the requester a full and reasonable opportunity to present material evidence and testimony to demonstrate that the questioned part of the student's education records 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 that states the reasons why he/she disagrees with the District's decision and/or the reasons he/she believes the records are incorrect.

Final administrative step in the procedure. When the District receives an explanatory statement from a requester after a hearing, it maintains that statement as part of the student's education records as long as it maintains the questioned part of the records. The statement is attached to the questioned part of the records and whenever the questioned part of the records is disclosed, the explanatory statement is also disclosed.

(Approval date: November 17, 2003)

(Re-approval date: January 12, 2009)

(Re-approval date: November 17, 2014)

(Revision date: December 9, 2016)

## STUDENT SURVEYS

The Board recognizes the importance of maintaining student records and preserving their confidentiality. Student records containing personally identifiable information are kept confidential at collection, storage, disclosure and destruction stages. Boards that receive funds under any applicable program must provide reasonable notice to parents at the beginning of each school year that their children may be involved in Board-approved third party surveys. The school must also give parents the opportunity to opt their child out of the activity. 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 that are potentially embarrassing to the student or the student's family;
3. sex behavior or attitudes;
4. illegal, anti-social, 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 student or the 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 a right to inspect a survey created by a third party before that survey is administered by the school to students. Parents are notified by the school when a survey is to be administered and will have at least two weeks to review the materials.

In order to protect student privacy rights when a school survey is to be administered that contains one of the prohibited eight items identified in this policy, parents have the right to inspect the survey. If parents do not want their child to be a participant in the survey, they must notify the school.

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 programs.

For specific events, the school must notify the parents annually of the projected or approximate dates of the following activities:

1. 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;
2. the administration of a survey containing any of the eight items identified in this policy and
3. annually, the District will notify parents of physical exams or screenings conducted on students except for vision, hearing or scoliosis.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

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

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 (RC) 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: November 17, 2014]

[Re-adoption date: April 13, 2015]

LEGAL REF.: ORC 2919.22  
3319.46  
3326.11  
3328.24  
OAC 3301-35-15  
3301-37-10

CROSS REFS.: IGBA, Programs for Students with Disabilities  
JF, Student Rights and Responsibilities  
JGA, Corporal Punishment  
JHF, Student Safety

## SECTION K: SCHOOL-COMMUNITY RELATIONS

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KA	School-Community Relations Goals
KBA	Public's Right to Know
KBCA	News Releases
KBCA-R	News Releases
KBCD	Broadcasting and Taping of Board Meetings (Also BDDJ)
KBE	Tax Issues (Also FD)
KC	Community Involvement in Decision Making (Also ABA)
KD	Public Participation at Board Meetings (Also BDDH)
KF	Community Instructional Resources (Also IIC)
KG	Community Use of School Facilities (Equal Access)
KG-R	Community Use of School Facilities (Equal Access)
KG-E-1	Community Use of School Facilities (Equal Access)
KG-E-2	Community Use of School Facilities (Equal Access)
KGB	Public Conduct on District Property
KGC	No Tobacco Use on District Property
KH	Public Gifts to the District
KH-R	Public Gifts to the District
KI	Public Solicitations in the Schools
KJ	Advertising in the Schools
KJA	Distribution of Materials in the Schools
KK	Visitors to the Schools
KKA	Recruiters in the Schools
KL	Public Complaints
KLB	Public Complaints About the Curriculum or Instructional Materials
KLB-E	Citizen's Request for Reconsideration of Library/Curriculum Materials
KLD	Public Complaints About District Personnel
KLD-R	Public Complaints About District Personnel
KMA	Relations with Parent Organizations
KMB	Relations with Booster Organizations
KMC	Community Based Athletic Clubs
KMC-R	Community Based Athletic Clubs

## SCHOOL-COMMUNITY RELATIONS GOALS

Staff members have a responsibility to promote good school-community relations. The school-community relations program is directed by the Superintendent and is based upon the following principles.

1. The school-community relations program is a systematic, two-way process of communications between the District and the community.
2. The District may use media sources and other forms of communications available to effectively communicate with the citizens and employees.
3. Communications with the public should promote involvement, objective appraisal and support.
4. Communications should be internal as well as external and provide factual, objective and realistic data.
5. School communications should be responsive both to events as they arise and to evaluations of the process.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: ORC 3315.07  
OAC 3301-35-02; 3301-35-04

CROSS REFS.: AE, School District Goals and Objectives  
AFA, Evaluation of School Board Operational Procedures (Also BK)  
KBA, Public's Right to Know

## PUBLIC'S RIGHT TO KNOW

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

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

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

Each Board member attends public records training every term for which he/she is elected to public office. However, the Board may, by resolution, designate one or more persons to attend public records training on its behalf. If so decided, the Board appoints a designee whenever the composition of the Board changes.

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

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

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

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

The Superintendent/designee transmits the information sought by mail or by any other means of delivery requested, if the method is reasonably available. The number of 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: November 17, 2003]

[Re-adoption date: November 17, 2014]

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

## 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 and issues. The Superintendent develops procedures to provide wide coverage and to coordinate publicity that enhances the image of the District.

[Adoption date: November 17, 2014]

LEGAL REFS.: ORC 3315.07  
OAC 3301-35-03; 3301-35-04

CROSS REFS.: BCB, Board Officers

## NEWS RELEASES

The procedures regarding news releases are as follows.

1. The Board President is the official spokesperson for the Board, except as this duty is delegated to the Superintendent or another Board member.
2. News releases that are of a Districtwide nature or pertain to established Board policy are the responsibility of the Superintendent or a designated member of the administrative staff.
3. News releases that are of concern to only one school, or to an organization of one school, are the responsibility of the principal of that particular school.
4. The Board expects the administration to maintain a vital and effective link with the media sources of the community. This includes a variety of forms and forums. This effort is directed by the Board President or his/her designee.

(Approval date: November 17, 2014)

## 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 should 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 recordings of all regular meetings and any special meeting that it deems appropriate.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: U.S. Const. Amend. I

ORC 121.22  
2911.21  
2917.12  
2921.31  
3313.20

CROSS REFS.: BD, School Board Meetings

BDDH, Public Participation at Board Meetings (Also KD)

## TAX ISSUES

The Board examines financial needs in advance of any levy or bond elections. The Board provides the public with information on school building needs and on levy and bond elections. It does not use District funds to promote approval of school-related tax issues.

Tax reduction factors are considered in coordination with the sexennial property appraisal in Franklin County. In considering a potential tax issue, the Board examines all legal options to obtain additional revenue.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: Ohio Const. Art XII, Sections 2,5  
ORC Chapter 133  
3311.21  
3313.37; 3313.375  
3315.07  
3501.01  
Chapter 5705  
5748.01 et seq.

CROSS REFS.: BCF, Advisory Committees to the Board  
FL, Retirement of Facilities

## COMMUNITY INVOLVEMENT IN DECISION MAKING

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

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

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

1. clarifying general ideas and attitudes held by residents in regard to the schools;
2. assisting in developing Board policies under which the District is to be managed;
3. assisting in establishing administrative arrangements and regulations designed to help implement these policies;
4. determining the purposes of curriculum and special services to be provided for students;
5. evaluating the extent to which these purposes are being achieved by present policies and/or
6. studying a specific problem or set of closely related problems about which a decision must be made.

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

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

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

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

## PUBLIC PARTICIPATION AT BOARD MEETINGS

All meetings of the Board and Board-appointed committees are open to the public. In order for the Board to fulfill its obligation to complete the planned agenda in an effective and efficient fashion, a time of public participation may be permitted at each meeting. The Board may specify the amount of time each individual may speak.

The Board recognizes its responsibility to conduct the business of the District in an orderly and efficient manner and will, therefore, require reasonable controls to regulate public presentations to the Board. Each person addressing the Board shall give his/her name and address. A person wishing to be heard by the Board shall first be recognized by the President. The President is responsible for the orderly conduct of the meeting and shall rule 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 general procedure will be to allot each person five minutes until the total time of 30 minutes is used. During that period, no person may speak twice until all who desire to speak have had the opportunity to do so. Persons desiring more time should follow the procedure of the Board to be placed on the regular agenda. The Board as a whole has the final decision in determining the appropriateness of all such rulings. The period of public participation may be extended by a vote of the majority of the Board, present and voting.

Agenda are available to all those who attend Board meetings.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEG. REFS.: ORC 121.22(C)  
3313.20(A)

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

## COMMUNITY INSTRUCTIONAL RESOURCES

Helping each student develop to his/her full potential and to become a citizen contributing to the welfare of the community are important objectives of the District's educational program. The Board encourages administrative and instructional personnel to rely on the community as one of its educational resources. The administration directs community instructional resources designed to involve the citizens, institutions and environment of our community in the education of its children.

The Superintendent has supervisory control over community relations, which includes school volunteer service. Members of the staff and of the community are encouraged to offer their ideas and services through the channels that the administration develops.

The Superintendent reports to the Board on the involvement and effectiveness of community relations.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: ORC 3315.07  
OAC 3301-35-02; 3301-35-04; 3301-35-06

CROSS REFS.: GBQ, Criminal Records Check  
IICC, School Volunteers

COMMUNITY USE OF SCHOOL PREMISES  
(Equal Access)

Although the basic purpose of public school premises is to provide the youth of the community a sound educational program, the complete function of education is not achieved until the school premises are made to serve the entire community. To accomplish this objective, when school premises are not in use for school purposes, the Board shall, upon payment of the prescribed fee and subject to the requirements of applicable regulations, permit the use of school premises for auxiliary, educational, recreational, cultural, civic, social, religious or other Board-approved purposes.

The District may rent or lease premises to a public or nonpublic university for use for evening and summer classes.

Any school within the District receiving Title I funding must offer the same premises access to Boy Scouts and other patriotic youth groups as defined by Federal law, as to other organizations.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

[Re-adoption date: April 13, 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

COMMUNITY USE OF SCHOOL FACILITIES  
(Equal Access)

Request of Use of School Facilities

Request for use of school facilities shall be submitted 72 hours prior to requested use date to the Business Manager. Requests must include the name of the group or organization requesting use of facilities, the activity/purpose of the meeting or function and the date and time of such meeting or function. If satisfactory arrangements can be made, the request may be approved by the Business Manager and the Superintendent.

The use of any building or grounds or any part thereof is granted on the condition that if needed for school functions on any of the dates granted, the applicant agrees to forego its use on such dates if notified within ten (10) days of the planned usage.

Buildings will not be available on days when schools are closed for calamity days or emergency closings unless special arrangements are made with the Business Manager or the Superintendent of Schools.

Class Description for Use of School Facilities

- |         |  |
|---------|--|
| Class 1 | Bexley City School District Programs   |
| Class 2 | <p>Bexley City School District Related and/or Bexley City Recreational Department<br/>- groups organized specifically for the purpose of assisting with Bexley public school students such as, but not limited to:</p> <p style="margin-left: 40px;">Bexley Parent Support Organizations e.g., P.T.O.s, etc.<br/>Bexley Music Boosters<br/>Bexley Athletic Boosters<br/>Bexley Park and Recreation activities<br/>Bexley Scouting Groups or Similar Bexley Groups<br/>City of Bexley</p> |
| Class 3 | Bexley City School District Related Proprietary Groups with 90% or More Bexley Resident Participation (e.g., Sports Camps, Tutoring Groups)  |
| Class 4 | Bexley Community Organizations- Groups organized specifically for the benefit of the Bexley community (e.g., Service Clubs, Church Groups, Capital University, Jewish Community Center)  |

Class 5      Bexley City School District Related Proprietary Groups with 50% or More Bexley Resident Participation (e.g., Sports Camps) or Bexley Resident for Private Use

Class 6      Non-School/Non Community Organizations and/or Proprietary Groups

Priority for Use of School Facilities:

Class 1      Bexley City School District Programs applications shall be given top priority over all other facility use. The cost of programs shall be assumed by the District unless otherwise indicated by the Building Principal, the Business Manager or the Superintendent. Class 1 advisors/supervisors are expected to check and lock buildings on weekends and after-hour activities before they leave.

Class 2      Bexley City School District Related and/or Bexley City Recreational Department applications shall be given second priority for use of school facilities. All rules governing use of school facilities shall be followed. The need for a custodian to be present shall be determined by the Building Principal, the Business Manager or the Superintendent. If a maintenance/custodian is required, the estimated cost will be listed on the attached rental fee sheet. The actual District cost will be billed to the applicant. When the kitchen is needed, the Director of Food Service must be informed by the principal or the Business Manager to avoid conflicts with the food service program to ensure the proper use of the equipment. A cook must be on duty whenever the kitchen facility is used. The estimated cost is listed on the attached rental fee sheet. The actual cost will be billed to the applicant. Class 2 advisors/supervisors are expected to check and lock building on weekends and after-hour activities before they leave.

Class 3      Bexley City School District Related Proprietary Group with 90% or More Bexley Resident Participation applications shall follow the fee schedule on the attached rental fee sheet and take third priority. All rules governing use of the school facilities shall be followed. The need for maintenance/custodian or police to be present shall be determined by the building principal, the Business Manager or the Superintendent. Police payments are made to the Police Department by the applicant and must be verified to the District prior to the event. If maintenance/custodian is required, the estimated cost is listed on the attached rental fee sheet. The actual District cost will be billed to the applicant. When the use of the kitchen is needed, the Director of Food Service must be informed by the principal or the Business Manager to avoid conflicts with the food service program to ensure the proper use of the equipment. A cook must be on duty whenever the kitchen facility is used. The estimated cost is listed on the attached rental fee sheet. The actual District cost will be billed to the applicant. Summer Sports Camps operated by Bexley contracted coaches will have the maximum of two (2) hours charged for full day use and a maximum of one (1) hour charge for half day usage.

- Class 4      Bexley Community Organizations shall follow the fee schedule on the attached fee sheet and take fourth priority. All rules governing use of the school facilities shall be followed. The need for maintenance/custodian or police to be present shall be determined by the building principal, the Business Manager or the Superintendent. Police payments are made to the Police Department by the applicant and must be verified to the District prior to the event. If maintenance/custodian is required, the estimated cost is listed on the attached rental fee sheet. The actual District cost will be billed to the applicant. When the use of the kitchen is needed, the Director of Food Service must be informed by the principal or the Business Manager to avoid conflicts with the food service program to ensure the proper use of the equipment. A cook must be on duty whenever the kitchen facility is used. The estimated cost is listed on the attached rental fee sheet. The actual District cost will be billed to the applicant.
- Class 5      Bexley City School District Related Proprietary Groups with 50% or More Bexley Resident Participation or Bexley Resident for Private Use applications will follow the fee schedule on the attached rental fee sheet. All rules governing use of the school facilities shall be followed. The need for maintenance/custodian or police to be present shall be determined by the Building Principal, the Business Manager or the Superintendent of Schools. Police payments are made to the Police Department by the applicant and must be verified to the District prior to the event. If maintenance/custodian is required, the estimated cost is listed on the attached rental fee sheet. The actual district cost will be billed to the applicant. When the use of the kitchen is needed, the Director of Food Service must be informed by the principal or the Business Manager to avoid conflicts with the food service program to ensure the proper use of the equipment. A cook must be on duty whenever the kitchen facility is listed on the attached rental fee sheet. The actual District cost will be billed to the applicant. Summer Sports Camps operated by the Bexley contracted coaches will be charge a maximum two (2) hours charged for full day use and a maximum one (1) hour charged for half day usage.
- Class 6      Non-School/Non-Community Organizations and/or Proprietary Groups applications shall follow the fee schedule on the attached rental fee sheet. All rules governing use of the school facilities shall be followed. The need for maintenance/custodian or police to be present shall be determined by the building principal, the Business Manager or the Superintendent. Police payments are made to the Police Department by the applicant and must be verified to the District prior to the event. If maintenance/custodian is required, the estimated cost is listed on the attached rental fee sheet. The actual District cost will be billed to the applicant. When the use of the kitchen is needed, the Director of Food Service must be informed by the principal or the Business Manager to avoid conflicts with the food service program to ensure the proper use of the equipment. A cook must be on duty whenever the kitchen facility is used. The estimated cost is listed on the attached rental fee sheet. The actual District cost will be billed to the applicant.

Regulations Governing Use of School Facilities

It is the responsibility of the applicant to assure that the participants and spectators adhere to the Regulations Governing Use of School Facilities. In addition to requirements specific to group classification, all groups must comply with the following regulations:

1. No group will tamper with any electrical or heating controls.
2. There is no smoking or alcohol consumption in the building.
3. 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.
4. Groups that use the school facilities must possess liability insurance.
5. Comply with applicable Board policies and procedures.

(Approval date: November 2003)

(Re-approval date: September 2004)

(Re-approval date: November 17, 2014)

COMMUNITY USE OF SCHOOL FACILITIES  
(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 Bexley City Schools Board of Education or either party's agents or employees, or otherwise.

**COMMUNITY USE OF SCHOOL FACILITIES**  
(Equal Access)

**Rental Rates for School Facilities**

Definition of Classification:

- Class 1 - Bexley City School District Program  
 Class 2 - Bexley City School District Related and/or Bexley City Recreational Organizations, Bexley Education Foundation  
 Class 3 - Bexley City School District Related Proprietary Groups with 90% or More Bexley Resident Participation  
 Class 4 - Bexley Community Organizations  
 Class 5 - School Related Proprietary Groups with 50% or more Bexley Resident Participation or Bexley Resident for Private Use  
 Class 6 - Non-School/Non-Community Organizations and/or Proprietary Groups

The maintenance/custodial/food service charges are listed below. Those renting our facilities will be charged the actual dollar amount incurred by the school district for these services.

<b>Indoor Facilities Hourly Rates</b>					
<b>Facility</b>	<b>Class 1 &amp; 2</b>	<b>Class 3</b>	<b>Class 4</b>	<b>Class 5</b>	<b>Class 6</b>
Classroom	\$0.00	\$10.00	\$10.00	\$20.00	\$50.00
Library	\$0.00	\$20.00	\$20.00	\$30.00	\$70.00
Cafeteria/with Kitchen	\$0.00	\$10.00/\$25.00	\$20.00/\$50.00	\$30.00/\$50.00	\$70.00/\$100.00
Auditorium at Montrose Cafetorium at Maryland	\$0.00	\$10.00	\$25.00	\$50.00	\$100.00
Theatre at Cassingham	\$0.00	\$20.00	\$40.00	\$75.00	\$150.00
Theatre at High School	\$0.00	\$25.00	\$50.00	\$150.00	\$200.00
High School Theatre Cassingham Theatre Specialty stage lights and/or Sound	\$0.00 \$0.00	\$30.00 \$20.00	\$60.00 \$35.00	\$60.00 \$35.00	\$60.00 \$35.00
High School Gymnasium	\$0.00	\$20.00	\$50.00	\$75.00	\$200.00
Middle School Gymnasium	\$0.00	\$15.00	\$30.00	\$40.00	\$150.00
Elementary Gymnasium	\$0.00	\$10.00	\$25.00	\$50.00	\$100.00

<b>Outdoor Facilities Hourly Rate (If reserved)</b>					
<b>Facility</b>	<b>Class 1 &amp; 2</b>	<b>Class 3</b>	<b>Class 4</b>	<b>Class 5</b>	<b>Class 6</b>
High School Football Field*	\$0.00	\$10.00	\$50.00	\$100.00	\$250.00
High School Track*	\$0.00	\$5.00	\$10.00	\$20.00	\$75.00
High School Football Lights	\$0.00	\$50.00	\$50.00 •	\$50.00	\$50.00
Tennis Courts	\$0.00	\$5.00 per court	\$5.00 per court	\$5.00 per court	\$15.00 per court

\* May not approve due to time of year and/or field condition.

Staff Rates: Custodial/Maintenance: \$35 per hour for each custodian - 2 hour minimum

Food Service: \$30 per hour for each food service person - 2 hour minimum

Theatre/Auditoriums: \$40 per hour - 2 hour minimum (sound person must be present)

## PUBLIC CONDUCT ON DISTRICT PROPERTY

All persons on District grounds are expected to abide by all applicable laws, local ordinances, Board policies and District and building regulations.

No person on District property may assault, strike, threaten, menace or use improper, indecent or obscene language toward a teacher, instructor, other District employees or students at any time. This prohibition is extended to all athletic officials, coaches and athletes in the District and all visiting teams.

All persons on District grounds are prohibited from smoking and possessing or consuming alcohol. Unless otherwise permitted by law, no person is permitted to bring deadly weapons or dangerous ordnances into a school safety zone.

No person may disrupt, disturb or interfere with the teaching of any class of students or any other activity conducted in a school building or upon the campus or grounds at any time.

Whoever violates this policy and/or building regulations will be asked to leave the property by whoever is in charge. Should that person refuse, law enforcement officials will be called. If the offender should be a student, the person in charge should report the student to the appropriate principal. The administration cooperates in any prosecution pursuant to the criminal laws of the state and local ordinances.

### Good Conduct and Sportsmanship

The Board recognizes the value of cocurricular and extracurricular activities in the educational process and the values that young people develop when they have the opportunity to participate in an organized activity outside of the classroom.

Students and adults participating in cocurricular and extracurricular activities are expected to demonstrate responsible behavior and good conduct. The Board encourages the development and promotion of sportsmanship in all phases of the educational process, including athletics and all other cocurricular and extracurricular activities. Rules are posted at the entryways to all athletic events for all participants and spectators to review.

Spectators removed from events cannot return for at least two subsequent events and must meet with administration to develop a plan for return.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

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 Programs  
JFC, Student Conduct (Zero Tolerance)  
KG, Community Use of School Facilities (Equal Access)  
KGC, No tobacco Use on District Property  
KK, Visitors to the Schools

## NO TOBACCO USE ON DISTRICT PROPERTY

The Board has a duty to protect and promote the health and well-being of all students and staff. The Board is acutely aware of the serious health risks associated with the use of tobacco products, both to users and nonusers, and that most tobacco use begins by the age of 18. The Board recognizes that staff and school visitors serve as role models to students and, therefore, adopts this 100% tobacco-free District policy to endorse a healthy lifestyle and prevent tobacco use.

For the purpose of this policy, “tobacco” is defined to include any lighted or unlighted cigarette, cigar, pipe, bidi, clove cigarette, electronic cigarette and any other smoking product, and spit tobacco, also known as smokeless, dip, chew and snuff, in any form.

### Tobacco Use Prohibited

No volunteer or school visitor is permitted to smoke, inhale, dip or chew tobacco at any time, including non-school hours:

1. in any building, facility or vehicle owned, leased, rented or chartered by the District or
2. on school grounds, athletic facilities or parking lots.

### Tobacco Advertisements and Promotions

Tobacco advertising is prohibited on school grounds, in all school-sponsored publications and at all school-sponsored events. Tobacco promotional items that promote the use of tobacco products, including clothing, bags, lighters and other personal articles, are not permitted on school grounds, in school vehicles or at school-sponsored events.

### Providing Notice

“No Tobacco” signs will be posted throughout the District at entrances and other appropriate locations in all academic buildings, administrative spaces and athletic fields. District vehicles will display the international “No Smoking” insignia. Announcements will be made during home athletic events both before the event and during intermission, as well as at all school functions where deemed appropriate. School programs will include a written reminder of the no tobacco use on District property policy.

Enforcement

Citizens failing to comply with this policy are educated as to State law and the Board's policy on smoking. Persons refusing to extinguish smoking materials are directed to leave school property and may be fined by the Ohio Department of Health or its designees.

The following disciplinary actions may be taken against school visitors found in violation of this policy

1st offense:               verbal notification of the policy

Multiple offenses:   removal from school property or, if off-campus, removal  
from school activity

[Adoption date: November 17, 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.: GBK, No Tobacco Use on District Property by Staff Members  
JFCG, Tobacco Use by Students  
KGB, Public Conduct on District Property

## PUBLIC GIFTS TO THE DISTRICT

Gifts, grants or bequests are accepted by the Board, provided the conditions of acceptance do not remove any portion of the control of the District from the Board.

Any person or organization desiring to give a gift or make a grant or bequest to the Board must contact the Superintendent, who submits the request to the Board.

Proposals for giving funds, equipment or materials to the District with a “matching” agreement or restriction are discouraged. Acceptance of donated equipment or materials may depend upon the compliance with, or experience related to, the Board’s policy of standardizing materials and equipment.

Whenever the District has an established project, contributions that reduce the cost or hasten the completion are welcome.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: ORC 9.20  
3313.17; 3313.36

CROSS REFS.: BHD, Board Member Compensation and Expenses  
FEE, Site Acquisition Procedure

## PUBLIC GIFTS TO THE DISTRICT

To be considered for acceptance, gifts to the District must satisfy the following criteria:

1. have a purpose consistent with those of the schools;
2. not add to staff load;
3. not begin a program which the Board is unwilling to take over when gift or grant funds are exhausted;
4. not bring undesirable or hidden costs to the District;
5. place no restrictions on the school program;
6. not be inappropriate or harmful to the best education of students;
7. not imply endorsement of any business or product;
8. not be in conflict with any provision of Board or District policies and procedures or State or Federal law;
9. books or other library materials must be approved in accordance with Board policies for selection of library books and instructional materials.

(Approval date: November 17, 2014)

## PUBLIC SOLICITATIONS IN THE SCHOOLS

No person may sell or offer for sale within school buildings or on school property any articles or services or solicit contributions except those approved by the Superintendent or the Board. This policy does not prohibit any school fundraising activity authorized by the Superintendent or other appropriate building administrator.

Salespeople representing educational companies may be granted the opportunity to speak to teachers by making arrangements through the principal's office. Such appointments must not interfere with the classroom work of the teachers.

The school directory or lists of students are not made available to any outside person or agency for a profit-making purpose.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: ORC 2921.43  
3319.321

CROSS REFS.: GBI, Staff Gifts and Solicitations  
KG, Community Use of School Facilities (Equal Access)  
KK, Visitors to the Schools

## ADVERTISING IN THE SCHOOLS

Notices, advertisements or written matter of any nature on behalf of persons or organizations not officially connected with the District shall not be distributed or displayed in any school building or on District property without permission of the Superintendent/designee. All notices, including those by personnel, shall be approved by the Superintendent/designee. Appeal of the Superintendent's decision may be made to the Board.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: ORC 3313.20; 3313.47

CROSS REFS.: EDE, Computer/Online Services (Acceptable Use and Internet Safety)  
IGDB, Student Publications  
IIBH, District Websites  
KJA, Distribution of Materials in the Schools

## DISTRIBUTION OF MATERIALS IN THE SCHOOLS

The District recognizes that students and employees have the right to express themselves on school property. This protection includes the right to distribute, at a reasonable time and place and in a reasonable manner, non-school-sponsored material. In order to protect First Amendment rights, while at the same time preserving the integrity of the educational objectives and responsibilities of the District, the following requirements apply to the distribution of non-school-sponsored material on school property and at school activities.

### Prior Approval Required

Individuals or groups not affiliated with the District, who desire to distribute materials to the members of the school community, must first receive approval of such materials through the Superintendent/designee.

Students and staff members who desire to distribute materials to members of the school community must first receive approval from the Superintendent/designee.

### Types of Material Restrictions

Materials must be approved if they fall under one of the following categories:

1. publications of services, special events, public meetings or other items of interest to students or parents/guardians;
2. distribution of promotional materials of a commercial nature to students or parents/guardians;
3. paid advertisements on District property, including but not limited to billboard advertisements;
4. paid advertisements on or in school-sponsored publications, yearbooks, announcements and other school communications and/or
5. products and materials donated by commercial enterprises for use in the classroom, as long as they serve an educational purpose and do not unduly promote any commercial activity or products.

### Manner and Mode of Distribution

The Superintendent/designee may approve the use of District time, personnel and resources in the distribution of materials if the materials are of an educational nature. The Superintendent will not, however, approve the use of District time, personnel or District resources for distribution if the materials are not of an educational nature and/or considered to be conducting business by soliciting participation, campaigning for membership or registering participants.

The Superintendent/designee designates appropriate times, locations and means for which distribution of non-school-sponsored materials is appropriate. Determinations are made on a case-by-case basis.

Distribution with or without District involvement does not mean to imply sponsorship or support for that which the materials endorse. The District takes no responsibility for problems arising between the sponsoring individual or group and the student or staff member who accepts the materials.

### Limitations on Content

Non-school literature is not distributed on District property if:

1. the materials are obscene, vulgar or otherwise inappropriate for the age and maturity of the audience;
2. the materials endorse actions endangering the health or safety of students;
3. the distribution of such materials would violate the intellectual property rights, privacy rights, or other rights of another person;
4. the materials contain defamatory statements about public figures or others;
5. the materials advocate imminent lawless or disruptive action and are likely to incite or produce such action;
6. the materials are hate literature or similar publications that scurrilously attack ethnic, religious or racial groups; contain content aimed at creating hostility and violence and the materials would materially and substantially interfere with school activities or the rights of others or
7. there is reasonable cause to believe that distribution of the non-school literature would result in material and substantial interference with school activities or the rights of others.

Failure to comply with this policy regarding distribution of non-school literature shall result in appropriate administrative action, including but not limited to confiscation of nonconforming materials and/or suspension of use of District facilities. Appropriate law enforcement officials may be called if a person refuses to comply with this policy or fails to leave the premises when asked.

[Adoption date: November 17, 2014]

LEGAL REFS.: U.S. Const. Amend. I  
ORC 3313.20; 3313.47; 3313.66; 3313.661

CROSS REFS.: EDE, Computer/Online Services (Acceptable Use and Internet Safety)  
IGDB, Student Publications  
IIBH, District Websites  
KJ, Advertising in the Schools

## VISITORS TO THE SCHOOLS

The Board encourages parents and other citizens of the District to visit classrooms to observe the work of the schools and to learn what the schools are doing. Visits should be scheduled with the teacher, in advance, to avoid any unnecessary disruption to classroom instruction or activities.

To maintain the safety of students and staff and to ensure that no unauthorized persons enter buildings, all visitors must first report to the main office to receive authorization to visit. (Authorization is not needed for school programs, assemblies, graduations and athletic events.)

All participants and spectators of school programs, assemblies, graduations and athletic events are expected to abide by all applicable laws, local ordinances, Board policies and District and building regulations pertaining to public conduct on District property.

School principals and their designees are authorized to take appropriate action to prevent and remove, if necessary, unauthorized persons from entering District buildings, loitering on the grounds and/or creating disturbances anywhere on District property.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REF.: ORC 3313.20(A)

CROSS REFS.: BG, Board-Staff Communications (Also GBD)  
KGB, Public Conduct on District Property  
KI, Public Solicitations in the Schools

## RECRUITERS IN THE SCHOOLS

All recruiters, military, employment 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 that intends to use the list for commercial purposes. "Student list" is defined as Board-approved directory information. "Commercial organization" is defined as any entity that is a for-profit organization. "Commercial purpose" is defined as any activity that is an attempt to solicit business for profit.

Names and addresses of students in grades 10 through 12 must be released to a recruiting officer of the armed forces unless a parent or student (age 18 or older) submits a written request not to release the information.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

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.: AC, Nondiscrimination  
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, the Superintendent and then the Board.

If a complaint that was presented to the Board and referred through the proper channels is resolved before it comes back to the Board, a report of the disposition of the matter is made to the Board and then placed in the official files.

The Board expects the staff to receive complaints courteously and to make a proper reply to the complainant.

Matters referred to the Superintendent and/or the Board must be in writing and are expected to be specific in terms of the action desired.

[Adoption date: November 17, 2014]

LEGAL REFS.: ORC 121.22  
149.43

CROSS REFS.: KLB, Public Complaints About the Curriculum or Instructional Materials  
KLD, Public Complaints About District Personnel

## PUBLIC COMPLAINTS ABOUT THE CURRICULUM OR INSTRUCTIONAL MATERIALS

The Board recognizes the need and right of students to free access to many different types of books and materials. It also recognizes the right of the certified staff to select books and other materials supportive of the Board's educational philosophy and goals.

Criticism of a book or other materials used in the District may be expected from time to time. In such instances, the following guidelines shall apply.

1. If a parent requests that his/her own child not read a given book, the teacher and/or school administrator should resolve the issue, perhaps by arranging for use of alternative material meeting essentially the same instructional purpose.
2. The Board does not permit any individual or group to exercise censorship over instructional materials and library collections, but it recognizes that, at times, a reevaluation of certain material may be desirable. Should an individual or group ask to have any book or other material withdrawn from school use, the following steps are taken.
  - A. The person who objects to the book or other material is asked to sign a complaint on a standard form documenting his/her criticism.
  - B. Following receipt of the formal complaint, the Superintendent provides for a reevaluation of the material in question. He/She arranges for the appointment of a review committee from among the faculty and community to consider the complaint.
  - C. The Superintendent reviews the complaint and the committee's reevaluation and renders a decision in the matter. Should the decision be unsatisfactory to the complainant, it may be appealed to the Board.

The Board assumes final responsibility for all books and instructional materials that it makes available to students, and it holds its certified staff accountable for their proper selections. The Board also recognizes rights of individual parents with respect to controversial materials used by their own children and provides for the reevaluation of materials in library collections upon formal request.

[Adoption date: November 17, 2014]

LEGAL REFS.: ORC 121.22  
3329.07; 3329.08; 3329.09

CROSS REFS.: IIA, Instructional Materials  
IIAA, Textbook Selection and Adoption  
IIAC, Library Materials Selection and Adoption  
INB, Teaching About Controversial Issues  
KL, Public Complaints  
KLD, Public Complaints About District Personnel

CITIZEN'S REQUEST FOR RECONSIDERATION OF  
LIBRARY/CURRICULUM MATERIALS

Type of material (book, film, pamphlet, etc.) \_\_\_\_\_

\_\_\_\_\_

Author \_\_\_\_\_

Title \_\_\_\_\_

Publisher (if known) \_\_\_\_\_

Request initiated by \_\_\_\_\_

Address \_\_\_\_\_

Telephone \_\_\_\_\_

Complainant represents: Self \_\_\_\_\_

Organization \_\_\_\_\_

Other \_\_\_\_\_

1. To what do you object? (Be specific, cite pages, frames) \_\_\_\_\_

\_\_\_\_\_

2. What do you believe might be the result of reading or seeing this material? \_\_\_\_\_

\_\_\_\_\_

3. For what age group do you recommend this material? \_\_\_\_\_

4. Is there anything good about this material? \_\_\_\_\_

\_\_\_\_\_

5. Did you read or see the entire material? \_\_\_\_\_

What parts? \_\_\_\_\_

6. Are you aware of the judgment of this material by professional critics? \_\_\_\_\_

\_\_\_\_\_

7. What do you believe is the theme of this material? \_\_\_\_\_

\_\_\_\_\_

8. What would you like your school to do about this material? \_\_\_\_\_

☐ Do not assign it to my child.

☐ Withdraw it from all students as well as my child.

☐ Restrict it to more mature students.

☐ Send it back for reevaluation.

\_\_\_\_\_  
Signature of Complainant

## PUBLIC COMPLAINTS ABOUT DISTRICT PERSONNEL

Complaints about personnel are investigated fully and fairly. Before any such complaint is investigated, it must be submitted in writing and signed. Anonymous complaints are disregarded.

Whenever a complaint is made directly to the Board as a whole or to a Board member as an individual, it is referred to the school administration for study and possible solution.

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: November 17, 2003]

[Re-adoption date: November 17, 2014]

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' Negotiated Agreement  
Classified Staff Negotiated Agreement

## PUBLIC COMPLAINTS ABOUT DISTRICT PERSONNEL

The following procedures are to ensure that a citizen's complaint is given respectful attention and that the integrity of the educational program is upheld. "Complaint" in this regulation is restricted in meaning to that criticism of a particular employee by a citizen of the District that includes or implies a demand for action by District authorities. Other comments and suggestions are referred informally to appropriate personnel.

1. If a complaint comes first to the person against whom it is directed, he/she listens and may try to resolve the difficulty by explaining the background and educational purpose involved. If the complaint remains unsatisfied, the employee refers the complainant to the building principal or other immediate supervisor to have his/her views considered further. Whether the complaint terminates with the individual staff member involved or seems likely to go further, the staff member immediately informs his/her supervisor of the complaint.
2. If a complaint comes first to the principal or other supervisor of the person criticized, the principal or supervisor should make no commitments, admissions of guilt or threats. If the complaint involves a particular employee, the supervisor should suggest a conference between the complainant and the employee criticized and should inform that employee immediately of the complaint. If the complainant has already met with the employee criticized and remains unsatisfied, the supervisor should invite the complainant to file the complaint in writing.
3. If a complaint comes first to any other school employee, that employee refers the complainant to the person criticized or to his/her immediate supervisor and immediately informs both.
4. No further action on the complaint should be taken unless the complainant submits a detailed account of the complaint in writing.
5. When a written complaint is received, the principal or other supervisor schedules a conference with the complainant, the person criticized and, if advisable, the department chairman or other personnel who, in the opinion of either the supervisor or the person criticized, could contribute to a resolution of the problem.
6. If the complainant is not satisfied with the results of the conference above, he/she should then be referred to the Superintendent, who may handle the complaint personally or refer it to other personnel, as he/she may see fit.
7. Should dissatisfaction remain after the above steps have been taken, the matter may be placed on the agenda for the next regularly scheduled Board meeting. The decision of the Board is communicated in writing to all interested persons.

(Approval date: November 17, 2014)

Bexley City School District, Bexley, Ohio

## 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: November 17, 2003]

[Re-adoption date: November 17, 2014]

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

Bexley City School District, Bexley, Ohio

## RELATIONS WITH BOOSTER ORGANIZATIONS

The Board recognizes that the endeavors and objectives of booster organizations can be a valuable means of stimulating interest and endorsement of the aims and achievements of the District. Care must be taken to avoid compromising or diluting the responsibility and authority of the Board.

Annually, booster organizations must submit to the Superintendent/designee their tentative goals, objectives, projects and/or activities along with their fundraising plans for the next school year and any changes made during the school year for review by the Board.

The Board retains final authority over all plans, projects and activities involving District students.

Booster organizations must abide by all District policies and rules as well as the following list.

1. Booster organizations should not use the school's tax ID number.
2. Booster organizations should not accept checks made out to the school and vice versa.
3. District officials should not have a leadership role in booster organizations.
4. Fundraising activities should not occur on school premises or during school hours unless permission has been given by the Superintendent/designee.
5. Documentation on ownership of property and fundraising activities is required.
6. The use of the District name and emblems must be authorized.
7. Booster organizations must submit their bylaws as well as annual 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: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: ORC 3313.20; 3313.47  
OAC 109:1-1-02

CROSS REFS.: IGDG, Student Activities Funds Management  
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

## COMMUNITY BASED ATHLETIC CLUBS

The Board wishes to establish a positive working relationship with all organizations of parents whose objectives are to provide a sustained system of activities that enhance the learning experiences of District students. Community based athletic clubs may operate apart from Board jurisdiction. In addition, community based athletic clubs may be formed with Board approval and in accordance with Board-approved policies and procedures to support student participation in activities not otherwise directly sponsored by the District.

[Adoption date: October 12, 2009]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: ORC 3313.20; 3313.47  
OAC 109:1-1-02

CROSS REFS.: IGDG, Student Activities Funds Management  
JFC, Student Conduct (Zero Tolerance)  
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  
KMB, Relations with Booster Organizations

## COMMUNITY BASED ATHLETIC CLUBS

Board approved community based athletic clubs must comply with Board policies for Parent Organizations and Booster Organizations. This includes, but is not limited to, the approval of the club by the Board, submission of bylaws to the Superintendent for review, and annual reports on income, expenses and balance sheets. Club bylaws should include language agreeing to comply with Board policies and procedures.

### Personnel

1. Background checks: the District will perform all background checks for any individual serving in a paid or volunteer instruction or coaching capacity at individual or club expense.
2. Coaching standards: the District requires all coaches, at individual or club expense, meet the minimum certification standards of State law and administrative code and Ohio High School Athletic Association (OHSAA) standards.
3. Trainer: the club will provided trainers for home games at club expense when required by OHSAA, or the governing regulatory body of the sport. Club athletes will have access to the District contracted athletic trainer services when the athletic trainer is on duty.

### Equipment

1. Equipment checks: the club will annually provide District administration with documentation that the equipment used by all participating members has been examined by a qualified party and meets recognized safety standards applicable for its intended use.

### Scheduling and space

1. Scheduling: club representatives will coordinate with District administration for use of District facilities for practice and events.
2. Facility use: club representatives will sign District facilities use contracts and agree to the terms of the agreement, including the requirement to maintain team liability insurance.
3. Site management: club representatives will provide personnel to prepare sites for events and return sites to original condition following events.
4. Officials: club representatives will schedule event officials and will pay them from club funds as needed.

5. Game contracts: club representatives will sign all game and official contracts.

#### Students

1. Eligibility: clubs will only field eligible athletes. Athletic eligibility will be the same as the criteria in effect for any District student involved in OHSAA sporting events. Playing ineligible athletes may be grounds for terminating the relationship between the District and the club.
2. Group travel: the club will be responsible for providing transportation to meets and will assume all liability.
3. Conduct: all Board recognized club activity participants will abide by the District student code of conduct and the extracurricular activities substance abuse policy. Club representatives will report all violations relating to the student code of conduct to the District administration. District administration will oversee the enforcement of District rules governing misconduct, academic eligibility and counseling.
4. Medical records: club representatives will collect and maintain records for all participants and assure student privacy as required by Federal law.
5. School recognition: the club will annually provide District administration with participation standards for school awards. The club will maintain all records regarding member eligibility for such awards. The District will provide yearly awards at District expense and will include teams in annual awards ceremonies and allow for team pictures in the school yearbook.

#### Finances

1. Gate: clubs may charge an entrance fee for all home events. Club representatives must maintain ticket sales records consistent with District practices and procedures.
2. Concessions: the club may coordinate with booster groups to obtain access to concession facilities. All financial arrangements will be made directly between the club and the booster group.
3. Fundraising: club fundraising activities will be carried out in accordance with Board policies and procedures.
4. Other costs: the costs associated with the start-up and maintenance of any community based athletic club are the sole responsibility of the club and its membership.

(Approval date: November 17, 2014)

## SECTION L: EDUCATION AGENCY RELATIONS

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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 (Also IGCD-R)
LEC	College Credit Plus (Also IGCH)
LEC-R	College Credit Plus (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 that 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 that could benefit the District.

[Adoption date: November 17, 2003]

[Re-adoption date: November 17, 2014]

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.

The Board cooperates with parochial and private schools in matters of mutual benefit where not expressly prohibited by law.

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 that 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 community/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: November 17, 2003]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: ORC 3311.19  
3313.6010; 3313.841  
3314.03; 3314.05; 3314.07  
3315.09; 3315.091  
3323.09

## 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/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.

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: November 17, 2003]

[Re-adoption date: November 17, 2014]

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 Records 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, internships, distance learning, tutoring, educational travel, mentoring, project portfolios 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: November 17, 2003]

[Re-adoption date: May 2010]

[Re-adoption date: November 17, 2014]

LEGAL REFS.: OAC 3301-35-01(B)(10); 3301-35-06

CROSS REFS.: IGBM, Credit Flexibility  
IGCB, Experimental Programs  
IGCH, Postsecondary Enrollment Options (Also LEC)  
IKE, Promotion and Retention of Students  
IKF, Graduation Requirements  
JN, Student Fees, Fines and Charges

## EDUCATIONAL OPTIONS

When initiated, educational options must adhere to the following criteria.

1. The parent(s) must provide written approval for students under 18 years of age to participate. A copy of the written approval must be retained in the school files. Students 18 years of age or older must submit a written request to participate. This request is kept on file.
2. An instructional plan that contains written measurable objectives must be submitted to, and approved by, the Superintendent. Instructional objectives must align with the District's curriculum requirements.
3. The instructional plan includes an outline specifying major instructional activities and identifying materials, resources, facilities and equipment needed to achieve instructional objectives.
4. Promotion and retention decisions for students, kindergarten through eighth grade, participating in an optional instructional plan are based on student performance relative to the objectives of the option.
5. The instructional plan includes a written plan for the evaluation of student performance.
6. In tutorial and independent study programs, a certificated/licensed teacher provides both the instruction and evaluation of students. In all other cases, a certificated/licensed teacher provides only the evaluation of student progress.
7. The written instructional plan includes a time for the evaluation of the educational option. Continuance of the option is determined by the results of evaluation.

(Approval date: November 17, 2003)

(Re-approval date: May 2010)

(Re-approval date: November 17, 2014)

## 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 non-public 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: November 17, 2003]

[Re-adoption date: November 17, 2014, June 22, 2015]

LEGAL REFS.: ORC 3313.5314  
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)

## COLLEGE CREDIT PLUS

### District Obligations

The District is required to notify all 6th through 11th grade students and their parents about the College Credit Plus (CCP) program through multiple, easily accessible resources by February 1 of each school year. This 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 by the April 1 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. If the principal denies a student's request for written permission, the student may appeal to the Superintendent. The Superintendent's decision is final.

The District holds an annual informational session 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 are to include but not be 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 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 of District-designated honors courses. Any grade weighting or class standing enhancements applicable to advanced standing programs or District-designated honors courses are similarly applied to CCP courses.

### Student Enrollment

To participate in CCP, a student must apply to, and be accepted by, a participating college in accordance with the college's established procedures for admission. The student also must meet the college's and relevant academic program's established standards for admission, enrollment, and course placement, including any course specific capacity limits. The student and his/her parent also must sign a form acknowledging receipt of the required counseling and understanding of their responsibilities under the program.

The student 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 Ohio Department of Education (ODE). ODE's decision on these matters is final.
4. The student's records must show evidence of successful completion of each course and the high school credits awarded. The record must indicate that the credits were earned as a participant in CCP, and include the name of the college at which the credits were earned.
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. 10<sup>th</sup> 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.

#### Student Eligibility

Students wishing to participate in CCP must meet all statutory eligibility requirements. To be eligible, students must be considered remediation-free on one of the Ohio Revised Code 3345.061(F) assessments. A student scoring within one standard error of measurement below the remediation-free threshold on one of the assessments is considered to have met this eligibility requirement if he/she either has a cumulative high school grade point average of at least 3.0 or receives a recommendation from a school counselor, principal or career-technical program advisor.

#### Summer Term Eligibility

A student who is scheduled or anticipated to graduate from high school may not participate in CCP for any term beginning after the student's scheduled or anticipated graduation date or in any course offered at a college during a summer term that begins during the student's last quarter of high school.

#### Financial Responsibilities

1. If a student elects to enroll for college credit only (Option A), the student is responsible for all costs associated with the course.
2. If a student elects to enroll for the combination high school/college credit (Option B), the District is responsible for all costs associated with the 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) shall 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 which 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: November 17, 2003)

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Revised: October 16, 2017