

EDISON LOCAL SCHOOLS

BOARD OF EDUCATION



POLICY MANUAL

Re-adoption Date: 7/20/11

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SCHOOL DISTRICT LEGAL STATUS

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

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

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

The District is classified as a local school district, operating in cooperation with the North Point County ESC Governing Board. The District is governed by a locally elected Board of Education.

The Board of this District shall be known officially as the Edison Local School District Board of Education. The District is comprised of all the area in the description filed in the Board office. The official address of the Board is 140 South Main Street, Milan, Ohio 44846-9770. The District is a participating member of the EHOVE Joint Vocational School District.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

LEGAL REFS.: U.S. Const. Amend. X
Ohio Const. Art. VI, 2; 3; 4
ORC Chapter 3311.01

COMMUNITY INVOLVEMENT IN DECISION MAKING

Community participation in the affairs of the schools is important if the District and the community are to maintain mutual confidence and respect and work together to improve the quality of education for students. The Board endeavors to identify the wishes of the community and to be responsive to those wishes.

All citizens are encouraged to express ideas, concerns and judgments about the schools to the school administration, the staff, to any appointed advisory bodies and to the Board.

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

1. clarifying general ideas and attitudes held by residents in regard to the schools;
2. developing Board policies under which the school system is to be managed;
3. establishing administrative arrangements and regulations designed to help implement these policies;
4. determining the purposes of courses of study 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. solving a specific problem or set of closely related problems about which a decision must be made.

The Board gives consideration to the advice they receive from individuals and community groups interested in the District. Final authority for all decisions rests with the Board.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

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

File: ABA (Also KC)

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

STAFF INVOLVEMENT IN DECISION MAKING

The District involves the efforts of many people and functions best when all personnel are informed of the District's major activities and concerns. Morale is enhanced when employees are provided with information and assured that their voices are willingly heard by those in positions of authority.

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

All employees have the opportunity to bring their ideas or concerns to the Board. It is expected that they proceed through the recognized administrative channels. Final authority for all decisions rests with the Board.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

LEGAL REF.: OAC 3301-35-05

CROSS REFS.: AD, Development of Philosophy of Education
BCE, Board Committees
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
IF, Curriculum Development

CONTRACT REFS.: Teachers' Master Agreement

STUDENT INVOLVEMENT IN DECISION MAKING

Students share responsibility for developing a climate in the school which 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 school policies, rules and regulations.

All students of the District have opportunities to bring their ideas or concerns to the Board. It is expected that they proceed through the recognized administrative channels; however, final authority for all decisions rests with the Board.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

LEGAL REF.: OAC 3301-35-04

CROSS REFS.: AD, Development of Philosophy of Education
BCE, Board Committees
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, citizenship status, religion, sex, economic status, age, military status, ancestry and/or disability.

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

Employees or students who engage in discrimination/harassment of another employee or student 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 because he/she files a grievance, assists or participates in an investigation, proceeding or hearing regarding the charge of discrimination of an individual or because he/she has opposed language or conduct that violates this policy.

[Adoption date: August 9, 1995]

[Re-adoption date: November 8, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

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
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)
JFCEA, Gangs
JFCF, Hazing and Bullying (Harassment, Intimidation and Dating Violence)
Staff Handbooks
Student Handbooks

NONDISCRIMINATION ON THE BASIS OF SEX

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

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

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

[Adoption date: August 9, 1995]

[Re-adoption date: January 15, 1999]

[Re-adoption date: February 16, 2005]

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

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

NONDISCRIMINATION ON THE BASIS OF SEX

The Board's policy of nondiscrimination will extend to students, staff, job applicants, the general public and individuals with whom it does business. It will apply to race, color, national origin, citizenship status, religion, sex, economic status, age, military status, ancestry and/or disability.

Grievance Procedures

1. Informal Stage

The aggrieved individual shall orally present his/her grievance to his/her immediate supervisor who shall orally and informally discuss the complaint with the aggrieved individual within five school days after the complaint has been presented to him/her. If such complaint is not satisfactorily resolved at this stage, the aggrieved individual may proceed to the intermediate stage.

2. Intermediate Stage

Within five school days after a determination has been made at the preceding stage, the aggrieved individual may present his/her complaint in writing to the intermediate supervisor to whom the immediate supervisor is directly responsible. The intermediate supervisor shall discuss the complaint orally with the aggrieved individual and render a determination to the aggrieved within five school days after hearing the complaint. If the complaint is not satisfactorily resolved at this stage, the aggrieved individual may proceed to the formal stage.

3. Formal Stage

- A. Within five school days after a determination has been made by the immediate supervisor, the aggrieved individual and immediate supervisor and/or intermediate supervisor in the case may submit written statements to the Compliance Coordinator setting forth the specific nature of the complaint, the facts relating thereto, and the determinations previously rendered.
- B. If such is requested in written statements of either party pursuant to paragraph 1 above, the Compliance Coordinator shall notify all parties concerned in the case of the time and place when an informal hearing will be held where such parties may appear and present oral and written statements supplementing their position in the case. Such hearings shall be held within five school days of receipt of the written statements pursuant to paragraph 1.

- C. The Compliance Coordinator shall render a determination within 10 school days after the written statements pursuant to paragraph A have been presented to him/her, or 10 school days after the completion of the informal hearing.

4. Office of Civil Rights

If the complaint has not been satisfactorily resolved in the above stages, the student or employee may appeal in writing directly to the Office of Civil Rights.

(Approval date: August 9, 1995)

(Re-approval date: February 16, 2005)

(Re-approval date: July 20, 2011)

SEXUAL HARASSMENT

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

The Board has developed complaint procedures which are available to victims. The Board has also identified disciplinary penalties which could be imposed on the offenders.

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

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

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

The Grievance Officer: The Board appoints one or more sexual harassment grievance officers who are vested with the authority and responsibility for processing all sexual harassment complaints in accordance with the procedure set out.

Sexual harassment 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.

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

[Adoption date: August 9, 1995]

[Re-adoption date: January 15, 1999]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

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

CROSS REFS.: AC, Nondiscrimination
ACA, Nondiscrimination on the Basis of Sex
GBA, Equal Opportunity Employment
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
Staff Handbooks
Student Handbooks

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

SEXUAL HARASSMENT

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

1. Any member of the school community who believes that he/she has been subjected to sexual harassment shall report the incident(s) to the appropriate grievance officer.
2. The grievance officer attempts to resolve the problem in an informal manner through the following process.
 - A. The grievance officer confers with the charging party in order to obtain a clear understanding of that party's statement of the alleged facts. The statement is put in writing by the grievance officer and signed by the charging party as a testament to the statement's accuracy.
 - B. The grievance officer meets with the charged party in order to obtain his/her response to the complaint. The response is put in writing by the grievance officer and signed by the charged party as a testament to the statement's accuracy.
 - C. The grievance officer holds as many meetings with the parties as are necessary to gather facts. The dates of meetings and the facts gathered are all put in writing.
 - D. On the basis of the grievance officer's perception of the problem, he/she will:
 - 1) bring both parties together and attempt to resolve the matter informally through conciliation or
 - 2) formally notify the parties by certified mail of his/her official action relative to the complaint.
3. If either party disagrees with the decision of the grievance officer, he/she may appeal to the Superintendent/designee. After reviewing the record made by the grievance officer, the Superintendent/designee may attempt to gather further evidence necessary to decide the case and to determine appropriate action to be taken. The decision of the Superintendent/designee is final.

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

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

(Approval date: August 9, 1995)

(Re-approval date: January 15, 1999)

(Re-approval date: February 16, 2005)

(Re-approval date: July 20, 2011)

SEXUAL HARASSMENT/DISCRIMINATION 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 _____

NONDISCRIMINATION ON THE BASIS OF DISABILITY

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

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

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

[Adoption date: August 9, 1995]

[Re-adoption date: January 15, 1999]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

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

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

NONDISCRIMINATION ON THE BASIS OF DISABILITY

The Board has adopted an internal grievance procedure providing for prompt and equitable resolution of complaints alleging any action prohibited by the U.S. Americans with Disabilities Act. Title II states, in part, that “no otherwise qualified individual with a disability shall, solely by reason of such disability, be excluded from the participation in, be denied the benefits of, or be subject to discrimination in programs or activities sponsored by a public entity.”

Complaints should be addressed to the Board-appointed grievance officer.

1. A complaint should be filed in writing or verbally, contain the name and address of the person filing it, and briefly describe the alleged violation of the regulations.
2. A complaint should be filed within 10 days after the complainant becomes aware of the alleged violation. (Processing of allegations of discrimination which occurred before this grievance procedure was in place will be considered on a case-by-case basis.)
3. An investigation, as may be appropriate, shall follow a filing of complaint. The investigation shall be conducted by the grievance officer. These rules contemplate informal but thorough investigations, affording all interested persons and their representatives, if any, an opportunity to submit evidence relevant to a complaint. Under the Department of Justice regulations, the Board need not process complaints from applicants for employment or from applicants for admission to postsecondary educational institutions.
4. A written determination of the complaint shall be forwarded to the complainant no later than 10 days after its filing.
5. The ADA coordinator shall maintain the files and records of the Board relating to the complaints filed.
6. The complainant can request a reconsideration of the case in instances where he/she is dissatisfied with the resolution. The request for reconsideration should be made within 10 school days to the Board designee.
7. The right of a person to prompt and equitable resolution of the complaint filed hereunder shall not be impaired by the person’s pursuit of other remedies such as the filing of an ADA complaint with the responsible federal department or agency. Use of this grievance procedure is not a prerequisite to the pursuit of other remedies.

8. These rules shall be construed to protect the substantive rights of persons to meet appropriate due process standards, and to assure that the Board complies with the ADA and implementing regulations.

(Approval date: August 9, 1995)

(Re-approval date: February 16, 2005)

(Re-approval date: July 20, 2011)

DEVELOPMENT OF PHILOSOPHY OF EDUCATION/STRATEGIC PLAN

Development of Philosophy

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.

Development of a Strategic Plan

All schools in the District shall develop and submit a strategic plan to the Superintendent for his/her approval once every five years and a mid-point revision of the plan once every two and one-half years. A school's plan shall incorporate appropriate components as outlined below.

A strategic plan shall be based upon internal and external needs analysis, leading to the specification of priorities for action and action plans. The plan shall include the following components in addition to others the school determines to include.

1. A mission statement.
2. A listing of the school's educational goals, which shall be consistent with District goals and which may include additional goals.
3. A listing of specified student learning's. The strategic plan shall include specified learning's that students shall achieve in order to progress from the primary to the intermediate level, intermediate level to middle level, and middle level to high school program.
4. The planned courses to be offered and the instructional practices to be used in order to achieve the mission, goals and specified student learning.
5. An assessment plan designed to determine the degree to which the student learning's are achieved by the students.

6. A professional development plan. This plan shall describe the relationship of the school's continuing professional development program to the achievement of the mission, goals and specified student learning's.
7. A description of the professional personnel, school library, classrooms and other resources of the school devoted to the achievement of the mission, goals and specified student learning's.
8. A brief description of the process used to develop the strategic plan, including a list of persons involved in its development.

The strategic plan and mid-point revisions will be submitted to the Superintendent's office for his/her approval. Strategic plans should be submitted no later than August 1, and mid-point revisions no later than January 30. The Superintendent/designee will determine if the plan is reasonably designed to result in students achieving the specified learning's. The Superintendent/designee may suggest revisions to the building's plan.

All strategic plans will be shared with the Board.

A building's strategic plan shall remain in effect until it is superseded by an approved revision or a new strategic plan developed.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

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
BFG, Policy Review and Evaluation

EDUCATIONAL PHILOSOPHY

The Board is committed to providing a program of education which is consistent with the following tenets:

1. Education shall contribute to the continuous improvement of our democratic society and the cultures that exist within it through the development of concerned, contributing and patriotic citizens.
2. The dignity and worth of the individual will be respected; each individual should be given the opportunity to participate in our society to the best of his/her ability.
3. The educational program should be conducive to the optimum intellectual, physical, social and emotional development of all youth.
4. Basic knowledge, skills, understandings and appreciations are necessary for full-life functioning.
5. All youth shall be introduced to the humanities and the arts and provided the opportunity to pursue further studies in these areas.
6. The immediate and projected personal and societal needs of our youth will receive continuous appraisal.
7. The development of self-appraisal skills, decision-making techniques and self-discipline by our youth should help them in assuming the responsibility for setting realistic immediate and long-range personal, academic and career goals.
8. The development of moral and ethical values on the part of youth is an important aspect of personal maturity, for which the parents/guardians should assume the primary responsibility; however, the schools will strive to reinforce their efforts.
9. Continuous physical, mental and emotional growth and development should be promoted through the maintenance of a personalized and appropriate educational program for our youth.
10. Self-realization and self-expression will be encouraged.
11. The educational program shall meet or exceed the Ohio Administration Code.

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

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

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

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

SCHOOL DISTRICT GOALS AND OBJECTIVES

1. Develop Mastery of Basic Skills. The Board promotes the acquisition of basic comprehension, communication and computation skills to the greatest extent possible for each student. Efforts will be made to offer each student opportunities to master the basic skills needed to pursue his/her chosen goals.
2. Gain Knowledge and Experience in Natural Sciences, Social Sciences, Humanities and Fine Arts. The Board will provide opportunities and encouragement for students to gain knowledge and experience in the sciences, humanities and arts.
3. Develop a Positive Self-Image. The Board will respond to each student's need to develop a positive self-image and will enhance his/her ability to determine, understand and examine his/her own capabilities, interests and goals.
4. Develop Skills of Constructive and Critical Thinking. The Board will foster skills of constructive and critical thinking, in order to enable each student to deal effectively with conditions and problems in an independent, self-fulfilling and responsible manner.
5. Develop Skills Appropriate to a Technological Society. The Board will provide students with information necessary to function in a rapidly changing workplace.
6. Develop Respect for Others and the Law. The Board will promote the development of students to enable them to become mature, responsible citizens with respect for the rights of others and the law.
7. Gain Lifelong Learning Skills. The Board will promote an eagerness for learning which will encourage each student to continue to benefit from educational opportunities beyond formal schooling.
8. Gain Understanding of Value Systems, Cultures and Heritage. The Board will provide an opportunity for each student to gain knowledge and understanding of social skills, so that he/she is prepared to participate responsibly and successfully in a pluralistic society.
9. Gain Understanding of Economic Roles in Society. The Board will encourage each student to gain a critical understanding of his/her role as a producer and consumer of goods and services and of the principles involved in the production of goods and services.

10. Gain Knowledge and Understanding of the Environment. The Board will encourage student development of an appreciation for the maintenance, protection and improvement of the physical environment.
11. Develop Positive Health Habits and Physical Skills. The Board will help students develop good habits concerning care of the body and avoidance of harmful effects of drugs, alcohol and tobacco. Lifelong physical fitness including lifetime recreational skills will be promoted.
12. Develop Within the Community a Sense of Pride in Their Schools. The Board will provide communication with the community, highlighting the strengths of the education program and inviting the community to participate in school functions.
13. Continual Evaluation and Revision of Curriculum. The Board will provide, through the evaluation process, a curriculum that is pertinent to student and community needs.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

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

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

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

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 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 evaluates its operations on a continuing basis so that it remains informed of accomplishments and needs.

The Board annually:

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

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

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

CROSS REFS.: AE, School District Goals and Objectives
AFA, Evaluation of School Board Operational Procedures (Also BK)
AFB, Evaluation of the Superintendent (Also CBG)
AFBA, Evaluation of the Treasurer (Also BCCB)
AFC, Evaluation of Certificated 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 plans and carries through an annual appraisal of its functioning as a board. This appraisal considers the broad realm of relationships and activities inherent in Board responsibilities.

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

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

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

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

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
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 SCHOOL BOARD OPERATIONAL PROCEDURES

Boards of education expect a high level of performance from those who are employed to run the schools. School patrons and other taxpayers also expect a high level of performance from those who are elected to govern the schools.

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

SELF-EVALUATION INSTRUMENT

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

Adequate	Inadequate	The Board of Education:
_____	_____	reads agenda and background materials well in advance of meeting
_____	_____	makes public feel welcome; provides agenda, minutes and related materials
_____	_____	assures that meeting time, place and facilities are convenient for Board, staff and public
_____	_____	does not present new issues of complex nature for immediate action
_____	_____	does not abuse privilege of tabling important issues
_____	_____	demonstrates knowledge and use of good parliamentary procedure
_____	_____	makes distinction between Board's role and function of administrators
_____	_____	expects staff input and Superintendent's recommendation on key issues
_____	_____	ensures that a good public participation policy is in effect
_____	_____	endeavors to make most productive use of meeting time

Adequate	Inadequate	The Board of Education:
_____	_____	conducts all meetings in accordance with the "Sunshine Law"
_____	_____	selects officers on basis of ability

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

_____	_____	actively seeks input from community in establishing goals and objectives
_____	_____	gives full support and cooperation to PTA and other citizens
_____	_____	establishes close working relationship with other units of government
_____	_____	is actively involved in state and federal education legislation
_____	_____	maintains effective two-way communication between school officials and residents of the District
_____	_____	ensures best possible relationship between District officials and the media
_____	_____	makes best use of facilities and resources in meeting needs of community
_____	_____	provides leadership in securing maximum community support for a good educational program
_____	_____	approves annual budget within resources that can be certified in the "fiscal certificate"
_____	_____	adopts policies which ensure sound management and fiscal control

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

_____	_____	evaluates performance of Superintendent and Treasurer on a regular basis
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Adequate	Inadequate	The Board of Education:
_____	_____	assures that all other personnel are evaluated on a regular basis by Superintendent and staff
_____	_____	works and plans with administration in spirit of mutual trust and confidence
_____	_____	recognizes Superintendent as chief executive officer and educational leader of the District
_____	_____	provides administrators encouragement and opportunity for professional growth
_____	_____	avoids interference with duties which are the responsibility of administrators
_____	_____	solicits input from certificated staff in development of Board policies
_____	_____	addresses potential problems between Board and administrators at earliest opportunity
_____	_____	is willing to defend administrators from unjust and unfounded criticism
_____	_____	has explored the management team concept of operating the schools

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

_____	_____	approves job descriptions for all approved positions
_____	_____	adopts appropriate personnel policies in the areas of employment evaluation, reduction in force and related matters
_____	_____	encourages professional growth through staff development, in-service programs, visitations and conferences
_____	_____	refers complaints to appropriate person for discussion

_____ _____ preserves and maintains adequate management rights in any labor relations agreement

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

Adequate	Inadequate	The Board of Education:
_____	_____	provides equal access to curriculum and cocurricular activities for all students
_____	_____	approves course additions and deletions to the curriculum
_____	_____	balances the overall needs of students and community with efforts of special interest groups to influence the curriculum
_____	_____	encourages suggestions for curriculum improvement from students, staff and community
_____	_____	safeguards the privacy of student records
_____	_____	encourages a positive approach to student discipline
_____	_____	safeguards the rights of students to due process
_____	_____	provides policies that implement the educational standards of the State Board of Education

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

Adequate	Inadequate	As a Board of Education member, I:
_____	_____	keep the education and welfare of children as my primary concern
_____	_____	represent the best interests of all patrons rather than special interest groups
_____	_____	understand the need for compromise; abide by decisions of the majority
_____	_____	channel complaints and potential problems to proper authority and administrative channels.

_____	_____	have made the time commitment necessary to become an informed and effective Board member
_____	_____	reach decisions on the merits of issues and on the basis of best available evidence
Adequate	Inadequate	As a Board of Education member, I:
_____	_____	participate in in-service programs at regional, state and national levels
_____	_____	do not individually or unilaterally make decisions or commitments on the Board's behalf
_____	_____	am open and honest with other Board members and administrators; share information and avoid "surprises" whenever possible
_____	_____	am familiar with and abide by the OSBA Code of Ethics

Additional Comments:

EVALUATION OF 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 will strive to accomplish the following:

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

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

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

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

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

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 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 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.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date:

LEGAL REFS.: ORC 3313.22
3319.16

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

EVALUATION OF CERTIFICATED STAFF
(Teachers)

The Board believes that a determination of the efficiency and effectiveness of its teaching staff is a critical factor in the overall operation of the District.

An ongoing evaluation program is implemented to provide a record of service, to provide objective evidence for employment and personnel decisions and to promote the improvement of instruction as a part of the goals of the school system.

Procedures used in the evaluation process are subject to Board approval. Complete and appropriate evaluation records are maintained.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

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

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

CONTRACT REF.: Teachers' Master Agreement

EVALUATION OF CERTIFICATED STAFF
(Administrators Both Certificated 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. In addition, 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 March 31 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. The evaluations are conducted annually by the Superintendent/designee.

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.

File: AFC-2 (Also GCN-2)

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

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

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

EVALUATION OF CERTIFICATED STAFF
(Administrators Both Certificated And Classified)

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

1. An initial meeting may be held by the Superintendent prior to the school year with the administrators to discuss specific measurable objectives and plans for their achievement.
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 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. Administrators are automatically re-employed if they are not evaluated according to Ohio law or provided a meeting, if requested, to discuss their renewal or nonrenewal.

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

(Approval date: August 9, 1995)

(Re-approval date: February 16, 2005)

(Re-approval date: July 20, 2011)

EVALUATION OF CLASSIFIED STAFF

Regular evaluation of all classified staff is intended to bring about improved services, to provide a continuing record of the service of each employee and to provide 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 of such evaluations known to the employees.

The services of all employees are formally evaluated at least once each year.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

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 CLASSIFIED STAFF

1. All regular classified staff members will be evaluated at least annually by their immediate supervisors, as specified by the negotiated agreement.
2. The supervisor will assess the employee on the basis of work performance and abilities. Evaluation forms will be completed in triplicate. An additional narrative report will be written if necessary. The supervisor will also submit his/her recommendation regarding continued employment of the employee.
3. After completing the evaluation form, the supervisor will conduct a conference with the employee to discuss:
 - A. the reasons for the performance evaluation and
 - B. the areas in which work performance should be improved.
4. The supervisor and the employee will sign the evaluation form at the close of the conference.
5. One copy of the complete evaluation form will be included in the employee's personnel file; one copy will be given to the employee. The employee will have access to the evaluation reports in his/her personnel file.

(Approval date: August 9, 1995)

(Re-approval date: February 16, 2005)

(Re-approval date: July 20, 2011)

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 which 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: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

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

File: AFE (Also IM)

CROSS REFS.: AF, Commitment to Accomplishment
IA, Instructional Goals
IAA, Instructional Objectives
IL, Testing Programs

EVALUATION OF EDUCATIONAL RESOURCES

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

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

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

1. Certificated and classified staff are recruited, employed, assigned, evaluated and provided in-service education without unlawful discrimination.
2. Instructional materials and equipment support attainment of objectives specified in courses of study.
3. Facilities accommodate the enrollment and the philosophy of education and educational goals of the school.
4. Student health and safety are safeguarded by an organized program of school health services designed to identify student health problems and to coordinate school and community health resources for students.
5. Student cumulative records are maintained.
6. Student admission, placement and withdrawal are processed according to established procedures.
7. Student attendance and conduct are administered according to established objectives and procedures.
8. School guidance services are provided for students in kindergarten through grade 12 in accordance with a written plan adopted by the Board.
9. Student activity programs are operated in accordance with the Board's philosophy of education and educational goals and safeguard the interest of the school, participants and spectators. Schools will not sponsor interscholastic athletics for students in kindergarten through sixth grade.
10. A planned community relations program is implemented to encourage citizen participation in, and support for, the educational program.

The Superintendent is instructed to keep current relative to research and successful practices and to employ the best and most reliable methods and measures in the evaluative process.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

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 Activities
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

BA*	Board Operation Goals
BAA	Priority Objectives of Board Operations
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
BBC	Board Member Resignation
BBD	Board Member Removal from Office
BBE*	Unexpired Term Fulfillment (Board Vacancy)
BBF*	Board Member Code of Ethics
BBFA*	Board Member Conflict of Interest
BC	Organization of the Board
BCA*	Board Organizational Meeting
BCB*	Board Officers
BCC*	Qualifications and Duties of the Treasurer
BCCA*	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 Committee to the Board
BCFB*	Family and Civic Engagement Committee
BCG*	School Board Attorney
BCH*	Consultants to the Board
BCI	Board Staff Assistants
BCJ*	Special Information

SECTION B: SCHOOL BOARD GOVERNANCE AND OPERATIONS
(Continued)

BD*	School Board Meetings
BDA	Regular Board Meetings
BDB	Special Board Meetings
BDC*	Executive Sessions
BDD	Board Meeting Procedures
BDDA*	Notification of Meetings
Bddb*	Agenda Format
BDDC*	Agenda Preparation and Dissemination
BDDD	Quorum
BDDE	Rules of Order
BDDEA	Parliamentarian
BDDEB	Suspension of Rules of Order
BDDF*	Voting Method
BDDG*	Minutes
BDDH*	Public Participation at Board Meetings (Also KD)
BDDI	News Media Services at Board Meetings (Also KBCC)
BDDJ*	Broadcasting and Taping of Board Meetings (Also KBCD)
BDDK	Reporting Board Meeting Business
BDE	Special Procedures for Conducting Hearings
BE	School Board Work Sessions and Retreats
BF*	Board Policy Development
BFA	Policy Development System
BFB*	Preliminary Development of Policies
BFC*	Policy 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
BFGA	Policy Manual Accuracy Check
BG*	Board-Staff Communications (Also GBD)
BH	Board Member Services
BHA*	New Board Member Orientation
BHB	Board Member Development Opportunities
BHBA*	School Board Conferences, Conventions and Workshops
BHC	Board Office Facilities and Services
BHD*	Board Member Compensation and Expenses
BHE	Board Member Insurance

SECTION B: SCHOOL BOARD GOVERNANCE AND OPERATIONS
(Continued)

- BI* School Board Legislative Program

- BJ School Board Memberships
- BJA* Liaison with School Boards Associations

- BK* Evaluation of School Board Operational Procedures (Also AFA)

* Indicates areas covered by Board policy

BOARD OPERATION GOALS

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

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

1. concentrate the Board's collective effort on its policy-making and planning responsibilities;
2. formulate Board policies which best serve the educational interests of each student;
3. provide the Superintendent 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. periodically review its performance relative to the goals.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

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

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

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

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

LEGAL REFS.: ORC 3311.05; 3311.19
3313.01; 3313.02; 3313.09; 3313.17

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

SCHOOL BOARD POWERS AND DUTIES

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

The Board's major responsibilities are to:

1. select and employ a Superintendent;
2. select and employ a Treasurer;
3. determine and approve the annual budget and appropriations;
4. provide needed facilities;
5. provide for the funds necessary to finance the operation of the District;
6. consider and approve or reject the recommendations of the Superintendent 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: August 9, 1995]

[Re-adoption date: February 16, 2005]

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 (and Duties)

BOARD MEMBER AUTHORITY
(And Duties)

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

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

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

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

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. The petition must be signed by 25 qualified electors of the District. Petitions must be filed 75 days before the election.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

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 REFS.: BB, School Board Legal Status
LBB, Cooperative Educational Programs

BOARD MEMBER QUALIFICATIONS/OATH OF OFFICE

Under Ohio 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 school board membership. Generally, offices are considered incompatible when one is subordinate to, or in any way provides a check upon, the other or when it is physically impossible for one person to discharge the duties of both positions.

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

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

LEGAL REFS.: ORC 3313.10; 3313.13; 3313.70
3503.01

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

BOARD MEMBER OATH OF OFFICE

“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 Edison Local School District, Erie County, Ohio, to the best of your ability, and in accordance with the laws now in effect and hereafter to be enacted, during your continuance in said office, and until your successor is elected and qualified?” The answer is “I do.”

Member's Signature

UNEXPIRED TERM FULFILLMENT
(Board Vacancy)

A vacancy on the Board may be caused by:

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

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

Each person selected to fill a vacancy holds office:

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

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

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

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 general, the conduct of Board members should conform to the code of ethics of the Ohio School Boards Association which includes the following:

1. It is unethical for a Board member to:
 - A. seek special privileges for personal gain;
 - B. personally assume unauthorized authority;
 - C. criticize school employees publicly;
 - D. disclose confidential information or
 - E. place the interest of one group or community above the interest of the entire District.

2. It is unethical for a Board to:
 - A. withhold facts from the Superintendent, particularly about the incompetency of an employee;
 - B. consider a complaint against an employee which is not first submitted to the Superintendent or
 - C. announce future action before the proposition has been discussed by the Board.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

LEGAL REFS.: Ohio School Boards Association Delegate Assembly; OSBA Legislative Platform 2009

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

CROSS REF.: BBFA, Board Member Conflict of Interest

BOARD MEMBER CODE OF ETHICS

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

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

obey the laws of Ohio and the United States;

respect the confidentiality of privileged information;

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

work with other members to establish effective Board policies;

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

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

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

make every effort to attend all Board meetings;

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

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

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

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

avoid conflicts of interest or the appearance thereof;

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

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

NOTE: This Code of Ethics has been adopted by the Ohio School Boards Association Delegate Assembly.

BOARD MEMBER CONFLICT OF INTEREST

The Board and individual members will 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 directly any labor, equipment or supplies to the District nor be employed by the Board in any capacity for compensation.

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

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

The law specifically forbids:

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

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

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

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. election of other Board officers;
 - B. setting the dates and times of regular Board meetings;
 - C. appointing of legal counsel for the ensuing calendar year;
 - D. purchasing liability insurance for Board members;
 - E. appointing a legislative liaison;
 - F. adopting a budget for the new fiscal year (before January 15);
 - G. securing performance bonds for the Superintendent and Treasurer and
 - H. establishing a Board service fund.
6. Upon conclusion of annual business, the Board enters into such regular or special business as appears on the agenda for the meeting.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

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 law, state regulations and policies of the Board. In carrying out these responsibilities, the President:

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

The President has the right, as do other Board members, to offer resolutions, to make and second motions, to discuss questions and to vote.

Vice President

In the absence of the President, the Vice President performs the duties and has the responsibilities and commensurate authority of the President.

The Vice President performs such other duties as may be delegated or assigned to him/her by the Board.

President Pro Tempore

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

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

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

CROSS REF.: BCA, Board Organizational Meeting

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

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

Other Duties and Responsibilities:

1. serve as the spokesperson on fiscal matters
2. evaluate staff members of Treasurer's office
3. prepare and issue written notice of intention not to re-employ professional and support staff
4. respond to routine questions and requests in appropriate manner
5. cooperate with Superintendent in development and implementation of administrative and Board policies
6. attend meetings and conferences designed to enhance professional qualifications
7. serve as role model for students in how to conduct themselves as citizens and as responsible, intelligent human beings
8. supervise the preparation of studies establishing, appraising and/or improving financial procedures and internal controls
9. prepare prospectus for bond sales in cooperation with the Superintendent

10. act as an integral part of the Board's negotiating team(s); assist in (1) preparing cost estimates relative to Board proposals to ascertain whether they are within the limits of budgetary restraints and (2) estimating the costs associated with proposals presented to the Board by bargaining units; work closely with the other members of the bargaining team to develop negotiating strategy and to implement the economic portions of ratified contracts according to agreed-upon terms
11. notify board of elections of changes in District boundaries
12. accept summons served on the Board
13. may conduct auction of Board real and personal property
14. instill in students belief in and practice of ethical principles and democratic values
15. perform other duties as assigned

Qualifications:

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

Required Knowledge, Skills and Abilities:

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

Equipment Operated:

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

Additional Working Conditions:

1. occasional travel

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

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

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

Board President

Date

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

Signature

Date

[Adoption date: August 9, 1995]
[Re-adoption date: January 15, 1999]
[Re-adoption date: February 16, 2005]
[Re-adoption date: July 20, 2011]

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

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

Should the Treasurer become incapacitated, the Board will appoint a treasurer pro tempore. The appointment will be made by a majority vote of the Board after the conditions relating to incapacity of the Treasurer are met.

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, or otherwise regularly employed by the District.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

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 shall be 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. Such incapacity is determined:

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

During the period of incapacity, the Treasurer shall:

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

The Treasurer may request a hearing before the Board on actions as indicated above taken under this policy and shall have the same rights in such hearing as are granted under ORC 3319.16.

The Treasurer Pro Tempore shall perform 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 shall fix the compensation of the Treasurer Pro Tempore in accordance with the Ohio Revised Code and he/she shall serve until the Treasurer's incapacity is removed or until the expiration of the Treasurer's contract or term of office, whichever is earlier.

(Approval date: August 9, 1995)

(Re-approval date: February 16, 2005)

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 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.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

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 initial contract can be for not less than one year or more than five years. The term commences on August 1 and continues through July 31 of the year in which the contract expires.

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 Board may permit an individual who does not hold a valid treasurer's license to serve as District Treasurer as long as the individual meets the qualifications for licensure and has applied for a 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: July 20, 2011]

LEGAL REFS.: ORC 3301.074
3313.22; 3313.24; 3313.31

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 policy-making and appraisal functions.

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

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

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: July 20, 2011]

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 Board believes that the legislation of policies is the most important function of a board and that the execution of the policies should be the function of the Superintendent and staff.

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

The Board holds the Superintendent responsible for the administration of its policies, the execution of Board decisions, the operation of the internal machinery designed to serve the school program and keeping the Board informed about school operations and problems.

The Board will strive to procure the best professional leader available as its Superintendent of Schools. The Board, as a whole and as individual members, will:

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

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

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 necessary to study operations in specific areas and to make recommendations for Board action.

The following rules will 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 chairperson may make recommendations for Board action, but may not act for the Board unless specifically authorized.
4. The Board President and Superintendent will be ex officio members of all committees.
5. All appointments are for no longer than the ensuing annual organizational meeting, at which time the newly elected President has the privilege of making new appointments or re-appointments; however, a committee may be dissolved at any time by a vote of the Board.
6. The Sunshine Law and its exceptions apply to Board meetings and Board-appointed committee and subcommittee meetings.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

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
BCFA, Business Advisory Committee to the Board
BDDG, Minutes
BDDH, Public Participation at Board Meetings (Also KD)

SCHOOL BOARD ATTORNEY

The Edison Local Board may employ legal counsel in addition to the County Prosecuting Attorney and pay for legal services from District funds.

The counsel will advise the Board and its officials on legal matters relating to them and their powers.

At its annual organizational meeting, the Board may adopt a resolution providing for the employment of legal counsel and setting compensation for the various kinds of legal services to be rendered.

The Board will establish procedures necessary to effect an efficient working relationship between the counsel and the Board and/or staff members. The Board designates the Superintendent/Treasurer or their designees to consult Board counsel without prior approval. In the event the Board President or designee consults with Board counsel, it is required that timely notification be given to the Superintendent.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

LEGAL REFS.: ORC 309.10
3313.35
3319.33

CROSS REF.: Staff Handbooks

CONSULTANTS TO THE BOARD

The modern school system is a complex organization established to provide a high quality educational program for children and youth who will live in a complex and changing society; additionally, the District represents an investment of millions of dollars by the public in the cause of public education. In order to pursue its educational mission and also to protect the public's financial investment in the schools, the Board may, from time to time, engage the services of qualified professional consultants to provide new insights and ideas for dealing with especially difficult problems and/or to provide special services which the present staff is unable to provide. The kinds of assistance sought from consultants may include, but will not necessarily be limited to: conducting fact-finding studies, surveys and research; providing counsel or services requiring special expertise and 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
6. fees or rate of pay the Board will be charged.

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

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

LEGAL REFS.: ORC 3313.171
3315.061

CROSS REF.: FL, Retirement of Facilities

Edison Local School District, Milan, Ohio

SPECIAL INFORMATION

The Board or an individual Board member may, from time to time, need additional research before completing a policy or need information about school operation and problems. To gather the information, the Board may ask the Superintendent/designee to report findings and make recommendations.

The following guidelines may apply.

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

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

LEGAL REF.: ORC 3313.20

SCHOOL BOARD MEETINGS

The Board transacts all business at official meetings of the Board. 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. These may be either regular or special meetings, defined as follows.

1. Regular meeting: the usual official legal action meeting, held regularly.
2. Special meeting: an official legal action meeting called between the scheduled regular meetings to consider specific topics.

All regular and special meetings of the Board and Board appointed committee meetings are open to the public, school personnel and members of the news media. Board meetings will be publicized properly in compliance with Ohio law. Executive sessions may be called and conducted in compliance with the Sunshine Law. No action may be taken in executive session.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

LEGAL REFS.: ORC 121.22(B)
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 in accordance with the rationale for the creation of public governing bodies; however, some matters are more properly discussed by the Board in private session. As permitted by law, such matters may involve the following:

1. to consider the appointment, employment, dismissal, discipline, promotion, demotion, or compensation of an employee, official or student or the investigation of charges or complaints against such an 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. to consider 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 rules or state statutes;
5. preparing for, conducting or reviewing negotiations with employees and
6. conferences with an attorney involving pending or imminent court action.

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 Sunshine Law.

The Board will meet in closed session only to discuss legally authorized matters. Closed sessions will be held only as part of a regular or special meeting and only after a majority of the Board "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 will reconvene into public session.

The Board may invite staff members, in addition to the Superintendent, or others to attend closed sessions at its discretion.

Board members shall not disclose or use, without appropriate authorization, any information acquired in the course of official duties (which is confidential because of statutory provisions) or which has been clearly designated as confidential because of the status of proceedings or the circumstances under which the information was received.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

LEGAL REFS.: ORC 102.03
121.22(B)

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

NOTIFICATION OF BOARD MEETINGS

The Board can improve and build public confidence by following the legal requirements for giving due notice of all meetings of the Board and Board-appointed committees, changing meeting times, scheduling special meetings and canceling meetings when necessary. A failure to correctly change a regular meeting invalidates Board action taken at that meeting.

Organizational Meeting: 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, or of any change in time or place thereof, is given to the media and those 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, but if a board member misses the meeting because of a failure to receive notice, the meeting is invalid.

Notice of a special meeting must be given to the public/media that have requested notification and the Board members themselves. Forty-eight hours notice must be given to Board members and only 24 hours notice to the media by the Treasurer.

A special meeting agenda is limited to the reasons listed for the special meeting. The meeting notice must include the specific purposes the Board intends to discuss.

When preparing the agenda, the Treasurer should list all applicable purposes, having consulted with Board members and administration. No formal action should be taken at a special meeting other than that which is listed in the meeting 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 any change in time or place of a regular or special meeting 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 the Board President or Superintendent decides to cancel a

Board meeting, the Treasurer should notify other Board members and all media who have requested notification of the cancellation. Notice of cancellation should also be prominently posted at the meeting site. This notice should include the new date of a rescheduled meeting, if possible.

[Adoption date: August 9, 1995]

[Re-adoption date: September 16, 1997]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

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

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

AGENDA FORMAT

The Superintendent, in consultation with the President of the Board, 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.

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.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

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

AGENDA PREPARATION AND DISSEMINATION

The agenda for all meetings of the Board is prepared by the Superintendent in consultation with the Board President.

Items of business may be suggested by a Board member, staff member or citizen of the District. The agenda will always allow suitable time for the remarks of 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 re-arrange the order for the convenience of visitors or other individuals appearing before the Board or to expedite Board business. An item of business which 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: August 9, 1995]

[Re-adoption date: February 16, 2005]

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

VOTING METHOD

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

To comply fully with state law, roll-call votes will be made on resolutions pertaining to the following:

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.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

LEGAL REFS.: ORC 3313.11; 3313.18; 3313.22; 3313.23; 3313.66(E)
3315.17(D)(2)
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 ORC
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
Appoint 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
Remove the Treasurer at any time for cause	4 (b)	3313.22
Appoint Treasurer Pro Tempore	3 (a)	3313.23

Determine that Treasurer's incapacity is removed	3 (a)	3313.23
Remove 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 Superintendent Pro Tempore	3 (a)	3319.011
Remove Superintendent Pro Tempore at any time for cause	4 (b)	3319.011
Suspend or remove Business Manager	4 (b)	3319.06
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	3 (a)	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)
Waiver of textbook and material fund transfer restriction*	5 (h)	3315.17(D)(2)

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

SOURCE: *Business Administration for Public Schools*
Published by the Ohio School Boards Association

*The number used is based upon the number of members on the Board.

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 name of the member making the motion and the name of the member seconding the motion and records 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 copies of proposed minutes available for public inspection. The minutes will be signed by the President and attested to by the Treasurer, following approval of the minutes by the Board at the next meeting.

The official minutes will be bound and kept in the office of the Treasurer, who will, after they have been approved by the Board, make them available to interested citizens upon request at cost, during normal office hours.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

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
KBA, Public's Right to Know

PUBLIC PARTICIPATION AT BOARD MEETINGS

All meetings of the Board will be open to the public.

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

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

Agendas will be distributed to all those who attend Board meetings. The section on the agenda for public participation will be marked with an asterisk. Noted at the bottom of each agenda will be a short paragraph outlining the Board's policy on public participation at Board meetings.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

LEGAL REFS.: ORC 121.22
3313.20

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

PUBLIC PARTICIPATION AT BOARD MEETINGS

Residents of the school community may bring an issue to the attention of the Board following the discussion of the topics listed on the prepared agenda of a Board meeting or by letter.

Questions of inquiry or statements of concern may also be addressed to any District and/or building administrator.

Presentation Before the Board of Education

The President of the Board will recognize persons requesting to be heard. If the topic to be discussed is not on the Board agenda, it will be discussed under Miscellaneous. If the topic is on the agenda, members of the audience may request time to speak following the introduction of the topic by a member of the Board. Individuals wishing to speak are asked to adhere to the following procedures.

1. Individuals must be recognized by the President of the Board.
2. The speaker is asked to state his/her name and address. Remarks must be addressed to the Board as a group.
3. It shall be in order for Board members to ask the speaker questions or to make comments in order to clarify the discussion.
4. Generally speaking, individuals will be recognized to speak once on a given topic.
5. Specific time limits will be imposed by the Board President, but will vary depending on the nature of the topic and the number of speakers.

It is suggested, although not required, that residents who wish to discuss topics not on the prepared agenda notify the Superintendent and/or Board President of the topic no later than Friday preceding the Board meeting.

(Approval date: August 9, 1995)

(Re-approval date: February 16, 2005)

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. Photographing, broadcasting and recording meetings are permitted only when all parties involved have been informed that cameras, broadcasting and/or recording devices are being used.
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: February 16, 2005]

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

All school boards in the state of Ohio are required to formulate policies and regulations for the efficient and orderly operation of the schools under their control. Adopted policies serve as a guide for the administration and help to promote common understanding and uniformity in the basic procedures and operations of all the individual schools of the District.

It also becomes imperative to have definite statements of policy in order that the District may measure up to the increasing demands being thrust upon public education. Policy development will include as much information from as many sources as feasible. Policies must be re-evaluated and appraised periodically to ensure that they serve all District schools in the best possible manner. If the application of any policy or regulation violates or infringes upon the educational purposes of the schools, it should be considered the duty of every employee to report that fact to the proper authorities and to offer some suggestion for improvement.

The Board sincerely believes that by establishing a clear-cut course of communication among school officials, employees and the community, it can provide a stimulating school environment. This will help create a school system which is not only a pleasant place in which to work but one which encourages everyone to do his/her best possible work.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

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

PRELIMINARY DEVELOPMENT OF POLICIES

Proposals regarding District policies and operations may originate at any of several sources including parents, students, community residents, employees, Board members, the Superintendent, consultants or civic groups. A careful and orderly process will be used in examining such proposals prior to action upon them by the Board.

Final action on such proposals, whatever their source, will be by the Board in accordance with its policy on policy adoption. The Board will take action on most matters on the basis of recommendations presented by the Superintendent. The Superintendent will base his/her recommendations upon the results of study and upon the judgment of the certificated staff and study committees.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

LEGAL REF.: ORC 3313.20

CROSS REFS.: AD, Development of Philosophy of Education
BF, all subcodes
CH, Policy Implementation

POLICY ADOPTION

The adoption of new policies or the changing or repealing of existing policies is solely the responsibility of the Board. Policies, including the Board's bylaws, will be adopted, amended or repealed only by the affirmative vote of a majority of the members of the entire Board. Such action shall be scheduled on the agenda of a regular or special meeting.

Proposals for a new policy or for the amendment or repeal of an existing policy shall be submitted in writing to the Superintendent for submission to the Board. Action to adopt may take place at any meeting of the Board.

Unless otherwise specified, a new policy or policy amendment is effective upon 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 on the date the Board takes such action.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

LEGAL REF.: ORC 3313.20(A)

BOARD REVIEW OF REGULATIONS

When appropriate, the Board reviews regulations developed by the administration to implement policy. The Board revises or nullifies such regulations only when they are inconsistent with policies adopted by the Board or when they are not in the best interest of the District.

Regulations need not be approved by the Board in advance of issuance, except as required by State law or in cases when strong community attitudes or possible student or staff reaction make it necessary or advisable for the regulation to have the Board's advance approval.

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.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

LEGAL REF.: ORC 3313.20(A)

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

POLICY DISSEMINATION

The Superintendent is directed to establish and maintain an orderly plan for preserving and making accessible the policies adopted by the Board and the regulations needed to put them into effect.

Accessibility is to extend to all employees of the District, to members of the Board and, insofar as possible, to all persons in the District. A policy concerning a particular group or groups in the schools will be distributed to those groups prior to the policy's effective date.

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

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

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

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

CROSS REF.: BF, Board Policy Development

ADMINISTRATION IN POLICY ABSENCE

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

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

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

LEGAL REFS.: ORC 3313.18; 3313.20(A)

CROSS REF.: BF, Board Policy Development

SUSPENSION OF POLICIES

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

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

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

LEGAL REF.: ORC 3313.20(A)

CROSS REF.: BF, Board Policy Development

POLICY REVIEW AND EVALUATION

In an effort to keep its written policies current so that they may be used consistently as a basis for Board action and administrative decision, the Board reviews its policies on a continuing basis.

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 which 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: August 9, 1995]

[Re-adoption date: February 16, 2005]

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

BOARD-STAFF COMMUNICATIONS

The Board wishes to maintain open channels of communication with the staff. The basic line of communication is through the Superintendent. Staff members should utilize the Superintendent to communicate to the Board or its subcommittees. 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.

Visit to Schools

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

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

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

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

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

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

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 school board conferences, workshops and conventions; however, 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. A calendar of school board conferences, conventions and workshops will be maintained by the Board Treasurer. The Board will periodically decide which meetings appear to be most promising in terms of producing direct and indirect benefits to the District. At least annually, the Board will identify those new ideas or procedures and/or cost benefits which can be derived from participation at such meetings.
2. Funds for participation at such meetings will be appropriated on an annual basis. When funds are limited, the Board will designate which of its members will participate in a given meeting.
3. Reimbursement to Board members for their travel expenses will be 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 will be 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 \$60.00 per day. A program of more than three hours may be compensated at a rate of \$125.00 per day.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

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

As permitted by law, the Board votes prior to January 1 to set the rate of compensation for the newly elected or re-elected members of the Board. Compensation for Board members may not be changed during their terms of office. Changes in compensation for Board members must be made prior to the beginning of their respective terms.

Board members will receive the maximum amount permitted by law.

Board Service Fund

Action will be taken at the annual organizational meeting on the establishment of a Board "service fund" to pay expenses actually incurred by Board members or members-elect in their official duties. The sum set aside will not exceed \$2.00 for each student enrolled or \$20,000, whichever is greater. The fund shall contain a maximum of \$60,000. This fund will be used at the Board's discretion to provide for members' participation in workshops and conferences, for new Board member orientation and development and for other expenses in connection with assigned duties as permitted by law, including those made for a public purpose as defined below.

Spending Guidelines: Definition of Public Purpose

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

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

The purpose of this policy is to permit the Superintendent, at the discretion of the Board, to honor its employees and nonemployees with plaques, pins and other tokens of appreciation to include meals, refreshments or other amenities which further the interest of the District.

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

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.

[Adoption date: August 9, 1995]

[Re-adoption date: January 15, 1999]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

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

JL, Student Gifts and Solicitations

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 will report to the Board on state legislative proposals and will communicate the Board's positions and/or the Ohio School Boards Association's positions to state representatives and senators.

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

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

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: February 16, 2005]

LEGAL REFS.: ORC 3313.87; 3313.871

EVALUATION OF SCHOOL BOARD OPERATIONAL PROCEDURES

The Board plans and carries through an annual appraisal of its functioning as a board. This appraisal considers the broad realm of relationships and activities inherent in Board responsibilities.

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

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

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

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

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
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 SCHOOL BOARD OPERATIONAL PROCEDURES

Boards of education expect a high level of performance from those who are employed to run the schools. School patrons and other taxpayers also expect a high level of performance from those who are elected to govern the schools.

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

SELF-EVALUATION INSTRUMENT

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

Adequate	Inadequate	The Board of Education:
_____	_____	reads agenda and background materials well in advance of meeting
_____	_____	makes public feel welcome; provides agenda, minutes and related materials
_____	_____	assures that meeting time, place and facilities are convenient for Board, staff and public
_____	_____	does not present new issues of complex nature for immediate action
_____	_____	does not abuse privilege of tabling important issues
_____	_____	demonstrates knowledge and use of good parliamentary procedure
_____	_____	makes distinction between Board's role and function of administrators
_____	_____	expects staff input and Superintendent's recommendation on key issues
_____	_____	ensures that a good public participation policy is in effect

_____	_____	endeavors to make most productive use of meeting time
Adequate	Inadequate	The Board of Education:
_____	_____	conducts all meetings in accordance with the "Sunshine Law"
_____	_____	selects officers on basis of ability

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

_____	_____	actively seeks input from community in establishing goals and objectives
_____	_____	gives full support and cooperation to PTA and other citizens
_____	_____	establishes close working relationship with other units of government
_____	_____	is actively involved in state and federal education legislation
_____	_____	maintains effective two-way communication between school officials and residents of the District
_____	_____	ensures best possible relationship between District officials and the media
_____	_____	makes best use of facilities and resources in meeting needs of community
_____	_____	provides leadership in securing maximum community support for a good educational program
_____	_____	approves annual budget within resources that can be certified in the "fiscal certificate"
_____	_____	adopts policies which ensure sound management and fiscal control

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

_____	_____	evaluates performance of Superintendent and Treasurer on a regular basis
Adequate	Inadequate	The Board of Education:
_____	_____	assures that all other personnel are evaluated on a regular basis by Superintendent and staff
_____	_____	works and plans with administration in spirit of mutual trust and confidence
_____	_____	recognizes Superintendent as chief executive officer and educational leader of the District
_____	_____	provides administrators encouragement and opportunity for professional growth
_____	_____	avoids interference with duties which are the responsibility of administrators
_____	_____	solicits input from certificated staff in development of Board policies
_____	_____	addresses potential problems between Board and administrators at earliest opportunity
_____	_____	is willing to defend administrators from unjust and unfounded criticism
_____	_____	has explored the management team concept of operating the schools

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

_____	_____	approves job descriptions for all approved positions
_____	_____	adopts appropriate personnel policies in the areas of employment evaluation, reduction in force and related matters
_____	_____	encourages professional growth through staff development, in-service programs, visitations and conferences

_____ _____ refers complaints to appropriate person for discussion

_____ _____ preserves and maintains adequate management rights in any labor relations agreement

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

Adequate Inadequate The Board of Education:

_____ _____ provides equal access to curriculum and cocurricular activities for all students

_____ _____ approves course additions and deletions to the curriculum

_____ _____ balances the overall needs of students and community with efforts of special interest groups to influence the curriculum

_____ _____ encourages suggestions for curriculum improvement from students, staff and community

_____ _____ safeguards the privacy of student records

_____ _____ encourages a positive approach to student discipline

_____ _____ safeguards the rights of students to due process

_____ _____ provides policies that implement the educational standards of the State Board of Education

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

Adequate Inadequate As a Board of Education member, I:

_____ _____ keep the education and welfare of children as my primary concern

_____ _____ represent the best interests of all patrons rather than special interest groups

_____	_____	understand the need for compromise; abide by decisions of the majority
_____	_____	channel complaints and potential problems to proper authority
_____	_____	have made the time commitment necessary to become an informed and effective Board member
_____	_____	reach decisions on the merits of issues and on the basis of best available evidence
Adequate	Inadequate	As a Board of Education member, I:
_____	_____	participate in in-service programs at regional, state and national levels
_____	_____	do not individually or unilaterally make decisions or commitments on the Board's behalf
_____	_____	am open and honest with other Board members and administrators; share information and avoid "surprises" whenever possible
_____	_____	am familiar with and abide by the OSBA Code of Ethics

Additional Comments:

SECTION C: GENERAL SCHOOL ADMINISTRATION

CA*	Administration Goals
CAA	District Administration Priority Objectives
CB	School Superintendent
CBA*	Qualifications and Duties of the Superintendent
CBAA*	Incapacity of the Superintendent
CBB	Recruitment and Appointment of the Superintendent
CBC*	Superintendent's Contract
CBD*	Superintendent's Compensation and Benefits
CBE	Superintendent's Development Opportunities
CBF	Superintendent's Consulting Activities
CBG*	Evaluation of the Superintendent (Also AFB)
CBH	Superintendent's Termination of Employment
CBHA	Superintendent's Retirement
CBI*	Board-Superintendent Relationship (Also BCD)
CC	Administrative Organizational Plan
CCA*	Organizational Chart
CCB*	Staff Relations and Lines of Authority
CD*	Management Team
CE*	Administrative Councils, Cabinets and Committees
CF	School Building Administration
CFA	Site-Based Management Councils
CG	Special Programs Administration
CGA	Summer Program Administration
CGB	Adult Education Program Administration
CGC	State and Federal Programs Administration
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)

SECTION C: GENERAL SCHOOL ADMINISTRATION
(Continued)

CI Temporary Administrative Arrangements

CJ Administrative Intern Program

CK Program Consultants

CL Administrative Reports

CM School District Annual Report

* Indicates areas covered by Board policy

ADMINISTRATION GOALS

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

The District's administrative organization shall be designed so that all divisions and departments of the central office and all schools are part of a single system guided by Board policies which are implemented through the Superintendent.

The Superintendent and the administrative staff have the authority and responsibility necessary for their specific administrative assignments. Each administrator is accountable for the effectiveness with which the administrative assignments are carried out. The Board is responsible for clearly specifying its requirements and expectations of the Superintendent 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 have been met.

Major goals of administration in the District are to:

1. manage the District's various departments and programs effectively;
2. provide professional advice and counsel to the Board of Education 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:
 - A. providing leadership in keeping abreast of current education developments;
 - B. arranging for the staff development necessary to the establishment and operation of learning programs which better meet student needs;
 - C. coordinating cooperative efforts for the improvement of learning programs, facilities, equipment and materials and
 - D. providing access to the decision-making process for the ideas of staff, students, parents and others.

4. develop an effective program of evaluation which includes every position, program and facility in the District and
5. develop and use a team management approach.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

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

QUALIFICATIONS AND DUTIES OF THE SUPERINTENDENT

TITLE: Superintendent of Schools

REPORTS TO: Board of Education

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

Essential Functions:

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

Other Duties and Responsibilities:

1. keep the Board and community fully informed about the school program
2. lead in the improvement of instruction and recommend a course of study
3. lead in the development and operation of school-community relations
4. participate in the community
5. serve as purchasing agent for the Board
6. serve as the Board's designee in suspension and expulsion hearings
7. prepare school calendar for presentation to the Board

Qualifications:

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

Required Knowledge, Skills, and Abilities:

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

Equipment Operated:

1. telephone
2. computer

Additional Working Conditions:

1. weekend and/or evening work
2. travel

Acknowledgement:

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

Employee Signature

Date

[Adoption date: August 9, 1995]
[Re-adoption date: January 15, 1999]
[Re-adoption date: February 16, 2005]
[Re-adoption date: July 20, 2011]

LEGAL REF.: ORC 3319.01

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

The Board is obligated to provide the District with sound management in all areas. As the executive officer of the District, the Superintendent has a major responsibility in managing the operation of the public schools.

Should the Superintendent become incapacitated, the Board will appoint a superintendent pro tempore. The appointment will be made by a majority vote of the Board and only after the conditions relating to incapacity are met.

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

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

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 which could be communicated to others;
2. upon certification of the attending physician that the Superintendent is unable to perform the duties of the office of Superintendent;
3. upon the determination of a referee that the Superintendent is unable to perform the duties of the office of Superintendent;
4. upon the granting of a leave of absence without pay requested by the Superintendent for reasons of illness, injury or other disability or
5. upon the placing of the Superintendent upon an unrequested leave of absence without pay for reasons of illness or other disability.

During the period of incapacity, the Superintendent may:

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

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

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

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

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

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

(Approval date: August 9, 1995)

(Re-approval date: February 16, 2005)

(Re-approval date: July 20, 2011)

SUPERINTENDENT'S CONTRACT/COMPENSATION AND BENEFITS

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

The Superintendent is appointed for a term not to exceed five years. The term commences on August 1 and continues through July 31 of the year in which the contract expires. The period of time in which a 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.

If at any time, in the opinion of the majority of Board members, the Superintendent's services are considered unsatisfactory, he/she may be notified and may be given an opportunity to correct the deficiencies. Nothing in this policy shall prevent the Board from making the final determination regarding the renewal or nonrenewal of the Superintendent's contract.

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

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

LEGAL REFS.: ORC 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 will strive to accomplish the following:

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

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

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

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

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date:

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 Board believes that the legislation of policies is the most important function of a board and that the execution of the policies should be the function of the Superintendent and staff.

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

The Board holds the Superintendent responsible for the administration of its policies, the execution of Board decisions, the operation of the internal machinery designed to serve the school program and keeping the Board informed about school operations and problems.

The Board will strive to procure the best professional leader available as its Superintendent of Schools. The Board, as a whole and as individual members, will:

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

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

LEGAL REFS.: ORC 3313.20(A)
3319.01

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

File: CCA

**PLEASE EDIT TO FIT DISTRICT
ORGANIZATIONAL CHART**

In MacFlow

[Adoption date:]

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

Edison Local School District, Milan, Ohio

STAFF RELATIONS AND LINES OF AUTHORITY

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

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

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

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

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

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 will consist of two groups:

Policy Team. The Board, Superintendent and Treasurer comprise the team. The Board President serves as team leader. Primary responsibilities of this team will be 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 will be 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.

This approach recognizes the mutual dependence which exists among various components of the total organization and promotes a team effort in identification of goals, establishment of priorities and development of long-range plans. Although the concept promotes cooperative efforts, it also recognizes the need for independent administrative action in appropriate areas. The management team shall encourage responsible decision making.

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

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

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

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 Sunshine Law.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

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

POLICY IMPLEMENTATION

The Superintendent has the responsibility for carrying out, through regulations, the policies established by the Board.

The policies developed by the Board and the regulations developed to implement policy will be designed to promote an effective and efficient school system. It is expected that all Board employees and students will follow all Board policies and regulations.

There are many activities which 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: August 9, 1995]

[Re-adoption date: February 16, 2005]

LEGAL REFS.: ORC 3313.17; 3313.20; 3313.33; 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 detailed arrangements under which the schools operate. These regulations and detailed arrangements constitute the regulations governing the school. 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: August 9, 1995]

[Re-adoption date: February 16, 2005]

LEGAL REFS.: ORC 3313.17; 3313.47

CROSS REF.: CH, Policy Implementation

BOARD REVIEW OF REGULATIONS

When appropriate, the Board reviews regulations developed by the administration to implement policy. The Board revises or nullifies such regulations only when they are inconsistent with policies adopted by the Board or when they are not in the best interest of the District.

Regulations need not be approved by the Board in advance of issuance, except as required by State law or in cases when strong community attitudes or possible student or staff reaction make it necessary or advisable for the regulation to have the Board's advance approval.

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.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

LEGAL REF.: ORC 3313.20(A)

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

REGULATIONS DISSEMINATION

Districtwide regulations will be appropriately coded and included as regulations in the Board's policy manual, student handbook, teacher handbook and negotiated agreements which will be available at the Board offices and in each school building.

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

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

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 at the beginning of each school year and it is the responsibility of the students/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 level. Administrators at all levels should review handbooks for consistency. The Board approves all handbooks prior to publication.

The Board reviews and approves the handbooks in order that the contents are accorded the legal status of Board-approved policies and regulations. The Superintendent uses his/her judgment as to whether other specific handbooks need Board approval.

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

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

LEGAL REF.: ORC 3313.20

CROSS REFS.: Staff Handbooks
Student Handbooks

ADMINISTRATION IN POLICY ABSENCE

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

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

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

LEGAL REFS.: ORC 3313.18; 3313.20(A)

CROSS REF.: BF, Board Policy Development

SECTION D: FISCAL MANAGEMENT

DA*	Fiscal Management Goals
DAA	Fiscal Management Priority Objectives
DB*	Annual Tax Budget and Appropriations Measure
DBA	Budgeting System
DBB	Fiscal Year
DBC	Budget Deadlines and Schedules
DBD*	Budget Planning
DBE	Determination of Budget Priorities
DBF	Dissemination of Budget Recommendations
DBG	Budget Hearings and Reviews
DBH*	Budget Adoption Procedures(Tax Budget)
DBHA	Budget Referenda
DBI	Budget Appeals Procedures
DBJ	Budget Implementation
DBK	Appropriation Modification Authority
DC	Taxing and Borrowing Authority/Limitations
DD*	Funding Proposals and Applications
DE*	Revenues from Tax Sources
DEA	Revenues from Local Tax Sources
DEB	Revenues from State Tax Sources
DEC	Revenues from Federal Tax Sources
DF	Revenues from Nontax Sources
DFA*	Revenues from Investments
DFAA	Use of Surplus Funds
DFB	Revenues from School-Owned Real Estate
DFC	Grants from Private Sources
DFD	Rental and Service Charges
DFE*	Gate Receipts and Admissions
DFEA	Free Admissions
DFE	Royalties
DFG	Income from School Shop Sales and Services
DG	Depository of Funds
DGA*	Authorized Signatures (Use of Facsimile Signatures)
DGB	Check-Writing Services
DH*	Bonded Employees and Officers

SECTION D: FISCAL MANAGEMENT
(Continued)

DI*	Fiscal Accounting and Reporting
DIA	Accounting System
DIB	Types of Funds
DIC	Financial Reports and Statements
DID*	Inventories (Fixed Assets)
DIE*	Audits
DJ*	Purchasing
DJA*	Purchasing Authority
DJB*	Petty Cash Accounts
DJC*	Bidding Requirements
DJD	Local Purchasing
DJE	Cooperative Purchasing
DJF*	Purchasing Procedures
DJG	Vendor Relations
DJGA	Sales Calls and Demonstrations
DJH*	Credit Cards
DK*	Payment Procedures
DL	Payroll Procedures
DLA	Payday Schedules
DLB*	Salary Deductions
DLC*	Expense Reimbursements
DM*	Cash in School Buildings
DN*	School Properties Disposal Procedure

*Indicates Board policies included in this manual

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 reports, both oral and written, of the fiscal management of the District.

With the assistance of the Treasurer and 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:

1. to 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. to establish levels of funding which will provide high quality education for the District's students;
3. to use the best available techniques for budget development and management;
4. to provide timely and appropriate information to all staff with fiscal management responsibilities and
5. to establish effective procedures for accounting, reporting, business, purchasing and delivery, payroll, payment of vendors and contractors and all other areas of fiscal management.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

ANNUAL TAX BUDGET AND APPROPRIATIONS MEASURE

Budget

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

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, 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, no later than July 1, the Board may pass a temporary appropriation measure to provide for meeting the ordinary expenses of the District until such time as the Board approves the annual appropriation resolution for the year, which will be 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 (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 appropriation measures at the proper times with the office of the County Auditor. Appropriations are approved at the fund level.

The Superintendent/designee notifies each school administrator and/or department head of the allocations approved for expenditure.

Budget Modification

Modification of each fund and any transfers permitted by law require Board approval.

Transfer Among Categories

It is the responsibility of the Superintendent and the Treasurer to examine the appropriations categories and make the necessary recommendations to the Board.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

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

BUDGET PLANNING

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.

Although the immediate concern will be the ensuing fiscal year, budget projections should be prepared for at least four years beyond the current fiscal year. Budget planning is related to the District's goals, objectives and programs. The Superintendent and Treasurer are responsible for preparing the five-year forecast for the Board's approval.

The five-year forecast is prepared twice a year and filed with the Ohio Department of Education (ODE). The initial filing is due on or before October 31 and an update by May 31. The five-year forecast is updated as often as necessary in order to communicate significant changes in the District's financial position.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

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

CROSS REF.: AE, School District Goals and Objectives

BUDGET ADOPTION PROCEDURES
(Tax Budget)

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

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

It is the responsibility of the Superintendent and/or the Treasurer to attend the hearing of the county budget commission to review the budget and answer any pertinent questions.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

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

TAXING AND BORROWING AUTHORITY/LIMITATIONS

In the State of Ohio the County Auditor reassesses real property every three years. With regard to these reassessments, real estate tax valuation complaints may be filed with the Erie County Board of Revision challenging the Auditor's determination of the fair market value of real estate.

Because real estate taxes is a primary source of school funding, the Board of Education, in accordance with Ohio Revised Code Section 5715.19, can challenge and defend real estate tax valuation complaints.

The purpose of the Board of Education's involvement in proceedings before the Erie County Board of Revision is to monitor real estate values in the District in an effort to insure that all taxpayers pay their fair share of taxes and that adequate funds be available for the education of the children of the District.

In order to establish a fair and consistent procedure, the following policies and procedures will apply in determining the need to initiate and/or defend valuation complaints filed with the Erie County Board of Revision.

1. The actual recent sale price of a property in an arm's length transaction is the best evidence of value and shall be used to determine fair market value where applicable.
2. To the extent practicable, valuation complaints will only be initiated by the Board of Education where the recent sale price of the property exceeds the Auditor's fair market value determination by \$50,000 or more.
3. The Board may file, in cases where a recent arm's length sale involving contiguous, multiple pieces of property owned by the same parties exceeds the \$50,000 threshold.
4. To the extent practicable, the Board will initiate tax complaints on the properties meeting the above criteria and which have a transfer date between the July and June 30th succeeding the tax year at issue.
5. To the extent practicable, the Board will not initiate tax complaints involving new construction but will rely on the County Auditor to make the appropriate valuation adjustments. However, the Board reserves the right to challenge the Auditor's value if it believes that the Auditor's valuation is not the proper fair market value of the property.
6. In the event a recent arm's length sale does not exist, the Board reserves the right to initiate tax complaints using criteria such as, but not limited, to comparable sales, income and expense analysis, testimony of expert appraisers or, appraisals used to obtain mortgages.

7. The Board may defend any tax complaint filed with the Erie County Board of Revision to reduce the value of real property in the District.
8. The right to challenge and defend real estate valuation complaints includes the right to initiate and/or participate in appeals to the Ohio State Board of Tax Appeals or other courts of law.

Annually, the Treasurer will review all possible real estate valuation complaints and coordinate same with the District's legal counsel.

[Adoption date: July 20, 2011]

FUNDING PROPOSALS AND APPLICATIONS

The Board directs the Superintendent and/or Treasurer to apply for any state or federal grants for which the District is eligible. The Superintendent and Treasurer evaluate federally funded programs and state grants, including their possible benefits to the students in the District, apprise the Board of the worth of each and makes recommendations accordingly.

The District participates to its limit of eligibility in the use of funds provided by the state for the educational benefit of its students.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

LEGAL REF.: ORC 3313.20

REVENUES FROM TAX SOURCES

In an attempt to provide the best education possible within the financial resources available, the Board will:

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

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

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 reasonable 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 when possible to balance out changes in market conditions.
5. **Prudence:** Investments are made with judgment and care – under circumstances then prevailing – which persons of prudence, discretion and intelligence exercise in the management of their own affairs, not for speculation, but for investment, considering the probable safety of their capital as well as the probable income to be derived.
6. **Bank Accounts:** Relationships with banks are managed in order to secure adequate services while minimizing costs. Deposits should be concentrated in single accounts except where audit control considerations dictate otherwise.

Authorized Financial Institutions and Dealers

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

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

Maturity

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

Derivatives

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

Allowable Investments

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

Collateral

All deposits are collateralized pursuant to State law.

Reporting

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

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

Internal Controls

The investing authority establishes a system of internal controls, which are documented in writing. The internal controls are reviewed periodically by an independent auditor. The controls are designed to prevent loss of public funds due to fraud, employee error and imprudent actions by employees and officers of the District.

[Adoption date: July 20, 2011]

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

GATE RECEIPTS AND ADMISSIONS

Admission receipts of school events shall be adequately controlled. The principal, athletic director or designee is responsible for the administration and supervision of all phases of school events for which an admission is charged.

Admission to those school events for which an admission is charged shall be by serially numbered tickets or seat assignments only. However, persons presenting season, faculty or special passes will be admitted to all events. Adequate records shall be maintained to provide chronological and accounting data for subsequent review and analysis.

Residents of the District possessing proof of age 65 years or older, and/or retired employees of the Edison Local Schools are entitled to a complimentary pass. This card entitles the qualifying person to free general admission to all school events sponsored by the District. The complimentary pass may be obtained from the Edison High School Athletic Office.

Complimentary tickets for school-sponsored events may be issued as prescribed in athletic league rules or as a component of the District's school-community relations program. Complimentary and/or reduced price tickets may be made available to administrators and faculty as a means of encouraging their participation in these activities. Complimentary tickets shall be accounted for in the same manner as paid admission tickets.

[Adoption date: July 20, 2011]

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, photo static or mechanical device. The Treasurer must notify the designated depositories, with 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 against the loss of any public funds.

[Adoption date: July 20, 2011]

LEGAL REFS.: ORC 9.10 through 9.14
1306.06

BONDED EMPLOYEES AND OFFICERS

At the time of appointment or re-appointment of the Treasurer, the Board authorizes the Treasurer to execute a bond 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.

Faithful performance bonds are provided for the Superintendent and Board President at Board expense.

A blanket bond is also provided for all school employees who handle school funds.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

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, balances, assets and liabilities. 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.

The financial records must be kept in compliance with the Ohio Schedule of Records Retention and Disposition Policy.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

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

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 which retain shape and appearance with use, is nonexpendable and does not lose its identity when incorporated into a more complex unit.

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

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

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

Fixed equipment is inventoried by building floor and room name or number; each item is 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 listed individually. Any items that have a model number or serial number have that number noted in the description for full identification. Each building administrator has responsibility for items assigned to the building and to track the movement of such.

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, will be tagged and made part of the equipment inventory. For fixed asset reporting purposes, all equipment in excess of \$1,000 is used.

All computers and any items highly susceptible to theft will have a permanent number attached to them and inventoried by building and classroom. Each component will be inventoried and a number attached on each. An accurate official record of textbooks, computer software and library books shall be kept.

A computer-generated listing of all equipment will be supplied to each building and department. This listing will be updated annually by the close of school, or not later than the second Friday in June of each year. This updated listing will then be submitted to the Treasurer's office for computer update.

An inventory shall be taken at the building level at the close of school, or not later than the second Friday in June of each year. This updated listing will then be submitted to the Treasurer's office for computer update.

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

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

LEGAL REF.: ORC 3313.20

AUDITS

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

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

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

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 \$ 50,000.00 or the appropriation, whichever is less, 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 will be centralized in the business office, which functions under the supervision of the Treasurer through whose office all purchasing transactions are conducted.

The Board assigns the Superintendent 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: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

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 check access is limited to only those individuals who have a job-related need to use these payment methods. Any person using a check must keep a written log which is to be turned in upon request.

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, or who does not take prudent measures to ensure that proper security is maintained, may be held personally liable for losses.

[Adoption date: February 16, 2005]

LEGAL REFS.: ORC 9.38
3313.291

CROSS REF.: DM, Cash in School Buildings

BIDDING REQUIREMENTS

Contracts for construction or demolition of buildings or for any improvements or repairs which will exceed \$25,000 will be let only after bids are solicited 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 practical, all purchases over \$15,000 but under \$25,000 will be based on price quotations submitted by at least three vendors. These quotations will be treated confidentially until the deadline for filing is past; thereafter they will be public information.

The Superintendent and/or Treasurer will assemble the proper specifications and make the necessary arrangements for public bidding and price quotations. The Treasurer will receive the bids and price quotations and record them. The Superintendent or Treasurer may make recommendations to the Board. The Board shall award each competitively bid contract to the lowest responsive and responsible bidder according to ORC 9312. Upon approval by the Board, he/she will process purchase orders to those bidders awarded contracts and notify the other bidders of the results of the bidding.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

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 will be designed to ensure the best possible price for the desired products and services.

In compliance with the State Use Law, the Board directs the administration to determine if products and services needed by the District may be purchased from the Ohio Industries for the Handicapped. If applicable, the District will purchase products and/or services from the OIH. Procedures for purchasing will be developed to require that all purchases are made on properly approved purchase orders and that, for items not put up for bid, price quotations will be solicited.

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

[Adoption date: August 9, 1995]

[Re-adoption date: September 16, 1997]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

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. Only the person designated by the Board as purchasing agent may commit the system for a purchase.
2. The materials, equipment, supplies and/or services to be purchased will be of the quality required to serve the function in a satisfactory manner, as determined by the requisitioner and the purchasing agent.
3. It is the responsibility of the requisitioner to provide an adequate description as required by the Treasurer, so that the latter 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.
4. It is the responsibility of the Treasurer to make alternate suggestions to the requisitioner if, in the judgment of the Treasurer, the specification would restrict competition or otherwise preclude the most economical purchase of the required items. In the case of disagreement, either party may refer the matter in accordance with established procedure.
5. 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 will be 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 in accordance with established procedure.

Requisitions

1. 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 will be responsible for limiting his/her requisitions to the appropriate amounts.
2. Only forms provided by the Treasurer will be used for requisitioning.
3. Standard supply lists of commonly used items will be jointly developed for all categories or groups of supplies by the Treasurer.
4. Items not specifically included on standard lists will be requisitioned on the regular requisition forms.

5. The number of requisitions will be kept to a minimum. They will be submitted to conform with the purchasing schedule established by the Treasurer.
6. A requisition to be considered appropriate for processing will meet the following requirements:
 - A. be issued by and bear the signature of an authorized requisitioner;
 - B. contain adequate information including vendor name, address, phone number, item description, price, quantity and etc;
 - C. be verified for adequacy of budgetary appropriation and
 - D. have the approval of the Superintendent (or the administrator designated with this responsibility).
7. All approved requisitions will be submitted to the Treasurer.
8. After a purchase order has been issued, a copy of the purchase order will be returned to the requisitioner.
9. After processing, the original copy of the requisition will be filed in the office of the Treasurer.

Purchase Orders

1. Purchase orders will include the following essentials:
 - A. a specification which 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 will be shown;
 - C. clear delivery instructions, including place and time;
 - D. signature of the Treasurer;
 - E. appropriate account code number and
 - F. the Treasurer's certificate of available revenue and appropriation.
2. Purchase orders will be numbered and prepared in sets of four copies each to be used as follows:
 - A. original to vendor;
 - B. copy 2 filed in the administrator's/supervisor's office;
 - C. copy 3 kept in the Treasurer's office with supporting documents and
 - D. copy 4 returned to requisitioner, to be returned after certification as to receipt in proper quantity and satisfactory condition.

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 which can be handled only by this procedure:
 - A. a purchase order number should be given to the supplier and
 - B. a confirming requisition will be issued immediately, marked “confirmation” indicating the purchase order number, if one was given.

(Approval date: August 9, 1995)

(Re-approval date: February 16, 2005)

(Re-approval date: July 20, 2011)

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. Usually tips are not permitted to be paid with credit cards.
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: February 16, 2005]

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

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 only when card use is for group purchases and the tip is automatically added to the bill.
3. Purchases from vendors that require a credit card as form of payment do not supersede the requirement of pre-approval of a purchase order for the purchase. The use of the credit card for electronic commerce must be pre-approved 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 pre-approved 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 is 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, nonauthorized 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: February 16, 2005)

PAYMENT PROCEDURES

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

As an operating procedure, the Board has adopted an annual resolution authorizing payment by the Treasurer for debts or claims. The Board receives a list of bills paid the previous month.

The Treasurer is responsible for ensuring that appropriate allocations are observed and that total expenditures do not exceed the amounts appropriated for all items.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

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 five percent of the District's 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 sick leave applicable, or when the absence is unauthorized, the salary deduction for each day of unauthorized absence will be 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 sick leave applicable, or the absence is unauthorized, salary deduction for absence is made on a per diem basis in accordance with the required work year for that particular job classification.

Unauthorized absences should not occur. Repeated unauthorized absences can result in the teacher or other employee being disciplined.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

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

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

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

EXPENSE REIMBURSEMENTS

District personnel and officials 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 such supporting receipts as required by the Treasurer. Such 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 has been 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 that a prudent person would exercise 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: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

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

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

EXPENSE REIMBURSEMENTS

The following regulations relate to travel and other types of reimbursable expenses.

1. Travel Requests: These must be submitted through the appropriate administrators to the Superintendent 30 days in advance.
2. Transportation: All modes of transportation will be authorized consistent with the requirements of the assignment and the efficient and economic conduct of official business. Travel will be by the most direct route.
 - A. Public Conveyance: Round-trip tickets should be purchased if these offer a price advantage.
 - B. Automobile: Reimbursement will be made at the rate approved by the IRS. This is the maximum rate regardless of the number of passengers. Charges in reasonable amounts for parking, toll road, toll bridge and ferry charges are reimbursable. An operator of a personal automobile must have a valid driver's license and certification from an insurance carrier for liability insurance coverage.
 - C. Local Transportation: Local transportation such as taxicabs, airport limousines and buses may be used when justified. Justification must be given on the travel voucher.
 - D. Car Rentals: Rental cars may be used only in cases of emergencies or when no other means of public transportation is practicable. Emergencies may include: canceled airline flights, change in destination due to inclement weather or other circumstances, disabled personal automobile or disruption of other means of transportation.
3. Subsistence
 - A. Lodging: Any person on official District business who must provide lodging for himself/herself in connection with that business will be entitled to reimbursement for the cost of a single room (not to exceed \$200.00 unless approved in advance by the Superintendent) at the hotel of his/her choice. If such person is accompanied by his/her spouse, lodging expenses will be reimbursed for the cost of a double room at the single occupancy rate.
 - B. Meals: Meals consumed by any person on official business will be reimbursed at cost up to approved limits: \$50.00 per day.

- C. Overtime: Meal costs not in excess of approved limits listed in B above will be allowed when an employee is required to work overtime and the overtime carries beyond the normal meal hours.
- D. Luncheon or Dinner Meetings: Reimbursement may be claimed for costs incurred while on official business conducted at luncheon or dinner meetings.
- E. Gratuities and/or tips are not reimbursable. If the restaurant automatically charges a gratuity based on party size, the gratuity will be allowed or reimbursed.

4. Other Reimbursable Expense

- A. Telephone, Telegraph 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 and telegrams should be charged whenever possible to the District. If an expense for telephone, telegraph, 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 when practical.
- B. Conference Registration Fees: Conference and convention registration fees are reimbursable as a miscellaneous expense on the travel expense voucher.

5. Expense Voucher and Receipts

Reimbursement for expense is obtained by submitting an expense voucher within 10 days after the month in which the expense was incurred. Vouchers submitted later are subject to delays in payments.

The original and one copy, both signed, are required.

- A. Attachments to Expense Voucher: Receipts are required for cash expenditures in excess of \$1.00 for travel by public conveyance; local transportation; car rentals; parking, toll bridge and ferry charges; lodging; meals and conference and convention registration fees.
- B. Payment of Travel Voucher: Checks for vouchers will be mailed to the address shown on the voucher.

(Approval date: August 9, 1995)
(Re-approval date: February 16, 2005)
(Re-approval date; July 20, 2011)

CLAIM FOR REIMBURSEMENT OF EXPENSES

Name _____
(Please print or type)

NAME OF CONFERENCE, CONVENTION, WORKSHOP, ETC.

DATES OF TRAVEL _____

DESTINATION _____

TRIP AUTHORIZED BY _____

STATEMENT OF EXPENSES:

Transportation:	Miles _____ @ _____	_____
	Fare	_____
*Registration		_____
*Room		_____
*Meals		_____
*Other (List)		_____
	Total	_____

SIGNATURE OF EMPLOYEE _____

DATE _____

* Please attach receipts for all expenses other than mileage.

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.

All monies collected are receipted, accounted for and deposited every 24 hours if possible. In the event the Treasurer or person in charge of an activity is unable to deposit the money in 24 hours, the money will be accounted for and deposited in the safe. The money can be held no longer than three business days after receipt and the amount must be under \$1000. If the amount is more than \$1000, or the money cannot be adequately safeguarded, it must be deposited on the business day following the date of receipt.

In no case shall moneys be left overnight in school buildings, except in safes provided for safekeeping of valuables. All school banks will provide for making bank deposits after regular banking hours in order to avoid leaving money in a school building overnight.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

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.

Before the administration may sell school property, the Board must declare the property to no longer be needed for school purposes. 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. If the community 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.

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.

[Adoption date: July 20, 2011]

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

EA*	Support Services Goals
EAA	Support Services Priority Objectives
EB*	Safety Program
EBA	Buildings and Grounds Inspections
EBAA*	Reporting of Hazards
EBAB	Warning Systems
EBB	Accident Prevention and Safety Procedures
EBBA*	First Aid
EBBB	Accident Reports
EBBC*	Bloodborne Pathogens
EBC*	Emergency/Safety Plans
EBCA	Disaster Plans
EBCB	Fire Drills
EBCBA	Tornado Drills
EBCC	Bomb Threats
EBCD*	Emergency Closings
EBCE	Protection for Reporting Safety Violations (Whistleblowers)
EC	Buildings and Grounds Management
ECA*	Buildings and Grounds Security
ECAA	Access to Buildings
ECAB*	Vandalism
ECB	Buildings and Grounds Maintenance
ECC	Custodial Services
ECD	Traffic and Parking Controls
ECE	Buildings and Grounds Records and Reports
ECF*	Energy Conservation
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ED	Material Resources Management
EDA	Receiving and Warehousing
EDB	Maintenance and Control of Materials
EDBA	Maintenance and Control of Instructional Materials
EDBB	Maintenance and Control of Noninstructional Materials
EDC	Authorized Use of School-Owned Materials
EDD	Material Resources Records and Reports
EDE*	Computer/Online Services (Acceptable Use and Internet Safety)

SECTION E: SUPPORT SERVICES

(Continued)

EE	Transportation Services Management
EEA*	Student Transportation Services
EEAA*	Walkers and Riders
EEAB	School Bus Scheduling and Routing
EEAC*	School Bus Safety Program
EEACA	Bus Driver Examination and Training
EEACB	School Bus Maintenance
EEACC*	Student Conduct on School Buses (Also JFCC)
EEACCA*	Video Cameras on Transportation Vehicles
EEACD*	Drug Testing for District Personnel Required to Hold a Commercial Driver's License
EEACE*	School Bus Idling
EEAD*	Special Use of School Buses
EEAE*	Student Transportation in Private Vehicles
EEAF	Student Transportation Insurance
EEAG	Student Transportation Records and Reports
EEB	Business and Personnel Transportation Services
EEBA	Use of School-Owned Vehicles
EEBB	Use of Private Vehicles on School Business
EEBC	Business and Personnel Transportation Insurance
EEBD	Business and Personnel Transportation Records and Reports
EF*	Food Services Management
EFA	Food Purchasing
EFAA	Use of Surplus Commodities
EFB*	Free and Reduced-Price Food Services
EFC	Vending Machines
EFD	Food Sanitation Program
EFE	Food Services Records and Reports
EFF*	Food Sale Standards
EFG*	Student Wellness Program
EFH*	Food Allergies
EG	Office Services Management
EGA	Office Communications Services
EGAA	Printing and Duplicating Services
EGAAA*	Copyright
EGAB	Mail and Delivery Services
EGAC*	Telephone Services
EGB	Clerical Services
EGC	Office Services Records and Reports

SECTION E: SUPPORT SERVICES
(Continued)

EH	Data Management
EHA*	Data and Records Retention
EI*	Insurance Management
EIA	Property Insurance
EIB	Liability Insurance
EJ	Evaluation of Support Services (Also AFF)

*Indicates Board policies included in this manual

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 which support a thorough and efficient educational program.

In order to provide support services that are supportive of the educational program, the Board develops goals which will support the overall educational program. The goals of the support services program 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 which supports the nutrition programs 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: August 9, 1995]

[Re-adoption date: February 16, 2005]

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

SAFETY PROGRAM

The Board will make efforts to provide for 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 Buildings, Grounds, and Facilities Supervisor has responsibility for the safety program of the District by adhering to all applicable Federal and State laws and regulations.

The practice of safety is 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 proceedings of the Health and Safety Committee by providing recommendations that ensure a safe environment for all.

[Adoption date: August 9, 1995]

[Re-adoption date: January 15, 1999]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

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

ORC 117.102

2744

3313.473; 3313.60; 3313.643

3314.15

3701.93 through 3701.936

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 for the safety of students and staff members and, therefore, attempts to comply with all state and federal statutes and regulations to protect them from hazards that may result from industrial accidents or from the presence of asbestos materials.

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 hazard in cooperation with material suppliers who supply the THP officer with material safety data sheets (MSDS);
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 MSDS for every hazardous material present on District property;
4. designs and implements a written communication program which:
 - 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 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 Act 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 will ensure proper compliance with state and federal 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/procedures or institution of new tasks/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. Such 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 PERRA. 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: February 16, 2005]

[Re-adoption date: July 20, 2011]

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 Act; ORC 4167.01 et seq.

CROSS REFS.: EB, Safety Program
EBBC, Bloodborne Pathogens
EBC, Emergency/Safety Plans
ECG, Integrated Pest Management
GBE, Staff Health and Safety

FIRST AID

The building principal 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 will be submitted to the Board prior to implementation.

The guidelines provide for at least one person in each building to have special training in first aid. In the case of an emergency involving a student, the emergency medical authorization form is followed and efforts are made to contact the parent/guardian.

[Adoption date: August 9, 1995]

[Re-adoption date: January 15, 1999]

[Re-adoption date: February 16, 2005]

LEGAL REFS.: ORC 2305.23
3313.712
OAC 3301-27-01; 3301-27-02; 3301-35-06

CROSS REFS.: EB, Safety Program
JHCD, Administering Medicines to Students
Emergency Medical Form
Staff Handbooks

FIRST AID

The following requirements will be adhered to by all personnel.

1. A school nurse or other trained person will be responsible for administering first aid. Although each nurse will be assigned a school or group of schools for providing regular nursing services, a nurse will be subject to call from any school if needed. A physician and/or an emergency medical service will be called in case of serious illness or injury.
2. In compliance with law, the parents of all students will be asked to sign and submit an emergency medical authorization form which will indicate the procedure which they wish to be followed in the event of a medical emergency involving their child. The permits will be kept readily accessible in the health center of each school. Copies of the emergency medical form will be carried by District staff and accompany students on school-related field trips. The forms are confidential and will be treated as such.
3. Only emergency care and first aid will be provided. A physician will outline first-aid treatment and emergency care for various types of illness and injury. Use of medications will be limited to topical applications as authorized by a physician for certain types of injuries or to such medication as might have been officially authorized for an individual child.
4. In cases in which the nature of an illness or an injury appears serious, the parents will be contacted and the instructions on the student's emergency form will be followed. In extreme emergencies, arrangements may be made for a student's immediate hospitalization whether or not the parent can be reached. A copy of the emergency medical form will be given to EMS for transport.
5. No elementary student who is ill or injured will be sent home alone. Junior and senior high students may be sent home if the illness is minor and the parents who have authorized such dismissal on the emergency medical forms have been informed in advance.
6. Board-approved procedures will be followed to guard against athletic injuries and to provide care and emergency treatment for injured athletes. Coaches and trainers will meet all requirements of the State Board of Education.

(Approval date: August 9, 1995)

(Re-approval date: February 16, 2005)

(Re-approval date: July 20, 2011)

BLOODBORNE PATHOGENS

The Board recognizes that staff/students incur some risk of infection and illness each time they are exposed to blood or other potentially infectious materials. While the risk to staff/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/students by minimizing or eliminating staff exposure incidents to bloodborne pathogens*, the Board directs the Superintendent to develop and implement an Exposure Control Plan.

The plan shall include annual in-services for staff, locations of first-aid kits, correct procedures for cleaning up body fluid spills and for personal cleanup.

Training will be 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 and/or for all staff who have occupational exposure as determined by the District.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

LEGAL REFS.: 29 CFR 1910.1030

ORC 3707.26

Public Employment Risk Reduction Act; ORC 4167.01 et seq.

CROSS REFS.: EBBA, First Aid

EBC, Emergency/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/SAFETY PLANS

The Board acknowledges that the safety and well-being of students and staff are high priorities. Although emergencies cannot be predicted, effective prevention and management strategies are used to minimize the effects of emergency situations arising in the District.

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

Comprehensive School Safety Plans and Drills

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

The comprehensive safety plan sets a protocol for addressing and responding to serious threats to the safety of the school property, students, staff, volunteers and visitors. Each protocol includes procedures deemed appropriate by the Board or governing authority for responding to threats and emergency events including, but not limited to, notification of appropriate law enforcement personnel, calling upon specified emergency response personnel for assistance and informing parents of affected students.

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 safety 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.

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

A copy of each school building's current comprehensive safety plan and blueprint is filed with the law enforcement agency that has jurisdiction over the school building and, upon request, the fire department that serves the political subdivision in which the school building is located. A copy of each school building's current comprehensive safety plan and floor plan is filed with the Ohio Attorney General. The floor plan is used solely by law enforcement responding to an emergency in the building and is not a public record.

The District's comprehensive safety plan must be updated every three years and within 90 days whenever a major modification to an individual school building necessitates changes in that building's plan.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

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/SAFETY PLANS
(Administrative Rules/Protocols)

Administrative Rules/Protocols

The Board directs each building principal/designee to develop administrative rules/protocols regarding the topics listed below. The rules/protocols are kept in the central office and produced to board of health sanitarians, upon request, during board of health inspections.

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

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

(Approval date: July 20, 2011)

EMERGENCY CLOSINGS

The Superintendent may close the schools or dismiss students early in the event of hazardous weather or other emergencies which threaten the safety or health of students or staff members. It is understood that the Superintendent will take such action only after consultation with transportation and weather authorities.

Parents, students and staff members will be informed early in each school year relative to the method of notification in the event of emergency closings or early dismissals.

It will be this District's policy to make up days when schools are closed because of emergencies, if make-up days are necessary, in order to comply with law.

Prior to September 1 of each year, the Board of Education will adopt a resolution specifying a contingency plan under which the District's students will make up days the schools were closed because of calamity days. These make-up days are beyond the number of calamity days provided for by law.

The contingency plan cannot in any way conflict with the District's collective bargaining agreement.

Should schools be closed due to hazardous weather or other emergency conditions, all curricular and extracurricular activities scheduled for that day will be cancelled. The Superintendent/designee may reinstate said activities if, in his/her judgment, the factors causing the closing have dissipated or present no threat to the safety or health of students or staff members.

Advisors, coaches and directors will check with the designated administrator before scheduling practice or conducting an activity on a calamity day or on a day of an emergency closing.

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

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

LEGAL REFS.: ORC 3313.48; 3313.482; 3313.642
3317.01
3737.73
OAC 3301-35-06

CROSS REFS.: EBC, Emergency/Safety Plans
ID, School Day

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

EMERGENCY CLOSINGS
(School Delays and Early Dismissals)

If physical circumstances and/or the health and safety of students and staff dictate, the District may opt to start school at a later time or dismiss earlier than is scheduled.

School Delay

If the Superintendent/designee chooses to delay the start of school, he/she has the option of initiating a two-hour delay. Should conditions merit the implementation of this option, it will be announced to staff members and students via the calling system and to the public via the local media.

In a two-hour delay, school will start two hours later than usual and dismiss at the regular time.

Full-time staff members will report to work two hours later than their normal reporting time. Part-time employees whose hours normally start beyond the delayed starting time will not have their work times abridged. Administrators and supervisors will be expected to report to their posts at their normal time unless informed otherwise by the Superintendent.

Emergency Dismissal

In an emergency dismissal the District will adhere to the directions given it by the student's parents/guardians on the Emergency Release Form. Said form will be distributed and returned during the first week of school and addresses how the student will be evacuated and where he/she will be taken in the event of an early dismissal.

Should conditions merit the implementation of this option, parents will be notified via local media announcements.

Students will be transported by District buses. The principal and select staff members will remain in the building until all students have been taken home. A building walk-through will be conducted by the principal to ensure all students have been evacuated.

(Approval date: August 9, 1995)
(Re-approval date: February 16, 2005)
(Re-approval date: July 20, 2011)

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 unauthorized to have keys.

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 to assist in the security of students, staff and property.

2. Metal Detectors

When there has been a pattern of weapons found at school or when violence involving weapons has occurred at the school, the administration is authorized to use stationary or mobile metal detectors. The Board directs the administration to develop regulations for the use of detectors.

Any search of a student's person as a result of activation of the detector is conducted in private.

[Adoption date: August 9, 1995]
[Re-adoption date: March 7, 2001]

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

CROSS REFS.: EBC, Emergency/Safety Plans
EEACCA, Video Cameras on Transportation Vehicles
JFC, Student Conduct (Zero Tolerance)
JFCJ, Weapons in the Schools
JFG, Interrogations and Searches
JO, Student Records
KK, Visitors to the Schools

BUILDINGS AND GROUNDS SECURITY

The Board recognizes the value of electronic surveillance systems in monitoring activity on school property and in school vehicles in protecting the health, welfare and safety of its students and staff. Carefully weighing the rights of privacy of students and staff against the District's duty to maintain order and discipline, the Board authorizes the use of electronic surveillance systems.

Cameras

1. The administration notifies its students and staff that camera surveillance may occur on school property or in school vehicles. Notices are placed in student and staff handbooks.
2. The use of cameras in transportation vehicles is supervised by the building principals and the transportation supervisor.
3. The use of cameras is subject to District policies concerning the confidentiality of student and staff records.
4. 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. Scan of the student's person is done by an adult who is the same sex as the student. 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: February 16, 2005)

VANDALISM

Students, employees and citizens of the District are urged by the Board 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 and students will be made aware of the legal implications involved. 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 to perform community services for the schools instead of repayment of the damages.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

LEGAL REFS.: ORC 2909.05
3109.09
3313.173
3737.99

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

ENERGY CONSERVATION

The Board believes 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, will develop and implement operating procedures to reduce energy consumption in the schools. The Board also directs the Superintendent and the staff to continually assess the consumption of energy and make recommendations for improved use of energy resources.

One major component of the District's energy management plan will be a periodic energy audit. The purpose of the audit will be to provide the schools with guidelines for energy efficiency and economical operation. The energy audit may take into consideration:

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

Federal funds for the District to conduct energy conservation audits are available through the National Energy Conservation Policy Act, Title 111, more commonly known as the Schools and Hospitals Grants Program. Information concerning application for these grants is available from the Ohio School Facilities Commission.

[Adoption date: August 9, 1995]

[Re-adoption date: March 25, 1998]

[Re-adoption date: February 16, 2005]

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

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

INTEGRATED PEST MANAGEMENT

Structural and landscape pests can pose significant problems to people, property, and the environment; however, the pesticides used to solve these problems carry their own risks. It is therefore the policy of Edison Local School District to use Integrated Pest Management (IPM) programs and procedures for control of structural and landscape pests.

Pests are living organisms (animals, plants, or microorganisms) that interfere with human purposes for the school site. Strategies for managing pest populations will be influenced by the pest species and the degree to which that population poses a threat to people, property, or the environment.

Pest Management

Pests will be managed to:

1. reduce any potential human health hazard or to protect against a significant threat to public safety;
2. prevent loss or damage to school resources, structures or property;
3. prevent pests from spreading in the community, or to plant and animal populations beyond the school site and
4. enhance the quality of life for students, staff, and others.

Pest management strategies must be included in an approved pest management plan for the site.

Integrated Pest Management Procedures

IPM procedures will determine when to control pests, and whether to use physical, horticultural, or biological means. Chemical controls are used as a last resort. IPM practitioners depend on current, comprehensive information on the pest and its environment, and the best available pest control methods. Applying IPM principles prevents unacceptable levels of pest activity and damage. These principles are implemented by the most economical means and with the least possible hazard to people, property, and the environment.

It is the policy of Edison School District to utilize IPM principles to manage pest populations adequately. While the goal of this IPM program is to reduce and ultimately eliminate use of toxic chemicals, toxic chemicals may become necessary in certain situations. The choice of using a pesticide will be based on a review of all other available

options and a determination that these options are unacceptable or are infeasible, alone or in combination. Cost or staffing considerations alone will not be adequate justification for use of chemical control agents. The full range of alternatives, including no action, will be considered.

When it is determined that a pesticide must be used in order to prevent pest levels from exceeding action thresholds, the least-hazardous (see Box A) material will be chosen. The application of such pesticides is subject to the Federal Insecticide, Fungicide, and Rodenticide Act (7 USC 136 et seq.), District policies and procedures, Environmental Protection Agency regulations in 40 CFR, Occupational Safety and Health Administration regulations, and state and local regulations.

Education

Staff, students, administrative personnel, custodial staff, pest managers, and the public will be educated about potential school pest problems and the integrated pest management policies and procedures to be used to achieve the desired pest management objectives.

Record Keeping

Records will be kept on the number of pests or other indicators of pest populations both before and after any treatments. Records must be current and accurate if IPM is to work. Records of pesticide use shall be maintained on site to meet the requirements of the state regulatory agency and School Board, and records will also document any non-toxic treatment methods being used. The objective is to create records from which programs and practices can be evaluated in order to improve the system and to eliminate ineffective and unnecessary treatments.

Notification

The Edison Local School District takes the responsibility to notify students' parents or guardians and the school staff of upcoming treatments which will involve a pesticide. Notices will be posted in designated areas at school and sent home with students.

Pesticide Storage and Purchase

Pesticide purchases will be limited to the amount authorized for use during the year. Pesticides will be stored and disposed of in accordance with the EPA-registered label directions and state or local regulations. Pesticides must be stored in an appropriate, secure site not accessible to students or unauthorized personnel. A cabinet in a non-student area with a locked and labeled door is advised. The door label should include a skull and crossbones, Mr. Ugh, or other visual signals for non-English reading adults or children.

Pesticide Applicators

Pesticide applicators must be educated and trained in the principles and practices of IPM and the use of pesticides approved by the Edison Local School District, and they must follow regulations and label precautions. Applicators must be certified and comply with the District IPM Policy and Pest Management Plan. Under no circumstances should applications be made while school and/or school activities are in progress.

[Adoption date: May 14, 2008]

[Re-adoption date: July 20, 2011]

LEGAL REFS.: 29 CFR 1910.1030

Comprehensive Environmental Response, Compensation and Liability Act,
42 USC 9601 et seq.

Public Employment Risk Reduction Act; ORC 4167.01 et seq.

OAC 3701-54-09

CROSS REFS.: EB, Safety Program

EBAA, Reporting of Hazards

EBBC, Bloodborne Pathogens

EBC, Emergency/Safety Plans

GBE, Staff Health and Safety

ING, Animals in the Schools

COMPUTER/ON-LINE SERVICES
(Acceptable Use and Internet Safety)
Students

The District is pleased to make available to students access to interconnected computer systems within the District and to the Internet, the world-wide network that provides various means of accessing significant educational materials and opportunities.

In order for the Edison Local Schools to be able to continue to make its computer network and Internet access available, all students must take responsibility for appropriate and lawful use of this access. Students must understand that one student's misuse of the network and Internet access may jeopardize the ability of all students to enjoy such access. While the school's teachers and other staff will make reasonable efforts to supervise student use of network and Internet access, they must have student cooperation in exercising and promoting responsible use of this access.

Below is the Acceptable Use and Internet Safety Policy ("Policy") of the Edison Local School District and the Data Acquisition Site that provides Internet access to the District. Upon reviewing, signing, and returning this policy as the students have been directed, each student will be given the opportunity to enjoy Internet access at school and is agreeing to follow the policy. If a student is under 18 years of age, he/she must have his/ her parents or guardians read and sign the policy. The Edison Local Schools cannot provide access to any student who, if 18 or older, fails to sign and submit the policy to the school as directed or, if under 18, does not return the policy as directed with the signatures of the student and his/her parents or guardians.

Listed below are the provisions of your agreement regarding computer network and Internet use. If you have any questions about these provisions, you should contact the Superintendent. If any user violates this policy, the student's access will be denied, if not already provided, or withdrawn and he/she may be subject to additional disciplinary action.

Personal Responsibility

By signing this policy, you are agreeing not only to follow the rules in this policy, but are agreeing to report any misuse of the network to the person designated by the school for such reporting. Misuse means any violations of this policy or any other use that is not included in the policy, but has the effect of harming another or his/her property.

Term of the Permitted Use

A student who submits to the school, as directed, a properly signed policy and follows the policy to which he/she has agreed will have computer network and Internet access during the course of the school year only. Students will be asked to sign a new policy each year during which they are students in the District before they are given an access account.

Acceptable Uses

1. Educational Purposes Only. The District is providing access to its computer networks and the Internet for only educational purposes. If you have any doubt about whether a contemplated activity is educational, you may consult with the person(s) designated by the school to help you decide if a use is appropriate.
2. Unacceptable Uses of Network.

Among the uses that are considered unacceptable and which constitute a violation of this policy are the following:

- A. Uses that violate the law or encourage others to violate the law. Do not transmit offensive or harassing messages; offer for sale or use any substance the possession or use of which is prohibited by the Edison Local Schools Student Discipline Policy; view, transmit or download pornographic materials or materials that encourage others to violate the law; intrude into the networks or computers of others; and download or transmit confidential, trade secret information, or copyrighted materials. Even if materials on the networks are not marked with the copyright symbol, you should assume that all materials are protected unless there is explicit permission on the materials to use them.
 - B. Uses that cause harm to others or damage to their property. For example, do not engage in defamation (harming another's reputation by lies); employ another's password or some other user identifier that misleads message recipients into believing that someone other than you is communicating or otherwise using his/her access to the network or the Internet; upload a worm, virus, "Trojan horse," "time bomb" or other harmful form of programming or vandalism; participate in "hacking" activities or any form of unauthorized access to other computers, networks, or information systems.
 - C. Uses that jeopardize the security of student access and of the computer network or other networks on the Internet. For example, do not disclose or share your password with others; do not impersonate another user.
 - D. Uses that are commercial transactions. Students and other users may not sell or buy anything over the Internet. You should not give others private information about you or others, including credit card numbers and social security numbers.
3. Netiquette. All users must abide by rules of network etiquette, which include the following:
 - A. Be polite. Use appropriate language. No swearing, vulgarities, suggestive, obscene, belligerent, or threatening language.

- B. Avoid language and uses which may be offensive to other users. Do not use access to make, distribute, or redistribute jokes, stories, or other material which is based upon slurs or stereotypes relating to race, gender, ethnicity, nationality, religion, sexual orientation, disability or handicap.
- C. Do not assume that a sender of e-mail is giving his/her permission for you to forward or redistribute the message to third parties or to give his/her e-mail address to third parties. This should only be done with permission or when you know that the individual would have no objection.
- D. Be considerate when sending attachments with e-mail (where this is permitted). Be sure that the file is not too large to be accommodated by the recipient's system and is in a format which the recipient can open.

Internet Safety

1. General Warning. Individual Responsibility of Parents and Users. All users and their parents/guardians are advised that access to the electronic network may include the potential for access to materials inappropriate for school-aged students. Every user must take responsibility for his/her use of the computer network and Internet and stay away from these sites. Parents of minors are the best guide to materials to shun. If a student finds that other users are visiting offensive or harmful sites, he/she should report such use to the person designated by the school.
2. Personal Safety. Be safe. In using the computer network and Internet, do not reveal personal information such as your home address or telephone number. Do not use your real last name or any other information which might allow a person to locate you without first obtaining the permission of a supervising teacher. Do not arrange a face-to-face meeting with someone you "meet" on the computer network or Internet without your parent's permission (if you are under 18). Regardless of your age, you should never agree to meet a person you have only communicated with on the Internet in a secluded place or in a private setting.
3. "Hacking" and Other Illegal Activities. It is a violation of this policy to use the school's computer network or the Internet to gain unauthorized access to other computers or computer systems, or to attempt to gain such unauthorized access. Any use which violates state or federal law relating to copyright, trade secrets, the distribution of obscene or pornographic materials, or which violates any other applicable law or municipal ordinance, is strictly prohibited.
4. Confidentiality of Student Information. Personally identifiable information concerning students may not be disclosed or used in any way on the Internet without the permission of a parent or guardian or, if the student is 18 or over, the permission of the student himself/herself. Users should never give out private or confidential information about

themselves or others on the Internet, particularly credit card numbers and social security numbers. A supervising teacher or administrator may authorize the release of directory information, as defined by state law, for internal administrative purposes or approved educational projects and activities.

5. Active Restriction Measures. The school, either by itself or in combination with the Data Acquisition Site providing Internet access, will utilize filtering software or other technologies to prevent students from accessing visual depictions that are (1) obscene, (2) child pornography or (3) harmful to minors. The school will also monitor the online activities of students, through direct observation and/or technological means, to ensure that students are not accessing such depictions or any other material which is inappropriate for minors.

Internet filtering software or other technology-based protection systems may be disabled by a supervising teacher or school administrator, as necessary, for purposes of bona fide research or other educational projects being conducted by students age 17 and older.

The term "harmful to minors" is defined by the Communications Act of 1934 (47 USC Section 254 [h] [7]) as meaning 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 the genitals and/or
3. taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

Privacy

Network and Internet access is provided as a tool for your education. The Edison Local Schools reserves the right to monitor, inspect, copy, review and store at any time and without prior notice any and all usage of the computer network and Internet access and any and all information transmitted or received in connection with such usage. All such information files shall be and remain the property of the District and no user shall have any expectation of privacy regarding such materials.

Failure To Follow Policy

The user's use of the computer network and Internet is a privilege, not a right. A user who violates this policy, shall at a minimum, have his/her access to the computer network and Internet terminated, which the District may refuse to reinstate for the remainder of the student's enrollment in the District. A user violates this policy by his/her own action or by failing to report any violations by other users that come to the attention of the user. Further, a user violates this policy if he/she permits another to use his/her account or password to access the computer network and Internet, including any user whose access has been denied or terminated. The Edison Local Schools may also take other disciplinary action in such circumstances.

Warranties/Indemnification

The District makes no warranties of any kind, either express or implied, in connection with its provision of access to and use of its computer networks and the Internet provided under this policy. It shall not be responsible for any claims, losses, damages or costs (including attorney's fees) of any kind suffered, directly or indirectly, by any user or his/her parent(s) or guardian(s) arising out of the user's use of its computer network or the Internet under this policy. By signing this policy, users are taking full responsibility for his/her use, and the user who is 18 or older or, in the case of a user under 18, the parent(s) or guardian(s) are agreeing to indemnify and hold the school, the Data

Acquisition Site (NOECA) that provides the computer and Internet access opportunity to the District and all of their administrators, teachers, and staff harmless from any and all loss, costs, claims or damages resulting from the user's access to its computer network and the Internet, including but not limited to any fees or charges incurred through purchases of goods or services by the user. The user or, if the user is a minor, the user's parent(s) or guardian(s) agree to cooperate with the school in the event of the school's initiating an investigation of a user's use of his/her access to its computer network and the Internet, whether that use is on a school computer or on another computer outside the District.

Updates

Users, and if appropriate, the user's parents/guardians, may be asked from time to time to provide new or additional registration and account information or to sign a new policy, for example, to reflect developments in the law or technology. Such information must be provided by the user (or his/her parents or guardian) or such new policy must be signed if the user wishes to continue to receive service. If after you have provided your account information, some or all of the information changes, you must notify the person designated by the school to receive such information.

[Adoption date: June, 1998]

[Re-adoption date: February 16, 2005]

LEGAL REFS.: U.S. Const. Art. I, Section 8
Family Educational Rights and Privacy Act; 20 USC 1232g et seq.
Children's Internet Protection Act; (P.L. 106-554, HR 4577, 2000,
114 Stat 2763)
ORC 1329.54-1329.67
3313.20
3319.321

CROSS REFS.: AC, Nondiscrimination
ACA, Nondiscrimination on the Basis of Sex
ACAA, Sexual Harassment
IB, Academic Freedom
IIA, Instructional Materials
JFC, Student Conduct (Zero Tolerance)

**TO BE MOVED TO HANDBOOK
STUDENT'S AGREEMENT**

Every student, regardless of age, must read and sign below:

I have read, understand and agree to abide by the terms of the Acceptable Use and Internet Safety Policy of the Edison Local School District. Should I commit any violation or in any way misuse my access to the Edison Local School's computer network and the Internet, I understand and agree that my access privilege may be revoked and school disciplinary action may be taken against me.

Student name (PRINT CLEARLY)

Home phone

Student signature

Date

Address

User (place an "X" in the correct blank): I am 18 or older _____ I am under 18 _____

If I am signing this Agreement when I am under 18, I understand that when I turn 18 this Agreement will continue to be in full force and effect, and I will continue to abide by the Acceptable Use and Internet Safety Policy.

COMPUTER/ON-LINE SERVICES
(Acceptable Use and Internet Safety)

It is the intention of the Board to protect the privacy of staff members who use the school computers, computer network and electronic messaging systems to the maximum extent possible, given the operational and security needs of the District. The purpose of this policy is to identify the limitations on this privacy and the general restrictions applying to the use of computers and electronic messaging systems of the Edison Local Schools.

Acceptable and Unacceptable Uses

The computers, computer network and messaging systems of the District are intended for educational uses and work-related communications. Incidental use of the e-mail and voice mail systems by staff members for personal communications is permitted as long as such communications are limited in number, are initiated during non-work periods and do not interfere with the primary intended uses of the system.

The following are uses which are unacceptable under any circumstances:

1. the transmission of any language or images which are of a graphic sexual nature;
2. the transmission of jokes, pictures or other materials which are obscene, lewd, vulgar or disparaging of persons based on their race, color, sex, age, religion, national origin, sexual orientation disability or handicap;
3. the transmission of messages or any other content which would be perceived by a reasonable person to be harassing or threatening;
4. uses that constitute defamation (libel or slander);
5. uses that violate copyright laws;
6. uses that attempt to gain unauthorized access to another computer system or to impair the operation of another computer system (for example, the transmission of a computer virus or an excessively large e-mail attachment);
7. any commercial or profit-making activities and
8. any fundraising activities, unless specifically authorized by an administrator.

Security and Integrity

Staff members shall not take any action which would compromise the security of any computer, network or messaging system. This would include the unauthorized release or sharing of passwords and the intentional disabling of any security features of the system.

Staff members shall not take any actions which may adversely affect the integrity, functionality or reliability of any computer (for example, the installation of hardware or software not authorized by the System Administrator).

Staff members shall report to the System Administrator or a District administrator any actions by students which would violate the security or integrity of any computer, network or messaging system whenever such actions become known to them in the normal course of their work duties. This shall not be construed as creating any liability for staff members for the computer-related misconduct of students.

Right of Access

Although the Board respects the natural desire of all persons for privacy in their personal communications, and will attempt to preserve this privacy whenever possible, the operational and security needs of the District's computer network and messaging systems require that full access be available at all times. The District therefore reserves the right to access and inspect any computer, device or electronic media within its systems and any data, information or messages which may be contained therein. All such data, information, and messages are the property of the District and staff members should have no expectation that any messages sent or received on the District's systems will always remain private.

(Approval date: June 10, 1998)

(Re-approval date: February 16, 2005)

COMPUTER/ONLINE SERVICES
(Acceptable Use and Internet Safety)
(Employees)

Technology can greatly enhance the instructional program, as well as the efficiency of the District. The Board recognizes that careful planning is essential to ensure the successful, equitable and cost-effective implementation of technology-based materials, equipment, systems and networks.

Computers and use of the District network or online services support learning and enhance instruction, as well as assist in administration. Computer networks allow people to interact with many computers; the Internet allows people to interact with hundreds of thousands of networks.

All computers are to be used in a responsible, efficient, ethical and legal manner. Failure to adhere to this policy and the guidelines below will result in the revocation of the user's access privilege. Unacceptable uses of the computer/network include but are not limited to:

1. violating the conditions of State and Federal law dealing with students' and employees' rights to privacy;
2. using profanity, obscenity or other language which may be offensive to another user or intended to harass or bully other users;
3. reposting (forwarding) personal communication without the author's prior consent;
4. copying commercial software and/or other material in violation of copyright law;
5. using the network for financial gain, for commercial activity or for any illegal activity;
6. "hacking" or gaining unauthorized access to other computers or computer systems, or attempting to gain such unauthorized access;
7. accessing and/or viewing inappropriate material and
8. downloading of freeware or shareware programs.

The Superintendent/designee shall develop a plan to address the short- and long-term technology needs and provide for compatibility of resources among school sites, offices and other operations. As a basis for this plan, he/she shall examine and compare the costs and benefits of various resources and shall identify the blend of technologies and level of service necessary to support the instructional program.

Because access to online services provides connections to other computer systems located all over the world, users (and parents of users who are under 18 years old) must understand that neither the school nor the District can control the content of the information available on these systems. Some of the information available is controversial and sometimes offensive.

The Board does not condone the use of such materials. Employees, students and parents of students must be aware that the privileges to access online services are withdrawn from users who do not respect the rights of others or who do not follow the rules and regulations established. A user's agreement is signed to indicate the user's acknowledgment of the risks and regulations for computer/online services use. The District has implemented technology-blocking measures to prevent students from accessing inappropriate material or materials considered to be harmful to minors on school computers. The District has also purchased monitoring devices which maintain a running log of Internet activity, recording which sites a particular user has visited.

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

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

Annually, a student who wishes to have computer network and Internet access during the school year must read the acceptable use and Internet safety policy and submit a properly signed agreement form. Students and staff are asked to sign a new agreement each year after reviewing the policies and regulations of the District.

[Adoption date: June, 1998]

[Re-adoption date: February 16, 2005]

][Re-adoption date: July 20, 2011]

LEGAL REFS.: U.S. Const. Art. I, Section 8
Family Educational Rights and Privacy Act; 20 USC 1232g et seq.
Children's Internet Protection Act; (P.L. 106-554, HR 4577, 2000,
114 Stat 2763)
ORC 1329.54 through 1329.67
3313.20
3319.321

CROSS REFS.: AC, Nondiscrimination
ACA, Nondiscrimination on the Basis of Sex
ACAA, Sexual Harassment
IB, Academic Freedom
IIA, Instructional Materials
JFC, Student Conduct (Zero Tolerance)
Staff Handbooks
Student Handbooks

STUDENT TRANSPORTATION SERVICES

The transportation policies of the Board are aimed at providing a safe, efficient and economical method of getting students to and from school. It is the desire of the Board that transportation be scheduled in a way that the best educational interests of the students can be served.

The Board of Education will furnish 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 due to safety conditions that prevail in certain areas of the District. All regulations governing student transportation will be in accordance with the "Ohio School Bus Operation Regulations" issued by the Ohio Department of Education, Ohio State Highway Patrol and the Ohio Department of Highway Safety and as required by state law.

The District operates its own fleet of school buses. If it is impractical to transport certain students by regular bus, they may be transported by other means.

The transportation program is under the direction of the Transportation Director who is responsible to the Superintendent.

Private School Transportation

The District provides transportation for students who attend community, STEM and private schools in compliance with state law. The District has the authority to make payment in lieu of transportation.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

LEGAL REFS.: ORC 3317.07
3327.01 through 3327.10
4511.76 through 4511.78
OAC 3301-83

CROSS REFS.: EEAA, Walkers and Riders
EEAC, School Bus Safety Program

WALKERS AND RIDERS

The District provides transportation for resident elementary students, kindergarten through grade 8, who live more than two miles from school and for those with physical or mental disabilities which make walking impossible or unsafe. The transportation of high school students is optional.

Accordingly, the administration designates and the Board will approve areas of residence from which students will be provided with transportation to schools.

Exceptions to the established areas may be made by the Board when:

1. in the judgment of the Board, walking conditions to the student's school are extremely hazardous and/or
2. because of overcrowding and the necessity to assign students to another building, the Board deems transportation necessary.

The Board authorizes the District staff responsible for administering the student transportation program to require student identification as a prerequisite to riding a school bus when this is deemed necessary.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

LEGAL REFS.: ORC 3327.01; 3327.011
OAC 3301-51-10

CROSS REF.: EEA, Student Transportation Services

SCHOOL BUS SAFETY PROGRAM

The safety and welfare of District student riders will be the first consideration in all matters pertaining to transportation. Safety precautions should include the following:

1. The transportation program meets all state requirements regarding the approval of bus drivers, standards for buses and safe speeds.
2. Drivers of Board owned, leased, contracted or operated vehicles other than school buses have met state training qualifications and the vehicles have been equipped for safety and signage according to State law.
3. Special limits are set for students if terrain, age of student, traffic, lack of sidewalk or student's health has a bearing on the student's safety.
4. Bus stops are limited, where feasible, so that students from several homes can meet safely at a central point for group pickup.
5. Emergency evacuation drills are conducted regularly throughout the school year to thoroughly acquaint student riders with procedures in emergency conditions.
6. All vehicles used to transport students are maintained in such condition as to provide safe and efficient transportation service with a minimum of delay and disruption of service due to mechanical or equipment failure.
7. Students in the primary grades are given instruction on school bus safety and behavior within the first two weeks of the school year.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

LEGAL REFS.: ORC 3327.09; 3327.10
4511.75; 4511.76; 4511.761; 4511.762 through 4511.78
OAC 3301-51-10
3301-83

CROSS REFS.: EB, Safety Program
EEA, Student Transportation Services
GBQ, Criminal Record Check

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 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.

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 approved by the Board and made available to all parents and students.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

LEGAL REFS.: ORC 3327.01; 3327.014
OAC 3301-83-08

CROSS REFS.: JFC, Student Conduct (Zero Tolerance)
JGA, Corporal Punishment
Staff Handbooks
Student Handbooks

VIDEO CAMERAS ON TRANSPORTATION VEHICLES

The Board, as part of the District's ongoing program to improve student discipline and ensure the health, welfare and safety of all those riding school transportation vehicles, may utilize video cameras on all school vehicles transporting students to and from curricular, cocurricular and extracurricular activities.

The video cameras monitor student behavior and the recordings are hereby stipulated as admissible evidence in student disciplinary proceedings. The videotapes may be student records subject to confidentiality and are subject to Board policy and administrative regulations.

The Superintendent is directed to develop administrative regulations governing the use of video cameras in accordance with the provisions of law and this policy.

[Adoption date: February 16, 2005]

LEGAL REFS.: Family Educational Rights and Privacy Act; 20 USC 1232g et seq.
ORC 149.43
3313.20; 3313.47; 3313.66
3319.321
3327.014

CROSS REFS.: EEAC, School Bus Safety Program
EEACC, Student Conduct on School Buses
JO, Student Records

DRUG TESTING FOR SCHOOL BUS DRIVERS

School bus drivers and others required to hold a commercial driver's license are subject to a drug and alcohol testing program that fulfills the requirements of federal regulations. The Board directs the Superintendent to develop a school bus driver drug testing program in compliance with federal and state laws and regulations.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

LEGAL REFS.: 49 USC 31136; 31301 et seq.
49 CFR, Subtitle A, Part 40
OAC 3301-83-07

CROSS REFS.: EB, Safety Program
GBCB, Staff Conduct
GBE, Staff Health and Safety
GBP, Drug-Free Workplace
GBQ, Criminal Record Check
Staff Handbooks

DRUG TESTING FOR SCHOOL BUS DRIVERS

School bus drivers who operate a motor vehicle requiring a commercial driver's license are subject to a drug and alcohol testing program that fulfills the requirements of the federal regulations.

The regulations will 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 will adhere to the detailed provisions of federal regulations in administering the District's drug and alcohol program.

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. Drugs refer to marijuana, cocaine, opiates, phencyclidine (PCP) and amphetamines (including methamphetamines).

Pre-Employment Tests

Tests will be administered before a driver performs any safety-sensitive functions for the District.

The tests will be required of an applicant only after he/she has been offered the position. Employment with the District is conditional upon the applicant receiving a negative alcohol and drug test result.

Exceptions may be made if the driver has had an alcohol test administered in accordance with federal regulations within the previous six months and the District ensures that no prior employer of whom the District has knowledge has records showing a violation of the alcohol use rules within the past six months.

An employee also 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 and while participating in that program either was 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, provided that the District has been able to make all verifications required by law.

Post-Accident Tests

Alcohol and controlled substance tests will be 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 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 after 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 District will prepare and maintain records explaining why the test was not conducted.

Tests conducted by authorized federal, state or local officials will fulfill post-accident testing requirements provided they conform to applicable legal requirements and are obtained by the District. Breath tests will validate only the alcohol test and cannot be used to fulfill controlled substance testing obligations.

Before any driver operates a commercial motor vehicle, the District will provide him/her with post-accident procedures that will make it possible to comply with post-accident testing requirements.

Random Tests

Tests will be conducted on a random basis at unannounced times throughout the year. Random tests for alcohol will be conducted just before, during or just after the performance of safety-sensitive functions. Random tests for drugs do not have to be conducted in immediate time proximity to performing safety-sensitive functions. Once notified of selection for drug testing, a driver must proceed to a collection site to provide a urine specimen.

Drivers will be selected by a scientifically valid random process, and each driver will have an equal chance of being tested each time selections are made. The number of bus drivers selected for random testing will be 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 will be 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 District will prepare and maintain a record explaining why this was not done. Attempts to conduct alcohol tests will 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 also must 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.

Return-to-Duty Tests

A drug or alcohol test will be conducted when a driver who has violated the District's drug or alcohol prohibition returns to performing safety-sensitive duties.

Employees whose conduct involved misuse of drugs may not return to duty in a safety-sensitive function until the return-to-duty drug test produces a verified negative result.

Employees whose conduct involved alcohol may not return to duty in a safety-sensitive function until the return-to-duty alcohol test produces a verified result that meets federal and District standards.

Follow-Up Tests

A driver who violates the District's drug or alcohol prohibition and is subsequently identified by a substance abuse professional as needing assistance in resolving a drug or alcohol problem will be subject to unannounced follow-up testing as directed by the substance abuse professional in accordance with law. Follow-up alcohol testing will be conducted just before, during or just after the time when the driver is performing safety-sensitive functions.

Records

Employee drug and alcohol test results and records will be maintained under strict confidentiality and released only in accordance with law. Upon written request, a driver will receive 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 will be made available to a subsequent employer or other identified persons only as expressly requested in writing by the driver.

Notifications

Each driver will receive educational materials that explain the requirements of the Code of Federal Regulations, Title 49, Part 382, together with a copy of the District's policy and regulations for meeting these requirements. Representatives of employee organizations will be notified of the availability of this information. The information will identify:

1. the person designated by the District 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 will be tested for drugs and/or alcohol;
6. procedures that will be 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 District will inform drivers before drug and alcohol tests are performed.

The District will notify 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 District will notify a driver of the results of random, reasonable suspicion and post-accident drug tests if the test results are verified positive. The District also will tell the driver which controlled substances were verified as positive.

Drivers will inform their supervisors if at any time they are using a controlled substance which their physician has prescribed for therapeutic purposes. Such a substance may be used only if the physician has advised the driver that it will not adversely affect his/her ability to safely operate a commercial motor vehicle.

Enforcement

Any driver who refuses to submit to post-accident, random, reasonable suspicion or follow-up tests will not be allowed to perform or continue to perform safety-sensitive functions.

A driver who in any other way violates District prohibitions related to drugs and alcohol will receive from the District 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 will be evaluated by a substance abuse professional who will determine 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 District 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 will be as directed by the substance abuse professional and consist of at least six tests in the first 12 months following the driver's return to duty.

(Approval date: August 9, 1995)

(Re-approval date: February 16, 2005)

SCHOOL BUS IDLING

The Edison Board of Education 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 school buses diesel engines can be harmful to students and bus drivers. Also, unnecessary bus engine idling wastes diesel fuel and financial resources. Therefore, the Board prohibits all unnecessary school bus diesel engine idling in excess of five minutes.

Diesel engine idling in excess of five minutes in school loading zones is not permitted unless the operation of a wheelchair lift is required. This policy applies to all buses used to transport students to and from school, cocurricular/extracurricular activities, field trips and other school-related activities.

The Board directs the Superintendent/designee to develop and maintain regulations to implement this policy.

[Adoption date: January 9, 2008]

[Re-adoption date: July 20, 2011]

LEGAL REFS.: ORC 3327.01
4511.76
OAC 3301-83-20 (O)

CROSS REFS.: ECF, Energy Conservation
EEAC, School Bus Safety Program
Staff Handbooks

Edison Local School District, Milan, Ohio

SPECIAL USE OF SCHOOL BUSES

Buses owned by the Board will be used primarily for the purpose of transporting students and school personnel for school-approved activities. They may be available to all classes, groups or organizations within the District's schools in accordance with the following.

1. The use of District-owned buses will be scheduled through the transportation office.
2. Fees for the use of the District-owned buses will be established and made part of the District regulations.
3. The drivers of the District-owned buses must possess valid licenses as required by law.
4. The drivers of the District-owned buses will ensure (1) that the buses are not overloaded, (2) that students conduct themselves in a safe and orderly manner while in the buses, and (3) that the District-owned buses are operated in a safe and lawful manner.
5. The drivers of the District-owned buses will be responsible for reporting in writing to the transportation office the condition of buses, particularly any need for repair or servicing.

Approved Non-Routine Use of School Buses

The “non-routine use of school buses” 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, such as:

1. trips that are extensions of the instructional program as determined by the District or county board of mental retardation and developmental disabilities administration;
2. trips for the transportation of enrolled students directly participating in school-sponsored events. A “school-sponsored event” is defined as any activity in which students are participating and are under the direct supervision and control of a certificated staff member or any advisor as designated by the Superintendent;
3. transporting of students taking part in summer recreation programs when such programs are sponsored by a recreation commission and there is an agreement between the Board and the recreation commission;
4. trips for transportation of the aged when contracted with a municipal corporation or a public or nonprofit private agency or organization delivering services to the aged;

5. trips for transportation of students and/or adults as approved by the Board to and from events within the local community which are school or local community sponsored (such events are open to the public);
6. emergency evacuation and/or emergency evacuation drills when such emergencies are declared by state or local directors of emergency disaster services;
7. a civil emergency as declared by the governor;
8. transporting school employees engaged in approved employee improvement programs or
9. transporting welfare reform participants and those participating in temporary assistance programs in coordination with local human service providers.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

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 School Bus Drivers
GBQ, Criminal Record Check
IICA, Field Trips

STUDENT TRANSPORTATION IN PRIVATE VEHICLES

School bus transportation will be provided for all officially approved transportation requests to and from student activities. The use of private vehicles for transportation of students, volunteers, teachers and other employees to and from student activities will be discouraged; however, if the need arises, transportation by private vehicles will be permitted only if previously approved by the Superintendent/designee.

If it is necessary to use private vehicles, evidence must be presented to the Superintendent that the vehicle and driver are covered for liability, medical payments, physical damage and uninsured motorist liability endorsement to its bus fleet insurance policy covering all private vehicles used for transportation to and from student activities. This excess insurance provides compensation for injury or death to any student or authorized passenger caused by any accident arising out of or in connection with the operation of a private vehicle transporting students and other authorized passengers. The amounts and terms must be agreed upon by the Board and the insurance company.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

LEGAL REFS.: ORC 3327.01; 3327.02; 3327.09

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 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 to the following regulations:

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. free or reduced-price meals will be provided to students who qualify;
4. the meals made available to students must meet USDA nutritional standards and
5. the management of food services will comply with all federal, state and local regulations.

All students are expected to eat lunch at school and will not leave school grounds during the lunch hour, except as permission has been granted by the principal; however, students will be permitted to bring their lunches from home and to purchase milk and incidental items.

School lunch funds and other food service funds will be kept in a special account.

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 will be provided reasonable accommodation.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

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

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;
 - 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. Vending machines offering foods or beverages which do not meet the nutritional standards established by the District may not be operated 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 lunch period.
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: July 20, 2011]

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

FOOD SALE STANDARDS

The Board believes that only nutritional food lunches should be sold to students during the regular school day, on school premises.

Type "A" school lunches and milk may be sold to students in each elementary school during the lunch periods.

Type "A" school lunches, a la carte lunches and milk may be sold to secondary students during the lunch periods.

Snack sales and vending machine sales are not allowed during regular lunch periods.

Foods and drinks that may be low in nutritional value shall not be sold to students during regular school hours.

Outside vendors are not permitted to sell food products to students and adults during the regular school day. The District operates as a "closed lunch" school district.

(Approval date: August 9, 1995)

(Re-approval date: February 16, 2005)

STUDENT WELLNESS PROGRAM

The Edison Board of Education believes that children and youth who begin each day as healthy individuals can learn more and learn better and are more likely to complete their formal education. The Board also believes that healthy staff can more effectively perform their assigned duties and model appropriate wellness behaviors for students. This policy encourages a holistic approach to staff and student wellness that is sensitive to individual and community needs.

[Adoption date: May 12, 2006]

[Re-adoption date: July 20, 2011]

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
JFCH, Alcohol Use by Students
JFCI, Student Drug Abuse

STUDENT WELLNESS PROGRAM

Substance Abuse

Academic performance, personal health, quality of life issues as well as interpersonal relationships are all affected by substance abuse. Substance abuse as referred to here includes tobacco, alcohol and illegal drugs.

The Board is concerned about the problems of substance abuse and recognizes that illegal or inappropriate use of alcohol, narcotic drugs, depressants, tobacco or other controlled substances is wrong, harmful and constitutes a hazard to the positive development of all students.

Each school shall provide their own substance abuse guidelines including the required DRUG FREE SCHOOLS guidelines, as well as the stair step approach of consequences, which should include but are not limited to the following.

1. Prevention/Education through SADD (High School) and DARE (6th Grade). Encouraging positive role models from higher grades to lower grades. Example being high school athletes meeting with and mentoring younger students 3 to 4 times per year, either through school wide assemblies or small group activities in the classroom.
 - A. Establish a strong, comprehensive, prevention-based program in the elementary and middle school grades. The program should focus not only on substance abuse, but on "life skills" issues designed to help children develop good decision-making abilities, critical thinking, a healthy sense of self, school attachment and achievement, and positive family and social relationships.
2. Voluntary self-reporting of abuse where student would then have availability to seek a faith-based intervention or a traditional private counseling setting.
3. Health curriculum as an excellent education about known consequences and to hopefully coincide with 1/A above.

Physical Education and Activity

Physical Education shall be taught by a certified specialist. Physical activity shall be provided by a qualified staff member. Physical education and physical activity shall be an essential element of each school's instructional program. The program shall provide the opportunity for all students to develop the skills, knowledge and attitudes necessary to participate in a lifetime of healthful physical activity.

The physical education program shall be designed to stress fitness, team/individual sports, lifetime activities and encourage healthy, active lifestyles. The physical education program shall consist of physical activities of at least moderate intensity and for a duration that is sufficient to provide a significant health benefit to students, subject to the differing abilities of students.

1. Participation in such physical education shall be required for all students in kindergarten through grade five for a maximum amount practicable for weekly participation.
2. Effort will be made to provide students in grades 6 - 8 with physical education classes through out the school year.
3. The high school requires one (1/2) unit for graduation, to include two semesters of an approved Physical Education course (.25 unit).
4. The assessment and charting of individual students height, weight and body mass index must be a cooperative effort between the district school nurse and the physical education teacher assigned to the class of students being assessed.
5. Physical education reports to parents at least one time a school year should include, but not be limited to the inclusion of the student's height, weight, body mass index (BMI), National and Presidential Physical Fitness scores.
6. Physical education classes, for the safety and well-being of the students, should be held either outside or in a gymnasium when possible.
7. efforts will be made to provide a physical fitness facility for the community under the guidelines/direction of the board.

Emotional and Social Connectedness

The Board will endeavor to provide programs and services that support and value the social and emotional well being of students, families and staff to build a healthy and nurturing school environment.

1. Each school shall provide a supportive environment that includes guidance and counseling services that encourages students, families and staff to request assistance when needed and links them to school or community resources.
2. Students and staff shall be provided the skills to express thoughts and feelings in a responsible manner and give and receive support from others.
3. Students and staff shall be taught to understand and respect the differences in others and how to build positive interpersonal relations.

4. Students and staff shall be encouraged to balance work and recreation. They will also be made aware of stressors which may interfere with health development.
5. Students and staff shall be taught coping skills when they are feeling threatened or bullied by people around them. They should be able to talk with staff and feel respected and validated.
 - A. Students or staff should not be penalized academically, socially, or through a sports penalty for taking part in family or religious activities outside of normal school hours.

Nutrition

Children need access to healthful foods in order to grow, learn, and thrive.

Good health fosters student attendance and education.

Obesity rates have doubled in children and tripled in adolescents over the last two decades, and excessive calorie intake are the predominant causes of obesity.

Heart disease, cancer, stroke, and diabetes are responsible for two-thirds of deaths in the United States, and major risk factors for those diseases, including unhealthy eating habits, physical inactivity, and obesity, often are established in childhood.

Only 2% of children (2 to 19 years) eat a healthy diet consistent with the five main recommendations from the food guide pyramid.

Nationally, the items most commonly sold from school vending machines, school stores, and snack bars include low-nutrition foods and beverages, such as soda, sports drinks, imitation fruit juices, chips, candy, cookies, and snack cakes.

School districts around the country are facing significant fiscal and scheduling constraints.

Community participation is essential to the development and implementation of successful school wellness policies.

The Edison Local School District Is Committed To Providing School Environments That Promote And Protect Children's Health, Well-Being, And Ability To Learn By Supporting Healthy Eating. Therefore, It Is The Policy Of The Edison School District That:

1. The School District Will Engage Students, Parents, Teachers, Food Service Professionals, Health Professionals, And Other Interested Community Members In Developing, Implementing, Monitoring, And Reviewing District-Wide Nutrition Policies.

2. Personnel In Child Nutrition Will Provide Students With Access To A Variety Of Affordable, Nutritious, And Appealing Foods That Meet The Health And Nutrition Needs Of Students; Will Provide Clean, Safe, Arid Pleasant Settings And Adequate Time For Students To Eat.
3. To The Maximum Extent Practicable, All Schools In Our District Will Participate In Available National School Lunch Program And Provide Assurance That Guidelines For Reimbursable School Meals Shall Not Be Less Restrictive Than Regulations And Guidance Issued By The Secretary Of Agriculture.

To Achieve These Policy Goals:

School Meals

Meals served through the National School Lunch Program will:

1. be appealing and attractive to children;
2. be served in clean and pleasant settings;
3. meet, at a minimum, nutrition requirements established by local, state, and federal statutes and regulations and
4. offer a variety of fruits and vegetables.

Free and Reduced-priced Meals.

Schools make efforts to eliminate any social stigma attached to, and prevent the overt identification of students who are eligible for free and reduced price school meals. Toward this end, schools may utilize electronic identification and payment systems and promote the availability of school meals to all students.

Meal Times and Scheduling.

Schools:

1. will provide students with at least 10 minutes to eat after sitting down for lunch;
2. should schedule meal periods at appropriate times, e.g., lunch should be scheduled between 10:25 a.m. and 1:05 p.m. and
3. should not schedule tutoring, club, or organizational meetings or activities during mealtimes, unless students may eat during such activities.

Sharing of Foods and Beverages

Schools should discourage students from sharing their foods or beverages with one another during meal or snack times, given concerns about allergies and other restrictions on some children's diets.

School-sponsored Events (such as, but not limited to, athletic events, dances, or performances). Foods and beverages offered or sold at school-sponsored events outside the school day should consider the nutrition standards for meals or for foods and beverages sold individually. Sponsoring organizations should aim to include meal choices that make a positive contribution to children's diets and health.

Vending Machines

Vending machine sales are not allowed during regular lunch periods. Outside venders are not permitted to sell food products to students during the regular school day.

50% of all snack vending machine items shall meet at least two, with at least 50% of those items meeting three of the following: 300 or fewer calories; six grams of fat or less, one or more grams of fiber, at least 10% of RDA of calcium, iron, vitamin A or vitamin C.

Vending machines where student meals are served or eaten shall not include carbonated beverages.

All beverage vending machines in secondary school public areas and all faculty/staff areas at school and district sites shall include: a. water b. 100% fruit juice c. non-carbonated drinks with less than 150 calories per container d. no more than 1/2 of the choices will be carbonated drinks

The beverage vending machines may also include:

1. non-fat, low-fat, plain or flavored milk or yogurt in 16 ounces or less servings
2. other non-carbonated drinks

Work with the vendor to identify which foods meet criteria and which foods don't.

Nutritious Vending Suggestions:

Beverages

Bottled water

Sparkling water with natural flavors

Electrolyte replacement beverage

Reduced, low fat or fat free milk - white and flavored

Reduced or low fat yogurt beverages
Rice beverages
Soy Beverages
Orange, apple, grape, cranberry, grapefruit juices
Tomato or vegetable blend juices

Snacks

Grains and Cereals
Graham crackers
Animal crackers
Vanilla wafers
Flavored rice cakes
Fig bars
Reduced fat cheese crackers
Baked chips - potato and corn varieties
Pretzels
Cereal bars
Granola bars
Trail Mix bars
Yogurt coated granola bars
Cereal boxes
Deli Sandwiches
Low fat muffins
Bagels with low fat cream cheese
Nuts and Seeds
All varieties. Almonds, peanuts, or pumpkin seeds; trail mix or reduced fat peanut butter

Fruits /Vegetables

Fruits - fresh, canned, cut-up or dried; single containers such as sliced peaches or fruit salads; applesauce. Vegetables - all varieties. Baby carrots, broccoli florets, or others cut into small pieces served with low fat dressing; prepackaged lettuce salads.

Dairy Foods

Cheese - reduced fat varieties. American, Cheddar, Monterey Jack, or Mozzarella; string cheese products. Yogurt - reduced or low fat fruit varieties; yogurt tubes. Pudding snacks -pudding cups or tubes.

Monitoring. The superintendent or designee will ensure compliance with established district-wide nutrition and physical activity wellness policies. In each school, the principal or designee will ensure compliance with those policies in his/her school and will report on the school's compliance to the school district superintendent or designee on a periodic basis.

School food service staff, at the school or district level, will ensure compliance with nutrition policies within school food service areas and will report on this matter to the superintendent (or if done at the school level, to the school principal). In addition, the school district will report on the most recent USDA School Meals Initiative (SMI) review findings and any resulting changes.

The Superintendent/designee will develop a summary report every three years on District-wide compliance with the District's established nutrition and physical activity wellness policies, based on input from schools within the district. That report will be provided to the school board and also distributed to all school health services personnel in the district.

Policy Review. To help with the initial development of the District's wellness policies, each school in the District will conduct a baseline assessment of the school's existing nutrition and physical activity environments and policies. The results of those school-by-school assessments will be compiled at the district level to identify and prioritize needs.

Assessments will be repeated every three years to help review policy compliance, assess progress, and determine areas in need of improvement. As part of that review, the school district will review our nutrition and physical activity policies; provision of an environment that supports healthy eating and physical activity; and nutrition and physical education policies and program elements. The district, and individual schools within the district, will, as necessary, revise the wellness policies and develop work plans to facilitate their implementation.

Monitoring And Policy Review

Monitoring. The Superintendent/designee will ensure compliance with established District-wide nutrition and physical activity wellness policies. In each school, the principal/designee will ensure compliance with those policies in his/her school and will report on the school's compliance to the District Superintendent or designee on a periodic basis.

School food service staff, at the school or district level, will ensure compliance with nutrition policies within school food service areas and will report on this matter to the Superintendent (or if done at the school level, to the school principal). In addition, the school district will report on the most recent USDA School Meals Initiative (SMI) review findings and any resulting changes.

The Superintendent/designee will develop a summary report every three years on District-wide compliance with the district's established nutrition and physical activity wellness policies, based on input from schools within the District. That report will be provided to the Board and also distributed to all school health services personnel in the District.

Policy Review To help with the initial development of the District's wellness policies, each school in the District will conduct a baseline assessment of the school's existing nutrition and physical activity environments and policies. The results of those school-by-school assessments will be compiled at the District level to identify and prioritize needs.

Assessments will be repeated every three years to help review policy compliance, assess progress, and determine areas in need of improvement. As part of that review, the District will review our nutrition and physical activity policies; provision of an environment that supports healthy eating and physical activity; and nutrition and physical education policies and program elements. The District, and individual schools within the district, will, as necessary, revise the wellness policies and develop work plans to facilitate their implementation.

(Approval date: May 12, 2006)

(Re-approval date: July 20, 2011)

FOOD ALLERGIES

The purpose of this policy is to establish a safe environment for students with food allergies and to support parents regarding food allergy management. In accordance with State law, it is the policy of the Board to provide all students, through necessary accommodations where required, the opportunity to participate fully in all school programs and activities.

The Board takes food allergies seriously and understands that food allergies can be life threatening. Recognizing that the risk of accidental exposure to foods can be reduced in the school setting, the District administration is committed to minimizing risks and providing a safe educational environment for food-allergic students. Students with dietary needs that qualify as disabilities under State and Federal law are provided reasonable accommodation.

Substitutions to regular school meals provided by the District are made for students who are unable to eat regular school meals due to a qualifying dietary need when that need is certified in writing by the student's physician. Substitute meals are provided in the most integrated setting appropriate to the special needs of the student.

The nature of the student's qualifying dietary need, the reason this need prevents the student from eating regular school meals (including foods to be omitted from the student's diet), the specific diet prescription along with the needed substitution must be specifically stated in the physician's statement. The District, in compliance with the USDA Child Nutrition Division guidelines, provides substitute meals to food-allergic students based upon the physician's signed statement.

The administration consults with parents, school nurses and other school employees, school volunteers, students and community members to gather information for the development and implementation of a food allergy plan. The plan includes, but is not limited to, school-wide training programs regarding food allergy education, staff development regarding food allergy identification and management, allergy emergency drills, strategies for the identification of students with life-threatening food allergies and management skills including avoidance measures, designation of typical symptoms and dosing instructions for medications.

[Adoption date: July 20, 2011]

LEGAL REFS.: Child Nutrition Act of 1966; 42 USC 1771 et seq.
Americans with Disabilities Act Amendments Act of 2008; 42 USC 12101 et
seq.
Rehabilitation Act of 1973, 29 USC 794
ORC 3313.719; 3313.81; 3313.812; 3313.813
3314.03
3326.11
OAC 3301-91-01 through 3301-91-08

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

COPYRIGHT

The Board conforms to existing United States copyright laws and maintains the highest ethical standards in the use of copyrighted materials for instructional purposes.

The Board encourages its staff to enrich the learning programs by making proper use of supplementary materials. It is the responsibility of the staff to abide by the copying procedures and obey the requirements of the law. Under no circumstances may employees of the District violate copyright requirements in order to perform their duties properly. The Board is not responsible for any violations of the Copyright Act by its employees.

Public Law 94-533, The Copyright Act, affects all employees because it sets guidelines regarding the duplication and use of all copyrighted materials – print, nonprint, music, computer software and others. The Superintendent is responsible for disseminating the guidelines for duplication and use of copyrighted materials to all employees.

Any employee who is uncertain as to whether the reproducing or use of copyrighted materials complies with the procedures or is permissible under law shall contact the Superintendent/designee.

[Adoption date: June 10, 1998]

[Re-adoption date: February 16, 2005]

LEGAL REFS.: U.S. Const. Art. I, Section 8
Copyright Act, 17 USC 101 et seq.

COPYRIGHT

Educational Use of Copyrighted Print Materials

1. Fair use

The fair use of copyrighted work for purposes such as criticism, comment, news reporting, teaching (including multiple copies for classroom use), scholarship or research is not an infringement of copyright. In determining whether the use made of a work in any particular case is a fair use, the factors to be considered include the:

- A. purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
- B. nature of the copyrighted work;
- C. amount and substantiality of the portion used in relation to the copyrighted work as a whole and
- D. effect of the use upon the potential market for or value of the copyrighted work.

2. Single copying for teachers

A single copy may be made of any of the following by or for a teacher at his/her individual request for his/her scholarly research or use in teaching or preparation to teach a class:

- A. a chapter from a book;
- B. an article from a periodical or newspaper;
- C. a short story, short essay or short poem, whether or not from a collective work or
- D. a chart, graph, diagram, drawing, cartoon or picture from a book, periodical or newspaper.

3. Multiple copies for classroom use

Multiple copies (not to exceed more than one copy per student in a course) may be made by or for the teacher giving the course for classroom use or discussion, provided that:

- A. the copying meets the tests of brevity, spontaneity and cumulative effect as defined below and
- B. each copy includes a notice of copyright.

1) Brevity

Poetry: (a) a complete poem if fewer than 250 words and if printed on not more than two pages or (b) from a longer poem, an excerpt of not more than 250 words.

Prose: (a) a complete article, story or essay of fewer than 2,500 words or (b) an excerpt of not more than 1,000 words or 10% of the work, whichever is less, but in any event a minimum of 500 words.

Each of the numerical limits stated in "poetry" and "prose" above may be expanded to permit the completion of an unfinished line of a poem or of an unfinished prose paragraph.

Illustration: one chart, graph, diagram, drawing, cartoon or picture per book or periodical issue.

Special work: certain work in poetry, prose or "poetic prose", which often combines language with illustrations, of fewer than 2,500 words.

A "special work" may not be reproduced in its entirety. However, an excerpt comprising not more than two of the published pages of a special work, and containing not more than 10% of the words found in the text thereof, may be reproduced.

2) Spontaneity

The copying is at the instance and inspiration of the individual teacher. The inspiration and decision to use the work, and the moment of its use for maximum teaching effectiveness, are so close in time that it would be unreasonable to expect a timely reply to a request for permission.

3) Cumulative effect

The copying of the material is for only one course in the school in which copies are made.

Not more than one short poem, article, story or essay, or two excerpts, may be copied from the same author, nor more than three from the same collective work or periodical volume, during one class term.

The limitations stated in the preceding two paragraphs shall not apply to current news periodicals and newspapers and current news sections of other periodicals.

The limitations as to single copying for teachers and multiple copies for classroom use are applicable.

4. Prohibitions

- A. Copying shall not be used to create, replace or substitute for anthologies, compilations or collective works. Such replacements or substitutions may occur whether copies of various works or excerpts 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 which for any reason are not available for an imminent performance, provided purchased replacement copies shall be substituted in due course.

- B. For academic purposes other than performance, single or multiple copies of excerpts of works may be made, provided that the excerpts do not comprise a part of the whole which would constitute a performable unit such as a section, movement or 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 which have been purchased may be edited or simplified, provided that the fundamental character of the work is not distorted or that lyrics, if any, are not altered or added.
 - D. A single copy of recordings of performances by students may be retained by the educational institution or individual teacher.
 - E. A single copy of a sound recording (such as a tape, disc or cassette) of copyrighted music may be made from sound recordings owned by an educational institution or an individual teacher for the purpose of constructing aural exercises or examinations and may be retained by the educational institution or individual teacher. (This pertains only to the copyright of the music itself and not to any copyright which may exist in the sound recording.)
2. Prohibitions
- A. Copying shall not be used to create, replace or substitute for anthologies, compilations or collective works.
 - B. Copying of or from works intended to be “consumable” in the course of study or of teaching such as workbooks, exercises, standardized tests, answer sheets and similar material is prohibited.
 - C. Copying shall not be used for the purpose of performance except as previously stated.
 - D. Copying shall not be used for the purpose of substituting for the purchase of music except as previously stated.
 - E. Copying without inclusion of the copyright notice which appears on the printed copy is prohibited.

Educational Use of Copyrighted Audiovisual Material

1. Before reproducing small portions of sound recordings, filmstrips, slide sets, transparencies or motion pictures, or videotaping commercial television broadcasts, employees shall consult with the principal to determine whether the proposed action complies with the “fair use” principles of the Copyright Act.

2. School recordings may be made of certain instructional television programs telecast by the local Public Broadcasting Systems educational television station. Before recording the telecast, the following conditions shall be satisfied.
 - A. The monthly list of programs not licensed for recording shall be consulted. Any program listed shall not be recorded.
 - B. Recordings may be used in classroom or instructional settings as an educational activity or at a PTA meeting, Board meeting or similar activity.
 - C. Recordings shall be used only in the facilities of the District and shall not be loaned or made available outside of those facilities.
 - D. Recordings made from evening programs, which may be copied, shall be retained for no more than seven days following the telecast unless an extension is received in writing in advance. Daytime telecasts may be recorded and retained permanently unless otherwise notified.

Educational Use of Copyrighted Library Material

1. A library may make a single copy of unpublished work to replace a damaged, deteriorated, lost or stolen copy, provided that an unused replacement cannot be obtained at a fair price.
2. A library may provide a single copy of copyrighted material at cost to a student or staff member.
 - A. The copy must be limited to one article of a periodical issue or a small part of other material, unless the library finds that the copyrighted work cannot be obtained elsewhere at a fair price. Under the latter circumstances, the entire work may be copied.
 - B. The copy shall contain the notice of copyright, and the student or staff member shall be notified that the copy is to be used only for private study, scholarship or research. Any other use subjects the person to liability for copyright infringement.
3. At the request of the teacher, copies may be made for reserve use. The same limits apply as for single or multiple copies as previously stated.

Copying Limitations

1. Circumstances arise when 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.

(Approval date: June 10, 1998)

(Re-approval date: February 16, 2005)

(Re-approval date: July 20, 2011)

TELEPHONE SERVICES

District telephones are provided for official school use; however, in order to permit staff members to make necessary personal calls at a minimum inconvenience and loss of time, certain telephones may be used for personal calls. The staff members making such calls will use calling cards only.

Students are not to use the school office telephones, except in cases of emergency. The use of the **District** telephones by students during school hours is subject to the approval of authorized school personnel.

Cellular telephones may be provided to certain staff members who have:

1. administrative authority;
2. supervision of students during field trips or
3. supervision of students during athletic and other extracurricular activities, practices or events that meet away from District buildings.

The Board authorizes the Superintendent/designee to develop administrative guidelines for the proper handling of use and charges.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

LEGAL REFS.: ORC 3313.20
OAC 3301-35-06
3301-83-20(M)

CROSS REFS.: Student Handbooks
Staff Handbooks

TELEPHONE SERVICES

District telephones are provided for official school use. In order to permit staff members to make necessary personal calls with minimum loss of time, certain telephones may be used for personal calls. Staff members making personal calls are responsible for and shall pay any long distance and/or toll charges.

Students are not to use the school office telephones, except in cases of emergency.

Cellular telephones may be provided to certain staff members who have:

1. administrative authority
2. supervision of students during field trips or
3. supervision of students during athletic and other extracurricular activities, practices or events that meet away from District buildings.

Board-Provided Communication Devices

The Board may, at its option, provide certain employees with cellular telephones and other wireless communication devices. The use of such telephones and devices by personnel is primarily school-related purposes. Charges will be paid by employees for any personal call.

Cellular telephones are the property of the District and all equipment must be returned upon termination of employment.

Cellular Telephone Allowance Provided as an Employee Benefit

The District recognizes that it may be more cost-effective and give more flexibility to provide some employees a cellular phone allowance in lieu of providing the employee with a Board provided communication device.

Under this plan, the Superintendent may designate employees who will be provided with a monthly allowance to obtain a personal cellular phone to be used for District-related and personal business of the employee.

The monthly allowance will be \$20. The Superintendent will need to notify the Treasurer's Office of the names of employees to receive the allowance. Since this method of payment is not expense-substantiated, the allowance is considered a taxable fringe benefit and will be included in the employee's paycheck.

The allowance may be adjusted periodically by the Treasurer's Office to conform to commercially available cellular telephone usage plans.

Under this plan, the employee is allowed unrestricted business use and personal use (during non business hours) of his or her cellular telephone.

Each employee who receives a cellular telephone allowance is responsible for obtaining their own usage plan, phone, and related equipment, and for the care and maintenance of said equipment. All costs related to the purchase and usage of the cellular phone is the responsibility of the employee. Employees receiving this allowance are responsible for immediately notifying the Superintendent of the phone number and in the event their cellular plan is cancelled or terminated.

Administrator's Availability

An administrator receiving a Board-Owned device or a stipend, is required to be accessible by telephone day and night, seven days a week during the course of his/her employment, in order to perform his/her assigned duties in accordance with their contract and specifically to be available to address and respond to emergencies/exigencies that arise outside the normal school day.

Operational Safety

In order to help ensure the safety of personnel while reducing the District's liability in the event of an accident, personnel are not to use cell phones while driving.

The Board authorizes the Superintendent/designee to develop administrative guidelines for the proper handling of use and charges.

The District provides cellular telephones to employees for the purpose of conducting District business. The use of District-owned cellular equipment to make or receive personal calls is discouraged, although it is understood that usage for personal reasons may be necessary in emergency situations. If the total of the monthly billing exceeds the base plan, the employee reimburses the District for the difference less any duty-related long distance and roaming charges.

(Approval date: July 20, 2011)

DATA AND RECORDS RETENTION

All records¹ are the property of the District and are not removed, destroyed, mutilated, transferred or otherwise damaged or disposed of, in whole or in part, except as provided by law or under the rules adopted by the District Records Commission (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 Commission is composed of the Board President, the Treasurer and the Superintendent and meets at least once every 12 months.

The functions of the Commission are to review applications for one-time records disposal and schedules of records retention and disposition submitted by any employee of the District. Records may be disposed of by the District pursuant to the procedure outlined below. The Commission may at any time review any schedule it has previously approved and may revise that schedule.

The Superintendent designates a “Records Officer” in each department/building who is responsible for all aspects of records retention, including electronic mail, within that department/building.

When District records have been approved for disposal, the Commission sends a list of such records to the Auditor of State. If he/she disapproves the action by the Commission, in whole or in part, he/she so informs the Commission within a period of 60 days, and these records are not destroyed. Before public records are disposed of, the Ohio Historical Society is informed and given the opportunity for a period of 60 days to select for its custody such public records as it considers to be of continuing historical value.²

Electronic Mail

Electronic mail sent or received by the Board and/or District employees may be considered a public record subject to public disclosure or inspection under Ohio’s Sunshine Law. Upon sending or receiving electronic mail, all users shall segregate or store public electronic mail records.

[Adoption date: February 16, 2005]

LEGAL REFS.: Family Educational Rights and Privacy Act; 20 USC 1232g et seq.

ORC 9.01

149.35; 149.41; 149.43

3313.29

3319.321

3701.028

Auditor of State Form RC-2

CROSS REFS.: DI, Fiscal Accounting and Reporting

GBL, Personnel Records

JO, Student Records

KBA, Public's Right to Know

¹Records include documents, devices or items, regardless of physical form or characteristic, created or received by or coming under the jurisdiction of the District which serves to document the organization, functions, policies, decisions, procedures, operations or other activities of the District. ORC Section 149.011

²The Historical Society may not review or select for its custody the records set forth in ORC Section 149.41(A) and (B) .

DATA AND RECORDS RETENTION (Electronic Mail)

The Ohio Electronic Records Committee has established the following guidelines for managing electronic mail (e-mail).

Retention or disposition of e-mail messages must be related to the information they contain or the purpose they serve. The content, transactional information and any attachments associated with the message are considered a record (if they meet state law criteria). Because the content of e-mail messages may vary considerably, the content must be evaluated to determine the length of time messages must be retained.

There are two categories of e-mail retention: non-record messages and official record messages.

Non-Record Messages

E-mail messages that do not meet the criteria of the Ohio Revised Code definition of 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 e-mail not received or created in the course of state business may be deleted immediately, since it is not an official records. In the electronic world, this includes list serve messages (other than those you post in your official capacity), unsolicited promotional material ("spam"), files copied or downloaded from Internet sites, etc.
2. Non-State Publications: Publications, promotional material from vendors and similar materials that are "publicly available" to anyone are not official records. In the electronic world, this includes list serve messages (other than those you post in your official capacity), unsolicited promotional material ("spam"), files copied or downloaded from Internet sites, etc.

Official Record Messages

E-mail messages that meet the definition of a record in the ORC are official records and must be scheduled, retained and disposed of as such.

(Approval date: February 16, 2005)

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 has the responsibility of administering 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: August 9, 1995]

[Re-adoption date: February 16, 2005]

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, Certificated Staff Fringe Benefits

SECTION F: FACILITIES DEVELOPMENT

FA*	Facilities Development Goals
FAA	Facilities Development Priority Objectives
FB*	Facilities Planning
FBA	Facilities Planning Advisers
FBB	Enrollment Projections
FC	Facilities Capitalization Program
FD*	Tax Issues (Also KBE)
FE	Facilities Construction
FEA	Educational Specifications
FEB	Selection of Design Professional Services
FEC	Facilities Development Plans and Specifications
FECA	Site Plans and Specifications
FECB	Construction Plans and Specifications
FECC	Equipment Plans and Specifications
FED	Construction Cost Estimates and Determinations
FEE*	Site Acquisition Procedure
FEF*	Construction Contracts Bidding and Awards
FEFA	Contractor's Fair Employment Clause
FEFB	Contractor's Affidavits and Guarantees
FEG	Supervision of Construction
FEH	Construction Project Insurance Program
FEI	Construction Project Records and Reports
FF*	Naming New Facilities
FFA	Memorials
FFB	Names on Building Plaques
FG	Board Inspection and Acceptance of New Facilities
FH	Staff Orientation to New Facilities
FI*	Public Dedication of New Facilities
FJ	Temporary School Facilities
FK	Facilities Renovations
FL*	Retirement of Facilities

*Indicates Board policies included in this manual

FACILITIES DEVELOPMENT GOALS

The Board believes that any educational program is influenced significantly by the environment within which it functions. The development of a quality educational program and school facilities which help to implement it must be complementary.

It is this Board's goal to provide the facilities needed for the number of students in the District, to provide the kind of facilities which best support and accommodate the educational program and to develop a long-range planning and evaluation program.

The Board recognizes that capital outlay funds are limited and that it must establish priorities in order to make the best use of the school building funds. Whenever possible, the cultural as well as educational needs of the community are considered in planning facilities expansions.

Architects employed by the Board are expected to plan for simplicity of design, sound economics (including low, long-range maintenance costs), efficiency in energy consumption, low insurance rates and high educational utility and flexibility.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

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 long-term building program to serve as a guide for capital improvements. This program is subject to systematic study, revision and extension. The respective construction projects are acted upon individually when proposed for implementation.

The Board building program is designed to provide adequate facilities to conduct educational programs for all students residing in the District. The building program is based upon specific Board policies which have been, and continue to be, modified to conform to changes in the curriculum, availability of construction funds, technological needs, changes in enrollments and the results of annual evaluation of facilities. The Board establishes priorities using these and other relevant factors.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

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 affected district counties. In considering a potential tax issue, the Board examines all legal options to obtain additional revenue.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

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 REF: 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: August 9, 1995]

[Re-adoption date: February 16, 2005]

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 will solicit bids to be submitted at the office of the Board on or before a specified time. Each bid will be accompanied by either a bond for the full amount of the bid, cashier's check or letter of credit equal to 10 percent of the total bid. The advertisement will state 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 will take the responsibility for preparing the advertisements, bid forms, bid bond forms, performance bonds and forms of agreement between the Board and the successful bidder(s). Upon receipt of bids, they will be opened publicly and entered into the minutes of the Board. The architect or other authorized individual will assist the Board and school personnel in analyzing the bids. The architect's 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: August 9, 1995]

[Re-adoption date: February 16, 2005]

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

NAMING NEW FACILITIES

A school building or facility may be named for an individual who has made a "significant contribution" to the District or the Edison school community as a means of honoring him/her. As the duly elected representatives of the public, only the Board has the authority to take such action.

General Considerations

A school building or facility may be named only for an individual who has made a "significant contribution" to the school system or the community. School buildings include buildings, structures and edifices. School facilities include auditoriums, athletic surfaces, libraries, rooms, etc.

Buildings and facilities may not be named for individuals in active employment with the District or currently serving on the Board. School employees and Board members must be retired from "active service" with the District a minimum of five years before their names may be submitted for consideration.

All requests to name a building or facility must be submitted on the form prescribed by the Board. Once a petition is received there will be a five-year waiting period until the Board considers such action. This "waiting interval" serves as a "test of time" to ensure the individual has truly made a "significant contribution" to the District and/or community.

Petitions to name a building/facility shall be kept confidential unless otherwise requested by the petitioner. Said confidentiality shall be maintained until the Board considers the matter.

If a new building or facility is being constructed, its name shall be selected during the development of preliminary architectural plans to enable its use and placement on final plans, working drawings and specifications.

School buildings or facilities will not be named after students except in extraordinary circumstances. In said rare occasions, the student must have exhibited exceptional academic performance, uncommon compassion and humanity and/or remarkable heroism.

Procedures

Individuals or groups may petition the Board to name a building or facility in honor of an individual who has made a "significant contribution" to the District or community. A "significant contribution" is an act or actions which profoundly impacted the school community. "Significant contribution" extends far beyond the ordinary to exceptional and remarkable.

Board-prescribed petitions may be secured from the Superintendent. A rationale and narrative describing the contributions of the individual to be honored must be included as part of the proposal. Completed petitions should be submitted to the Superintendent.

Before the Board considers a request to name a building or facility, a committee consisting of the Superintendent, a member of the Board (Buildings, Grounds and Facilities liaison), the building principal, a member of the certificated staff, a member of the classified staff, a representative of the student body, and a parent representative will consider the appropriateness of the request and issue a report. The petition and advisory report will be submitted to the Board for their consideration.

If the Board approves the request, a formal dedication will be held, at which time a plaque will be unveiled in the building or facility. Said plaque will contain the following information:

1. name of the building/facility;
2. a reference to the person whom it honors;
3. the official name of the school District;
4. the names of the Superintendent, Treasurer and Board members in office at the time the name was approved and
5. the year the name was approved for the building/facility.

[Adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

LEGAL REF.: ORC 3313.20

PETITION FOR NAMING A SCHOOL OR SCHOOL FACILITY

Current Name of Building/Facility: _____

Location: _____

Proposed Name: _____

Rationale for Proposal (If a person's name is being recommended, please describe his/her contributions to the District and/or the community.)

Proposed by: _____

Address: _____

City: _____

Telephone Number: _____ Date Submitted: _____

Do you wish this request to remain confidential?

Return this form to: Superintendent's Office
Edison Local Schools
140 S. Main Street
Milan, OH 44846

Date received: _____ Received by: _____

PUBLIC DEDICATION OF NEW FACILITIES

The Board recognizes the benefits of providing the public with the opportunity to tour a new building or reconstruction project soon after its occupancy. The touring of a facility is enhanced by a ceremony of dedication including remarks by the President of the Board, the Superintendent, building principal, architect and others named by the Board. All persons who have had a part in planning, approving, constructing or making possible a facility should be invited to participate in the ceremony. While the focus of the ceremony is the Board accepting the facility from the contractor, one of the most important functions of the dedication is the expression of appreciation to the taxpayers for providing the necessary funds.

[Adoption date: February 16, 2005]

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. re-assignment 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 historic value of any building is also considered by the Board. In such cases, it may take special action to provide for its preservation.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

LEGAL REFS.: ORC 3313.41; 3313.49
3318.02; 3318.03

CROSS REFS.: ABA, Community Involvement in Decision Making (Also KC)
BCH, Consultants to the Board

SECTION G: PERSONNEL

GA*	Personnel Policies Goals
GAA	Personnel Policies Priority Objectives
GB	General Personnel Policies
GBA*	Equal Opportunity Employment
GBB*	Staff Involvement in Decision Making (Also ABB)
GBC	Staff Ethics
GBCA*	Staff Conflict of Interest
GBCB*	Staff Conduct
GBCC*	Staff Dress and Grooming
GBD*	Board-Staff Communications (Also BG)
GBE*	Staff Health and Safety
GBEA	HIV/AIDS (Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome (Also JHCCA)
GBEB	Chemical Dependency
GBF	Staff Participation in Community Activities (Also KE)
GBG*	Staff Participation in Political Activities
GBH*	Staff-Student Relations (Also JM)
GBI*	Staff Gifts and Solicitations
GBJ	Staff Funds Management
GBK*	Tobacco Use on School Premises 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 Record Check
GBR*	Family and Medical Leave
GBS	Health Insurance Portability and Accountability
GC	Certificated Staff
GCA*	Certificated Staff Positions
GCB*	Certificated Staff Contracts and Compensation Plans
GCBA*	Certificated Staff Salary Schedules
GCBAA	Certificated Staff Merit System
GCBB*	Certificated Staff Supplementary Contracts
GCBC	Certificated Staff Fringe Benefits
G CBD*	Certificated Staff Leaves and Absences
G CBDA	Certificated Staff Assault Leave
G CBE*	Certificated Staff Vacations and Holidays
GCC*	Certificated Staff Recruiting
GCCA	Posting of Certificated Staff Vacancies
GCD*	Certificated Staff Hiring
GCE*	Part-Time and Substitute Certificated Staff Employment

SECTION G: PERSONNEL
(Continued)

GCEA	Arrangements for Certificated Staff Substitutes
GCF	Certificated Staff Orientation
GCG	Certificated Staff Probation and Tenure
GCH	Certificated Staff Seniority
GCI*	Certificated Staff Assignments and Transfers
GCJ*	Certificated Staff Time Schedules
GCK	Certificated Staff Work Load
GCKA	Certificated Staff Extra Duty
GCKB	Certificated Staff Meetings
GCL*	Certificated Staff Development Opportunities
GCLA	Certificated Staff Visitations and Conferences
GCM	Supervision of Certificated Staff
GCN*	Evaluation of Certificated Staff (Also AFC)
GCO	Certificated Staff Promotions
GCP	Certificated Staff Termination of Employment
GCPA*	Reduction in Certificated Staff Work Force
GCPB*	Resignation of Certificated Staff Members
GCPC	Retirement of Certificated Staff Members
GCPCA*	Severance Pay
GCPD*	Suspension and Dismissal of Certificated Staff Members
GCQ	Miscellaneous Certificated Staff Policies
GCQA	Nonschool Employment by Certificated Staff Members
GCQAA	Certificated Staff Consulting Activities
GCQAB*	Tutoring for Pay
GCQB	Professional Research and Publishing
GCQC	Exchange Teaching
GCQD	Professional Organizations
GD	Classified Staff
GDA*	Classified Staff Positions
GDB*	Classified Staff Contracts and Compensation Plans
GDBA*	Classified Staff Salary Schedules
GDBAA	Classified Staff Merit System
GDBB	Classified Staff Supplementary Pay Plans
GDBC*	Classified Staff Fringe Benefits
GDBD*	Classified Staff Leaves and Absences
GDBE*	Classified Staff Vacations and Holidays
GDC*	Classified Staff Recruiting
GDCA*	Posting of Classified Staff Vacancies
GDD*	Classified Staff Hiring
GDE*	Part-Time, Temporary and Substitute Classified Staff Employment
GDEA	Arrangements for Classified Staff Substitutes
GDF*	Classified Staff Orientation

SECTION G: PERSONNEL
(Continued)

GDG	Classified Staff Probation and Tenure
GDH	Classified Staff Seniority
GDI*	Classified Staff Assignments and Transfers
GDJ*	Classified Staff Time Schedules
GDK	Classified Staff Work Load
GDKA*	Classified Staff Extra Duty
GDKB	Classified Staff Meetings
GDL*	Classified Staff Development Opportunities
GDLA	Classified Staff Visitations and Conferences
GDM	Supervision of Classified Staff
GDN*	Evaluation of Classified Staff (Also AFD)
GDO	Classified Staff Promotions
GDP	Classified Staff Termination of Employment
GDPA*	Reduction in Classified Staff Work Force
GDPB*	Resignation of Classified Staff Members
GDP C	Retirement of Classified Staff Members
GDP CA	Severance Pay
GDPD*	Suspension and Dismissal of Classified Staff Members
GDQ	Miscellaneous Classified Staff Policies
GDQA	Nonschool Employment by Classified Staff Members

*Indicates Board policies included in this manual

PERSONNEL POLICIES GOALS

The personnel employed by the Board are a very important resource for effectively conducting a quality educational program. The District's program functions best when it employs highly qualified personnel, conducts appropriate staff development activities and establishes policies and working conditions which are conducive to high morale and enable each staff member to make the fullest contribution to District programs and services.

The goals of the personnel program include:

1. developing and implementing those strategies and procedures for personnel recruitment, screening and selection which result in employing the best available candidates: those with the highest capabilities, strongest commitment to quality education and greatest probability of effectively implementing the educational program;
2. developing a general assignment strategy which makes the greatest contribution to the educational program, and using it as the primary basis for determining staff assignments;
3. providing positive programs of staff development designed to contribute both to improvement of the educational program and to each staff member's career development aspirations;
4. providing for a genuine team approach to education, including staff involvement in planning, decision making and evaluation;
5. developing and using for personnel evaluation positive processes which contribute to the improvement of staff capabilities and assist in making employment decisions and
6. encouraging all employees to be cognizant of their roles in instilling ethical principles and democratic ideals in all students.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

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, creed, national origin, citizenship status, political affiliation, age, sex, military status, ancestry and/or disability.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

LEGAL REFS.: Civil Rights Act, Title VI; 42 USC 2000d
Executive Order 11246, as amended by Executive Order 11375
Equal Employment Opportunity Act, Title VII; 42 USC 2000e et seq.
Education Amendments of 1972, Title IX; 20 USC 1681
Genetic Information Nondiscrimination Act of 2008; 42 USC 2000ff et seq.
Rehabilitation Act; 29 USC 794
Age Discrimination in Employment Act; 29 USC 623
Immigration Reform and Control Act; 8 USC 1324a et seq.
Americans with Disabilities Act 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 involves the efforts of many people and functions best when all personnel are informed of the District's major activities and concerns. Morale is enhanced when employees are provided with information and assured that their voices are willingly heard by those in positions of authority.

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

All employees have the opportunity to bring their ideas or concerns to the Board. It is expected that they proceed through the recognized administrative channels. Final authority for all decisions rests with the Board.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

LEGAL REF.: OAC 3301-35-05

CROSS REFS.: AD, Development of Philosophy of Education
BCE, Board Liaison Committees
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
IF, Curriculum Development

CONTRACT REFS.: Certificated Staff Negotiated Agreement

STAFF CONFLICT OF INTEREST

Employees of the Board shall not engage in, nor have a financial interest in, any activity which conflicts with their duties and responsibilities in the school system.

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 school sources.

Employees shall not sell textbooks, instructional supplies, equipment, reference books or any other school products to the schools in the District. They will not furnish the names of students or parents to anyone selling these materials.

In order that there will be 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: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

LEGAL REFS.: ORC 2921.42
3313.811
3319.21
3329.10
4117.20

CROSS REFS.: GBL, Personnel Records
JO, Student Records
KBA, Public's Right to Know

STAFF CONDUCT

All staff members have a responsibility to make themselves familiar with, and to abide by, the laws of the state of Ohio, the policies of the Board and the administrative regulations designed to implement them.

The Board expects staff members to conduct themselves in a manner which 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 will be expected to carry out their assigned responsibilities with conscientious concern. Essential to the success of ongoing school operations and the instructional program are the following specific responsibilities which will be 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 school administration in regard to students;
3. diligence in submitting required reports promptly at the times specified;
4. care and protection of school 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: February 16, 2005]

[Re-adoption date: July 20, 2011]

LEGAL REFS.: Gun-Free Schools Act; 20 USC 8921
ORC 124.34
2923.1212; 2923.122
3319.081; 3319.16; 3319.31; 3319.36

CROSS REFS.: JFC, Student Conduct (Zero Tolerance)
KGB, Public Conduct on District Property

BOARD-STAFF COMMUNICATIONS

The Board wishes to maintain open channels of communication with the staff. The basic line of communication is through the Superintendent. Staff members should utilize the Superintendent to communicate to the Board or its subcommittees. 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.

Visit to Schools

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

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

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 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: July 20, 2011]

LEGAL REF.: ORC 3313.20

CROSS REFS.: Certificated Staff Handbook
Classified Staff Handbook

STAFF HEALTH AND SAFETY

Through its overall safety program and various policies pertaining to school personnel, the Board will try to ensure the safety of employees during their working hours and assist them in the maintenance of good health.

All employees are expected to observe commonly recognized practices which promote the health and safety of school personnel.

Bus drivers will have an annual examination in compliance with State law. The results of all physical examinations will be filed with the Superintendent.

School employees who are required by State or Federal law to have respiratory protection will be 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, teachers or other employees. Whenever the Board requires an employee to submit to a physical examination other than those required by law, the Board will assume the cost of the examination. All health examinations required of employees will be made by one of the physicians approved for this purpose by the Board.

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 District 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, in order to prove that the injury was not proximately caused by the employee being intoxicated or under the influence of a controlled substance not prescribed by a physician. The results of, or the employee's refusal to submit to, any of the requested chemical tests may affect the employee's eligibility to receive worker's compensation benefits.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

LEGAL REFS.: Asbestos School Hazard Abatement Act; 20 USC 4011 et seq.
Asbestos Hazard Emergency Response Act; 15 USC 2641 et seq.
Comprehensive Environmental Response, Compensation and Liability Act;
42 USC 9601 et seq.
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 Record Check
GCBC, Certificated Staff Fringe Benefits
GDBC, Classified Staff Fringe Benefits
Staff Handbooks

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: August 9, 1995]

[Re-adoption date: February 16, 2005]

LEGAL REFS.: Intergovernmental Personnel Act; 42 USC 4701 et seq.
ORC 124.57
3315.07

STAFF-STUDENT RELATIONS

The relationship between the teacher and the student should be one of cooperation, understanding, and mutual respect. The teacher has a responsibility to provide an atmosphere conducive to learning, and to motivate each student to perform to his/her capacity.

The teacher will strive to secure individual and group discipline, and should be treated with respect by the students. Teachers should extend to students the same respect and courtesy which they, as staff members, have a right to demand.

Although it is desired that teachers have a sincere interest in students as individuals, partiality must be avoided and teacher-pupil friendship must be on a teacher-pupil basis. Excessive informal and social involvement with individual students gives rise to charges of partiality and excessive personal involvement. Such friendships are not compatible with professional ethics.

Staff members are expected to use good judgment in their relationships with students outside the classroom. The following guidelines are meant to provide direction with regard to staff-student relations.

1. Staff members are expected to regard each student as an individual and to accord each the rights and respect due any individual. Neither insults, disparaging names, nor sarcasm will be used as a way of forcing compliance with a staff member's requirements or expectations.
2. Students are expected to regard staff members as individuals, employed to direct learning. Students will be required to respect the rights of staff members and other students. No students will have the right to interfere with the efforts of instructional staff to coordinate or assist in learning, to disseminate information for purposes of learning or to otherwise impede the instructional program.
3. We believe that students and staff members should interact with each other in an open and positive fashion. However, there must be maintained a certain distance in order to preserve the businesslike atmosphere that is necessary to achieve the educational mission of the school. Teachers should be addressed as Mr., Miss, Mrs. or Ms. on all occasions by students. In turn, teachers should address students by their first names and extend to them the same respect and courtesy which staff members have a right to demand.
4. In recognition of the fact that sexual harassment (verbal or physical) may create a psychologically harmful atmosphere, inhibit performance, undermine the integrity of the staff-student relationship, and constitute a form of illegal sex discrimination, the Board prohibits all forms of inappropriate sexual remarks or conduct between staff and students of the District.

Incidents of sexual harassment should be reported to the appropriate administrator or supervisory personnel in accordance with established grievance procedures.

5. Pursuant to the laws of the state, all employees shall immediately report to the proper legal authorities any sign of suspected child abuse or neglect.
6. Student questions regarding a personal problem relating to sexual behavior, substance abuse, mental or physical health and/or family relationships should be referred to a guidance counselor or building administrator. Under no circumstances should an employee attempt to diagnose or treat the student's problem or behavior unless he/she is a guidance counselor or administrator. At the appropriate time, parents should be informed of the matter.
7. Information concerning a child in school, other than directory information, is confidential under Federal and State laws. Any employee who shares confidential information with another person not authorized to receive the information may be subject to discipline and/or civil liability. This includes, but is not limited to, information concerning assessments, ability scores, grades, behavior, family background and alleged child abuse.
8. An employee should not associate with students at any time or in any situation or activity which could be considered as "inappropriate" (i.e. dating; involve the presence/use of alcohol, drugs, tobacco; sexually-oriented; outside the realm of professional; etc.). Any such conduct with a student by an employee of the District can subject the offender to criminal liability and discipline up to and including termination of employment.
9. In recognition of the fact that racial, ethnic, gender, or sexual harassment (verbal or physical) may create a psychologically harmful atmosphere, inhibit performance, undermine the integrity of the school-student relationship, and constitute a form of illegal discrimination, the Board prohibits all forms of racial, ethnic, sex or sexual remarks or conduct between employees and students of the District. Incidents of harassment are to be reported to appropriate administrative or supervisory personnel in accordance with established procedures. Harassing behavior toward students by employees will be viewed as constituting a violation of State and Federal statutes which could be cause for termination of employment.

Social Networking Websites

1. District staff who personally participate in social networking websites are prohibited from posting data, documents, photographs or inappropriate information on any web-site that might result in a disruption of classroom activity. The Superintendent/designee has full discretion in determining when a disruption of classroom activity has occurred.

2. District staff is prohibited from providing social networking website passwords to students.
3. Fraternalization between District staff and students via the Internet, personal e-mail accounts, social networking websites and other modes of virtual technology is also prohibited.
4. Access of personal social networking websites during school hours is prohibited.

Violation of the prohibitions listed above will result in staff and/or student discipline in accordance with State law, Board policies and regulations, the Student Code of Conduct and/or staff negotiated agreements. Nothing in this policy prohibits District staff and students from the use of education websites.

[Adoption date: March 25, 1998]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

LEGAL REFS.: ORC 2151.421
2907.3(A),
3313.20
3319.16; 3319.081(C); 3319.327
Family Educational Rights and Privacy Act; 20 USC Section 1232g

CROSS REFS.: GBCA, Staff Conflict of Interest
GBCB, Staff Conduct
GBI, Staff Gifts and Solicitations
JFC, Student Conduct (Zero Tolerance)
JHG, Reporting Child Abuse
JL, Student Gifts and Solicitations
JO, Student Records
KBA, Public's Right to Know
Student Handbooks

CONTRACT REFS.: Certificated Staff Negotiated Agreement
Classified Staff Negotiated Agreement

STAFF GIFTS AND SOLICITATIONS

Gifts

The Board authorizes the expenditure of public funds to purchase meals, refreshments and favors 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.

Students, parents and other residents and taxpayers of the District are discouraged from giving gifts to teachers and other District employees.

Presentation of gifts to, and the arrangement of social affairs for, employees leaving the system will be governed by the following.

1. Each building principal will appoint, or employees may volunteer for, a small social committee to plan social affairs such as teas and luncheons.
2. Any gifts to be presented to departing employees by their respective groups will be at the discretion of the group involved.

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.

Solicitations

The Superintendent annually approves all solicitations which 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 fund-raising literature without the expressed approval of the Superintendent.

[Adoption date: August 9, 1995]

[Re-adoption date: January 15, 1999]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

LEGAL REFS.: ORC 102.03
117.01
2921.43
3313.81; 3313.811
3315.15
3329.10

CROSS REFS.: IGDG, Student Activities Funds Management
IICA, Field Trips
JL, Student Gifts and Solicitations

TOBACCO USE ON SCHOOL PREMISES BY STAFF MEMBERS

Health professionals have determined that the use of tobacco products can be detrimental to one's health. Specifically, smoking poses not only a health safety issue for the smoker, but second-hand smoke can produce health hazards for nonsmokers, as well.

Recognizing these health issues, the Board prohibits the use of all tobacco products 24 hours a day in all District-owned, leased or contracted buildings where routine or regular preschool, kindergarten, elementary, secondary or library services are offered to children. In addition, the Board prohibits the use of all tobacco products 24 hours a day in all District-owned or leased buildings, and vehicles or on District grounds.

The Board directs the Superintendent to educate all staff members concerning the mandate of this policy, as well as implementing, as appropriate, educational programming concerning the use of tobacco products and, if needed, resources available to those who wish to discontinue their personal use of tobacco products.

This policy is posted on all of the entryways into all District-owned, leased or contracted buildings.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
Goals 2000: Educate America Act; 20 USC 6081 through 6084
ORC 3313.20
3794.01; 3794.02; 3794.03(F); 3794.04; 3794.06
OAC 3301-35-02; 3301-35-05

CROSS REFS.: JFCG, Tobacco Use by Students
KGC, Smoking on School Premises

PERSONNEL RECORDS

The Superintendent develops and implements a comprehensive and efficient system of personnel records. The Superintendent/designee 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 the state or federal government or considered pertinent by the Superintendent. Anonymous material or material from an unidentified source is not placed in a staff member's file.
2. A personnel file for each employee is accurately maintained in the District office in accordance with administrative regulations incorporating the requirements set forth under the Ohio Privacy Act for the protection of employees. Employees will be notified whenever personal information concerning them is placed in their file.
3. State law requires that all public records be promptly prepared and made available for inspection to any member of the general public at all reasonable times during regular business hours. Upon request, the person directly responsible for the 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 the Ohio Revised Code. The appeal procedure permits any employee who disputes the accuracy, relevance, timeliness or completeness of information maintained in his/her file to compel the District to investigate the current status of the information.
8. Personnel records should be reviewed only within the confines of the Superintendent's office or the Board's office.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

LEGAL REFS.: ORC 9.01; 9.35
149.41; 149.43
1347.01 et seq.
3317.061
3319.311; 3319.314
4113.23
OAC 3301-35-03(A)(10)

CROSS REF.: KBA, Public's Right to Know

CONTRACT REFS.: Certificated Staff 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 applies only to “grievances” as defined in the particular contract(s).

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

LEGAL REFS.: ORC 4117.09; 4117.10

CROSS REF.: GBB, Staff Involvement in Decision Making (Also ABB)

CONTRACT REFS.: Certificated Staff Negotiated Agreement
Classified Staff Negotiated Agreement

DRUG-FREE WORKPLACE

The Board believes that quality education is not possible in an environment affected by drugs. It will seek, therefore, to establish and maintain an educational setting which is not tainted by the use or evidence of use of any controlled substance.

No employee shall unlawfully manufacture, distribute, dispense, possess or use any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcohol or any other controlled substance, as defined in State and Federal law, in the workplace.

“Workplace” is the site for the performance of any work done in connection with the District. The workplace includes any District building, property, vehicles or Board-approved vehicle used to transport students to and from school or school activities (at other sites off District property) or any school-sponsored or District activity, event or function, such as a field trip or athletic event in which students are under the jurisdiction of District authorities.

As a condition of employment, each employee shall notify his/her supervisor, in writing, of his/her conviction of any criminal drug statute for a violation occurring in the workplace as defined above, not later than five days after such conviction.

Employees are given a copy of the standards of conduct and the statement of disciplinary sanctions and are notified that compliance with the standards of conduct is mandatory. Employees who violate the policy shall be subject to disciplinary proceedings in accordance with prescribed administrative regulations, local, State and Federal law and/or the Negotiated Agreement, up to and including termination. Any employee in violation of this policy may be required to participate in a drug-abuse assistance or rehabilitation program approved by the Board.

Employees are provided the opportunity to participate in a drug-free awareness program to inform them of requirements, services and penalties.

A list of local drug and alcohol counseling, rehabilitation and re-entry programs and services offered in the community is made available to employees.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

LEGAL REFS.: Drug-Free Workplace Act of 1988; 41 USC 701 et seq.;
20 USC 3474, 1221e-3(a)(1)
Drug-Free Campus and Schools Act; 20 USC 3224(a)
ORC 4123.01 et seq.; 4123.35; 4123.54

CROSS REFS.: EB, Safety Program
EEACD, Drug Testing for District Personnel Required to Hold a
Commercial Driver's License
GBCB, Staff Conduct
GBE, Staff Health and Safety
GBQ, Criminal Record Check
Staff Handbooks

CONTRACT REFS.: Certificated Staff Negotiated Agreement
Classified Staff Negotiated Agreement

CRIMINAL RECORD CHECK

The Board shall request from the Superintendent of the Bureau of Criminal Identification and Investigation (BCII) criminal record checks of candidates under final consideration for employment or appointment in the District if the candidates are responsible for the care, custody or control of students.

The Board may employ persons responsible for the care, custody or control of students on the condition that the candidate submit to and pass a BCII criminal record check in accordance with the Ohio Revised Code. Applicants are given a separate written statement informing them that the Board may use a criminal record check as part of the initial hiring process and at various times during the employment career. This notice must be on a separate document which only contains this notice. The applicant's written authorization to obtain the criminal record check will be obtained prior to obtaining the criminal record 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 record check, the applicant or employee will be given a written pre-adverse action disclosure statement which will include a copy of the criminal record check and the Federal Trade Commission's notice entitled "A Summary of Your Rights Under the Fair Credit Reporting Act."

After taking an adverse action, the applicant or employee will be given a written adverse action notice which includes the name, address and telephone number of BCII, a statement that BCII 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 BCII and the individual's right to an additional free criminal record check from BCII upon request within 60 days. Any person conditionally hired who fails to pass a BCII criminal background check shall be released from employment.

An applicant for employment may provide a certified copy of a BCII criminal background check to the District in compliance with the Ohio Revised Code. The District may accept this background check in place of its own background check if the date of acceptance by the District is within one year after the date of issuance by the BCII.

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. Any applicant not hired because of information received from the record check shall be assured that all records pertaining to such information are destroyed.

Volunteers

In an effort to insure the safety and security of the community's children while they are under our care, the District has opted to also have all school volunteers undergo a criminal records' check prior to allowing them to supervise any students. This entails fingerprinting persons who will serve as a volunteer and submitting those prints to the Ohio Bureau of Criminal Identification & Investigation (BCII). BCII will review each individual and report any criminal activity which would make them ineligible to assist in schools or work with children. If a volunteer has not lived in the state of Ohio for the last five years, a FBI criminal background check (nationwide) must also be conducted in addition to the state BCII background check.

Contractors

Criminal record checks are required for contractors who meet the following four criteria: (1) the contractor is an employee of a private company under contract with the District to provide "essential school services"; (2) the contractor works in a position involving routine interaction with a child or regular responsibility for the care, custody or control of a child; (3) the contractor is not licensed by ODE and (4) the contractor is not a bus driver.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: January 9, 2008]

[Re-adoption date: July 20, 2011]

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; 3319.302;

3319.303; 3319.304; 3319.311; 3319.313; 3319.315; 3319.39;

3319.391; 3319.392

3327.10

OAC 3301-27-01

3301-83-06

CROSS REFS.: EEAC, School Bus Safety Program
GBL, Personnel Records
GCBB, Certificated Staff Supplemental Contracts
GCD, Certificated Staff Hiring
GCPD, Suspension and Dismissal of Certificated Staff Members
GDD, Classified Staff Hiring
GDPD, Suspension and Dismissal of Classified Staff Members
IIC, Community Instructional Resources (Also KF)
IICC, School Volunteers
KBA, Public's Right to Know
LEA, Student Teaching and Internships

FAMILY AND MEDICAL LEAVE

The Board provides leave to eligible employees consistent with the Family and Medical Leave Act (FMLA). Eligible employees are entitled to up to 12 work weeks (or 26 work weeks to care for a covered service member) of unpaid family and medical leave in any 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 restores the employee to the same or a similar position after the termination of the leave in accordance with Board policy.

In complying with the FMLA, the District adheres to the requirements of applicable State and Federal law.

Additional information is contained in the regulations which follow this policy.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

LEGAL REFS.: Family and Medical Leave Act of 1993; 29 USC 2601 et seq.; 29 CFR Part 825
ORC 124.38 (for city school districts only)
3313.20;
3319.08; 3319.13; 3319.131; 3319.14; 3319.141

CROSS REFS.: GCBD, Certificated Staff Leaves and Absences
GDBD, Classified Staff Leaves and Absences

CONTRACT REFS.: Certificate Staff Negotiated Agreement
Classified Staff Negotiated Agreement

FAMILY MEDICAL LEAVE

An employee who has worked for the District for at least 12 months is eligible for 12 work weeks of FMLA leave during a 12-month period provided the employee worked at least 1,250 hours in the 12 months preceding the beginning of the leave. An employee may be eligible for 26 work weeks of FMLA leave during a 12-month period to care for a covered service member with a serious injury or illness.

Types of Leave

An eligible employee may take FMLA leave for the following purposes:

1. the birth and care of a newborn;
2. placement with an employee of a son or daughter by adoption or foster placement of a child;
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 on covered active duty or has been called to covered active duty as a member of the Armed Forces or
6. to care for a spouse, child, parent or next of kin who is or was a member of the Armed Forces and who is currently undergoing medical treatment, recuperation or therapy for either a serious illness or injury that was incurred in the line of duty or for a serious illness or injury that existed before the beginning of active duty and was aggravated by service in the line of duty. In order to be eligible, veterans must have been members of the Armed Forces within five years of receiving such treatment.

An employee may elect, or the District may require an employee, to use accrued paid vacation, personal or sick leave for purposes of a family leave. An employer cannot compel an employee to use accrued medical/sick leave in any situation which the leave could not normally be used.

Spouses Employed by the District

If a husband and wife eligible for leave are employed by the District, their combined amount of leave for birth, adoption, foster care placement and parental illness may be limited to 12 weeks. An employee may not take FMLA leave to care for a parent-in-law.

If a husband and wife eligible for leave are employed by the District, their combined amount of leave to care for a covered service member is limited to 26 work weeks.

Intermittent and Reduced Leave

Intermittent leave is leave taken in separate blocks of time due to a single illness or injury.

Reduced leave is a leave schedule that reduces the employee's usual number of hours per work week or hours per workday.

Intermittent or reduced leave is available only for the employee's own serious health condition or to care for a seriously ill spouse, child or parent or to care for a covered service member's serious injury or illness or for leave taken due to a qualifying exigency. Such leave may not be used for the birth or adoption/placement of a child.

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.

The Board may provide such leave for medical purposes, but the District may transfer the employee to a position which is equivalent, but more suitable for intermittent periods of leave. The employee must furnish the District with the expected dates of the planned medical treatment and the duration of the treatment. The Superintendent must authorize such leave in writing.

Benefits

The Board maintains the employee's health coverage under the District's group health insurance plan during the period of FMLA leave. Prior to the beginning of the FMLA, the employee should make arrangements with the Treasurer to pay the employee's share of health insurance (e.g., family coverage).

The employee will not lose any other employment benefit accrued prior to the date on which

leave began but is not entitled to accrue seniority or employment benefits during the leave period. Employment benefits could include group life insurance, sick leave, annual leave, educational benefits and pensions.

Notice

When the FMLA leave is foreseeable, the employee must notify the Superintendent of his/her request for leave 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. When the employee requests medical leave, the employee must make reasonable attempts to schedule treatment so as not to disrupt the District's operations.

The Superintendent may deny the leave if the employee does not meet the notice requirements.

Certification

The District may require the employee to provide certification from a health care provider containing specific information required under the law 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, the District will require that the employee present a fitness statement from the employee's health care provider certifying that the employee is able to return to work.

Restoration

When the employee returns from the leave, the District will restore the employee to the same or an equivalent position with equivalent benefits, pay, terms and conditions of employment in accordance with Board policy.

Under certain circumstances, the District may deny restoration to a key employee. The District will comply with the notice requirements of the FMLA in denying restoration. A key employee is one who is among the highest paid 10% of the employees and whose absence would cause the District to experience a substantial and grievous economic injury.

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 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.

Limitations apply to instructional employees who take intermittent or reduced leave. If the leave requested is:

1. to care for a family member, to care for a covered service member or for the employee's own serious health condition;
2. foreseeable based on planned medical treatment and
3. such that 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 Board then may require the employee to choose either to:

1. take the leave for a period or periods of a particular duration, not greater than 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.

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.

Failure to Return

The District is entitled to recover health care premiums paid during the leave if the employee fails to return from leave; however, 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.

(Approval date: August 9, 1995)

(Re-approval date: February 16, 2005)

(Re-approval date: July 20, 2011)

CERTIFICATED STAFF POSITIONS

All certificated staff positions are created only with the approval of the Board. It is the Board's intent to activate a sufficient number of positions to accomplish the District's 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 unfilled 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 which it has created.

The Superintendent keeps all job descriptions current and presents recommended changes to the Board for approval.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

LEGAL REFS.: ORC 3319.02; 3319.03; 3319.09; 3319.10; 3319.22
4117.01
OAC 3301-35-01; 3301-35-03

CERTIFICATED STAFF CONTRACTS AND COMPENSATION PLANS
(Teachers)

The Board believes that a fair teacher compensation plan, which includes an adequate base salary, increments and employee benefits, is necessary to attract and hold highly qualified men and women to provide a quality educational program.

As required by law, notice of annual salary is given to each certificated/licensed employee by July 1.

Teacher Contracts

Written contracts of employment are issued to all certified/licensed teaching personnel. Contracts are by and between the staff member and the Board.

The basic types of contracts are as follows.

1. Limited Contract

A limited contract is one to five years in length. It may be entered into by a teacher who has not been an employee of the Board for at least three years and must be entered into, regardless of length of previous employment, by a teacher who holds a provisional or alternative license or who holds a professional license and is not eligible to be considered for a continuing contract.

Any teacher employed under a limited contract and not eligible to be considered for a continuing contract is, at the expiration of the contract, considered reemployed at the same salary plus any increment provided by the salary schedule, unless acted upon by the Board.

The Board may, acting on the Superintendent's written recommendation that the teacher not be reemployed, not renew a limited contract so long as evaluation procedures have been completed in compliance with law. The Board must give the teacher written notice of its intent not to reemploy on or before April 30.

2. Extended Limited Contract

An extended limited contract of one or two years in length is given to a teacher who is eligible for consideration for, but not awarded, a continuing contract.

3. Continuing Contract

Teachers who have taught in the District for at least three years within the last five years and teachers who have attained continuing contract status elsewhere and have served two years in the District are eligible for continuing contracts.

A continuing contract may be issued to eligible teachers who:

- A. hold a professional, permanent or life teaching certificate or
- B. hold a professional educator license and have completed one of the following.
 - 1) If the teacher did not hold a master's degree at the time of initially receiving the license, 30 semester hours of coursework are required in the area of licensure or in an area related to teaching since the initial issuance of the license.
 - 2) If the teacher held a master's degree at the time of initially receiving his/her license, six semester hours of graduate course work are required in the area of licensure or in an area related to teaching since the initial issuance of the license.

Upon the recommendation of the Superintendent that a teacher eligible for continuing contract service status be reemployed, a continuing contract is granted unless the Board rejects the recommendation by three-fourths vote. A continuing contract remains in effect until the teacher resigns, elects to retire, is retired for reasons consistent with law or until he/she is terminated or suspended.

If the Board rejects the recommendation for reemployment of the teacher, the Superintendent may recommend reemployment of the teacher under an extended limited contract for a term not to exceed two years, if continuing service status has not previously been attained elsewhere. Written notice of the Superintendent's intention to make such a recommendation must be given to the teacher with reasons directed at the professional improvement of the teacher on or before April 30. Upon subsequent reemployment of the teacher, only a continuing contract may be entered into.

The Board may reject the Superintendent's recommendation for reemployment of the teacher under an extended limited contract by three-fourths vote of its full membership.

The Board declares its intention not to reemploy the teacher by giving the teacher written notice on or before April 30. If evaluation procedures have not been completed in compliance with law or if the Board fails to give the teacher written notice of its intent not to reemploy by the aforementioned date, the teacher is reemployed under an extended limited contract for a term not to exceed one year at the same salary plus any increment provided by the salary schedule.

The Superintendent's recommendation is considered in all contracts pertaining to certificated/ licensed individuals.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

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; 3319.24; 3319.26

CROSS REFS.: GCBA, Certificated Staff Salary Schedules
GCBB, Certificated Staff Supplemental Contracts
GCBC, Certificated Staff Fringe Benefits
GCBD, Certificated Staff Leaves and Absences
GCBE, Certificated Staff Vacations and Holidays

CONTRACT REF.: Certificated Staff Negotiated Agreement

CERTIFICATED 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 by July 31 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 March 31 and prior to any Board action on the employee's contract.

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. 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 March 31, 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 March 31 of the year in which the contract of employment 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: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

LEGAL REFS.: ORC 3319.01; 3319.02; 3319.11; 3319.12; 3319.225; 3319.27
4117.01
OAC 3301-24-11; 3301-24-12

CROSS REFS.: GCBA, Certificated Staff Salary Schedules
GCBB, Certificated Staff Supplemental Contracts
GCBC, Certificated Staff Fringe Benefits
GCBD, Certificated Staff Leaves and Absences
GCBE, Certificated Staff Vacations and Holidays

CERTIFICATED STAFF CONTRACTS AND COMPENSATION PLANS
(Administrators)

The Board may request that the State Department of Education issue an alternative administrative license valid for employing a principal, superintendent or other administrative specialist as specified by the Board.

The State Department of Education may issue a one-year alternative principal license, valid for serving as principal or assistant principal, or a two-year alternative superintendent or administrative specialist license at the request of the District. The individual must:

1. be of good moral character;
2. submit to a BCII background check;
3. have a bachelor's degree (for principals and administrative specialists) or a master's degree (for superintendents) and a grade point average of at least 3.0 and
4. have two or more years of teaching experience or five years of documented successful work experience in education, management or administration (for principals) or five or more years of documented successful experience in teaching, education, management or administration (for administrative specialists and superintendents).

The District provides a mentoring program for alternatively licensed administrators compliant with State law.

For non-educators issued an alternative principal license, the District develops and implements a planned program for obtaining classroom-teaching experience. For non-educators issued an alternative administrative specialist or superintendent license, the District develops and implements a plan that outlines observation or classroom instruction across grade levels and subject areas.

(Approval date: July 20, 2011)

CERTIFICATED 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.

Retired administrators, who are subsequently employed by the Board, are granted credit on the salary schedule as determined by the Board on a case-by-case basis.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

LEGAL REFS.: ORC 3317.13; 3317.14
3319.12

CROSS REF.: GCB, Certificated Staff Contracts and Compensation Plans

CONTRACT REF.: Certificated Staff Negotiated Agreement

CERTIFICATED STAFF SUPPLEMENTARY CONTRACTS

Certain positions assigned to individuals may require extra responsibility or extra time beyond that required of all certificated staff members. When the Board and administration determine the need, personnel assigned to such positions are provided supplemental contracts and supplemental 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 expire automatically at the end of their terms, with or without Board action.

Pay for supplemental assignments is based upon work performed beyond regular duties and beyond the regular workday.

The Board directs the Superintendent/designee to identify supplemental contract positions that supervise, direct or coach a student activity program which 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, State law and the Ohio Administrative Code.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

LEGAL REFS.: ORC 3313.53
3319.08; 3319.11; 3319.111; 3319.39
OAC 3301-20-01
3301-27-01

CROSS REFS.: GBQ, Criminal Record Check
GCB, Certificated Staff Contracts and Compensation Plans
IGD, Cocurricular and Extracurricular Activities
IGDJ, Interscholastic Athletics

CONTRACT REF.: Certificated Staff Negotiated Agreement

CERTIFICATED STAFF LEAVES AND ABSENCES

A leave of absence is a period of extended absence from duty by a staff member for which written request has been made and formal approval has been granted by the Board. The Board provides a plan for considering leaves and absences for its staff members in accordance with State and Federal law and Board policies.

Compensation, if any, during leaves of absence depends upon the type of leave. Deductions are made in salaries for absence in accordance with regulations developed by the administration and approved by the Board.

When 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: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

LEGAL REFS.: Family and Medical Leave Act of 1993; 29 USC 2601 et seq.; 29 CFR Part 825
Americans with Disabilities Act Amendments Act of 2008; 42 USC 12101 et seq.
ORC 124.38
3313.20; 3313.211
3319.08; 3319.09; 3319.13; 3319.131; 3319.14; 3319.141; 3319.143

CROSS REFS.: GBR, Family and Medical Leave
GCB, Certificated Staff Contracts and Compensation Plans

CONTRACT REF.: Certificated Staff Negotiated Agreement

CERTIFICATED STAFF VACATIONS AND HOLIDAYS

Vacations

Administrative personnel receive vacations during the contract year as specified in their individual contract.

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.

Certificated staff are expected to fulfill their contractual days. Calendar and contractual adjustments can only be made with approval of the Superintendent. Salary deductions may be made for calendar and contractual adjustments based upon the per diem rate of pay.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

LEGAL REFS.: ORC 3313.20; 3313.63

CROSS REF.: GCB, Certificated Staff Contracts and Compensation Plans

CERTIFICATED STAFF RECRUITING

Because the quality of the staff hired by the Board is the major component of an effective, productive educational program, the Board and the administration of the District make efforts to attract and retain qualified personnel.

The Board expects the Superintendent, with the assistance of the administrative staff, to determine the personnel needs of the District and the individual schools and to recruit the best qualified candidates to recommend for employment.

The search for teachers and other certificated employees extends to a wide variety of educational institutions and geographical areas. The search takes into consideration the characteristics of the community and the school system as well as the need for staff members from various backgrounds and with differing levels of experience.

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: August 9, 1995]

[Re-adoption date: February 16, 2005]

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

CERTIFICATED STAFF HIRING

Through its employment policies, the Board attempts to attract, secure and retain the most highly qualified personnel for all certificated positions.

The Superintendent/designee determines the personnel needs of the District and recommends suitable candidates for employment to the Board. 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 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 discrimination in the hiring process.
2. The quality of instruction is enhanced by a staff with widely varied backgrounds, educational preparation and previous experience. Concerted efforts are made to maintain a variation in the staff.
3. Interviewing and selection procedures ensure that the administrator who is directly responsible for the work of a staff member has an opportunity to aid in the selection process. The final recommendation to the Board is made by the Superintendent.
4. No candidate is hired without an interview and a criminal record check. References are carefully checked.
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.

While the Board may accept or reject a nomination, an appointment will be valid only if made with the recommendation of the Superintendent. 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 notice must be given 60 days prior to the date re-employment is to begin. The notice must state that the person is or will be retired and is seeking re-employment in the District. The notice must include the time, date and location of a public meeting, which must take place 15 to 30 days prior to employment.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
Fair Credit Reporting Act; 15 USC 1681 et seq.
ORC 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 Record Check
GDD, Classified Staff Hiring

PART-TIME AND SUBSTITUTE CERTIFICATED STAFF EMPLOYMENT

All certificated 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 will be recommended to the Board for placement on the list of approved substitutes. Principals will 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: August 9, 1995]

[Re-adoption date: February 16, 2005]

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; 3319.22–3319.31; 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 Record Check

CONTRACT REF.: Certificated Staff Negotiated Agreement

CERTIFICATED STAFF ASSIGNMENTS AND TRANSFERS

The assignment and transfer of teachers is the responsibility of the Superintendent. Each teacher is assigned to a specific area and may be transferred to any other position for which he/she is qualified. Transfers may be requested by administrators, supervisors or teachers. The Superintendent may initiate a transfer whenever he/she believes it is in the best interest of the District.

A request for transfer does not guarantee that such a transfer will be made. Teachers are encouraged to discuss transfers or their intention to request transfer with the principal or other appropriate supervisor.

Administrators

An administrator cannot be transferred during the term of his/her contract to a position of lesser responsibility unless he/she agrees to such a transfer.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

LEGAL REFS.: ORC 3319.01; 3319.02; 3319.12
OAC 3301-35-03(A)

CONTRACT REF.: Certificated Staff Negotiated Agreement

CERTIFICATED STAFF TIME SCHEDULES

Administrators

The nature of the duties and responsibilities of administrators and supervisors requires their hours of work to vary and extend as necessary to fulfill the requirements of their positions. The work year for administrators is established individually through their contracts.

Teachers

Efforts are made by the administration to provide a uniform workday for teachers. The workday for teachers shall be established by the Board.

The work year for teachers will be established by the Board's adoption of the school calendar.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

LEGAL REFS.: ORC 3313.48; 3313.481; 3313.483
3319.111
OAC 3301-35-02(B)(11)-(13); 3301-35-03(A)(12)

CROSS REF.: ICA, School Calendar

CONTRACT REF.: Certificated Staff Negotiated Agreement

CERTIFICATED STAFF DEVELOPMENT OPPORTUNITIES

Certificated staff members are encouraged to pursue and are provided with opportunities for the development of increased competencies beyond those which they may attain through the performance of their assigned duties and assistance from supervisors.

Opportunities for professional growth in the District are provided through such means as the following:

1. planned in-service programs and workshops offered within the District from time to time;
2. released time for visits to other classrooms and schools and for attendance at conferences, workshops and other professional meetings and
3. leaves of absence for advanced educational training.

The Superintendent has the authority to approve released time for conferences and visitations and reimbursements for expenses, provided that such activities are within budget allocations for that purpose.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

LEGAL REFS.: ORC 3313.20
3315.07
3319.131
OAC 3301-35-03

CROSS REFS.: DLC, Expense Reimbursements
.: GCBC, Certificated Staff Fringe Benefits
GCBD, Certificated Staff Leaves and Absences

CONTRACT REF.: Certificated Staff Negotiated Agreement

EVALUATION OF CERTIFICATED STAFF
(Teachers)

The Board believes that a determination of the efficiency and effectiveness of its teaching staff is a critical factor in the overall operation of the District.

An ongoing evaluation program is implemented to provide a record of service, to provide objective evidence for employment and personnel decisions and to promote the improvement of instruction as a part of the goals of the school system.

Procedures used in the evaluation process are subject to Board approval. Complete and appropriate evaluation records are maintained.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

LEGAL REFS.: ORC Chapter 4117
3319.01; 3319.11; 3319.111; 3319.16; 3319.161
OAC 3301-35-03(A)(8)

CONTRACT REF.: Certificated Staff Negotiated Agreement

EVALUATION OF CERTIFICATED STAFF
(Administrators Both Certificated 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. In addition, 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 March 31 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. The evaluations are conducted annually by the Superintendent/designee.

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.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

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

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

EVALUATION OF CERTIFICATED STAFF
(Administrators Both Certificated and Classified)

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

1. An initial meeting may be held by the Superintendent prior to the school year with the administrators to discuss specific measurable objectives and plans for their achievement.
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 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. Administrators are automatically re-employed if they are not evaluated according to State law or provided a meeting, if requested, to discuss their renewal or nonrenewal.

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

(Approval date: August 9, 1995)

(Re-approval date: February 16, 2005)

[Re-adoption date: July 20, 2011]

REDUCTION IN CERTIFICATED STAFF WORK FORCE

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 or 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: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: January 14, 2010]

LEGAL REFS.: ORC 3319.02; 3319.081; 3319.09(A); 3319.17; 3319.171; 3319.172

CONTRACT REF.: Certificated Staff Negotiated Agreement

REDUCTION IN CERTIFICATED STAFF WORKFORCE
(Administrators Both Certificated and Classified)

When the Board determines that it is necessary to reduce the number of administrative staff positions, the following procedures shall apply.

1. To the extent possible, the number of administrators affected by a reduction in force will be minimized by not employing replacements or who retire, resign or whose contracts are not renewed for reasons other than reduction in force.
2. Reductions needed beyond those resulting from attrition are made by suspending or nonrenewing contracts. Those contracts to be suspended are chosen as follows.
 - A. All administrators are placed on a seniority list. Seniority is defined as the length of continuous service in the District. Seniority is not interrupted by authorized leaves of absence.
 - B. Reductions shall be made with preference being given first to administrators with seniority.
 - C. If two or more administrators have the same length of service, seniority will be determined by:
 - 1) the date of the Board meeting at which the administrator was hired;
 - 2) next, by the date on which the administrator signed his/her initial contract in the District (in the event two or more staff members were hired on the same date) and
 - 3) then, the date on which the administrator submitted the first completed job application within the two-year period preceding the effective date of the administrator's first contract with the Board.

If a tie remains after steps 1, 2 and 3, the Superintendent decides which contract is suspended.

3. The names of administrators whose contracts are suspended in a reduction-in-force action are placed on a recall list for up to 12 months from the date of the reduction. Administrators on the recall list have the following rights.
 - A. No new administrator will be employed by the Board while there are administrators on the recall list who are certificated/licensed to fill the vacancy.
 - B. Administrators on the recall list are recalled in order of seniority for vacancies in areas for which they are certificated/licensed.
 - C. If a vacancy occurs, the Board will send an announcement via certified mail to the last known address of all administrators on the recall list who are qualified according to these provisions. It is the administrator's responsibility to keep the Board informed of his/her current address. All administrators are required to respond in writing to the District office within seven calendar days. The most senior of those responding is offered the vacant position. Any administrator who fails to accept the position within seven calendar days forfeits all recall rights.
 - D. An administrator on the recall list, upon acceptance of the notification to resume active employment status, returns to active employment status with the same seniority, accumulation of sick leave and salary schedule placement as he/she held at the time of layoff. An administrator on the recall list who is unemployed and does not otherwise have group insurance coverage available may continue to participate for up to 18 months in those benefits which are provided to administrators in active employment, provided that the administrator pays 102% for such benefits.

(Approval date: January 14, 2010)

RESIGNATION OF CERTIFICATED STAFF MEMBERS

A teacher who has a contract effective for the next school year is permitted to resign prior to July 10, preceding that year. After that time, the consent of the Board must be given before a staff member may resign his/her position. Similarly, a staff member may not resign during a school year unless the Board consents. Resignations are submitted to the Superintendent for presentation to the Board.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

LEGAL REFS.: ORC 3319.02; 3319.15

SEVERANCE PAY

At the time of retirement, 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 will be granted to certificated staff employees in compliance with State law.

Administrators who have retired under the rules of the Ohio State Teachers Retirement System are not eligible for severance pay based upon a subsequent retirement.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

LEGAL REFS.: ORC 9.90
124.39

CONTRACT REF.: Certificated Staff Negotiated Agreement

SUSPENSION AND DISMISSAL OF CERTIFICATED STAFF MEMBERS

Suspension

The Board may suspend a teacher pending final action to terminate his/her contract if, in its judgment, the character of the charges warrants such action.

Dismissal

The contract of a teacher may be terminated for good and just cause. Before terminating any contract, the Board furnishes the certificated 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 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 certificated 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 negotiated agreement and/or State law.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

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 Record Check

CONTRACT REF.: Certificated Staff 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 and
2. tutoring in the school must have the approval of the principal and must be in accordance with District requirements and guidelines for community use of school facilities.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

CLASSIFIED STAFF POSITIONS

Education is a cooperative enterprise in which all employees of the District must participate intelligently and effectively for the benefit of the students. This District employs classified staff in positions which function to support the educational program. All such positions are established initially by the Board. For each new position, the Superintendent develops a job description for approval by the Board.

Although positions may remain temporarily unfilled, or the number of persons holding the same type of position may be reduced in the event of required staff reduction, only the Board can abolish a position which it has created.

The Superintendent keeps all job descriptions current and presents recommended changes to the Board for approval.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

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, enter into written contracts for their employment, which are for a period of not more than one year. If such employees are rehired at the end of one year, their subsequent contracts are for periods of two years.

After the expiration of the two-year contract, if the contract of an employee is renewed, the employee receives a continuing contract. The salary provided in the contract may be increased but not reduced unless such reduction is a part of a uniform plan affecting the classified staff employees of the entire District.

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.

The individual salaries for classified staff who report directly to the Superintendent are reviewed and established annually by the Board upon the recommendation of the Superintendent. Salary schedules for all other classified staff are established 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: August 9, 1995]

[Re-adoption date: February 16, 2005]

LEGAL REFS.: ORC Chapter 124
3317.12
3319.081-3319.083; 3319.088

CROSS REFS.: GDBA, Classified Staff Salary Schedules
GDBD, Classified Staff Leaves and Absences
GDBE, Classified Staff Vacations and Holidays

CONTRACT REF.: Classified Staff Negotiated Agreement

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 school system;
2. encourage and stimulate classified staff employees to improve the quality of their work by granting regular salary increments and
3. 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.

Whether he/she is employed for the school year or for a full 12-month year, 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 State law, employees are notified in writing by July 1 of their salary for the following school year.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

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 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: August 9, 1995]

[Re-adoption date: February 16, 2005]

LEGAL REFS.: Family and Medical Leave Act; 29 USC 2611 et seq.
ORC 124.38 through 124.39
3313.20; 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 RECRUITING/POSTING OF VACANCIES/HIRING

The Board intends to have the best qualified people to serve as classified staff personnel.

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 as well as any regulations which may be approved from time to time by the Board.

Conditions of employment for classified staff members as well as wages, hours and other benefits will be fixed by the Board upon the recommendation of the Superintendent or be determined by the negotiated agreement.

Rehiring of Retirees

If an employee is retiring and seeks re-employment in the same position, then notice must be given 60 days prior to the date re-employment is to begin. The notice must state that the person is or will be retired and is seeking re-employment in the District. The notice must include the time, date and location of a public meeting, which must take place 15 to 30 days prior to employment.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

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
3319.04; 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 Record Check
GCD, Certificated 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 leave privileges and benefits on a prorated basis, based on a full-time schedule.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

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 Record Check

CONTRACT REF.: Classified Staff Negotiated Agreement

CLASSIFIED STAFF ORIENTATION

Administrators of the District are responsible for the orientation of new classified staff personnel so that they may clearly understand:

1. the responsibilities of the position to which they have been assigned;
2. the person or persons to whom they are directly responsible;
3. the objectives of the department to which they are assigned and
4. how to acquire professional and technical assistance when needed.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

CONTRACT REF.: Classified Staff Negotiated Agreement

CLASSIFIED STAFF ASSIGNMENTS AND TRANSFERS

The assignment and transfer of all classified staff are the responsibility of the Superintendent; however, promotional transfers are made only by the Board upon the recommendation of the Superintendent. A request for transfer may be made in writing to the Superintendent.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

LEGAL REFS.: Fair Credit Reporting Act; 15 USC 1681 et seq.
ORC 124.32
3319.01
OAC 3301-35-03(A)

CROSS REF.: GBQ, Criminal Record Check

CONTRACT REF.: Classified Staff Negotiated Agreement

CLASSIFIED STAFF TIME SCHEDULES

The Superintendent of the District, in consultation with the appropriate administrators, has established work schedules for the classified staff.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

LEGAL REF.: ORC 3319.086

CONTRACT REF.: Classified Staff Negotiated Agreement

CLASSIFIED STAFF EXTRA DUTY

The Board recognizes that it may be necessary occasionally for classified staff employees to work more than 40 hours during a given work week. The Superintendent/ designee will establish regulations governing overtime provisions.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

LEGAL REFS.: Fair Labor Standards Act; 29 USC 201 et seq.
ORC 124.18
3319.086

CROSS REFS.: GCBB, Certificated Staff Supplementary Contracts
KG, Community Use of School Facilities (Equal Access)

CONTRACT REF.: Classified Staff Negotiated Agreement

CLASSIFIED STAFF EXTRA DUTY

1. Hours worked means all hours during which the individual is required to be on duty generally from the required starting time to normal quitting time.
 - A. Meal periods do not count as hours worked unless the individual is required to perform work duties during the meal period.
2. Individuals who begin work earlier or work later than their assigned hours must receive prior authorization from their immediate supervisor.
3. Individuals who work more than 40 hours during any work week may be awarded compensatory time off. Compensatory time will be awarded at the rate of one and one-half hours for each hour of overtime worked.
 - A. Compensatory time may be accrued up to 240 hours (160 overtime hours). The employee will be compensated for time worked beyond this maximum accrual at the rate of one and one-half times his/her normal hourly rate of pay.
 - B. Efforts will be made to permit the use of compensatory time as the time mutually agreed upon by the employee and his/her supervisor; however, when the employee's absence would unduly disrupt the District's operations, the District retains the right to postpone compensatory time usage.
 - C. Individuals with unused compensatory time who are terminated or who terminate their employment will be paid for unused compensatory time. The rate of compensation will not be less than the average regular rate received by the employee during the last three years of his/her employment or the final regular rate received by the employee, whichever is higher.
4. Employees covered by this policy are required to complete a daily time record showing actual hours worked. Failure to maintain or falsification of such records may be grounds for disciplinary action.

(Approval date: August 9, 1995)
(Re-approval date: February 16, 2005)

CLASSIFIED STAFF DEVELOPMENT OPPORTUNITIES

Classified staff employees are an integral part of the District's total staff. Their training and development are essential to the efficient and economical operation of the schools.

Therefore, all classified staff employees are encouraged to grow in job skills and to take additional training which improves their skills on the job. It is the responsibility of all building principals to assist effectively in the training of classified staff assigned to their respective buildings.

Absences to attend meetings, conventions, conferences or workshops of local, state or national associations which serve to advance the welfare of the District through the upgrading and strengthening of the classified service may be granted by the Superintendent.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

LEGAL REF.: 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, to provide a continuing record of the service of each employee and to provide 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 of such evaluations known to the employees.

The services of all employees are formally evaluated at least once each year.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

LEGAL REFS.: ORC Chapter 124
Chapter 4117
3319.081
OAC 3301-35-03(A)(8)

CONTRACT REF.: Classified Staff Negotiated Agreement

EVALUATION OF CLASSIFIED STAFF

1. All regular classified staff members will be evaluated at least annually by their immediate supervisors, as specified by the negotiated agreement.
2. The supervisor will assess the employee on the basis of work performance and abilities. Evaluation forms will be completed in triplicate. An additional narrative report will be written if necessary. The supervisor will also submit his/her recommendation regarding continued employment of the employee.
3. After completing the evaluation form, the supervisor will conduct a conference with the employee to discuss:
 - A. the reasons for the performance evaluation and
 - B. the areas in which work performance should be improved.
4. The supervisor and the employee will sign the evaluation form at the close of the conference.
5. One copy of the complete evaluation form will be included in the employee's personnel file; one copy will be given to the employee. The employee will have access to the evaluation reports in his/her personnel file.

(Approval date: August 9, 1995)

(Re-approval date: February 16, 2005)

[Re-adoption date: July 20, 2011]

REDUCTION IN CLASSIFIED STAFF WORK FORCE

Whenever it becomes necessary to reduce the classified staff because of financial reasons, job abolishment, management re-organization, lack of work or in the interest of economy, the procedures set forth in State law and the negotiated agreement govern the rights of employees affected directly or indirectly by the reduction.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: January 14, 2010]

LEGAL REFS.: ORC 124.32; 124.321
3319.172
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 of such termination with the Treasurer of the Board 30 days prior to the effective date of termination.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

LEGAL REF.: ORC 3319.081

SUSPENSION AND DISMISSAL OF CLASSIFIED STAFF MEMBERS

The employment of classified staff members may be terminated only 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 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 suspension or demotion.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

LEGAL REFS.: Fair Credit Reporting Act; 15 USC 1681 et seq.
ORC 124.32; 124.33; 124.34; 124.36
3319.04; 3319.081; 3319.083

CROSS REF.: GBQ, Criminal Record Check

CONTRACT REF.: Classified Staff Negotiated Agreement

SECTION H: NEGOTIATIONS

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*Indicates Board policies included in this manual

NEGOTIATIONS

The Board is governed by State law regarding collective bargaining with its certified employee bargaining units for the purpose of entering into binding contracts. The scope of bargaining includes matters pertaining to wages, hours, terms, other conditions of employment and the continuation, modification or deletion of an existing provision of a collective bargaining agreement.

The Board negotiates in good faith with the District's bargaining units that are certified by the State Employment Relations Board (SERB) and endeavors to reach agreement on items properly within the scope of bargaining.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

LEGAL REF.: ORC Chapter 4117

CROSS REF.: HD, School Board Negotiating Powers and Duties

CONTRACT REFS.: Certificated Staff 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: August 9, 1995]

[Re-adoption date: February 16, 2005]

LEGAL REF.: ORC Chapter 4117

CROSS REFS.: HA, Negotiations
HE, Board Negotiating Agents

BOARD NEGOTIATING AGENTS

Prior to commencement of any negotiations, 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: August 9, 1995]

[Re-adoption date: February 16, 2005]

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 which are properly within the scope of bargaining by:
 - A. assisting and directing the Board's bargaining team in accumulating necessary data and information which may be needed for negotiations;
 - B. following guidelines set forth by the Board as to acceptable agreements and report on the progress of negotiations and
 - C. making recommendations to the Board as to acceptable agreements;
2. interpret the signed negotiated contracts to Board members and administrators and
3. plan, organize, direct and represent the District in mediation, fact-finding, arbitration and any other hearings involving negotiated contracts or grievances.

(Approval date: August 9, 1995)

(Re-approval date: February 16, 2005)

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: August 9, 1995]

[Re-adoption date: February 16, 2005]

LEGAL REFS.: ORC 3319.01
4117.20

PAYMENT OF NEGOTIATIONS COSTS

The Board appropriates funds to provide representation for the District in the collective bargaining process. The costs of negotiations will vary depending upon the Board's use of professional negotiators and the involvement of school administrators and experienced staff.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

LEGAL REF.: ORC 4117.14

RELEASE OF NEGOTIATIONS INFORMATION

Negotiations between the Board and an employee organization are private and should not be conducted in public session. Communication relative to the bargaining process with the news media and the public is by a person or persons designated by the Board; such communications will be carried out in accordance with Board policy and the obligation or prerogative of the Board under the collective bargaining contract(s) or agreement(s).

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

LEGAL REFS.: ORC 102.03(B)
121.22(G)
4117.21

CONTRACT REFS.: Certificated Staff Negotiated Agreement
Classified Staff Negotiated Agreement

PROCEDURES FOLLOWING RATIFICATION

The Board ensures that the negotiated agreement is distributed to all administrative staff. The Board provides an in-service orientation program on the implications of the provisions included in the contract or agreement for all its administrative staff.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

LEGAL REF.: ORC 4117.14

WORK STOPPAGE

State law defines a strike to be a concerted action in failing to report to duty; willful absence from one's position; stoppage of work; slowdown, or absence in whole or in part from the full, faithful and proper performance of the duties of employment for the purpose of inducing, influencing or coercing a change in wages, hours, terms or other conditions of employment.

In the event of a strike, the Board makes efforts to keep the schools open and operating. Precautions are taken for the safety and health of the working staff and students.

The Board directs the administration to develop a strike plan as a precautionary measure well in advance of any anticipated work stoppage.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

LEGAL REFS.: ORC 4117.01; 4117.15; 4117.16; 4117.18; 4117.23

CONTRACT REFS.: Certificated Staff Negotiated Agreement
Classified Staff Negotiated Agreement

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(Continued)

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*Indicates Board policies included in this manual

INSTRUCTIONAL GOALS

It is the belief and policy of the Board that the learning process must accomplish instructional goals in a manner which makes learning interesting, relevant, exciting and enjoyable. The Board believes these goals can be accomplished only by dedicated teachers and staff who believe in the worth of youth, are committed to these goals, and are given the encouragement, means, freedom and guidance necessary to accomplish them.

The 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 relate satisfactorily to others in circumstances involving their families, work, government and recreation;
3. giving students a mastery of the state standards and basic skills of learning, thinking, problem solving, reading, writing and computation;
4. teaching students to use the various media of self-expression;
5. instilling in students a knowledge of the social and natural sciences;
6. acquainting students with the richness of our heritage;
7. stimulating students to work productively in the various areas of human endeavor and
8. acknowledging the importance of, and relating appropriately to, the home and other social agencies in developing the habits which make for effective personal living, the maintenance of optimum physical and mental health and the establishment of sound moral, ethical and aesthetic values.

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.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

LEGAL REFS.: Ohio Const. Art. VI, Section 2
OAC 3301-35-06

CROSS REFS.: ADA, Educational Philosophy
AE, School District Goals and Objectives
AFE, Evaluation of Instructional Programs (Also IM)
AFI, Evaluation of Educational Resources

INSTRUCTIONAL OBJECTIVES

Instructors employ those methodologies as needed to ensure accomplishment of learning necessary to successful movement to the next level of learning.

Skills and knowledge crucial to the student's successful movement to the next level of learning are identified 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.

The educational program of the District is the result of systematic planning, articulation, implementation and evaluation.

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: August 9, 1995]

[Re-adoption date: February 16, 2005]

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, which express this diversity of perspective.

It is the responsibility of the teacher to make certain that such access to materials presenting various sides of an issue is available. Teachers must take into account the age and relative maturity of their students and the need for guidance and help in studying issues and arriving at balanced views.

The right of teachers to teach certain subjects or to employ certain teaching methods may be restricted by the Board where such subjects or methods are deemed by the Board and/or District administrators to be educationally unsound, inappropriate for the age or majority level of the students, or irrelevant to any valid educational objective. All instruction must conform to state academic content standards and the District's adopted courses of study. The right to free speech protected by the First Amendment does not extend to the in-class curricular speech of teachers made pursuant to their official duties. Accordingly, teacher speech in the classroom may be subject to reasonable controls as to appropriateness.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

CROSS REFS.: AC, Nondiscrimination
EDE, Computer/On-Line Services (Acceptable Use and Internet Safety)
INB, Teaching About Controversial Issues
JB, Equal Educational Opportunities

CONTRACT REF.: Certificated Staff Negotiated Agreement

SCHOOL YEAR/SCHOOL CALENDAR

The school calendar for the following school year(s) is prepared by the Superintendent/designee and presented to the Board for approval in the spring of each year. The number of days scheduled for students meets or exceeds the requirements of State law.

The calendar sets forth the days schools are in session, holidays, vacation periods, in-service training days, teacher orientation days and days of reports to parents. The Superintendent provides opportunities for members of the staff to offer suggestions before recommending a calendar to the Board for final consideration and adoption.

Activities listed on the official activities calendar are the only officially approved activities sanctioned by principals, the Superintendent and the Board. Activities which 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/designee.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

LEGAL REFS.: ORC 3313.48; 3313.481; 3313.482; 3313.483; 3313.62; 3313.63
3317.01

CROSS REF.: EBCD, Emergency Closings

CONTRACT REF.: Certificated Staff Negotiated Agreement

SCHOOL DAY

It is the responsibility of the Board to establish the beginning and dismissal times at the various grade levels. These hours will satisfy the time requirements established by State law and the State Board of Education regulations.

The administration is authorized to make minor changes in opening and closing times to facilitate the scheduling of transportation; however, any major changes in schedules are subject to Board approval. In any case, the Ohio Administrative Code for length of day must be met or exceeded.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

LEGAL REFS.: ORC 3313.48; 3313.481; 3313.482
OAC 3301-35-06

CROSS REF.: EBCD, Emergency Closings

CONTRACT REF.: Certificated Staff 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 which 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 all federal and state mandates.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

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 certificated staff to work together in evaluating the educational program and recommending additions and changes in courses, programs and instructional approaches. All staff members have a professional obligation to the educational program, including responsibility for working on curriculum committees. The certificated staff is expected to play an active role in curriculum development.

The Superintendent provides the Board with reports on the curriculum and on the work of curriculum committees. New courses and programs are recommended by the Superintendent for adoption by the Board.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

LEGAL REFS.: OAC 3301-35-02; 3301-35-03; 3301-35-04; 3301-35-06

CROSS REFS.: ABA, Community Involvement in Decision Making (Also KC)
ABB, Staff Involvement in Decision Making (Also GBB)
AFI, Evaluation of Educational Resources

CONTRACT REF.: Certificated Staff Negotiated Agreement

CURRICULUM ADOPTION

An effective curriculum requires continuous development, implementation, evaluation and improvement. The Board expects the certificated staff to implement courses of study which promote the educational goals of the District and comply with legal requirements.

Legal responsibility for adoption of curriculum resides with the Board. The Board assigns responsibility for curriculum development to the Superintendent. The Board considers and acts on new courses and programs as recommended by the Superintendent. It officially approves courses of study for all subjects as required by state and Federal law.

The Superintendent supervises the evaluation of the curriculum. Courses of study are reviewed and updated as needed. After evaluation, courses of study are presented to the Board for adoption or re-adoption. The Board may initiate studies of prospective new courses and curriculum revisions.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

LEGAL REFS.: ORC 3301.07
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 which serves the general academic needs of all students and presents opportunities for individual students to develop specific talents and interests in vocational 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.

The curriculum meets or exceeds those requirements established by State law and the Ohio Administrative Code.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

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, religion, sex, economic status, age, military status, ancestry or disability 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 should present in context the accomplishments and contributions of all races and cultures, including the intercultural nature of our cities, our country and our world.
2. Methods and techniques of classroom teaching should emphasize the similarities and likenesses of people of various backgrounds and cultures.
3. The staff is reminded that the public schools are among the primary instruments for furthering, upgrading and strengthening human relations.
4. The schools should work for a total integration of ideas, people and material resources to provide the best education to meet the demands of present and future urban society.
5. The schools should strive to develop a positive self-image in each student's thinking.
The schools:
 - A. recognize the dignity and worth of the individual;
 - B. provide students with the opportunity to acquire as broad an education as the student's capacity permits and
 - C. stimulate the development of respect for the laws of this country.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

LEGAL REFS.: ORC Chapter 4112
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 all 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 be objective.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

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
JEFB, Released Time for Religious Instruction

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, it 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. At the secondary level, it specifically incorporates career exploration, career guidance and career-technical training 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.

The vocational education program is administered by the EHOVE Joint Vocational School District.

Fees are charged to students, as established by the Board, to pay for materials used by students in these courses and programs.

In an effort to meet the changing needs of the global, high-tech workforce, the following educational programs will be offered to secondary high school students, adults, postgraduates and others desiring to obtain necessary workforce skills:

1. career education in business and marketing, health occupations education and trade and industrial education including the applied related academic subjects, i.e., math, science and communication skills and
2. postgraduate and adult education courses, including apprenticeship programs.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

LEGAL REFS.: ORC 3303.02; 3303.06
3311.18; 3311.19
3313.53; 3313.56; 3313.90; 3313.901; 3313.91; 3313.911
3317.024; 3317.16; 3317.17
OAC Chapter 3301-61
3301-35-06

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 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 greatest opportunity for effective health education lies with the public schools because of the opportunity to reach almost all students at an age when positive, lifelong health, wellness and safety habits may be instilled.

The health education program emphasizes a contemporary approach to the presentation of health, wellness and safety information, skills and knowledge necessary for students to understand the functioning and proper care of the human body and tools for recognizing the characteristics of healthy relationships and the warning signs of dating violence.

In an effort to promote a relevant approach to the instruction of health education, the Board continues to stress the need for curricular, personnel and financial commitments to ensure a health education program of high quality in the public schools.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

LEGAL REFS.: ORC 3313.60; 3313.666
3319.073
OAC 3301-35-04; 3301-35-06

CROSS REFS.: EB, Safety Program
EBC, Emergency/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 activities.

[Adoption date: July 20, 2011]

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 grave concern the serious implications of drug, alcohol and tobacco use by people, specifically young people, throughout the United States, and especially, in the District. In keeping with its primary responsibility, the education of youth, the Board charges the certificated staff of the District to continue to investigate the causes of student and school staff involvement with drugs and alcohol and to develop suitable preventive measures, however and whenever feasible.

The Board and the certificated staff continue to seek ways to educate students and school staff of the District about the dangers of the misuse and abuse of drugs, alcohol and tobacco. Instructional units will include sessions about the causes and effects of drug, alcohol and tobacco abuse, especially in young people.

In the interest of student and staff health, an "ombudsman" climate is created among the schools so that people with problems may seek and receive help.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

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/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 which 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 in the appropriate settings and age groupings.

In addition to the requirements listed below, the policies and regulations concerning the approval of new curriculum content, units and materials apply to any course(s) dealing with family life and sex education.

1. Instructional materials to be used in family life/sex education are available for review by parents during school hours.
2. If, after review of materials used and a conference with the instructor and principal, a parent requests that his/her child not participate in a given aspect of the course, an alternate educational assignment is arranged for that student with the approval of the principal.
3. Teachers who provide age-appropriate instruction in family life/sex education have professional preparation in the subject area.
4. Instruction in sex education emphasizes the health benefits of abstinence.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
ORC 3313.60
OAC 3301-35-04

CROSS REF.: IGAE, Health Education

PROGRAMS FOR STUDENTS WITH DISABILITIES

All students with disabilities living within the District are identified, evaluated and placed in appropriate educational programs. 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 re-evaluation of the student's needs, progress and effectiveness of the program being offered.

Although the District requires all students with disabilities to be tested, each student with a disability is considered individually relative to his/her participation in the District's educational and testing programs. Alternative assessments may be required and students must make yearly gains as defined by the adequate yearly progress indicator adopted by the State Board of Education and be at a proficient level by the year 2014.

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: February 16, 2005]

[Re-adoption date: July 20, 2011]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
Individuals with Disabilities Education Improvement Act; 20 USC 1400 et seq.
Rehabilitation Act; 29 USC 706(8), 794, 794a
504 Regulations 34 C.F.R. Part 104
504 Regulations 34 C.F.R.300.131
Americans with Disabilities Act Amendments Act of 2008; 42 USC 12101 et seq.
State Department of Education, Special Education Policies and Procedures,
Free Appropriate Public Education-101
ORC 3313.50
3323.01 et seq.
3325.01 et seq.
OAC Chapter 3301-51
3301-55-01

CROSS REFS.: ACB, Nondiscrimination on the Basis of Disability
IGBJ, Title I Programs
IL, Testing Programs
JB, Equal Educational Opportunities
KBA, Public's Right to Know

PROGRAMS FOR STUDENTS WITH DISABILITIES

The Board, as an expression of its commitment to provide a free appropriate public education for children with disabilities in accordance with State and Federal laws, rules, and regulations, does hereby resolve to implement the following policies:

1. Child Identification

Ongoing efforts are made to identify, locate and evaluate children below 22 years of age who reside within the District and have a confirmed or suspected disability in accordance with all federal regulations and state standards.

2. Procedural Safeguards

The child with a disability and his/her parent(s) are provided with safeguards, as required by law, throughout the identification, evaluation and placement process and the provision of a free appropriate public education to the child.

3. Multifactor Evaluation

The District provides a multifactor 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 multifactor 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 shall occur 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, or when the child is a ward of the state, the child's rights are protected through the assignment of an individual (who is not an employee of the state education agency, local education agency or intermediate educational unit involved in the education of the child) who serves as the child's surrogate parent.

9. Testing Programs

Students with disabilities must participate in local and statewide testing programs. Individual exemptions and participation in an alternate assessment are determined only during an IEP conference.

Be it further resolved that the Superintendent shall administer the local implementation of these state procedures, in accordance with State and Federal laws, rules and regulations, which ensure fulfillment of the policies contained herein.

(Approval date: December 14, 1995)
(Re-approval date: February 16, 2005)

PROGRAMS FOR GIFTED AND TALENTED STUDENTS

In accordance with the belief that all children are entitled to education commensurate with their particular needs, children in the District who are gifted are provided opportunities to progress as their abilities permit. The Board believes that these children require services beyond those offered in regular school programs in order to realize their potential contribution to themselves and society.

Children who are gifted are identified annually by qualified professionals using a variety of assessment procedures. The Board encourages efforts to provide services for the children who are gifted as an integral part of the total kindergarten through grade 12 program.

Identification

The District follows the identification eligibility criteria as specified in the Ohio Revised Code and the Ohio Administrative Code.

1. The District identifies children of the District, in grades kindergarten through 12, as gifted children who perform at remarkably high levels of accomplishment when compared to other children of the same age, experience and environment, as identified under the Ohio Revised Code and Ohio Administrative Code. Accordingly, a child can be identified as exhibiting:
 - A. superior cognitive ability;
 - B. specific academic ability in one or more of the following content areas:
 - 1) mathematics;
 - 2) science;
 - 3) reading, writing or a combination of these skills and/or
 - 4) social studies;
 - C. creative thinking ability and/or
 - D. visual or performing arts ability such as drawing, painting, sculpting, music, dance or drama.
2. The District uses only those instruments approved by the Ohio Department of Education for screening, assessment and identification of children who are gifted.

District Plan for Identifying Gifted Students

The District adopts and submits to the Ohio Department of Education a plan for the screening, assessment and identification of children who are gifted. Any revisions to the District plan are submitted to the Ohio Department of Education for approval. The identification plan includes the following:

1. the criteria and methods the District uses to screen and select children for further assessment who perform or show potential for performing at remarkably high levels of accomplishment in one of the gifted areas;
2. the sources of assessment data the District uses to select children for further testing and an explanation to parents/guardians of the multiple assessment instruments required to identify children who are gifted;
3. an explanation for parents/guardians of the methods the District uses to ensure equal access to screening and further assessment by all District children, culturally and linguistically diverse children, children from low socio-economic backgrounds, children with disabilities and children for whom English is a second language;
4. the process of notifying parents/guardians regarding all policies and procedures concerning the screening, assessment and identification of children who are gifted;
5. an opportunity for parents/guardians to appeal any decision about the results of any screening procedure or assessment, the scheduling of children for assessment or the placement of a student in any program or for receipt of services;
6. procedures for the assessment of children who transfer into the District;
7. at least two opportunities a year for assessment in the case of children requesting assessment or recommended for assessment by teachers, parents or other children and
8. an explanation that the District accepts scores on assessment instruments approved for use by the Ohio Department of Education that are provided by other school districts and trained personnel outside the District.

The District's plan may provide for the District to contract with any qualified public or private service provider to provide screening or assessment services under the plan. Gifted education coordinators provide the District with assistance in placing students, designing services, consulting on strategic planning, evaluating services on an ongoing basis and eliciting input from parents and staff.

District Plan for Services

The District adopts and submits to the Ohio Department of Education a plan for a continuum of services that may be offered to students who are gifted.

1. The District ensures equal opportunity for all children identified as gifted to receive any or all services offered by the District.
2. The District implements a procedure for withdrawal of children from District gifted programs or services and for reassessment of children.
3. The District implements a procedure for resolving disputes with regard to identification and placement decisions.
4. Any District gifted education services are delivered in accordance with the Ohio Revised Code and the Ohio Administrative Code.
5. The District informs parents of the contents of this policy as required by the Ohio Revised Code and the Ohio Administrative Code.

Written Education Plan

The District provides gifted services based on the student's areas(s) of identification and individual needs and is guided by a written education plan (WEP). The WEP, which is provided to parents of gifted students and educators responsible for providing gifted education services, includes a description of the services provided, including goals for the student in each service specified, methods for evaluating progress toward achieving the goals specified and methods and schedule for reporting progress to students. The WEP also specifies staff members responsible for ensuring that specified services are delivered, policies regarding the waiver of assignments and the scheduling of tests missed while a student is participating in any gifted services provided outside the general education classroom and a date by which the WEP will be reviewed for possible revision.

Gifted Education Personnel

Gifted education instruction is provided by gifted education intervention specialists by grade level in accordance with the Ohio Administrative Code. Gifted education instruction is offered during the regular school day and may be provided in large or small groups and/or individually in a variety of settings. The depth, breadth and pace of instruction based on the appropriate content areas may be differentiated. Where differentiated instruction is provided in a regular classroom, the teacher is either licensed in gifted education or has received professional development and ongoing assistance from a gifted education intervention specialist or gifted education coordinator.

Annual Report and Accountability

The District submits, as required, a gifted education annual report to the Ohio Department of Education.

The District submits, as required, a gifted education data audit to the Ohio Department of Education.

The Superintendent/designee implements all policies and procedures in accordance with laws, rules and regulations and follows the Ohio Administrative Code rules regarding gifted education.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

LEGAL REFS.: ORC 3324.01 et seq.
OAC 3301-51-15

CROSS REF.: JB, Equal Educational Opportunities

REMEDIAL INSTRUCTION
(Intervention Services)

The educational program is designed and operated to be standards-based, developmentally appropriate and to avoid the necessity for remedial education. In those cases in which students have clearly not performed commensurate with their capabilities, efforts will be 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 the first, second and third grades assess and identify at the end of each school year the reading skills of each student who is reading below grade level. The parent or guardian of each student whose reading or writing skills do not meet grade level expectations will be notified, and intervention services will be provided to the student as funds permit.

Students who are reading below grade level at the end of the third grade are offered intense remediation services during the summer following third grade, as funds permit.

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 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 limited 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: February 16, 2005]

[Re-adoption date: July 20, 2011]

LEGAL REFS.: ORC 3301.07; 3301.0710; 3301.0711(D); 3301.0712; 3301.0715
3313.608; 3313.609; 3313.6010; 3313.6012
OAC 3301-35-04; 3301-35-06

CROSS REF.: IKE, Promotion and Retention of Students

HOME-BOUND INSTRUCTION

The Board will provide instruction, as appropriate, for students confined to home in accordance with the following.

1. Home instruction teachers are provided for students at the request of parents only after such instruction is approved by the Superintendent and verified by a licensed physician or psychologist. Home instruction teachers who are provided by the school will be paid at the appropriate current hourly rate.
2. Home instruction teachers may be the student's regular classroom teachers only if the Superintendent has given permission.
3. Home instruction teachers must be certificated/licensed teachers.
4. All work must meet the standards of the State Department of Education and be done under the supervision of the Superintendent. If the home instruction teacher is not the student's regular classroom teacher, the building principal arranges cooperative communications among the regular classroom teachers and home instructors 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 Individualized Education Program (IEP).

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

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 3301-51-06

CROSS REFS.: IGBA, Programs for Students with Disabilities
JEA, Compulsory Attendance Ages
JECBC, Admission of Students from Nonchartered or Home Schooling

ALTERNATIVE SCHOOL PROGRAMS

The Board may approve alternative school programs for students who, because of special needs, cannot benefit from the regular school program.

The major objectives of such programs shall be to:

1. provide a setting in which individual guidance and challenge can be provided for each student;
2. develop an instructional program which assists each student in overcoming academic deficiencies and personal problems;
3. strive to improve each student's self-concept so that he/she recognizes his/her ability to succeed and play a contributing role in society;
4. provide an accepting environment in which respect and confidence are given to each student and
5. develop a realistic instructional program, which provides each student with the skills necessary to become a self-supporting citizen.

To help achieve these objectives, the alternative school program is staffed by personnel who are committed to the importance of the program and who recognize that education encompasses more than formal classroom instruction. Staff members must also be able to design a cooperative staff/student individualized educational plan which includes long-range goals and measurable objectives for reaching these goals.

Selection of students to participate in the alternative school program is made according to criteria established by the program staff 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: February 16, 2005]

LEGAL REFS.: ORC 3301.07
3313.53 through 3313.534
OAC 3301-35-04; 3301-35-06; 3301-35-09

ENGLISH AS A SECOND LANGUAGE
(Limited English Proficiency)

The Board recognizes the need to provide equal educational opportunities for all students in the District. Therefore, if the inability to speak and understand the English language excludes a student from effective participation in the educational programs offered by the District, the District shall take appropriate action to rectify the English language deficiency in order to provide the student equal access to its programs. Students in a language minority or who have limited English proficiency are identified, assessed and provided appropriate services.

The Board directs the administration to develop and implement language instruction programs that:

1. appropriately identify language minority students;
2. provide the appropriate instruction to limited English proficient students to assist them in gaining English language proficiency, as well as content knowledge, in reading/language arts and mathematics and
3. annually assess the English proficiency of students and monitor the progress of students receiving English or bilingual instruction in order to determine their readiness for the mainstream classroom environment.

The District requires all students with limited English proficiency to be tested. Alternative assessments may be required and students must make yearly gains as defined by the adequate yearly progress indicator adopted by the State Board of Education and be at a proficient level by the year 2014.

Limited English proficient students who have been enrolled in U.S. schools for less than one full year are exempt from one administration of the reading/language arts assessment administered to their grade levels. However, students who choose to take these tests are permitted to do so. (Assessments in math, science and social studies are not exempt.)

The District provides parents with notice of and information regarding the instructional program as required by law. Parental involvement is encouraged and parents are regularly apprised of their child's progress.

[Adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

LEGAL REFS.: 42 USC 2000d
The Elementary and Secondary Education Act; 20 USC 1221 et seq.
34 CFR 200
ORC 3301.0711
3302.01; 3302.03
3313.61; 3313.611; 3313.612
3317.03
3331.04
OAC 3301-35-04; 3301-35-06; 3301-35-07

CROSS REFS.: AC, Nondiscrimination
IE, Organization of Facilities for Instruction
IGBJ, Title I Programs
IGBL, Parental Involvement in Education
JB, Equal Educational Opportunities
JK, Employment of Students

TITLE I PROGRAMS

The Title I program is based on an annual assessment of educational needs. This assessment includes identification of educationally deprived children in the public and private schools in this District. Title I services are provided to all eligible, educationally deprived students.

The Board believes parental involvement is a vital part of the Title I program. Parental involvement shall include, but not be limited to, parental contribution to the design and implementation of programs under this title, participation by parents in school activities and programs, and training and materials which build parents' capacity to improve their children's learning in both the home and the school. The written parental involvement policy includes a School-Parent Compact jointly developed by the school and the parents. The requirements of the policy, compact and guidelines are consistent with Federal and State law.

To build a partnership between home and school, the District:

1. informs the parents of the program the reasons for their children's participation and the specific instructional objectives;
2. trains parents to work with their children to attain instructional objectives;
3. trains teachers and other staff involved in programs under this title to work effectively with the parents of participating students;
4. develops partnerships by consulting with parents regularly;
5. provides opportunities for parents to be involved in the design, operation and evaluation of the program and
6. provides opportunities for the full participation of parents who lack literacy skills or whose native language is not English.

Title I funds are used only to augment, not to replace, state and local funds. The Board uses 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 District is required to bring students up to a proficient level in reading and mathematics. Any school that receives Title I funds and fails to make adequate yearly progress as defined by the State Board of Education two years in a row is required to offer school choice for students to transfer from the low performing building to a building that is making the required progress. Among students exercising choice, priority is given to the lowest-achieving students from low income families.

If a school does not meet the adequate yearly progress three years in a row, it is required to offer supplemental (tutorial) services. The administration is directed to develop a plan to comply with school choice and supplemental services.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

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 as a Second Language (Limited English Proficiency)
IGBL, Parental Involvement in Education
JB, Equal Educational Opportunities

TITLE I PROGRAMS
(Public School Choice)

The Board in conjunction with the No Child Left Behind Act has approved procedures so that parents whose student(s) attend a school identified as a school of improvement would have the option to apply to another school within District boundaries. The following conditions must be met.

Application Procedures

1. Annually, the District will notify parents of students in schools identified as School Improvement schools.
2. Parents must meet with the building principal to discuss their request for a new school assignment before an application is submitted to the office of the Superintendent.
3. An applicant for enrollment in a building that currently is in school improvement must be filed with the office of the Superintendent by the third Monday of August.
4. Transfers can only be made to schools not identified as a School Improvement school, and the selection of building placement is determined by the Superintendent/designee.
5. Application approval or disapproval will be made by the fourth Monday of August of the year in which the application is made.
6. Only one transfer per year per child is granted.
7. Applications are sorted by requested building and grade level, and placement is determined by building limits (see below).
8. Transfers are in effect for only one school year. Parents must reapply each year.

Building Capacity Limits

1. Building capacities are established each year based on enrollment projections and special programs, i.e., special education, Title I, preschool programs.
2. Student/teacher ratios will be within state standards or contractual limits.

Student Qualifications

1. No special qualifications are necessary. However, if the District has insufficient capacity to accept all applicants, a committee appointed by the Superintendent will comply with state and federal guidelines, prioritizing selections by “low achieving students from low income families.”
2. Students with disabilities may only be assigned to buildings where the appropriate programming currently exists. The disabled student/teacher ratio will remain within state requirements and contractual limits.

(Approval date: February 16, 2005)

TITLE I PROGRAMS
(Public School Choice)

The Board in conjunction with the No Child Left Behind Act has approved procedures so that parents whose student(s) attend a school identified as a school of improvement would have the option to apply to another school within District boundaries. The following conditions must be met.

Application Procedures

1. Annually, the District will notify parents of students in schools identified as School Improvement schools.
2. Parents must meet with the building principal to discuss their request for a new school assignment before an application is submitted to the Student Services Department.
3. An applicant for enrollment in a building that currently is in school improvement must be filed with the Student Services Department by _____.
4. Transfers can only be made to schools not identified as a School Improvement school, and the selection of building placement is determined by the Student Services Department.
5. Application approval or disapproval will be made by _____ of the year in which the application is made.
6. Only one transfer per year is granted.
7. Applications are sorted by requested building and grade level, and placement is determined by building limits (see below).
8. Transfers are in effect for only one school year. Parents must reapply each year.

Building Capacity Limits

1. Building capacities are established each year based on enrollment projections and special programs, i.e., special education, Title I, preschool programs.
2. Student/teacher ratios will be within state standards or contractual limits.

Student Qualifications

1. No special qualifications are necessary. However, if the District has insufficient capacity to accept all applicants, the Student Services Department will prioritize selections by “low achieving students from low income families.”
2. Students with disabilities may only be assigned to buildings where the appropriate programming currently exists. The disabled student/teacher ratio will remain within state requirements and contractual limits.

(Approval date: July 20, 2011)

LATCHKEY PROGRAM
(Not Supported By School District)

Recognizing the benefits accruing to children from latchkey programs, both in safety and educational experiences, the Board will provide ancillary services to qualified providers.

The Superintendent shall establish rules to determine whether a particular program meets the requirements for receipt of ancillary services from the District.

All recipients shall enter into a contract with the District for provisions of those services. Provisions of ancillary services and other expenditures shall be made in accordance with State law.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

LEGAL REFS.: ORC 3313.207; 3313.209
OAC 3301-32-01 through 3301-32-13

PARENTAL INVOLVEMENT IN EDUCATION

The Board believes that parent/guardian involvement is an important part of the educational program. Current research indicates that a home-school partnership and greater involvement on the part of parents/guardians in the education of their children generally results in higher achievement scores, improved student behavior and reduced absenteeism. All parents/guardians of students enrolled in the District are encouraged to take an active role in the education of their children.

The Board directs the administration to develop the necessary regulations to ensure that this policy is followed and that parent/guardian involvement is encouraged. The regulations are to:

1. encourage strong home-school partnerships;
2. provide for consistent and effective communication between the parents/guardians and school officials;
3. offer parents/guardians ways to assist and encourage their children to do their best and
4. offer ways parents/guardians can support classroom learning activities.

In addition, building administrators/designees of schools receiving Title I funds will jointly develop with and distribute to parents of children participating in Title I programs a written parental involvement policy and guidelines. The requirements of the policy and guidelines are consistent with federal and State law.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
ORC 3313.472; 3313.48
OAC 3301-35-02; 3301-35-04; 3301-35-06

CROSS REFS.: IGBI, Limited English Proficiency
IGBJ, Title I Programs
Student Handbooks

CREDIT FLEXIBILITY

The Board recognizes that an effective educational program is one that provides opportunities for students to customize aspects of their learning around their respective needs and interests. Credit flexibility is one method to motivate and increase student learning by allowing access to more resources, customization around individual student needs and the use of multiple measures of learning.

Credit flexibility shifts the focus from “seat time” to performance. Students can earn units of high school credit based on an individually approved credit flexibility plan. The intent of credit flexibility is to meet increased expectations for high school graduation in response to globalization, technology and demographics, and to meet the demand for 21st century skills.

In accordance with State law, the District must develop and implement a credit flexibility plan that enables students to earn high school credit by:

1. completing coursework;
2. testing out or showing mastery of course content;
3. pursuing an educational option and/or an individually approved option and/or
4. any combination of the above.

The Superintendent/designee develops the District’s credit flexibility plan consistent with the provisions of the following regulation.

[Adoption date: December 2, 2009]

LEGAL REFS.: Carnegie Design Team Report to the State Board of Education, *New Emphasis on Learning: Ohio’s plan for credit flexibility shifts the focus from “seat time” to performance* (March 2009)

ORC 3313.60; 3313.603; 3313.609; 3313.6013; 3313.611; 3313.613;
3313.614; 3313.90
3321.04
Chapter 3324
Chapter 3365
OAC Chapter 3301-34
3301-35-06
Chapter 3301-46
Chapter 3301-51
Chapter 3301-61

CROSS REFS.: IGAD, Career-Technical Education
IGBH, Alternative School Programs
IGCB, Experimental Programs
IGCD, Educational Options (Also LEB)
IGCF, Home Instruction
IGCH, Postsecondary Enrollment Options (Also LEC)
IGE, Adult Education Programs
IKA, Grading Systems
IKE, Promotion and Retention of Students
IKEB, Acceleration
IKF, Graduation Requirements

CREDIT FLEXIBILITY

In accordance with State law, the District's plan for credit flexibility must:

1. identify the multiple methods of communication and frequency of each method the District will use to communicate the aspects of the credit flexibility policy and plan to students and parents on an on-going basis;
2. allow for demonstrated proficiency options on an on-going basis;
3. allow for graded options for demonstrated proficiency;
4. allow demonstration of proficiency to count towards course requirements for graduation;
5. determine credit equivalency for a Carnegie unit;
6. prohibit capping or limiting the number of courses or credits earned through credit flexibility;
7. allow for both simultaneous credit and/or partial credit to be earned;
8. not prohibit access to online education, postsecondary options or services from another district, as approved by the Board;
9. allow, if so desired, for the acceptance of credit from other districts and educational providers;
10. establish provisions for instances when students do not or cannot complete requirements and
11. establish a review process and submit data to the Ohio Department of Education about the methods and frequency of communication with students and parents.

In addition, the Superintendent/designee collects performance data including, but not limited to, the number of participating students, total credits earned and extent to which student participation reflects diversity of the student body.

The Ohio Department of Education recommends that the Superintendent maintain a “library” of courses that were previously accepted to assist students, parents and teachers with understanding available options (or those unique to local contexts and regional economic development interests).

(Approval date: December 2, 2009)

SUMMER SCHOOLS

The Board may operate summer schools for students in grades K through 12 who need extra help in order to advance with their respective age groups. Summer school provides enrichment, remedial and recreational experiences, such as playground crafts, typing, music and high school subjects, as needed.

Tuition may be charged at a rate determined by the Board.

Summer school is under the direction of the building principal. Teachers for summer sessions are recruited from the District staff insofar as feasible. The Board sets summer salaries and makes appointments upon the recommendation of the Superintendent.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

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

EXPERIMENTAL PROGRAMS

The Board believes that education is a human enterprise which is not static but developmental in nature. There are times when approaches other than the traditional and conventional should be attempted. Such programs are viewed as experimental and tentative.

To be initiated in the District, an experimental program must meet these requirements.

1. The program or course is developed by a committee consisting of administrators, grade level and subject area specialists and consultants as needed.
2. The Board makes formal application to the Ohio Department of Education for permission to implement the program on an experimental basis.
3. The program or course must be approved by the Board and the Ohio Department of Education prior to implementation.
4. All instructional materials used in connection with this program are available for inspection by parents of participating students.
5. Students must be recommended for participation. The parent(s) must provide approval for students under 18 years of age to participate. A copy of the written approval must be retained in the school files. Students who are 18 years of age or older must submit a written request to participate. This request is kept on file.
6. The program is evaluated in terms of learning outcomes, student achievement and accomplishment of stated objectives.
7. At the end of an established period of time, the Superintendent recommends either inclusion or exclusion of the experimental program in the District's educational offerings.
8. Fees are estimated for experimental programs as needed. Participating students are expected to pay allowable fees at the beginning of the program.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

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 student learning both within the classroom and for specific reasons, beyond the traditional classroom and school day. These expanded opportunities are viewed as educational options to supplement the regular school program.

The intent of educational options is to allow educators, other professionals, parents and others to work together to provide opportunities for students to learn in an independent or individual setting and to study or work with recognized experts in specific fields. Educational options are seen as additional curricular opportunities to improve, expand and enrich student learning experiences and perspectives.

Independent study, distance learning, tutoring, educational travel, mentoring and study abroad programs are representative of experiences which the Board views as educational options supplementing the regular school program.

Fees are established for educational options as needed. Participating students are expected to pay fees upon beginning educational options.

The Superintendent develops regulations when the educational options are initiated. Each program option developed is presented to the Board for adoption; its regulations are presented for approval.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

LEGAL REFS.: OAC 3301-35-01(B)(6); 3301-35-06

CROSS REFS.: IGCB, Experimental Programs
IGCH, Postsecondary Enrollment Options (Also LEC)
IKE, Promotion and Retention of Students
IKF, Graduation Requirements
JN, Student Fees, Fines and Charges

EDUCATIONAL OPTIONS

When initiated, educational options must adhere to these criteria.

1. The parent(s)/guardian(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 will be kept on file.
2. An instructional plan which contains written measurable objectives must be submitted to, and approved by, the Superintendent.
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 kindergarten through eighth grade students participating in an option as a substitute instructional plan are based in part upon 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 programs and programs of independent study, a certificated teacher will provide both the instruction and evaluation of students. In all other cases, a certificated teacher will provide only the evaluation of student progress.
7. The written instructional plan includes a time for the evaluation of the educational option. Continuance of the option is determined by the results of evaluation.

(Approval date: August 9, 1995)

(Re-approval date: February 16, 2005)

(Re-approval date: July 20, 2011)

HOME INSTRUCTION

The North Point ESC 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.

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 or guardian or other person having care or charge of the child, and must contain the information required by OAC 3301-34-03.

The Superintendent shall approve the home instruction request, unless he/she determines that the information required by OAC 3301-34-03 has not been provided, or unless he/she has substantial evidence that the minimum educational requirements of OAC 3301-34-03(A) have not been met, despite the fact that the required information has been provided by the parent.

If the Superintendent intends to deny the request for home instruction, he/she shall notify the parent within 14 calendar days and shall inform the parent 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 3301-34-01 through 3301-34-06, the Superintendent shall notify the parents of the intent to revoke the excuse and of the parent's right to a due process hearing before the Superintendent.

The Board shall not allow a student who is being educated at home or at a non-District school to participate in any of the District's cocurricular or extracurricular activities.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

LEGAL REFS.: ORC 3321.04
OAC Chapter 3301-34

CROSS REFS.: JECBC, Admission of Students from Nonchartered or Home Schooling
JEG, Exclusions and Exemptions from School Attendance

PRESCHOOL PROGRAM

Children must be either three or four years old as of August 1 of the school year in which admission is desired. Children who are five years old by the date cannot be enrolled in preschool unless a documented disability exists and the preschool is determined to be the most appropriate education placement. A free and appropriate education in the least restrictive environment is provided to all preschoolers with disabilities. Eligibility is determined based on the *Rules for the Education of Preschool Children with Disabilities served by the Public Schools* (Chapter 3301.31). Edison Schools do not discriminate in the enrollment of preschool children on the basis of race, color, national origin, citizenship status, religion, sex, economic status, age, military status, ancestry and/or disability.

Parents interested in enrolling their child in preschool will complete a "Preschool Interest Form" certifying that they are legal residents of the District, indicating whether they will pay tuition or are eligible for reduced/free tuition, and identifying any special educational needs of the child. The form will be available beginning in April for the following school year. When the form is returned to school, the child's name will be entered on a waiting list. Ohio Department of Education grant funding for public school preschool requires that 51% of the children enrolled must come from families earning no more than 185% of federal poverty level. Thus, two waiting lists are maintained. Children are selected from these lists until all available openings are filled in each category. Four year olds are given priority over three years olds; otherwise, children are served on a first-come, first-served basis. The waiting lists are maintained for openings that may occur during the school year, but will not be carried over into another school year. When a child's name is selected from the waiting list, parents will be asked to complete an application packet that includes all necessary forms for admission. If the application packet is incomplete and missing forms are not returned within 30 days of notification, the child will not be eligible to enroll in preschool and the next child on the list will be selected.

Regular attendance is encouraged and attendance records are maintained. Since expenses continue even when a child is absent, tuition payments, if applicable, are expected for all the days the child is scheduled to attend. In the case of frequent or prolonged absences, a conference may be requested to determine if continued enrollment in the preschool is desired.

A child will be withdrawn from the preschool if his/her parents move from the District attendance area. A child will be withdrawn from the preschool if tuition payments are more than one month delinquent. A child may also be withdrawn from the preschool upon the request of the parent.

The preschool program shall be guided by written policies of the Board which are consistent with applicable statutory requirements contained in the revised code and rules adopted by the State Board of Education. Regulations appropriate for children enrolled in the program shall include, but not be limited to:

1. staff;

2. cumulative records;
3. developmentally appropriate program planning;
4. health and safety;
5. developmentally appropriate materials and equipment;
6. admission;
7. attendance and discipline;
8. selection and use of developmentally appropriate materials, equipment and resources that meet the intellectual, physical, social, and emotional needs of the preschool child;
9. management of communicable diseases and
10. transportation and field trips.

[Adoption date: August 9, 1995]

[Re-adoption date: February 10, 1997]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

LEGAL REFS.: ORC 3301.53
3313.646
3323.02
OAC Chapter 3301-37; 3301-69-09

CROSS REFS.: EB, Safety Program
EBC, Emergency/Safety Plans
EEA, Student Transportation Services
IIA, Instructional Materials
IICA, Field Trips
JEC, School Admissions
JG, Student Discipline
JHC, Student Health Services and Requirements
JHCC, Communicable Diseases
JHF, Student Safety
JO, Student Records

PRESCHOOL PROGRAM

Preschool Health and Safety

Children will be supervised by preschool staff members throughout the day.

Under no circumstances will the child be released to anyone other than a parent/guardian, and/or an adult authorized by the parent/guardian on the application form. Written notification from the parent is required when a change (i.e., time, driver) occurs in the child's regular transportation plan. The only exception to written notification is phone notification in case of an emergency.

Emergency plans are posted in the classroom in the event of a tornado or fire. Fire and tornado drills are held in accordance with Section 3737.73 of the Ohio Revised Code and records are kept of such drills and dismissals.

Dental and medical emergency plans are posted in each classroom.

If an accident or emergency occurs, parents will be notified and a written accident report will be submitted to the building principal within 24 hours.

A preschool staff member trained in first aid and recognition of communicable disease is available at all times.

A first-aid kit is always on site.

Emergency Transportation Authorization forms shall be available for each child.

The preschool staff have immediate access to a working phone at each site.

The Preschool Program contracts for services from the Erie County Health Department. The nurses act as consultants to the preschool program and are on call as needed.

Developmentally Appropriate Program Planning, Materials and Equipment and Selection and Use of Said Materials and Equipment

The preschool adheres to the NAEYC Position Statements for Developmentally Appropriate Practice for 3, 4, and 5 year old children. Teachers prepare the environment for children to learn through active exploration and interaction with adults, other children and materials. The classroom is divided into defined areas that accommodate many types of play. Teachers recognize that children learn from self-directed problem solving and experimentation. Teachers facilitate children's involvement with materials and activities by asking questions, offering suggestions and/or adding more complex materials or ideas to a situation. Teachers facilitate the development of self-control by using positive guidance techniques. Teachers work in partnership with parents by communicating regularly. Children are provided many opportunities

to develop social skills, language and literacy skills, conceptual skills and motor skills. Children are provided with concrete materials and relevant experiences for their age and developmental levels. Children select many of their own activities from a variety of learning areas. Indoor and outdoor play space contains furniture, materials and equipment of appropriate size and type to meet the intellectual, physical, social and emotional need of the children in the program. The following High/Scope guidelines are used for the selection and use of materials.

1. Materials are safe, clean, and well-maintained.
2. Materials are visible and accessible to children.
3. Materials reflect children's interests.
4. Materials reflect the range of children's developmental level.
5. Materials reflect human diversity in an unbiased way.
6. Materials support different types of play.
7. Materials reflect the experience and culture of children in the program.

Preschool Staff

The director and staff shall be recruited, employed, assigned, evaluated and provided in-service education in accordance with adopted Board policies and without discrimination on the basis of race, color, national origin, citizenship status, religion, sex, economic status, age, military status, ancestry and/or disability.

The director and staff shall be assigned responsibilities in accordance with written position descriptions commensurate with their certification and qualifications, respectively. If the director is the building principal, the job description for building principal will apply. The director and/or head teacher shall be on site at the preschool program at least half of the program's operating hours.

Preschool staff will meet certification, in-service training and other requirements outlined in OAC 3301-37-03.

The preschool staff member/child ratio, as outlined in OAC 3301-37-03, will be maintained at all times.

Preschool Discipline

The goal of discipline is to help children build their own self-control and, ultimately, direct their own behavior. We recognize the important role self-esteem plays in the process and strive to enhance each child's positive feelings of self. A well-planned and supervised classroom will prevent many discipline problems. Clear and responsible rules are established for each child's safety and rights. These rules are discussed and reviewed periodically with all children and shared with parents.

Children will be disciplined with love and care. Time out is an appropriate means of discipline. "Time out" is a seat, away from other children, but within sight of an adult, where a child may

rest and think before rejoining his/her classmates. Problem-solving techniques are encouraged in the classroom during which time the teacher often acts as the facilitator, helping young children express feelings and generate solutions.

Physical punishment, verbal abuse and/or restraints will not be used. Discipline will not be imposed on a child for failure to eat, sleep or for toileting accidents. Discipline will not include the withholding of food, rest or toilet use.

Preschool Management of Communicable Disease Policy

1. Staff members will be trained in signs and symptoms of illness and in hand washing and disinfection procedures.
2. A staff member trained to recognize the common signs of communicable disease or other illnesses will observe each child at the beginning of each school day.
3. A child with any of the following signs or symptoms of illness shall be isolated and the child's parent/guardian will be immediately notified:
 - A. diarrhea (more than one abnormally loose stool a day);
 - B. severe coughing causing the child to become red or blue in the face or to make a whooping sound;
 - C. difficult or rapid breathing;
 - D. yellowish skin or eyes;
 - E. conjunctivitis;
 - F. temperature of 100 degrees taken by auxiliary method when accompanied by other signs of illness;
 - G. untreated infected skin patch(es) and/or
 - I. unusually dark urine and/or gray or white stool; or stiff neck.
4. A child with any of the following signs or symptoms will be immediately isolated from other children. The decision regarding whether the child should be discharged immediately or at some other time during the day shall be determined by the director and the parent or guardian. The child, while isolated, will be carefully watched for symptoms listed above, as well as the following:
 - A. unusual spots or rashes;
 - B. sore throat or difficulty in swallowing;
 - C. elevated temperature;
 - D. vomiting and/or
 - E. evidence of lice, scabies, or other parasitic infestation.
5. The Ohio Department of Health "Child Day Care Communicable Disease Chart" for appropriate management of suspected illnesses shall be followed.
6. A child isolated due to suspected communicable disease shall be:
 - A. cared for in a room or portion of a room not being used in the preschool program;
 - B. within sight and hearing of an adult at all times;
 - C. made comfortable and provided with a cot. All linens and blankets used by the child will be laundered before further use. The cot will be cleaned and disinfected with an appropriate germicidal agent;

- D. observed for worsening condition and
 - E. discharged to parent, guardian, or person designated by the parent or guardian as soon as practical.
7. A note will be sent home to parents when children have been exposed to a communicable disease.
 8. After an illness, a child may be readmitted to school per recommendations on the Child Day Care Communicable Disease Chart.
 9. No medicine will be given except by guidelines stated in the existing Edison policy on dispensing medication.
 10. A mildly ill child (i.e., a child who is experiencing minor common cold symptoms or who does not feel well enough to participate in activities but is not exhibiting any of the symptoms specified under number 5 and 6 above) will be observed for worsening conditions.

Preschool Transportation/Field Trip

The existing Board policy pertaining to transportation also applies to the preschool.

In the event of a field trip, the following precautions will be taken to ensure each child's safety:

1. a first-aid box which meets the requirements of Ohio licensing rules will be available on the trip;
2. a preschool staff member trained in first aid will be present;
3. each child will have identification attached to himself/herself containing the child's name and the school's name, address, and telephone number and
4. an adequate number of adults will participate in each experience. This number will be determined by class size, class makeup, and teacher's judgment.

Preschool Potty Chair Policy

Potty chairs in the program will not be located in areas used for food preparation or serving or in areas not normally used for diaper changing or toileting. Potty chairs will be emptied, cleaned, disinfected and rinsed with water after each use. The rinsing solution will be disposed of into a toilet, not a sink. Disposable cloths used for cleaning potty chairs will be used once and disposed of in a plastic-lined covered receptacle. Reusable cloths will be stored in an appropriate germicidal solution and held for laundering for no longer than one day.

(Approval date: February 10, 1997)

(Re-approval date: February 16, 2005)

POSTSECONDARY ENROLLMENT OPTIONS

The law provides for student participation in the postsecondary enrollment option program and permits 9th through 12th grade students to enroll at any participating college/university on a full- or part-time basis and complete nonsectarian courses for high school and/or college credit.

The Board directs the Superintendent/designee to develop and establish procedures and necessary administrative guidelines to ensure that programs are in accordance with state requirements.

The administrative guidelines contain the following.

1. General information about this option is distributed to all 8th through 11th grade students and parent(s) by March 1.
2. Notification to participate by the student to the District is required by March 30.
3. Counseling services are provided to students and parent(s) prior to participation in the program.
4. The college/university must notify the District of those students who have enrolled in the program.
5. Information about enrollment options for students must be provided.
6. Information concerning college and high school graduation credit for students enrolled in the program must be offered.
7. The calculation of full-time enrollment including the maximum number of Carnegie units and conversion of college courses to high school courses is provided.
8. Financial responsibilities of the student and the District, including tuition, books, materials, fees and transportation reimbursement, are discussed.

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.

[Adoption date: August 9, 1995]

[Re-adoption date: November 17, 1999]

[Re-adoption date: February 16, 2005]

LEGAL REFS.: ORC 3365.01 through 3365.15
OAC 3301-44-01 through 3301-44-09
3301-83-01(C)

CROSS REFS.: IGBM, Credit Flexibility
IGCD, Educational Options (Also LEB)

POSTSECONDARY ENROLLMENT OPTIONS

The District is required to notify all 8th through 11th grade students and their parents about the postsecondary enrollment options by March 1 of each school year in which the student wishes to enroll.

Student and/or parent(s) are required to inform the Board of intent to participate by March 31 of the year in which the student wishes to enroll. Failure of the student to inform the Board of intent to participate shall result in the Superintendent's determining the student's participation.

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. grade status as locally determined;
2. acceptance by college/university;
3. options required by State law;
4. financial arrangements for fees related to tuition, books and materials;
5. process of granting academic credits;
6. criteria for transportation aid;
7. available support services;
8. scheduling;
9. consequences of failing or not completing a course;
10. the effect of program participation on student's ability to complete District graduation requirements;
11. academic and social responsibilities of students and parents relative to this program;
12. information/encouragement of college counseling services and
13. encouragement of all students exhibiting the ability to consider this program.

If the District does not receive notification of acceptance from the college within a reasonable time after application is made, the District shall contact the college.

The student may opt to receive college credit only or both college and high school credit. The student must designate his/her choice at the time of enrollment.

If a student completes a college/university 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/university.
2. If no comparable course is offered, the Board grants an appropriate number of credits in a comparable area.
3. Any disputes between the student and the Board regarding high school credits granted for a course may be appealed by the student to the State Board of Education.
4. The student's records must show evidence of successful completion of each course and the high school credits awarded.
5. Credits earned under the postsecondary enrollment program are included in the student's grade-point average. College credits count as the equivalent District grade. If the District has a weighted grading system, the high school principal/designee determines the equivalent District grade for the college grade.

High School/College Enrollment

1. A 9th grade student may not receive credit toward high school graduation for more than the equivalent of four academic school years.
2. A 10th grade student may not receive credit toward high school graduation for more than the equivalent of three academic school years.
3. An 11th grade student may not receive credit toward high school graduation for more than the equivalent of two academic school years.
4. A 12th grade student may not enroll for more than the equivalent of one academic school year.
5. Proportionate reductions are made for any student who enrolls in the program during the course of a school year.

6. A student shall be enrolled for a minimum of 6 courses/classes per semester in order to be considered a full-time student for program purposes.
7. The maximum number of Carnegie units that may be earned during the academic year is the total of the high school courses and college courses. The total may not exceed the number of courses for full-time status.
8. College courses for which five semester hours (7.5 quarter hours) are earned are awarded one Carnegie unit toward high school graduation credit.

Financial Responsibilities

1. If a student elects to enroll for college credit only, 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, the District is responsible for all costs associated with the course.
3. If a student fails to complete the course due to class drop process or nonattendance, the student or parent(s) are responsible for all costs associated with the course.
4. The following process shall be used to collect all course costs.
 - A. The District may determine and accept other reasons, including medical reasons, for failure to complete the course.
 - B. Students enrolled for the combination of high school/college credit are not eligible for financial aid from the college.
 - C. Upon parental application and determination of need according to the provision of the National Child Nutrition Program, a student enrolling for the combination of high school and college credit in the program may receive full or partial reimbursement for the necessary costs of transportation between the secondary school which he/she attends and the college/university in which he/she is enrolled.
 - D. Reimbursement for course costs, transportation costs or District liability will not be made if the student enrolls in a college course while he/she is also a full-time student in the District.

Other Considerations

1. A student enrolled in the program follows the District attendance policy, as well as the District Code of Conduct, for curricular and extracurricular activities. These policies and codes are applicable during the time the student is attending high school and is on school property for any class or activity.

2. 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.
3. The District adheres to the Ohio High School Athletic Association for eligibility to participate in athletics. In order to be eligible, the student must have passed five courses during the prior grading period. The five courses may be a combination of high school and college courses.

(Approval date: August 9, 1999)

(Re-approval date: February 16, 2005)

COCURRICULAR AND EXTRACURRICULAR ACTIVITIES

The purpose of education is to develop the whole person of the student. For this reason an educational program must embody, as an essential element, activities which involve students beyond the classroom and foster the values which result from interaction and united effort. Such activities form a logical extension of the required and general curriculum and the elective or special curriculum.

The Board has established the criteria for cocurricular and extracurricular activities consistent with its philosophy of, and goals for, education. All activity programs must meet these criteria.

1. Student activities must have educational value for students.
2. Student activities must be in balance with other curricular offerings in the schools and be supportive of, and never in competition with, the academic program.
3. Student activities must be managed in a professional manner.

The Board may require that students pay reasonable fees to participate in cocurricular and extracurricular activities.

The following guidelines govern the student activity programs.

1. Student activities are those school-sponsored activities which are voluntarily engaged in by students, have the approval of the school administration and do not carry credit toward promotion or graduation.
2. Each school, under the direction of the principal and certificated staff, has a student activity program designed to stimulate student growth and development by supplementing and enriching the curricular activities. All receipts and expenditures are accounted for through the activity account.
3. Each activity should be designed to contribute directly to the educational, civic, social and ethical development of the students involved.
4. The student activity program receives the same attention in terms of philosophy, objectives, social setting, organization and evaluation which is given the regular school curriculum.
5. Each school develops written guidelines and procedures regulating the creation, organization, administration and dissolution of student activity programs. The Superintendent reports annually to the Board the general purposes, plans and financial status of the cocurricular and extracurricular programs of the District.

6. The expenses involved in participating in any school activity and in the total program for a school year should be set so that a majority of the students may participate without financial strain. Special consideration may be given in cases in which the expense of participating would result in exclusion.
7. Activities must be open to all students, regardless of race, color, national origin, citizenship status, religion, sex, economic status, age or disability.
8. Activities must not place undue burdens upon students, teachers, or schools.
9. Activities at any level should be unique, not duplications of others already in operation.
10. Students suspended and expelled from school are banned from extracurricular activities. Students may also be suspended from extracurricular activities for violations of the Student Code of Conduct or the code of conduct of the particular activity in which they participate. Students absent from school are not permitted to participate in extracurricular activities on that date.
11. Annually, the Board directs the Superintendent/designee to identify supplemental contract positions that supervise, direct or coach a student activity program which 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, Ohio law and the Ohio Administrative Code.
12. 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.
13. Students may be removed from extracurricular activities when their presence poses a continuing danger to persons or property or an ongoing threat of disruptions. If a student is removed from extracurricular activities, such removal may include all extracurricular activities in which the student is involved.
14. Resident students attending STEM schools are permitted to participate in the District's extracurricular activities, including interscholastic athletics.

[Adoption date: August 9, 1995]

[Re-adoption date: November 17, 1999]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

LEGAL REFS.: ORC 3313.537; 3313.58; 3313.59; 3313.664
3315.062
3319.16
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
JGD, Student Suspension
JGDA, Emergency Removal of Student
JGE, Student Expulsion
JL, Student Gifts and Solicitations
JN, Student Fees, Fines and Charges
KGB, Public Conduct on District Property
KK, Visitors to the Schools
Student Handbooks

STUDENT PUBLICATIONS

The Board encourages student publications as classroom-related learning experiences in such courses as English and journalism and as extracurricular activities. These allow for coverage of student activities and the writing and printing of original literary and artistic productions; 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 advisors 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 advisor. Parties have the right of appeal to the Superintendent.

Nonschool-Sponsored Publications

All nonschool-sponsored publications must have administrative approval before distribution.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

LEGAL REFS.: U.S. Const. Amend. I
ORC 3313.66; 3313.661

CROSS REFS.: EDE, Computer Online Services (Acceptable Use and Internet Safety)
IIBH, District Website Publishing

STUDENT SOCIAL EVENTS

All student functions held in the name of the District must be approved by the principal and supervised by one or more faculty members or approved volunteers.

All school functions such as parties, dances, etc. are held in the school building unless otherwise approved by the principal and/or Superintendent.

Outsiders are not permitted to attend such functions unless so permitted by the building principal. Students present, together with chaperones, are held accountable for proper care of facilities used.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

LEGAL REFS.: ORC 3313.53; 3313.58; 3313.59
3315.062
OAC 3301-35-02; 3301-35-03

CROSS REFS.: IGD, Cocurricular and Extracurricular Activities
IICC, School Volunteers

STUDENT FUNDRAISING ACTIVITIES

The Board recognizes the need for fundraising by student organizations and parent support groups to fund their activities. However, no organization or group may engage in fundraising activities or solicit funds without Board approval.

The administration and Board must authorize all fundraising efforts. Said projects must operate within the following parameters:

1. the activity must be conducted by a recognized school group;
2. the funds raised through said activity must be used to complement the District's educational objectives;
3. the activity must be appropriate for an educational institution and one in which the District can engage;
4. the activity must be conducted under the auspices of the appropriate administrator and supervised by a District employee or Board-recognized volunteer if students are involved;
5. the activity must be conducted in a manner and at a time that it does not encroach upon instructional time, interfere with regularly scheduled school classes and activities, or be unduly demanding on school personnel or District resources;
6. the activity must not directly compete with fundraising efforts sponsored by other groups and organizations within the school-community and
7. the activity does not involve students in door-to-door solicitations, unsupervised fundraising efforts.

Organizations wishing to solicit door to door will be allowed only one solicitation per year. Said solicitations must be supervised by a Board-recognized volunteer and not exceed a ratio of one volunteer for every six students. Volunteers must have all required forms approved prior to the activity. Two-person student teams must be involved in any door to door activity and said students must be within plain sight of the supervising volunteer.

Student organization advisors and parent support group leaders will limit fundraising activities as not to become a burden or nuisance on the community. In addition, fundraising efforts will be evaluated by organization advisors, parent support group leaders, and District personnel each year to determine their effectiveness and appropriateness.

All fundraisers must be approved by the building principal and Superintendent and authorized by

the Board prior to the activity. Proposals shall be submitted on a School Fundraising Form and submitted to the building principal for his/her approval within the parameters of the above stated policy. Approved applications will be forwarded to the Superintendent for his/her review and submission to the Board.

Monies derived from fundraising activities will be accounted for and processed in accordance with the State Auditor's guidelines.

[Adoption date: August 9, 1995]
[Re-adoption date: October 4, 1995]
[Re-adoption date: October 15, 1997]
[Re-adoption date: June 10, 1998]
[Re-adoption date: February 16, 2005]

LEGAL REFS.: ORC 3313.51; 3313.53; 3313.811
3315.062

CROSS REFS.: IGD, Cocurricular and Extracurricular Activities
IGDG, Student Activities Funds Management
IICA, Field Trips
JL, Student Gifts and Solicitations

STUDENT FUNDRAISING ACTIVITIES

The following guidelines must be followed for any activity that involves fund raising by or from students.

Any fundraising activities involving students must meet the following conditions.

1. All student fundraising activities must be in compliance with State law and the requirements of the Ohio Auditor's Office.
2. Use of instructional time is to be limited in planning, conducting, assessing or managing a fundraising activity, unless such an activity is part of an approved course of study.
3. Fundraising activities conducted in a school or on other District premises are not to interfere with the conduct of any cocurricular or extracurricular activity. Students involved in the fundraiser are not to interfere with students participating in other activities in order to solicit funds.
4. In accordance with Board policy, each fundraising activity occurring on or off District premises must be approved by the Superintendent/designee. In order to be approved, the group leader or advisor must submit a proposal which is in compliance with the Ohio Auditor's requirements.
5. Each recognized school-sponsored student group must submit in writing to the Board a statement which identifies the purpose of the fundraising activity and the reason for raising the money as well as all other items required by the Ohio Auditor.
6. Requests for purchases from student activities funds can be made only by faculty advisors, coaches or teachers assigned to an activity.
7. Elementary students (K-5) do not sell items or solicit donations by going door to door.
8. Pep rallies or assemblies promoting aggressive student selling, prizes, awards or incentives are discouraged.
9. All prizes, awards and incentives must be approved by the principal.
10. 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 which is unsold and is resalable by the supplier can be returned for full credit. The District is not responsible for any unsold merchandise that cannot be returned to a supplier for credit for any reason.

11. Fundraising activities off District premises shall be voluntary and with written permission from parents. If an activity involves the students providing a service in return for money, such as a car wash, a member of the certificated 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.
12. 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.
13. The staff member in charge should establish procedures to ensure that all merchandise is properly stored, distributed and accounted for, and a report should be made within five days after the end of the fund raiser. The report should indicate:
 - A. cost of items or merchandise;
 - B. amount of money projected and amount of money raised;
 - C. any differences between the actual activity and the planned activity;
 - D. any problems that occurred and how resolved;
 - E. when and where funds are deposited and
 - F. if merchandise was involved, how many items were offered for sale, how many sold, the amount of money collected and the disposition of any unsold items.
14. Donations to the District to be used for fundraising activities must be approved by the Board or its designee.
15. Failure to follow these regulations could result in the suspension or loss of fundraising approval.

School and Community Service Project Definitions

1. Fundraising Activities
 - A. Any donation, product or service solicited from and/or sold to community service organizations, businesses or the general public.
 - B. Any awards, prizes or incentives offered as part of a student selling activity.
Examples:
 - 1) candy sales
 - 2) magazine sales
 - 3) carnival for profit

2. School Service Projects

A. Any project done to service or benefit students, teachers or parents which involves no soliciting of donations, products or services from community service organizations, businesses or the general public. Examples:

- 1) skate parties
- 2) pizza parties
- 3) Mother's Day gifts
- 4) carnival for nonprofit

B. Any profit-intended project, completed in-house, which principally involves students, teachers or parents requiring no soliciting of donations, products or services from community service organizations, businesses or the general public. Examples:

- 1) concession stands
- 2) school pictures
- 3) book fairs
- 4) sale of miscellaneous items (caps, t-shirts, jackets, etc.)

3. Community Service Projects

Any project which involves open solicitation, is completely nonprofit and is charitable in nature. Examples:

- A. holiday food drives
- B. generation of funds for a recognized charity
- C. funds for scholarships/grants

(Approval date: February 16, 2005)

(Re-approval date: July 20, 2011)

STUDENT ACTIVITIES FUNDS MANAGEMENT

To safeguard and provide for the efficient financial operation of student activities, the funds of these activities will be managed as follows.

1. The Treasurer is authorized to receive and disburse student funds in support of the entire school activity program.
2. Requests for purchases from student activities funds can be made only by faculty advisors, coaches or teachers assigned to an activity. These requests must be approved in writing by the school principal or other person designated by the Superintendent. Funds must be available before such purchases may be authorized. Expenses will be subject to Board approval.
3. An accounting of student funds will be made monthly, by the Treasurer to the Superintendent and the Board. The account system will comply with the regulations of the Ohio Auditor. The system will separate and verify each transaction and show the sources from which the funds revenue is received, the amount collected, source and the amount expected for each purpose.
4. When an unexpended balance remains in the account of a graduating class (Fund 200), the class should specifically indicate its intent to the Board for the disposal of such funds. The Board will exercise its prerogative in disposing of such funds when the graduating class is negligent in giving instructions.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

LEGAL REFS.: ORC 3313.51; 3313.53; 3313.811
3315.062
5705.41; 5705.412

CROSS REFS.: DH, Bonded Employees and Officers
DI, Fiscal Accounting and Reporting
DJ, Purchasing
DJF, Purchasing Procedures
IGD, Cocurricular and Extracurricular Activities
IGDF, Student Fundraising Activities
JL, Student Gifts and Solicitations

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 positive mental attitude as a prerequisite to participation.

The Superintendent and administrative staff will schedule frequent conferences with all physical education instructors, coaches and athletic directors to develop a constructive approach to physical education and athletics throughout the District and to maintain a program that is an educational activity.

Interscholastic sports programs are subject to approval by the Board. The building principal is responsible for the administration of the interscholastic athletic program within his/her school. In discharging this responsibility the principal consults with the athletic directors, coaches and physical education instructors on various aspects of the interscholastic athletic program. It is the responsibility of the principal and his/her staff to ensure the proper management of all athletic and physical education programs and the safety of students and the public.

Coaches are required to complete all approved coursework as specified by the Ohio High School Athletic Association (OHSAA) and the Ohio Department of Education (ODE) in order to qualify to serve as coaches.

In the conduct of interscholastic athletic programs, the rules, regulations and limitations outlined by the OHSAA must be followed. It is the responsibility of the District's voting delegate to OHSAA to advise the management team of all pending changes in OHSAA's regulations.

Eligibility requirements for participating in athletic programs must conform to regulations of the OHSAA. They include the requirements that a student have the written permission of his/her parent(s) and shall have been determined as physically fit for the chosen sport by a licensed physician.

All students participating in interscholastic athletics must purchase insurance available through the school, or the parent(s) must sign a waiver ensuring that such coverage is not necessary.

As character building is one of the major objectives of interscholastic athletics, the athlete assumes responsibility for regulating his/her personal life in such ways as will make him/her an efficient member of a team and a worthy representative of his/her school.

Any student may be suspended from an athletic team practice and competition for a period of time, designated by the principal, for infraction of school rules and regulations or for any other unacceptable conduct in or out of school.

Students are ineligible for athletics for one year when they transfer from one district to another without changing residency. There are exceptions to the ineligibility provisions contained in the Ohio High School Athletic Bylaws.

Resident students attending STEM schools are also permitted to participate in the District's interscholastic athletics program.

Foreign exchange students not enrolled in a state-approved educational or exchange program must be legally adopted by a resident of that school district in order to be eligible for athletics.

Conduct at School Athletic Events

Fans shall exhibit positive conduct at practice sessions and/or games. This involves demonstrating a proper conduct toward the opposing team, coaches, other fans and officials.

The behavior of a fan should at all times be marked by dignity and self-control. He/She should not, at any time, use provocative language or engage in any improper actions or tactics. He/She should refrain from any actions or remarks which would tend to incite the displeasure of spectators or provide disorderly behavior.

Fans should refrain from physical confrontations with opposing teams, coaches, fans and officials.

Should a fan's behavior/actions be such that they must be removed from an event by a law enforcement official or an employee of the District, said individual shall not be entitled to attend a similar event for the next 10 contests.

[Adoption date: August 9, 1995]

[Re-adoption date: November 8, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

LEGAL REFS.: ORC 2305.23; 2305.231
3313.537; 3313.66; 3313.661; 3313.664
3315.062
OAC Chapter 3301-27

CROSS REFS.: IGD, Cocurricular and Extracurricular Activities
IGDK, Interscholastic Extracurricular Eligibility
IKF, Graduation Requirements
JECBA, Admission of Exchange Students
JGD, Student Suspension
JGE, Student Expulsion
JN, Student Fees, Fines and Charges
Student Handbooks

INTERSCHOLASTIC EXTRACURRICULAR ELIGIBILITY

Students in grades 9 through 12 participating in interscholastic extracurricular activities must have received passing grades in a minimum of five one-credit courses or the equivalent, which count toward graduation, the preceding grading period. Additionally, students must maintain a minimum grade point average of 1.0 per grading period.

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, students in grades 7 and grade 8 must have passed a minimum of five of those subjects carried in the preceding grading period and have maintained a minimum 1.0 grade point average for the same grading period to be eligible to participate in interscholastic extracurricular activities.

The District adheres to the Ohio High School Athletic Association rules (or guidelines) for eligibility to participate in athletics. In order to be eligible, a high school student must have passed five courses during the prior grading period. The five courses may be a combination of high school and college courses.

A student enrolled in the first grading period after advancement from the eighth grade must have pass a minimum of five of all subjects carried the preceding grading period in which the student was enrolled.

Failure to comply with the grading period eligibility requirements results in interscholastic extracurricular ineligibility for the succeeding grading period.

[Adoption date: March 25, 1998]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

LEGAL REFS.: ORC 2305.23; 2305.231
3313.535; 3313.66; 3313.661
3315.062
OAC Chapter 3301-27

CROSS REFS.: IGD, Cocurricular and Extracurricular Activities
IGDJ, Interscholastic Athletics
JECBA, Admission of Exchange Students
JFC, Student Conduct (Zero Tolerance)
Student Handbooks

ADULT EDUCATION PROGRAMS

The Board recognizes that it has an educational responsibility to the entire community and to lifelong education. Accordingly, adult education courses may be provided to meet the needs of adults and out-of-school youth for basic education, general and academic education, occupational education and development of special interests in various arts, crafts and recreation.

The adult education program will be administered by the Superintendent/designee and will be supported by a combination of District funds, state and federal aid and fees. State aid will be requested for all courses for which the state offers such aid. Adults who attend such programs will be expected to comply with established rules and regulations.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

LEGAL REFS.: ORC 3313.52; 3313.53; 3313.531; 3313.532; 3313.54; 3313.58; 3313.641;
3313.644
OAC 3301-35-05

CROSS REF.: IGAD, Career-Technical Education

DIPLOMA OF ADULT EDUCATION

The Board grants a Diploma of Adult Education to any adult who has completed the required 21 units for earning a high school diploma. These 21 units can consist of no more than six equivalent high school credits for adult students' life experiences. The life experiences may include work and volunteer experience; completion of academic, vocational or self-improvement courses and other experiences judged by the Board as providing knowledge, learning experiences and competencies comparable to those gained in the classroom. School staff evaluate the applicant's application for the Diploma of Adult Education. Each application must be approved by the Superintendent.

To be eligible to receive equivalent high school credits for the Diploma of Adult Education, an applicant must be at least 22 years old, be a resident of the District and not have been issued a high school certificate of attendance or diploma.

The District must make provisions to administer the Ohio Graduation Test to any eligible adult with exceptions for disabled persons. The adult must pass all subtests of the Ohio Graduation Test.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

LEGAL REFS.: ORC 3301.0710; 3301.0711
3313.611; 3313.645
3317.024
OAC 3301-13-02; 3301-13-05; 3301-13-06
3301-35-01; 3301-35-02

CROSS REFS.: IKF, Graduation Requirements
IL, Testing Programs

DIPLOMA OF ADULT EDUCATION

The Board will grant a Diploma of Adult Education to any adult who has completed the required 21 credits for earning a high school diploma. These 21 credits can consist of at least one-half and no more than six equivalent high school credits for adult students' life experiences.

Criteria for Issuing Adult Diplomas

Any eligible adult will be awarded the Diploma of Adult Education if all of the following criteria are met:

1. the adult is at least 22 years old and currently resides in the District;
2. the adult has earned a minimum of one-half and maximum of six equivalent adult high school credits;
3. the adult has earned sufficient high school credits as required by the District for high school graduation, including equivalent life experience credits, adult high school continuation credits, and chartered high school credits and
4. the adult has passed the Ohio Graduation Test in reading, writing, mathematics, science and citizenship or has been excused from the test because of a handicapping condition described in Sections 3301.0710 and 3301.0711 of the Ohio Revised Code.

Program Elements Basis for Awarding Equivalent Adult High School Credits

According to the procedures established by the Board for granting equivalent adult high school credits, the Board may award those credits for successful completion of the following:

1. any educational option proved by the District within the provisions of Paragraph D of Rule 3301-35-01 and Paragraph C of Rule 3301-35-02 of the Ohio Administrative Code;
2. any portfolio including a compilation and documentation of life experiences which, upon evaluation by appropriately certificated staff, demonstrates the applicant's mastery of competencies that the Board has approved as equivalent to those attained in a classroom setting. Those may include one or more of the following:
 - A. work experience;
 - B. experience as a volunteer;
 - C. completion of an academic, vocational or self-improvement course and
 - D. other life experiences judged by the Board to provide knowledge, learning experiences and competencies comparable to those attained in a classroom setting;

3. staff holding certificates appropriate for the subject in which equivalent credit is granted shall provide instruction and/or evaluate the applicant's performance in tutorial and independent study programs;
4. staff holding credentials for the subject in which credit is granted shall evaluate the applicant's performance in correspondence courses, educational travel, mentor programs and portfolio development;
5. each applicant's learning experiences and competencies will be evaluated in terms of their equivalence to experiences and competencies attained through the regular classroom instruction. The evaluation will be based on a review of the following components of the regular classroom program:
 - A. subject objectives;
 - B. instructional activities, materials and environment and
 - C. criteria and methods of assessing student performance and/or
6. coordination of this program will be under the direction of the high school principal or his/her designee. The Superintendent will certify all applications for a Diploma of Adult Education and the Board will grant the diploma.

For Item 1 above, a high school counselor will evaluate the transcript of an applicant to determine credits to be completed to fulfill the District's curriculum requirements.

For Item 2 above, the same counselor will meet with the applicant. The counselor will prepare an instructional plan and advise him/her regarding courses needed and equivalency credit documentation in the form of a portfolio which will be needed to complete District requirements for graduation. At least one-half and no more than six life experience credits may be counted toward those needed to earn a Diploma of Adult Education.

The President and Treasurer of the Board and the Superintendent shall sign the Diploma of Adult Education. Each diploma shall bear the date of its issuance, be in such form as the Board prescribes and be paid for from the District's general fund.

Administering Ohio Graduation Tests to Eligible Adults

The Ohio Graduation Test is limited to persons enrolled in an adult high school continuation program and/or to eligible persons who have earned at least one-half equivalent adult high school credit.

Exceptions can be made for handicapped adults. The tests are to be administered twice each year according to Rule 3301-13-02 of the Ohio Administrative Code.

Although the Ohio Graduation Test is to be administered to eligible adults on the same days in the same manner as prescribed for high school students, the District may administer the tests to adults in the evening.

The test is to be provided and administered at no cost to the adult student. The District will administer the test, and the State Board of Education will provide the test and scoring.

All test security provisions included in Rule 3301-13-05 of the Ohio Administrative Code will apply. Answer documents will be scored and results reported according to Rule 3301-13-06 of the Administrative Code.

The District must notify the Director of the Division of Education Services, Ohio Department of Education, of the number of eligible adult students expected to take the Ohio Graduation Test in November of that year.

(Approval date: August 9, 1995)

(Re-approval date: February 16, 2005)

(Re-approval date: July 20, 2011)

HONORARY DIPLOMAS

From time to time the District receives requests from community members relative to granting an honorary diploma. Most of these requests involve an elderly individual. Below please find a set of criteria developed to bestow an honorary diploma. It is recommended the Board approve said criteria.

An Edison High School Honorary Diploma will be bestowed on an individual in recognition of educational achievement and/or worthy contributions to the community.

To qualify for said diploma, a person must meet the following criteria.

1. The individual must have last attended school a minimum of 40 years ago.
2. One hundred hours of study in adult education classes and/or equivalent life experiences.
3. Qualifying life experience and hourly equivalents for 100 hours of classroom participation include the following.
 - A. Professional work experiences: total 50 hours
Five hours of classroom experience will be granted for each year of work for a total of 50 hours.
 - B. Volunteer activities: total 20 hours
Five hours of classroom experience for each year of volunteer activity.
 - C. Community leadership activities: total 20 hours
Five hours of classroom experience granted for each year of community leadership activity.
 - D. Personal and Family Contribution: total 20 hours
Twenty hours of classroom experience granted for exemplary role modeling.
 - E. Music and the Arts: total 20 hours
Five hours of classroom experience for each activity in the arts including class work, published work and exemplary contributions.

A short bibliography of the person's life, letter of reference and documentation of class attendance should be submitted to the Superintendent's office.

An honorary diploma will be awarded only after the recommendation of the Superintendent and approval of the Board.

[Adoption date: November 8, 1995]

[Re-adoption date: February 16, 2005]

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 left public or nonpublic high school located in any state prior to graduation in order to serve in 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: February 16, 2005]
[Re-adoption date: July 20, 2011]

LEGAL REFS.: ORC 3313.61; 3313.611; 3313.612; 3313.614; 3313.616
5902.02

CROSS REF.: IGED, Diploma of Adult Education

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 which 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 will help teachers to be most effective;
2. the financial condition of the District and the willingness of District residents to provide for optimal class sizes;
3. the particular requirements of the subject being taught and/or
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: August 9, 1995]

[Re-adoption date: February 16, 2005]

LEGAL REFS.: ORC 3317.023; 3317.024; 3317.03
OAC 3301-35-04; 3301-35-05

CONTRACT REF.: Certificated Staff Negotiated Agreement

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 policy-making body, it delegates to the professional personnel of the District authority to recommend instructional and library materials.

The appropriate professional personnel in consultation with the Superintendent, faculty and other sources as needed recommend materials for school classrooms and school libraries. 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 which enrich and support the curriculum, taking into consideration the varied interests, abilities and maturity levels of the students served;
2. materials which stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards;
3. a background of information which 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 a guides in the selection of all instructional and library materials including, but not limited to, textbooks, supplementary books, library books, computer software, Internet access sites; filmstrips, films, videotapes, audiotapes and recordings.

In addition, parents have the right to inspect any instructional materials used as part of the educational curriculum for their student. Instructional materials mean instructional content, regardless of format, that is provided to the student, including printed or representational materials, audio-visual materials and materials available in electronic or digital formats (such as materials accessible through the Internet). Instructional material does not include academic tests or academic assessments.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

LEGAL REFS.: 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/On-Line Services (Acceptable Use and Internet Safety)
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

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, which 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.

The final decision on the recommendation of textbooks rests with the Superintendent, subject to official adoption by the Board.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

LEGAL REFS.: ORC 3313.642
3315.17; 3315.171
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

LIBRARY MATERIALS SELECTION AND ADOPTION

The Board believes that the responsibility of the school library is to:

1. provide materials which will enrich and support the curriculum, taking into consideration the varied interests, abilities and maturity levels of the students served;
2. provide materials which will stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards;
3. provide a background of information which will enable students to make intelligent judgments in daily lives;
4. provide materials on opposing sides of controversial issues so that young citizens may develop, under guidance, the practice of critical reading and thinking;
5. provide materials representative of the many religious, ethnic and cultural groups and their contributions to our American heritage and
6. place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to ensure a comprehensive collection appropriate for the users of the library.

Initial purchase suggestions for library materials may come from personnel. Students may also be encouraged to make suggestions. The librarian is responsible for evaluating and recommending all materials to be included in the school library. Authority for distribution of funds rests with the building principal, subject to the approval of the Superintendent.

Gifts of library books are accepted in keeping with the above policy on selection as well as the Board's policy on accepting gifts. Complaints about library books are handled in compliance with Board policy on complaints about the curriculum or instructional materials.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

LEGAL REFS.: ORC 3329.05; 3329.07
OAC 3301-35-04; 3301-35-06

CROSS REFS.: IIA, Instructional Materials
INB, Teaching About Controversial Issues
KLB, Public Complaints About the Curriculum or Instructional Materials

DISTRICT WEBSITE PUBLISHING

School websites provide the District with unique and ever-changing ways to interact with the community and improve student learning. School websites:

1. allow an individual school to provide current and complete information to its community at large;
2. give the community a means to communicate effectively with students and personnel;
3. create expanded means for student expression and/or
4. provide new avenues for teachers to help students meet high standards of performance.

All District schools wishing to maintain a presence on the Internet must develop written web regulations that allow the school to realize the benefits of maintaining a website while protecting the school and community from its potential misuse.

Purpose and Use of District Websites

The primary purpose of a District's website is to communicate effectively with its community. The principal or designee shall ensure that the site is maintained in such a way that the community receives reasonably current and accurate information.

The District may elect to have its website serve additional purposes related to its educational mission. These include, but are not limited to:

1. publishing a student newspaper;
2. posting teacher-created class information or
3. publishing appropriate student class work.

When a school allows student publications on its website, the purpose of including such publications shall be clearly identified in that section of the site. These publications shall be consistent with the mission, goals, policies, programs and activities of the District. All publications shall meet established District requirements related to student print publications and in accordance with State and Federal law related to student expression.

Advertising or Sponsorships

Any use of advertising or sponsorships that appear on a school website must be approved by the Superintendent/designee. Guidelines must be consistent with District policies and guidelines used in other District publications.

The Board directs the Superintendent to develop regulations to implement this policy. Such regulations shall address student and staff privacy and content standards for website publications.

[Adoption date: February 16, 2005]

LEGAL REFS.: Family Educational Rights and Privacy Act; 20 USC Section 1232g
Children's Internet Protection Act; (P.L. 106-554, HR 4577, 2000,
114 Stat 2763)
ORC 149.41; 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 this community are important objectives of the District's educational program. The Board will encourage administrative and instructional personnel to rely on the community as one of the educational resources. The administration will direct a community instructional resource program designed to involve the citizens, institutions and environment of our community in the education of its children.

The Superintendent has supervisory control over the community resources program, which includes the school volunteer service. Members of the staff and of the community are encouraged to offer their ideas and services through the channels which the administration develops.

The Superintendent reports to the Board on the involvement and effectiveness of the community resources program.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

LEGAL REFS.: ORC 3315.07
OAC 3301-35-02; 3301-35-04; 3301-35-06

CROSS REFS.: GBQ, Criminal Record 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. The Board or its designee must approve all field trips.

To the extent feasible, community resource persons and organizations are involved in planning and conducting field trips so that students derive the greatest educational benefit from the trip.

Nonschool-sponsored field trips organized by employees acting as independent contractors/agents involving students on a volunteer, self-supporting basis are not approved by the Board and are not considered a part of the curriculum. Responsibility for privately planned field trips or tours rests with the individuals and agency sponsoring them. The Board assumes no legal or financial responsibilities for nonschool-sponsored field trips.

If recruitment of students for a field trip is sought through the schools, the recruitment request shall be made with approval of the Superintendent. Recruitment efforts shall not occur during class time or the employee’s workday.

Travel Vendor Compensation

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

All travel arrangements must be in compliance with District field trip regulations and approved by the Superintendent/designee.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

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
JL, Student Gifts and Solicitations
JN, Student Fees, Fines and Charges

FIELD TRIPS

Eligible Participants

In most cases, an entire class will take part in a field trip. From time to time, however, trips may be planned for a smaller group (when, for example, the place to be visited can accommodate only a small group or when the trip is appropriate only for a few students working together on a project). The Board also wishes to make it possible for an individual student to experience a field trip if such a trip would provide him/her instructional benefits.

In all cases, when only part of a class goes on a field trip, the administration will ensure (1) that satisfactory arrangements are made for the instruction of those staying in school and (2) that adequate transportation and supervision are provided for those who are going on the trip.

Distance and Duration

1. Regular field trips are defined as those trips which take place within the community or to places near enough so that the trip can be accomplished during one school day.
2. Extended field trips are categorized as:
 - A. trips of several days' duration when school is not in session (e.g., a trip to Washington, D.C.; language class trips to Canada and Mexico) or
 - B. trips within the state involving more than one day's time while school is in session.

Permission for extended field trips must be secured from the Superintendent, subject to approval by the Board.

Field trips out of the state while school is in session will not normally be approved; however, the Board will consider special requests for such trips when they are necessary to a curricular or cocurricular purpose, well planned, adequately chaperoned and satisfactorily financed.

Parental Permission

Written permission from parents must be obtained prior to any student's participation in a school-sponsored field trip.

Expenses

Field trips which are part of the instructional program and do not involve overnight stays may be paid for by the District or the participant.

Field trips which are part of the school's extracurricular activities (such as sports spectator trips, band trips, etc.) and/or trips which involve overnight stays will usually involve some expense to the participating student. Care will be taken by the administration that such trips do not proliferate to the point at which the expense becomes a burden for the parents.

Fund drives will be allowed under the Board's policies governing student gifts and solicitations and student fundraising activities. In no case will 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 will set rules for his/her school which comply with Board policy and District regulations.

(Approval date: August 9, 1995)

(Re-approval date: February 16, 2005)

(Re-approval date: July 20, 2011)

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 for individuals who have expertise in various areas to be used as resource persons.

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 will be considered when making assignments.

Accountability for the program should include accurate record keeping at the central office level. 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 record check may be conducted at any time.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

LEGAL REFS.: ORC 2305.23; 2305.231
Chapter 2744
3319.39
OAC 3301-9-01

CROSS REFS.: GBQ, Criminal Record Check
IIC, Community Instructional Resources (Also KF)

GUIDANCE PROGRAM

The Board views guidance as helping students understand themselves relative to their abilities, aptitudes, interests, attitudes, strengths and limitations. This process is meant to assist students in the development of their potential and their decisions relating to personal, educational and vocational/career and technical 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 will benefit the individual and society.
3. Guidance is a continual and developmental process. Every experience of the individual influences him/her in some way.
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 every three years.

The guidance department is responsible for assisting with implementation of the testing dimension of the educational program. The guidance staff further assists the instructional staff and administration in developing and implementing intervention programs to assist students to realize academic improvement.

Counseling services are provided by certificated school counselors.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

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

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 school system 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 will provide 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: August 9, 1995]

[Re-adoption date: February 16, 2005]

LEGAL REFS.: OAC 3301-35-02; 3301-35-03; 3301-35-04; 3301-35-06

CROSS REFS.: AFI, Evaluation of Educational Resources
IKA, Grading Systems
IKAB, Student Progress Reports to Parents

GRADING SYSTEMS

The Board believes students respond more positively to the opportunity for success than to the threat of failure. Therefore, the District seeks in its instructional program to make achievement both recognizable and possible for students. It emphasizes achievement in its processes of evaluating student performance.

The administration and certificated staff devise grading systems for evaluating and recording student progress. The records and reports of individual students are kept in a form which is understandable to parents as well as teachers.

The Board approves the grading and reporting systems as developed by the faculty, upon recommendation of the Superintendent.

The Board recognizes that any grading system, however effective, has subjective elements. There are fundamental principles which must guide all instructors in the assignment of marks and achievement.

1. The achievement mark in any subject should represent the most scientific estimate by the teacher of the achievement of the individual in the subject as related to his/her group and his/her individual natural ability. A variety of evaluation measures will be used and accurate records shall be kept to substantiate the grade given.
2. Each individual must be given every reasonable consideration. An individual should not receive a failing grade unless he/she has not met stated minimum requirements.
3. Overall grades shall be used to motivate students. Poor or failing grades should trigger a variety of instructional and intervention activities to assist the student to achieve better grades.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

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

CROSS REFS.: IK, Academic Achievement
IKAB, Student Progress Reports to Parents

STUDENT PROGRESS REPORTS TO PARENTS

The Board believes that it is essential for parents to be kept fully informed of their children's progress in school. The type of progress reports sent to parents are devised by the certificated staff in cooperation with parents.

Written reports may be provided to parents of children in grades K through 12, four times per year. Progress reports will be sent to parents at the completion of each grading period. Interim reports are required for students in danger of failing. Parent access to the electronic grade book and parent teacher conferences is used as an integral part of the reporting system.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

LEGAL REF.: OAC 3301-35-06

CROSS REF.: IK, Academic Achievement

STUDENT PROGRESS REPORTS TO PARENTS

The following procedures will be used in reporting to parents.

1. Number of report periods: The school year is divided into four grading periods. Reports may be distributed following the close of each grading period. (Year-end reporting might vary from this.)
2. Kindergarten reports: Kindergarten reports may be issued at quarterly intervals.
3. Grades 1 through 5: Conferences may be scheduled with each child's parent on an assigned day. Other conferences may be arranged as needed and may be called for by the teacher or parent.
4. Conferences for grades 6 through 12: Conferences may be scheduled as needed.
5. Interim reports: Teachers will issue interim reports for students doing unsatisfactorily at the mid-point of each grading period to keep parents aware of their child's progress. The purpose of the interim report or conference is to provide the child an opportunity to improve before a final period grade is given. Mid-period reports may also be used to inform the parents of exceptional progress or positive change in achievement.

(Approval date: August 9, 1995)

(Re-approval date: February 16, 2005)

(Re-approval date: July 20, 2011)

HOMEWORK

The Board believes that homework, as long as it is properly designed, carefully planned, and geared to the development of the individual student, meets a real need and has a definite place in the educational program.

Homework should be assigned to help the student become more self-reliant, learn to work independently, improve the skills which 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.

Homework will not be used for disciplinary purposes. The extent and type of homework given is to be decided by the classroom teacher within the framework of overall instructional plans.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

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

GRADUATION/TOP GRADUATES

The following criteria have been established to determine those students deemed the top three graduating seniors of their class. These individuals will give speeches at the graduation ceremony. Additional student speakers may be chosen to give speeches. These students will be selected by a subcommittee of the Graduation Committee. The top three graduating seniors shall have:

1. earned at least the minimum number of credits established by the Board for graduation;
2. satisfactorily met all the conditions needed to qualify for an honors diploma and
3. been enrolled at Edison High School a minimum of four semesters immediately prior to graduation. A student that has been in attendance at Edison High School a minimum of three semesters may have this condition waived by petition to the high school principal and subsequent Board approval.

Any new student entering Edison High School will have their grade point average recalculated to fit the Edison High School grading criteria.

Grade point averages will be calculated at the end of the student's seventh semester to facilitate his/her application to college and determine the top three graduating seniors and provide these students the opportunity to draft their graduation speeches. Final grade point averages will be calculated at the end of the student's eighth semester to determine final class rank.

(Approval date: August 9, 1995)

(Re-approval date: February 16, 2005)

PROMOTION AND RETENTION OF STUDENTS

The promotion of each student is determined individually. The decision to promote or retain a student in a grade is made on the basis of the following factors. The teacher takes into consideration: reading grade, 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. Guidelines 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.
7. Documentary and anecdotal evidence should be available to justify retention.
8. A student with failing grades during any academic term may be provided with intervention services.

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,” as used in this policy, 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.

Third grade students who receive a limited proficient score on the third grade reading achievement test and fourth grade students who receive a limited proficient score on the fourth grade reading proficiency test are provided one of three options:

1. promotion to the next grade if the principal and reading teacher agree that other evaluations of the student's work indicate the student is academically prepared for the next grade;
2. promotion to the next grade with "intensive intervention" in that grade or
3. retention in the current grade.

Intervention services are offered to students who are not making satisfactory progress toward the attainment of the statewide academic standards for their grade level.

[Adoption date: August 9, 1995]

[Re-adoption date: August 12, 1998]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

LEGAL REFS.: ORC 3301.0710; 3301.0711
3313.608; 3313.609
OAC 3301-35-04; 3301-35-06

CROSS REFS.: AFI, Evaluation of Educational Resources
IGBE, Remedial Instruction (Intervention Services)
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 post-secondary 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: August 13, 2008]

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

ACCELERATION

Academic Acceleration, Early Entrance to Kindergarten, and Early High School Graduation

In accordance with the belief that all children are entitled to an education commensurate with their particular needs, students who can exceed the grade-level indicators and benchmarks set forth in the standards must be afforded the opportunity and be encouraged to do so.

The Board believes that such students often require access to advanced curriculum in order to realize their potential contribution to themselves and society.

All children learn and experience success given time and opportunity, but the degree to which academic content standards are met and the time it takes to reach the standards vary from student to student. The Board believes that all students, including advanced learners, should be challenged and supported to reach their full potential. For many advanced learners, this can best be achieved by affording them access to curriculum, learning environments and instructional interventions more commonly provided to older peers.

This policy describes the process that is used for evaluating students for possible accelerated placement and identifying students who should be granted early admission to kindergarten, accelerated in one or more individual subject areas, promoted to a higher grade level than their same-age peers and granted early graduation from high school.

Referrals and Evaluation

1. Any student residing in the District may be referred by a teacher, administrator, gifted education specialist, guidance counselor, school psychologist or a parent or legal guardian of the student to the principal of his/her school for evaluation for possible accelerated placement. A student may refer himself/herself or a peer through a District staff member who has knowledge of the referred child's abilities.
2. Copies of this policy and referral forms for evaluation for possible early entrance, whole-grade acceleration, individual subject acceleration and early high school graduation are made available to District staff and parents at each school building. The principal of each school building or his/her designee solicits referrals of students for evaluation for possible accelerated placement annually, and ensures that all staff he/she supervises are aware of procedures for referring students for evaluation for possible accelerated placement.

3. The principal or his/her designee of the referred student's school obtains written permission from the student's parent(s) or legal guardian(s) to evaluate the student for possible accelerated placement. The District evaluates all students who are referred for evaluation and whose parent(s) or legal guardian(s) have granted permission to evaluate the student for possible accelerated placement.
4. Children who are referred for evaluation for possible accelerated placement 60 or more days prior to the start of the school year are evaluated in advance of the start of the school year so that the child may be placed in the accelerated placement on the first day of school. Children who are referred for possible accelerated placement 60 or more days prior to the start of the second semester are evaluated for possible accelerated placement at the start of the second semester. In all other cases, evaluations of a referred child are scheduled at the student's principal's discretion and placed in the accelerated setting(s) at the time recommended by the acceleration evaluation committee – if the committee determines the child should be accelerated. Pursuant to Ohio Revised Code 3321.01, all children who will be the proper age for entrance to kindergarten or first grade by the first day of January of the school year for which admission is requested are evaluated upon the request of the child's parent or legal guardian. Children who will not yet be the proper age for entrance to kindergarten or first grade by the first day of January of the school year for which admission is requested are evaluated for possible early admittance, if referred by an educator within the District, a preschool educator who knows the child or pediatrician or psychologist who knows the child. Children who will not yet be the proper age for entrance to kindergarten or first grade by the first day of January of the school year for which admission is requested may also be evaluated for possible early admittance at the discretion of the principal of the school to which the student may be admitted.
5. A parent or legal guardian of the evaluated student is notified, in writing, of the outcome of the evaluation process within 45 days of the submission of the referral to the student's principal. This notification includes instructions for appealing the outcome of the evaluation process.
6. A parent or legal guardian of the referred student may appeal in writing the decision of the evaluation committee to the Superintendent within 30 days of being notified of the committee's decision. The Superintendent reviews the appeal and notifies the parent or legal guardian who filed the appeal of his/her final decision within 30 days of receiving the appeal. The Superintendent's decision is final. However, the student may be referred and evaluated again at the next available opportunity if he/she is again referred for evaluation by an individual eligible to make referrals as described in this policy.

Acceleration Evaluation Committee

1. Composition

The referred student's principal or his/her designee convenes an evaluation committee to determine the most appropriate available learning environment for the referred student. This committee is comprised of the following:

- A. a principal or assistant principal from the child's current school;
- B. a current teacher of the referred student (with the exception of students referred for possible early admission to kindergarten);
- C. a teacher at the grade level to which the student may be accelerated (with the exception of students referred for possible early graduation from high school);
- D. a parent or legal guardian of the referred student or a representative designated by a parent or legal guardian of the referred student and
- E. a gifted education coordinator or gifted intervention specialist. If a gifted coordinator or gifted intervention specialist is not available in the District, a school psychologist or guidance counselor with expertise in the appropriate use of academic acceleration may be substituted.

2. The acceleration evaluation committee is charged with the following responsibilities.

- A. The acceleration evaluation committee conducts a fair and thorough evaluation of the student.
 - 1) Students considered for whole-grade acceleration and early entrance to kindergarten are evaluated using an acceleration assessment process approved by the Ohio Department of Education. The committee considers the student's own thoughts on possible accelerated placement in its deliberations.
 - 2) Students considered for individual subject acceleration are evaluated using a variety of data sources, including measures of achievement based on state academic content standards (in subjects for which the state had approved content standards) and consideration of the student's maturity and desire for accelerated placement. The committee considers the student's own thoughts on possible accelerated placement in its deliberations.

- 3) Students referred for possible early high school graduation are evaluated based on past academic performance, measures of achievement based on state academic content standards and successful completion of state-mandated graduation requirements. The committee considers the student's own thoughts on possible accelerated placement in its deliberations.
- B. The acceleration evaluation committee issues a written decision to the principal and the student's parent or legal guardian, based on the outcome of the evaluation process. If a consensus recommendation cannot be reached by the committee, a decision regarding whether or not to accelerate the student is determined by a majority vote of the committee membership.
 - C. The acceleration evaluation committee develops a written acceleration plan for students who are admitted early to kindergarten, whole-grade accelerated or accelerated in one or more individual subject areas. The parent(s) or legal guardian(s) of the student are provided with a copy of the written acceleration plan. The written acceleration plan specifies:
 - 1) placement of the student in an accelerated setting;
 - 2) strategies to support a successful transition to the accelerated setting;
 - 3) requirements and procedures for earning high school credit prior to entering high school (if applicable) and
 - 4) an appropriate transition period for accelerated placement for early entrants to kindergarten, grade-level accelerated students and students accelerated in individual content areas.
 - D. For students the acceleration evaluation committee recommends for early high school graduation, the committee develops a written acceleration plan designed to allow the student to complete graduation requirements on an accelerated basis. This may include the provision of educational options in accordance with Ohio Administrative Code 3301-35-06(G), waiving District prerequisite requirements for enrolling in advanced courses, waiving District graduation requirements that exceed those required by the state and early promotion to sophomore (or higher) status to allow the student to take the Ohio Graduation Test.
 - E. The acceleration evaluation committee designates a school staff member to ensure successful implementation of the written acceleration plan and to monitor the adjustment of the student to the acceleration setting.

Accelerated Placement

1. The acceleration evaluation committee specifies an appropriate transition period for accelerated placement for early entrants to kindergarten, grade-level accelerated students and students accelerated in individual subject areas.
 - A. At any time during the transition period, a parent or legal guardian of the student may request, in writing, that the student be withdrawn from accelerated placement. In such cases, the principal removes the student without repercussions from the accelerated placement.
 - B. At any time during the transition period, a parent or legal guardian of the student may request, in writing, an alternative accelerated placement. In such cases, the principal directs the acceleration committee to consider other accelerative options and issue a decision within 30 days of receiving the request from the parent or legal guardian. If the student is placed in an accelerated setting different from that initially recommended by the acceleration evaluation committee, the student's written acceleration plan is revised accordingly, and a new transition period is specified.
2. At the end of the transition period, the accelerated placement becomes permanent. The student's records are modified accordingly and the acceleration implementation plan becomes part of the student's permanent record to facilitate continuous progress through the curriculum.

(Approval date: August 13, 2008)

GRADUATION REQUIREMENTS

The Board desires that its standards for graduation meet the minimum standards of the Ohio Department of Education as well as those of the North Central Association of Colleges and Secondary Schools and, further, that our high schools will compare favorably with high schools in the state recognized for excellence. Students must pass the state's proficiency tests required for graduation.

The minimum requirements for graduation from high school are as follows.

Current graduates through 2013		Graduating class of 2014 and beyond	
English Language Arts	4 units	English Language Arts	4 units
Social Studies, including one-half unit of American History and one-half unit of American Government	3 units	Social Studies, including one-half unit of American History and one-half unit of American Government	3 units
Science, including one unit each in Physical Science and Biology	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
Mathematics	3 units	Math, including one unit of Algebra II or its equivalent	4 units
Health	½ unit	Health	½ unit
Physical Education	½ unit	Physical Education	½ unit
Electives*	7 units	Electives**	6 units
Total	21 units	Total	21 units

Summer school and night school credits will be accepted toward graduation, provided that administrative approval has been given prior to registration for the course.

The District will accept credits earned toward graduation only from those schools chartered by the State Department of Education.

Each student is required to complete three units in another subject in addition to the English requirement.

Publications, Oral Communications, and theatre are considered electives and do not meet English credit requirements.

The minimum requirements for graduation also include:

1. student electives* of at least one unit or two half units, from the areas of business/technology, fine arts and/or foreign language;
2. units earned in English language arts, mathematics, science and social studies shall be delivered through integrated academic and technical instruction and
3. passing all state required examinations.

The Ohio Core requirements for graduation also include:

1. student electives** of any one or combination of the following: foreign language, fine arts (two semesters in any of grades 7-12), 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 Ohio Core;
2. units earned in social studies shall be integrated with economics and financial literacy and
3. passing all state required examinations.

The Board requires that at the time of graduation each student will have fulfilled all academic and financial obligations. A good school record, scholastically and otherwise, is the best recommendation an applicant can offer, either for college admission or for a job. A record of good personal behavior and cooperation will be expected.

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.

Post Secondary Enrollment Options

Credit is awarded for a course successfully completed outside of regular school hours by a student at an accredited postsecondary institution. High school credit awarded for a course successfully completed under this section of the Ohio Revised Code 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 shall be awarded. If no comparable course is offered, the District shall grant to the student an appropriate number of credits in a similar subject area.

The course can be free of charge or paid by the student's parent or guardian.

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 which have been established primarily for correspondence study, rather than an institution primarily for residence study, are not accepted toward graduation.

Student work completed prior to the ninth grade may be 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.

[Adoption date: August 9, 1995]

[Re-adoption date: March 25, 1998]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

LEGAL REFS.: ORC 3301.07(D)(3)
3313.60; 3313.6014; 3313.603; 3313.605; 3313.61
3345.06
OAC 3301-35-04

CROSS REFS.: IGBM, Credit Flexibility
IGCA, Summer Schools
IGCD, Educational Options (Also LEB)
IGCH, Postsecondary Enrollment Options (Also LEC)
JN, Student Fees, Fines and Charges

EARLY GRADUATION

The Board acknowledges that most students derive the maximum scholastic and social benefits from a four-year high school program. However, students who accelerate through the District's academic program and complete the requirements of the Ohio Department of Education are permitted to graduate early.

Early graduation is available to high school students provided they follow all of the requirements established for this purpose.

Once approval for early graduation is established, the student becomes a member of the class in the school year in which his/her graduation requirements are completed. The diploma may be given at the completion of all requirements or at the next graduation ceremony.

[Adoption date: July 20, 2011]

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)
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 the Edison 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 State of Ohio Department of Education and the Edison Board of Education.
2. Students graduating early must have filed the required application papers.
3. All financial obligations to the high school or Board 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 attend school for the duration of the regular school year. Should their attendance be acceptable, they shall receive their diploma at the close of the last day of the regular school year.

[Adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

LEGAL REFS.: ORC 3313.20; 3313.20.66; 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: August 9, 1995]

[Re-adoption date: February 16, 2005]

LEGAL REFS.: ORC 3301.0710 through 0713; 3301.0715; 3301.0717
3319.32; 3319.321
OAC 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

Testing Security Procedure for Ohio Achievement and Ohio Graduation Test Assessments

This procedure is used to ensure that the Edison Local School District is in compliance with the rules of the Ohio Department of Education concerning security of the state mandated Achievement and OGT (Ohio Graduation Test) Tests and ethical standards specified by the department related to the same.

The District Test Director is designated as the District's Test Security Officer and is responsible for assuring that all achievement and OGT tests and testing procedures are secure and not made available to unauthorized parties. The building principals and/or the Building Test Coordinators are responsible for test security in their schools and they may not delegate this responsibility to anyone else.

1. Personnel authorized to come in contact with the tests will be:
 - A. District Superintendent, Assistant Superintendent and his/her designee;
 - B. District Test Director;
 - C. principals and building test coordinators;
 - D. certificated staff members designated as test examiners;
 - E. designated secretaries/clerical assistants under the supervision of the Superintendent/designee, the district test coordinator, building principals or building test coordinators. Secretaries and clerical assistants are authorized to come in contact with the tests for the purpose of sorting and preparing materials for distribution to and from test administration sites and the central office.

Penalty: Personnel violating this rule are reprimanded in writing and subject to penalties, up to and including dismissal, if investigation indicates violation of the reproduction standard, the standard about providing assistance to a student or student(s), or providing information about the test to any individual.

2. Adherence to the following procedures for handling and tracking secure test materials is required.
 - A. The District Test Director and his/her secretaries/clerical assistants, upon receipt of materials, promptly open and verify the stated quantity. Materials are resealed securely for distribution to buildings by the District Test Director and his/her secretaries/clerical assistants. The materials resolution form which accompanies the testing materials is completed indicated the accuracy of the shipment. Until distributed to buildings, all materials are stored in the locked office storage rooms.
 - B. Building level principals and/or building test coordinators, upon receipt of the materials, promptly open and verify the stated quantity. Discrepancies are

reported to the District Test Director as soon as possible. Materials are sorted and secured until distribution to certified staff members for test administration. Each building principal designates a secure location for storage of materials.

- C. Upon initial receipt of the materials, certificated staff members sign for the specified number of copies of secure tests and materials they receive. Their signatures verify their understanding of the statement of assurance that they will abide by state prescribed testing procedures.
 - D. Each day of testing, certificated staff members check out, sign for and return all testing materials from the building principal and/or building test coordinator. Materials are assigned by serial numbers and checked by the examiner and then secured by the building principal and/or building test coordinator.
 - E. Examiners (certificated staff members) distribute and collect test materials to and from each student. Students leaving the testing room after materials have been distributed are not permitted to leave the room at the conclusion of the test until all testing materials are accounted for by the examiner.
 - F. Under no circumstances, except school safety evacuations or physical well being situations, should the examiner leave the testing location unsupervised. In the event of an emergency, students leave the testing materials on their assigned desks. The test examiner is the last person to leave and secure the room.
 - G. At the conclusion of the regular testing session, all test booklets and materials are organized by serial number by the building principal and/or building test coordinator.
 - H. The building principal and/or building test coordinator personally returns the testing materials to the District Test Director and/or secretaries/clerical assistants keeping out only enough materials for make-up tests. Answer sheets and/or booklets should be handled according to procedures outlined by the scoring company. These same procedures should be followed after the conclusion of the last make-up session.
 - I. The District Test Director and/or his/her secretaries/clerical assistants, upon receipt of the materials, promptly open and verify the inventory figures. Discrepancies are reported to the affected building immediately. Materials are sorted and sealed for return to the State Department designated site(s) following the directions specified in the testing materials.
3. Procedures for investigating alleged violations of test security are as follows.
- A. During a test administration period:
 - 1) test examiners suspecting a student of cheating investigates their suspicions using reasonable and non-disruptive methods. Such methods could include the visual comparison of student answer sheets, inspection of the immediate area surrounding the student, inspection of the person -hands, arms, observing for code signals being transmitted from one student to another, etc. Every attempt is made to insure that other students in the testing location are not disturbed;

- 2) when the examiner is positive beyond all reasonable doubt that a student(s) is cheating, the examiner retains the student(s) until the conclusion of the testing session and personally escorts the student(s) to the school office for a meeting with the building principal and/or building test coordinator;
- 3) the student is provided due process according to established district procedures;
- 4) upon completion of the investigation, the principal and building examiner submits the Irregularity Report annotating the circumstances of the security violation. Additionally, the examiner describes as comprehensively as possible in writing the circumstances of the violation as witnessed and
- 5) any employee suspected of assisting a student with state tests is investigated by the building principal. Due process is followed.

B. During non-test times

- 1) any employee of Edison Local School District discovering Achievement and/or OGT Test Information or materials outside of the designated testing area, or being apprised of information violating test security immediately reports the nature of the discovery and the individuals involved to the building principal or building test coordinator;
- 2) the building principal or building test coordinator investigates the situation and files a written report to the District Test Director;
- 3) involved individuals are provided due process according to established District procedures and
- 4) during test administration sessions and make-up periods, teachers need to be sensitive to student questions. Specific test items should not be addressed at any time. During regular classroom instruction time, content similar in nature to the achievement or OGT test may be discussed based upon objectives in the courses of study or with sample questions from the ODE website.

4. Penalties for confirmed security violations are:

- A. students confirmed of cheating or assisting another student to cheat have their test(s) invalidated and may be subject to a disciplinary suspension;
- B. employees failing to follow procedures listed with respect to security violations either by students or other adults may be subject to the provisions of ORC 3319.151. Violations of ORC 3319.151 provide for termination of employment for a teacher or non-teaching employee and are classed as a minor misdemeanor. 3319.151 Confidentiality of test questions; violations:
 - 1) no person shall reveal to any student specific questions that the person knows is part of a test to be administered under section 3301.0711 of the Revised Code or in any other way assist a pupil to cheat on such a test.

- C. on a finding by the State Board of Education, after investigation, that a school employee who holds a certificate or license under sections 3319.22 to 3319.31 of the Revised Code has violated division (A) of this section, the certificate or license of such teacher is suspended for one year. Prior to commencing an investigation, the Board gives the teacher notice of the allegation and an opportunity to respond and present a defense;
 - D. (1) violation of division (A) of this section is grounds for termination of Employment of a non-teaching employee under division (C) of section 3319.081 or section 124.34 of the Revised Code.
(2) violation of division (A) of this section is grounds for termination of a contract under section 3319.16 of the Revised Code and
 - E. 3319.99 Penalties Whoever violates division (A) of section 3319.151 of the Revised Code is guilty of a minor misdemeanor.
5. Procedures for determining whether or not to invalidate a student's test scores due to a test security violation are:
- A. a test examiner is obligated to report any/all alleged violations of test security to the principal in writing within five days of the alleged violation;
 - B. the principal investigates all reported alleged violations of test security and makes a determination whether a violation has occurred;
 - C. involved individuals are provided due process and
 - D. when collected evidence clearly indicates that a violation of test security has occurred, the building administrator informs the involved individuals of the investigation results and imposes any prescribed penalty.
6. Reporting Test Security Violations
- A. Within five days of determining that a test security violation has occurred following an investigation conducted as specified above, the principal notifies the District Test Director in writing of the finding and the action taken.
 - B. Within ten days of determining that a test security violation has occurred following an investigation conducted as specified above, the Edison Local School District notifies the State Board of Education in writing of the finding and the action taken.
 - C. The Edison Local School District cooperates with the State Board of Education in any investigation of test security violations by a school employee.

After determining that a test security violation has occurred, the Edison Local School District Board of Education may seek the maximum penalty or penalties pursuant to section 3319.151 of the Ohio Revised Code.

7. Notification of procedures to staff and students:

annually all employees in the District receive written notification of these procedures at the start of the school year. Students enrolled in the district receive written notification of these procedures in the student handbook.

8. Other security provisions are:

- A. students who indicate they have met curriculum requirements for graduation from another Ohio district and wish to take the tests in Edison Schools must provide verification (transcript) from their home district that they have in fact met all graduation requirements except for passing the OGT test. Notification of intent to take any of the OGT tests (for non-District students) in Edison Schools must be received at least two weeks prior to the testing period and
- B. unless known to the examiner, a photo ID (i.e., driver's license) is used to verify admission to the testing site for all upperclassmen for all high school test administration sessions and make-up sessions.

9. State test results are listed in each student's permanent record. The record includes the date each section is passed.

(Approval date: February 16,2005)
(Re-approval date: August 13, 2008)
(Re-approval date: July 20, 2011)

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 which 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: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

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

CROSS REFS.: AF, Commitment to Accomplishment
IA, Instructional Goals
IAA, Instructional Objectives
IL, Testing Programs

TEACHING ABOUT CONTROVERSIAL ISSUES

Controversial issues arise from conflicts in the interests, beliefs or affiliations of large groups of our citizens. They are issues on which conflicting views are held by political parties, by management and labor, by urban and rural and by other large groups of our people who disagree concerning proposed solutions to important problems.

Most of the District curriculum is composed of established truths and accepted values, but it also includes controversial issues. The public schools include the study of some important unsolved problems which involve controversial issues. These are appropriate studies insofar as the maturity of students and the means available permit. Only through the study of such issues will youth develop the abilities needed for citizenship in our democracy.

In the study of controversial issues, students have five rights, which must be recognized:

1. the right to study any controversial issue which has political, economic or social significance and concern;
2. the right to have free access to all relevant information, including materials which circulate freely in the community;
3. the right to study under competent instruction in an atmosphere free from bias and prejudice;
4. the right to form and express their own opinions on controversial issues without jeopardizing relations with teachers or the school and
5. the right to be excused from class with parental/administrative approval.

The study of controversial issues should be objective and scholarly with minimum emphasis on opinion. The teacher must approach controversial issues in the classroom in an impartial and objective manner and must refrain from using classroom privileges and prestige to promote a partisan point of view.

Teachers determine the appropriateness of certain issues for consideration using the following criteria.

1. Treatment of the issue in question must be within the range, knowledge, maturity and competence of the students.
2. There should be study materials and other learning aids available from which a reasonable extent of data pertaining to all aspects of the issue can be obtained.

3. Consideration of the issue should receive only as much time as is needed to cover the issue adequately.
4. The issue should be current, significant, real and important to the students and the teacher. Significant issues are those which are of general concern to significant numbers of people, are related to basic principles or are currently under consideration by the public and news media.

A teacher who is in doubt about the advisability of discussing certain issues in the classroom shall confer with the principal concerning the appropriateness of doing so. If discussion of an issue is not approved by the building principal, the teacher may refer the issue to the Superintendent.

If parents desire that their child be excused from participation in discussion of such material, arrangements are made to respect that request.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

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 observance of, and teaching about, religious holidays in the schools.

1. The public schools must be neutral in matters of religion. The schools must show no preference for one religion over another. They must refrain from the promotion of any religion or all religions; consequently, no religious celebrations may be conducted by the public schools.

"Religious celebration" is defined as:

- A. a formal observance, including worship or religious services of any kind, whether or not conducted by a member of the clergy. Religious observances cannot be justified by the fact that the majority of students or individuals in a given community happen to approve of the practice or by the fact that individual students may absent themselves upon parental request;
 - B. the display of religious objects or symbols, except those that are integral parts of a short- term study in the curriculum, such as art, history, etc., or
 - C. the presentation of religious music, except to the extent that such music is presented for its musical rather than its religious content. Songs or music programs which have significance for a particular religion should not be sung or performed in the school during the period which coincides with the community celebration of the events portrayed in the music. Festive songs that cannot be associated with a religious celebration 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 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 by October 1.

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: August 9, 1995]

[Re-adoption date: January 15, 1999]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

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

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: July 20, 2011]

LEGAL REFS.: ORC 3313.80; 3313.801; 3313.99
3314.03(A)(11)(h)

CROSS REFS.: IND, School Ceremonies and Observances
INDA, Patriotic Exercises

ANIMALS IN THE SCHOOLS

Recognizing there are many tools that can be used to provide a variety of productive learning experiences for students, the Board supports the concept of using animals as an educational tool.

Prior to any use of animals in the schools, the administration should contact appropriate organizations or authorities regarding resource materials and suggested learning activities that may be available to help students increase their understanding of the animal world.

All animal use in school buildings is consistent with health and safety policies established by the District. The administration is responsible for developing regulations for the care and control of the animals.

Service Animals

In compliance with Federal law, the Board permits the use of service animals in the schools for those individuals with qualified disabilities.

[Adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

LEGAL REFS.: Individuals with Disabilities Education Act; 20 USC 1400 et seq.
Rehabilitation Act of 1973; 29 USC 794
Americans with Disabilities Act Amendments Act of 2008; 42 USC 12101 et seq.
28 CFR 35.136(d)
ORC Chapter 3323
Chapter 4112

CROSS REFS.: AC, Nondiscrimination
ACB, Nondiscrimination on the Basis of Disability
EBC, Emergency/Safety Plan
ECG, Integrated Pest Management
JFG, Interrogations and Searches

ANIMALS IN THE SCHOOLS

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: February 16, 2005)
(Re-approval date: July 20, 2011)

SECTION J: STUDENT

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SECTION J: STUDENT
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*Indicates Board policies included in this manual

STUDENT POLICIES GOALS

Through its policies which affect students, the Board seeks to advance 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 life-long learning;
3. promote faithful 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: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

LEGAL REFS.: Ohio Const. Art. II
ORC 3313.20; 3313.48

EQUAL EDUCATIONAL OPPORTUNITIES

All students of the District have equal educational opportunities.

Students have the right to be free from discrimination on the basis of race, color, national origin, citizenship status, religion, sex, economic status, marital status, pregnancy, age, disability or military status in all decisions affecting admissions; membership in school-sponsored organizations, clubs or activities; access to facilities; distribution of funds; academic evaluations or any other aspect of school-sponsored activities. Any limitations with regard to participation in a school-sponsored activity are based on criteria reasonably related to that specific activity.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

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; individual exceptions may be made within Board policy or may be made in the best interests of the student and/or the schools.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

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

Under law, children between the ages of six and 18 are of compulsory school age. Every person of compulsory school age must attend a school which conforms to the standards prescribed by the State Board of Education until one of the following occurs.

1. The person receives a diploma or a GED granted by the Board or other governing authority indicating such student has successfully completed all state and local requirements.
2. The person receives an age and schooling certificate (work permit) and is enrolled in a GED program.
3. The person is excused from school under standards adopted by the State Board of Education pursuant to state law.

The parent(s) of any person that is of compulsory school age must send such person to school unless he/she is exempt as listed above.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

LEGAL REFS.: ORC 3313.61
3321.01 et. seq.
3331.02
OAC 3301-35-04
3301-41

CROSS REFS.: IGBG, Home-Bound Instruction
JEB, Entrance Age (Mandatory Kindergarten)
JEG, Exclusions and Exemptions from School Attendance
JFE, Pregnant Students

ENTRANCE AGE
(Mandatory Kindergarten)

Each child who is five years of age on or before August 1 shall be eligible to enroll in kindergarten. Each child who is six years of age on or before August 1 and who has successfully completed kindergarten shall be eligible to enroll in the first grade.

The District policy requiring successful completion of kindergarten may be waived upon parental request to the pupil personnel services committee.

The District policy requiring successful completion of kindergarten may, upon parental request to the pupil personnel services committee, be waived provided the child demonstrates to the satisfaction of the committee the social, emotional and cognitive skills necessary for first grade, and that the child is at least six by the District admittance date. This committee shall be comprised as set forth in the Ohio Revised Code.

[Adoption date: August 9, 1995]
[Re-adoption date: May 14, 1997]
[Re-adoption date: February 16, 2005]
[Re-adoption date: July 20, 2011]

LEGAL REFS.: ORC 3321.01
OAC 3301-35-04(F)

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 and sets forth requirements for a standardized testing program to evaluate those students deemed ready by parents for early admission.

Children who will be the proper age for entrance to kindergarten or first grade by the first day of January of the school year for which admission is requested are evaluated upon the request of the child's parent or legal guardian.

Children who will not yet be the proper age for entrance to kindergarten or first grade by the first day of January of the school year for which admission is requested are also evaluated for possible early admittance if referred by an educator within the District or a preschool educator, a pediatrician or a psychologist who knows the child. The building principal may also request evaluation at his/her discretion.

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. The parents of the student are provided with a copy of the written plan.

[Adoption date: July 20, 2011]

LEGAL REFS.: ORC 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)

SCHOOL ADMISSIONS

The District provides free education to District residents between the ages of five and 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 or a person or government agency with legal custody whose place of residence is within the boundaries of the District.

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.

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 (IEP), if developed and
4. a summary of the institutional record of the student's behavior.

DYS has 14 days to send the documents to the Superintendent.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

LEGAL REFS.: ORC 2152.18(D)(4)
3109.52; 3109.53; 3109.65; 3109.66
3313.48; 3313.64; 3313.67; 3313.671; 3313.672
3317.08
3321.01
OAC 3301-35-04(F)

CROSS REFS.: AFI, Evaluation of Educational Resources
IGBA, Programs for Students with Disabilities
JECB, Admission of Nonresident Students
JEE, Student Attendance Accounting (Missing and Absent Children)
JHCB, Inoculations of Students
JO, Student Records

ADMISSION OF HOMELESS STUDENTS

The Board believes that all school-aged students, including homeless students, have a basic right to admission in the District schools and equal educational opportunities. Accordingly, the District must enroll each homeless student in the District in the school determined to be in the student's best interest. A homeless student or individual is defined as an individual who lacks fixed, regular and adequate nighttime residence and who has a primary nighttime residence that is:

1. a "doubling up" or sharing the housing with another family due to loss of housing, economic hardship or a similar reason;
2. living in a motel, hotel, trailer park or campground due to the lack of alternative adequate accommodations;
3. living in emergency or transitional shelters;
4. abandonment in hospitals;
5. awaiting foster care placement;
6. a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
7. living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or similar settings and
8. migratory students.

In compliance with the McKinney-Vento Homeless Assistance Act, the District must make school placement determinations on the basis of the best interest of the student. To the extent feasible, homeless students are kept in the school of origin unless doing so is contrary to the wishes of the student's parent or guardian.

The District complies with a request made by a parent(s) regarding school placement regardless of whether the student lives with the homeless parent(s) or is temporarily residing elsewhere.

The Board ensures that:

1. it reviews and revises Board policies and regulations to eliminate barriers to the enrollment, retention and success in school of homeless students;
2. the District does not segregate homeless students into separate schools or separate programs within a school based on the student's status as homeless;

3. it appoints a District liaison who ensures that homeless students enroll and succeed in school and
4. homeless students are provided with transportation services that are at least compatible to the service provided to nonhomeless students.

The liaison ensures compliance with the sub grant and coordinates services for homeless students with local social service agencies and programs, including those funded under the Runaway and Homeless Youth Act.

A student who ceases to be homeless may continue to receive services until the end of the period of time for which the service was originally intended to be provided, which may be the end of the school year or the end of a program cycle.

The District complies with the Ohio Department of Education's plan and state and federal laws for the education of homeless children and youth.

[Adoption date: March 25,1998]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

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

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, and must be living with that resident. If legal or permanent custody or legal guardianship of the child 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 23 years of age and resides in the District, lives apart from his/her parent(s), supports himself/herself by his/her own labor and does not possess a high school diploma;
3. the student is under 18 years of age, resides in the District and is married, regardless of the residence of the parent(s);
4. the student has a medical condition which may require emergency attention and his/her parent is employed in the District. (The parent(s) of such child must submit to the Board a statement from the child's physician certifying that the child's medical condition may require emergency medical attention);
5. the student resides with a person other than his/her parent(s) and such student has a parent serving outside Ohio in the U.S. Armed Services. (The student's parent(s) must file an affidavit with the Superintendent stating (1) that the parent is serving outside the state in the U.S. Armed Services, (2) that the parent intends to reside in the District upon returning to the state, and (3) the name and address of the person with whom the student is living while the parent is outside the state. This tuition exemption may be granted only for a period of up to 12 months);
6. the student resides with a parent who is planning to either have a home built or has purchased a home in the District and is waiting for the closing date of the mortgage loan. (The student's parent(s) must provide the Superintendent with a sworn statement revealing the location of the house and the parent's intention to reside there. The parent(s) must also provide a statement from a home builder, real estate broker or bank officer confirming that the house construction is planned or is awaiting approval of the mortgage loan. The period for tuition-free attendance in these cases may extend up to 90 days);

7. the student's parent is a full-time employee of the District. (Any such policy shall take effect on the first day of the school year and the effective date of any amendment or repeal may not be prior to the first day of the subsequent school year. The policy shall be uniformly applied to all such children and shall provide for the admission of any such student upon request of the parent(s). No student may be admitted under this policy after the first day of classes of any school year);
8. the student resides with his/her parent(s) under the care of a shelter for victims of domestic violence;
9. the student who is not a resident of the District, who does not require special education and resides with his/her grandparent(s), provided that the Board and the board of education of the district in which the student's parent(s) reside enter into a written agreement showing good cause for the student to be admitted to this District. (The grandparent(s) are required to sign all consent forms required by the District, even if the child would remain in the legal custody of the parent(s));
10. the student is under the age of 22 and his/her parent(s) moved from the District, but within the county, after the first full week of October, for the remainder of the school year;
11. the student is under the age of 22 and his/her parent(s) moved from the District, following the commencement of classes during the student's senior year, for the remainder of the school year and for one additional semester;
12. the student is under the age of 22 and resides in a new school district because of the death of a parent. (The student is entitled to finish the current school year in the District upon approval of the Board);
13. the student is under the age of 22 and the superintendent of the district in which the student is entitled to attend (the student's district of origin) enters into a contract with the Superintendent of this District (the district into which the student wishes to enroll) consenting to the attendance of the student in this District. (The Superintendent of this District specifies that the purpose of such attendance is to protect the student's physical or mental well-being or to deal with other extenuating circumstances deemed appropriate by the Superintendent) or
14. the student whose parent is a full-time employee of an educational service center may be admitted tuition free to the schools of the district where the parent's job is primarily located, pursuant to the admission policy of that district.

The Board will not waive the payment of tuition except:

1. when agreements have been established with other boards of education to serve their students in vocational or special education classes on a cooperative basis, as permitted by law;
2. when foreign exchange students, sponsored under an approved exchange program, reside in the District temporarily or
3. for adult residents of the District or classified staff employees of the District who meet the criteria established by the Board.

In all cases, specific Board permission to waive tuition must be obtained in each individual case.

The District may temporarily deny admittance to any student who otherwise may be admitted to the District, if the student has been expelled from the schools of another district and if the period of expulsion has not expired. The student and parent(s) will have an opportunity for a hearing before the Superintendent/designee to determine the admittance or nonadmittance of the student.

Tuition Students

Applications from nonresidents to attend the schools on a tuition basis may be considered if space is available. The amount of tuition is set annually by the state, based on a per-student cost determined in compliance with state law. Nonresident students must provide all records required of resident students in compliance with state law.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

LEGAL REFS.: ORC 2152.18(D)(4)
3109.52; 3109.53; 3109.65; 3109.66
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.: JECAA, Admission of Homeless Students
JECBA, Admission of Exchange Students
JECBB, Admission of Interdistrict Transfer Students
JO, Student Records

CONTRACT REFS.: Teachers' Master 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 regulations and expectations of local 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 not enrolled in a state-approved educational or exchange program must be legally adopted by a resident of that school district in order to be eligible for athletics.

[Adoption date: February 16, 2005]

LEGAL REFS.: ORC 3313.20; 3313.535; 3313.615; 3313.64

CROSS REFS.: IGD, Cocurricular and Extracurricular Activities
IGDJ, Interscholastic Athletics
IGDK, Interscholastic Extracurricular Eligibility
IKFB, Graduation Ceremonies
JECB, Admission of Nonresident Students
JHCB, Inoculations of Students

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 organizations must maintain either an office or a representative in central 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. Exchange students must have a host family assigned and accepted by July 1. If, after the July 1 deadline, a maximum of two foreign exchange students have not been registered, an organization may add one additional exchange student if that student will be registered for the entire school year. The maximum number of foreign exchange students to be enrolled in any given year is two.
4. The Board reserves the right to restrict the number of foreign exchange students in any given academic year. Organizations will be limited to two students each year unless space becomes available for another student after July 1.
5. 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.
6. 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.
7. Exchange students must be full-time students carrying a full academic class load. Enrollment eligibility shall be determined on an annual basis.
8. 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.
9. Priority for enrollment will be granted to students enrolling in a level other than grade 12.
10. Exchange students will not graduate or receive a diploma from Edison High School.

11. Exchange students are expected to share their cultural heritage to the fullest extent possible including topics such as government, economics, historical understanding and language.
12. Exchange students are subject to the same rules, fees and regulations of the Board as apply to all high school students.

(Approval date: February 16, 2005)

(Re-approval date: July 20, 2011)

ADMISSION OF INTERDISTRICT TRANSFER STUDENTS

The Edison Local School District Board of Education shall permit any student from any school district in Ohio to apply for enrollment in the Edison Local School District free of any tuition obligation. Interdistrict transfer applications may be approved provided that all requirements as outlined in the policy and guidelines are met. Requirements are as follows.

- I. The applicant must follow procedures for admission to the Edison Local School District.
2. The district capacity limits by grade level, school building and program in admitting an inter-district transfer student are as follows: Kindergarten class sizes of 18 and below; Grades 1-3 class sizes of 23 and below; Grades 4 & 5 class sizes of 25 and below and Grades 6-12 maximum class sizes will be 30 students.
3. Native students of the Edison Local School District receive preference to students from other districts applying for enrollment.
4. Native students of the Edison Local School District who attended school at an adjacent school district or another school district under an interdistrict transfer and are forced to return or choose to return to Edison Local School District receive preference to students from other districts applying for enrollment.
5. Students previously enrolled as children of employees from adjacent or other districts as a result of this policy receive preference to first-time applicants from adjacent or other districts.
6. Students enrolled as a result of this policy are approved for one school year only, must reapply annually and are subject to all provisions of this policy.
7. All regulations, rules and procedures of the Ohio High School Athletic Association, especially those pertaining to recruitment and eligibility, must be followed.
8. There are no academic, athletic, artistic or extracurricular skills required.
9. There are no limitations on admitting disabled students, unless services required in an IEP are not available in the district. If the Edison Local School District accepts a student and later learns that the student has a disability that requires special education services, Edison Local School District will provide those services, if available; (available is defined as less than 70% capacity) however, if the services are not available, the home school district has the responsibility to make sure the student is served. The Edison Local School District may bill the home school district for "excess

cost" or its tuition rate for the services provided to open enrollment special education students. Personnel from the home school district will be invited to participate in the evaluation, MFE and IEP for special education students.

10. Edison Local School District may The District may temporarily deny admittance to any student who 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 nonadmittance of the student.
11. Edison Local School District may reject an applicant if the racial balance of either the sending or receiving school district would be negatively impacted.
12. The Edison Local School District Board of Education reserves the right to revoke the admission of any student from an adjacent or other school district who violates any provision of this policy or who supplies inaccurate or misleading information on the application for admission or to school officials in general.
13. Any application for an interdistrict transfer must be submitted to the Superintendent's office between May 1 and May 31 on the approved form. Applications will be acted upon by June 15. Parents must indicate in writing acceptance of transfer and be receipted in the Superintendent's office, on or before June 30. These deadlines will be waived by the Superintendent to facilitate implementation of this policy during its first year.
14. The Superintendent, upon good cause shown, may waive the stated enrollment deadline up to the first day of the first full week of October.
15. Allowing for resident students who will be moving or recently have moved from the district the opportunity to complete the current school year at Edison Local Schools. This will require a request from the student within one week upon leaving of the necessity for relocation.

[Adoption date: June 29, 2005]

[Revision date: March 15, 2006]

LEGAL REFS.: ORC 3313.97; 3313.98
Chapter 3327
OAC 3301-48-02

ADMISSION OF STUDENTS
FROM NONCHARTERED OR HOME SCHOOLING

Students wishing admission into the District's schools who have been enrolled in nonchartered schools or home-education 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 shall consider the following:

1. the child'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;
3. whether to require a student in grades 6-8 to take final exams for grade level placement;
4. whether to require a student in grades 9-12 to take final exams for credit only and
5. other evaluation information that may include interviews with the student and the parent and a portfolio of school work completed.

Home schooled students must be enrolled in the District on a full-time basis in order to participate in cocurricular and extracurricular activities.

[Adoption date: August 9, 1995]

[Re-adoption date: November 17, 1999]

[Re-adoption date: February 16, 2005]

LEGAL REF.: OAC 3301-34-06

CROSS REFS.: IGBG, Home-Bound Instruction
IGCF, Home Education
IGD, Cocurricular and Extracurricular Activities

INTRADISTRICT OPEN ENROLLMENT

The Board directs the administration to develop an intradistrict open enrollment plan when additional facilities or grade assignments change. The organization of facilities then would provide students with intradistrict open enrollment opportunities.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: March 15, 2006]

[Re-adoption date: July 20, 2011]

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

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/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: August 9, 1995]

[Re-adoption date: February 16, 2005]

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. Notification is not necessary if a student has withdrawn because of a change of residence; the student is enrolled in and attending, in accordance with District policy, an approved program to obtain a diploma or its equivalent or if the student holds a full-time age and schooling certificate (work permit) and is regularly employed.

Notification to the registrar of motor vehicles and the county juvenile judge must comply with state and federal law.

After receiving such information from the Superintendent, the registrar of motor vehicles is required to suspend the temporary instruction permit or driver's license of the student who is the subject of the notice. If a temporary permit or license has not been issued to that student, the registrar is prohibited from issuing a temporary permit or a license. Any denial of driving privileges would remain in effect until the student reaches 18 or until the denial of driving privileges is terminated for another reason allowable under state law.

In compliance with state law, a student whose driving privileges have been denied can file a petition seeking his/her reinstatement with the juvenile court in whose jurisdiction he/she resides.

[Adoption date: August 9, 1995]

[Re-adoption date: January 15, 1999]

[Re-adoption date: February 16, 2005]

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

Regular attendance by all students is very important. In many cases, irregular attendance is the major reason for poor school work; therefore, all students are urged to make appointments, do personal errands, etc., outside of school hours.

Reasons for which students may be excused include, but are not limited to:

1. personal illness of the student;
2. illness in the student's family;
3. death in the family;
4. needed at home to perform necessary work directly and exclusively for parents or legal guardians (applies to students over 14 years of age only);
5. quarantine for contagious disease;
6. religious reasons;
7. traveling out of state to attend a Board-approved enrichment activity or extracurricular activity (applies to absences of up to four days) or
8. as determined by the Superintendent.

Each student who is absent must immediately, upon return to school, make arrangements with his/her teacher(s) to make up work missed. Students who are absent from school for reasons not permitted by state law may, or may not, be permitted to make up work. Each case is considered on its merits by the principal and the respective teacher(s). Students are required to bring a note to school after each absence explaining the reason for the absence or tardiness.

The Board does not believe that students should be excused from school for nonemergency trips out of the District. Students who are taken out of school for trips or vacations are not given permission to do so by the school. The responsibility for such absence resides with the parent(s), and they must not expect any work missed by their child to be retaught by the teacher. If the school is notified in advance of such a trip, reasonable efforts are made to prepare a general list of assignments for the student to do while he/she is absent.

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 10 consecutive days or a total of at least 15 days during a semester or term.

[Adoption date: January 9, 1995]
[Re-adoption date: January 15, 1999]
[Re-adoption date: February 16, 2005]
[Re-adoption date: July 20, 2011]

LEGAL REFS.: ORC 3313.609
3319.16
3321.01; 3321.03; 3321.04; 3321.13; 3321.14; 3321.19; 3321.38
4510.32

CROSS REFS.: IGAC, Teaching About Religion
IKB, Homework
JEDB, Student Dismissal Precautions
JHC, Student Health Services and Requirements
JHCC, Communicable Diseases

STUDENT ABSENCES AND EXCUSES

Students Habitually Absent – Loss of Driving Privileges

When the Superintendent receives information that a student of compulsory school age has been absent without legitimate excuse for more than 10 consecutive days or a total of at least 15 days in any term or semester, 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/designee, or if the student does not convince the Superintendent/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: August 9, 1995)

(Re-approval date: January 15, 1999)

(Re-approval date: February 16, 2005)

STUDENT ABSENCES AND EXCUSES/TRUANCY

1. After school referral of the nonattendance problem, a contact is initiated by the school attendance counselor.
2. If initial or subsequent contacts do not reveal acceptable reasons for continuing absence, including school correspondence regarding nonattendance from school, then a legal warning notice is issued.
3. If nonattendance continues, a consultation is held with school officials to determine consequential measures.
4. A determination of continued unexcused nonattendance will necessitate a filing in Erie County Common Pleas Court, Juvenile Division on the child and/or the parent(s) in reference to the Ohio Revised Code Section(s) 2151.022, 3321.04 and 3321.38(A).
5. If filing on parent(s) is desired under Sections 3321.04 and/or 3321.38(A) of the Ohio Revised Code, it will be necessary to refer to the Erie County Prosecutor's Office for approval and permission to proceed with the official filing in Erie County Common Pleas Court, Juvenile Division. Original school attendance records and all school attendance correspondence must be forwarded to the Erie County Prosecutor's Office for use in legal litigation.

The actual signing of the complaint against the parent(s) must be signed by the school principal or designee where the child attends and witnessed by a deputy clerk of Erie County Common Pleas Court, Juvenile Division. The principal and/or his/her designee shall be called upon to testify in a court hearing, if needed, by the prosecutor. They are required to appear with the original and copy of the official school attendance record for the year in question.

Other witnesses may be called upon at the discretion of the Erie County Prosecutor, i.e., current or former principals, deans, counselors, teachers, etc.

After the forms are completed, they are transferred to the intake department of the Erie County Common Pleas Court, Juvenile Division.

A youth placed on probation who becomes an attendance problem may be cited into court by his/her probation counselor for nonattendance at the discretion of the probation officer.

(Approval date: August 9, 1995)
(Re-approval date: February 16, 2005)
(Re-approval date: July 20, 2011)

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" or a chronic" truant.

A "habitual" truant is any child of compulsory school age who is absent without a legitimate excuse for five or more consecutive school days, seven or more school days in one month or 12 or more school days in a school year.

A "chronic" truant is any child of compulsory school age who is absent without legitimate excuse for seven or more consecutive school days, 10 or more school days in one month or 15 or more school days in a school year.

The parent is required to have the child attend school immediately after notification. If the parent fails to get the child to attend school, the attendance officer or other appropriate officer, if directed by the Superintendent or the Board, must send notice requiring the child's parent to attend a parental education program.

For the correction of the "habitually truant" unruly child, the courts may now order the Board to require the child to attend an alternative school if one has been established.

The courts may order the "habitually truant" child not to be absent without legitimate excuse from school for five or more consecutive days, seven or more school days in one school month or 12 or more school days in a school year.

Regarding "habitual" truants, the Board must take as an intervention strategy any appropriate action contained in the Board policy, or the Board may file a complaint in juvenile court jointly against the child and the parent. The complaint must state that the child is an "unruly child" by virtue of being a "habitual truant" and that the child's parent violated the School Attendance Law.

Regarding "chronic" truants, if the parent fails to get the child to school and the child is considered a "chronic" truant, the Board must file a complaint in the juvenile court jointly against the child and the parent. The complaint must state that the child is a "delinquent child" by virtue of being a "chronic" truant and that the parent has violated the School Attendance Law.

The Board directs the administration to develop intervention strategies that may include the following:

1. providing a truancy intervention program for a habitual truant;
2. providing counseling for a habitual truant;
3. requesting or requiring a parent having control of a habitual truant to attend parental involvement programs;
4. requesting or requiring a parent of a habitual truant to attend truancy prevention mediation programs;
5. notification to the Registrar of Motor Vehicles or
6. taking appropriate legal action.

[Adoption date: November: 2000]

[Re-adoption date: February 16, 2005]

LEGAL REFS.: ORC 3313.663
3321.03 through 3321.04; 3321.07 through 3321.09; 3321.19; 3321.191;
3321.22; 3321.38

CROSS REF.: AFI, Evaluation of Educational Resources
JED, Student Absences and Excuses

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. An exception may be made in the case of the student who is 18 years of age or older, who may make requests on his/her own behalf.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

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 which were maintained by the school which 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 individual building principals are permitted to participate in fingerprinting programs for students and minors in compliance with the Erie County Board of Education, local law enforcement agencies and ORC 3313.96.

The individual building principal may require that any person authorized to take school pictures provide a free wallet size photo to the school for inclusion in student files for identification purposes in compliance with ORC 3319.322.

The Board shall designate the Superintendent to develop informational programs for students, parents and community members relative to the subject of missing children.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

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
JEDB, Student Dismissal Precautions
JHF, Student Safety

RELEASED TIME FOR RELIGIOUS INSTRUCTION

The Board permits students to be released from school for religious instruction consistent with law. Absence during the school day for religious instruction is permitted, provided the student's parents or guardians submit a written request to the building principal.

Regular classroom instruction missed as a result of a student's absence for religious instruction will not be made up. The District neither aids, assists or enforces attendance in a religious instruction program, nor discriminates against students who participate in such a program.

Individuals providing religious instruction are not permitted to promote student participation by directly contacting students on school premises or by encouraging students in the program to recruit their friends. All promotional activities for such instruction must be conducted off school grounds.

[Adoption date: February 16, 2005]

LEGAL REFS.: U.S. Const. Amend. I
ORC 3321.04
OAC 3301-51-13

CROSS REFS.: IGAC, Teaching About Religion
JED, Student Absences and Excuses

EXCLUSIONS AND EXEMPTIONS FROM SCHOOL ATTENDANCE

A child of compulsory school age residing in the District may be legally excused from public school attendance by:

1. holding a full-time age and schooling certificate (work permit) and being regularly employed;
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 nonadmittance of the student.

[Adoption date: August 9, 1995]

[Re-adoption date: August 9, 1996]

[Re-adoption date: November 17, 1999]

[Re-adoption date: February 16, 2005]

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.: IGC, 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.

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, he/she will determine whether the student's continued attendance in the District endangers the health and safety of other students or school employees or whether his/her attendance poses a danger of disruption to the District's graded course of study. If he/she 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 will be provided to the student and his/her parent, guardian or custodian.

The Board will act upon the Superintendent's recommendation within 14 days. Among the items the Board will consider will be 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 will:

1. forward the written resolution, together with the adjudication or conviction and a copy of the student's entire school record, to the State Superintendent;
2. promptly designate a representative to present the District's case for permanent exclusion to the State Superintendent and
3. forward a copy of the resolution to the student and his/her parent, guardian or custodian.

If the State Superintendent rejects the resolution, then the student shall be re-admitted to the District's schools.

No employee of this District shall knowingly admit, or cause by inaction to be admitted, any student who has been permanently excluded.

Re-Admission

If, in the opinion of the Superintendent, a permanently excluded student no longer represents a danger to the health and safety of other students or staff, the District may, in some instances, seek the re-admission of the student.

On the recommendation of the Superintendent, the Board will consider a resolution requesting the State Superintendent to revoke the permanent exclusion. If the Board adopts the resolution, it will be forwarded to the State Superintendent, along with the reasons for the resolution and all relevant information.

Probationary Admission Following Permanent Exclusion

Under state law, a student permanently excluded from school may request probationary admission for 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, guardian, custodian or their designee 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, then the Superintendent will recommend the Board allow the student to attend classes within the District. The Board will act on the recommendation within 14 days.

If a student violates the terms of the re-admission plan, then the Superintendent may immediately remove the student, pending action by the Board. The Board's action must take place within five days from receipt of the Superintendent's recommendation to revoke the re-admission.

A student in compliance with his/her probationary re-admission plan may request either an extension of the plan for an additional 90 days or for the Superintendent to recommend that the permanent exclusion be revoked.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

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 which are inseparable from these rights, which include the right to:

1. equal educational opportunity and freedom from discrimination and the responsibility not to discriminate against others;
2. attend free public schools; the responsibility to attend school regularly and to observe school rules essential for permitting others to learn at school;
3. due process of law with respect to suspension and expulsion;
4. free inquiry and expression and the responsibility to observe rules regarding these rights and
5. privacy, which includes privacy with respect to the student's school records.

As part of the educational process, students should be made aware of their legal rights and of the legal authority of the Board to make rules and delegate authority to its staff to make rules necessary for the orderly operation of the schools.

A copy of the school discipline code is posted in each of the schools and given to each student. This code describes in detail the offenses such as truancy, tardiness, property damage, etc., for which disciplinary action may be taken. Copies of the code are available to any parent in the principal's office.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

LEGAL REFS.: U.S. Const. Amend. I
U.S. Const. Amend. XIV, Section 1
ORC 3313.20; 3313.66; 3313.661; 3313.662

CROSS REFS.: ABC, Student Involvement in Decision Making (Also JFB)
JFC, Student Conduct (Zero Tolerance)
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 Ohio and Federal Rules of Evidence do not apply.

Students have clearly established means by which administrative due process is available for the protection of his/her rights.

Due process procedures are:

1. applied equally to all and
2. enforced in a manner which involves:
 - A. adequate and timely notice and opportunity to prepare a defense;
 - B. an opportunity to be heard at a reasonable time and in a meaningful manner and
 - C. the right to a speedy 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: August 9, 1995]

[Re-adoption date: February 16, 2005]

LEGAL REFS.: ORC Chapter 2506
3313.66; 3313.661; 3313.662

CROSS REFS.: JB, Equal Educational Opportunities
JFC, Student Conduct (Zero Tolerance)
JFCA, Student Dress Code
JFCC, Student Conduct on School Buses (Also EEACC)
JFCEA, Gangs
JFCF, Hazing and Bullying (Harassment, Intimidation and Dating Violence)
JFCG, Tobacco Use by Students
JFCH, Alcohol Use by Students
JFCI, Student Drug Abuse
JFCJ, Weapons in the Schools
JFCL, Unsafe Schools (Persistently Dangerous Schools)
JGD, Student Suspension
JGE, Student Expulsion
Student Handbooks

STUDENT INVOLVEMENT IN DECISION MAKING

Students share responsibility for developing a climate in the school which 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 school policies, rules and regulations.

All students of the District have opportunities to bring their ideas or concerns to the Board. It is expected that they proceed through the recognized administrative channels; however, final authority for all decisions rests with the Board.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

LEGAL REF.: OAC 3301-35-04

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

STUDENT CONDUCT (Zero Tolerance)

Students are expected to conduct themselves in such a way that they respect and consider 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 or inappropriate behavior by its students.

A student who fails to comply with established school rules or with any reasonable request made by school personnel on school property and/or at school-related events is subject to approved student discipline regulations. Students are also subject to discipline, as outlined in the Student Code of Conduct, for misbehavior that occurs off school property when the misbehavior endangers the health and safety of students within the District or adversely affects the education process. The Superintendent/designee develops regulations which establish strategies ranging from prevention to intervention to address student misbehavior, and provides continuing instruction in dating violence prevention in health education courses in grades 7 through 12.

Students and parents receive, at the beginning of each school year or upon entering during the year, written information on the rules and regulations to which they are subject while in school or participating in any school-related activity or event. The information includes the types of conduct which are subject to suspension or expulsion from school or other forms of disciplinary action. The Board directs the administration to make all students aware of the Student Code of Conduct and the fact that any violations of the Student Code of Conduct are punishable. The rules also apply to any form of student misconduct directed at a District official or employee or the property of a District official or employee, regardless of where the misconduct occurs.

If a student violates this policy or the Student Code of Conduct, school personnel, students or parents should report the student to the appropriate principal. The administration cooperates in any prosecution pursuant to the criminal laws of the state of Ohio and local ordinances.

A student may be expelled for up to one year if he/she commits an act that inflicts serious physical harm to persons or property if it was committed at school, on other school property or at a school activity, event or program.

The Superintendent is authorized to expel a student from school for a period not to exceed one year for making a bomb threat to a school building, or to any premises at which a school activity is occurring at the time of the threat. Any expulsion under this provision extends, as necessary, into the school year following the school year in which the incident that gives rise to the expulsion takes place.

Matters which might lead to a reduction of the expulsion period include the student's mental and/or physical characteristics or conditions, the age of the student and its relevance to the punishment, the prior disciplinary history of the student and/or the intent of the perpetrator.

The Student Code of Conduct is made available to students and parents and is posted in a central location within each building.

[Adoption date: August 9, 1995]

[Re-adoption date: November 17, 1999]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

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; (P.L. 106-554, HR 4577, 2000,
114 Stat 2763)
ORC 3313.20; 3313.534; 3313.66; 3313.661; 3313.662; 3313.66

CROSS REFS.: AC, Nondiscrimination
EBC, Emergency/Safety Plans
ECAB, Vandalism
EDE, Computer/Online Services (Acceptable Use and Internet Safety)
JFCA, Student Dress Code
JFCEA, Gangs
JFCF, Hazing and Bullying (Harassment, Intimidation and Dating Violence)
JFCJ, Weapons in the Schools
JG, Student Discipline
JGA, Corporal Punishment
JGD, Student Suspension
JGDA, Emergency Removal of Student
JGE, Student Expulsion
Student Handbooks

STUDENT DRESS CODE

In general, the Board believes that school dress should be such that it ensures the health, welfare and safety of the members of the student body and enhances a positive image of our students and the schools. Any form of dress or grooming which attracts undue attention or violates the previous statement is obviously 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.
4. Specific requirements are listed in the student handbooks.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

LEGAL REFS.: U.S. Const. Amend. I
ORC 3313.20; 3313.665

CROSS REFS.: JFC, Student Conduct (Zero Tolerance)
JFCEA, Gangs
Student Handbooks

STUDENT CONDUCT ON SCHOOL BUSES

The Board furnishes transportation in compliance with state law. This fact does not relieve parents of students from the responsibility of supervision until such time as the student boards the bus and after the student leaves the bus at the end of the school day.

Students on a bus are under the authority of, and directly responsible to, the bus driver. The driver has the authority to enforce the established regulations for bus conduct. Disorderly conduct or refusal to submit to the authority of the driver is sufficient reason for refusing transportation services or suspending transportation services to any student once proper procedures are followed.

The Board authorizes the Superintendent or other administrators to suspend a student from school bus riding privileges 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.

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 approved by the Board and made available to all parents and students.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

LEGAL REFS.: ORC 3327.01; 3327.014
OAC 3301-83-08

CROSS REFS.: JFC, Student Conduct (Zero Tolerance)
JGA, Corporal Punishment
Staff Handbooks
Student Handbooks

GANGS

The Board believes gangs or gang activity create an atmosphere where violations of policies, regulations and state laws may occur. Gangs that initiate, advocate or promote activities which threaten the safety or well-being of persons or which are disruptive to the school environment are not tolerated by the District.

Incidents involving initiations, hazings, intimidations and/or related activities of such group affiliations which are likely to cause bodily danger, physical harm, personal degradation or disgrace resulting in physical or mental harm are prohibited.

The Board directs the administration to establish regulations to ensure that any student wearing, carrying or displaying gang paraphernalia or exhibiting behavior or gestures which symbolize gang membership or causing and/or participating in activities which intimidate or affect the attendance of another student is subject to disciplinary action.

To provide increased awareness of the threat to the safety of students, staff and school property which gang-related activity poses, training is provided by security on an as-needed basis. Presentations provide training in current identification symbols used by those involved in gang-related activity and include things such as the identification of hand signals, apparel, jewelry and/or any other pertinent gang-related information.

[Adoption date: February 16, 2005]

LEGAL REFS.: ORC 3313.20; 3313.66; 3313.661

CROSS REFS.: AC, Nondiscrimination
EDE, Computer/Online Services (Acceptable Use and Internet Safety)
JFC, Student Conduct (Zero Tolerance)
JFCA, Student Dress Code
JFCF, Hazing and Bullying (Harassment, Intimidation and Dating Violence)
JGD, Student Suspension
JGE, Student Expulsion
Student Handbooks

HAZING AND BULLYING
(Harassment, Intimidation and Dating Violence)

Hazing means doing any act or coercing another, including the victim, to do any act of initiation into any student or other organization that causes or creates a substantial risk of causing mental or physical harm to any person.

Throughout this policy the term bullying is used in place of harassment, intimidation and bullying.

Bullying, harassment and intimidation are intentional written, verbal or physical acts 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 both 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 or at a school-sponsored activity.

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, are inconsistent with the educational process and are prohibited at all times. No administrator, teacher or other employee of the District shall encourage, permit, condone or tolerate any hazing and/or bullying activities. No students, including leaders of student organizations, are permitted to plan, encourage or engage in any hazing and/or bullying.

Administrators, teachers and all other District employees are particularly alert to possible conditions, circumstances or events that might include hazing, bullying and/or dating violence. If any of the prohibited behaviors are planned or discovered, involved students are informed by the discovering District employee of the prohibition contained in this policy and are required to end all such activities immediately. All hazing, bullying and/or dating violence incidents are reported immediately to the Superintendent/designee and appropriate discipline is administered.

The Superintendent/designee must provide the Board President with a semiannual written report of all verified incidents of hazing and/or bullying and post the report on the District's web site.

The administration provides training on the District's hazing and bullying policy to District employees and volunteers who have direct contact with students. Additional training is provided to elementary employees in violence and substance abuse prevention and positive youth development.

District employees, students and volunteers have qualified civil immunity for damages arising from reporting an incident of hazing and/or bullying. Administrators, teachers, other employees and students who fail to abide by this policy may be subject to disciplinary action and may be liable for civil and criminal penalties in compliance with State and Federal law.

No one is permitted to retaliate against an employee or student because he/she files a grievance or assists or participates in an investigation, proceeding or hearing regarding the charge of hazing and/or bullying of an individual.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: January 9, 2008]

[Re-adoption date: July 20, 2011]

LEGAL REFS.: ORC 117.53
2307.44
2903.31
3301.22
3313.666; 3313.667
3314.03
3319.073

CROSS REFS.: AC, Nondiscrimination
EDE, Computer/Online Services (Acceptable Use and Internet Safety)
IGAE, Health Education
IIBH, District Web Site Publishing
JFC, Student Conduct (Zero Tolerance)
JFCEA, Gangs
JHG, Reporting Child Abuse
Student Handbooks

HAZING AND BULLYING (Harassment, Intimidation and Dating Violence)

The prohibition against hazing, dating violence, harassment, intimidation or bullying is publicized in student handbooks and in the publications that set the standard of conduct for schools and students in the District. In addition, information regarding the policy is incorporated into employee handbooks and training materials.

School Personnel Responsibilities and Complaint Procedures

Hazing, bullying behavior and/or dating violence by any student/school personnel in the District is strictly prohibited, and such conduct may result in disciplinary action, including suspension and/or expulsion from school. Hazing bullying and/or dating violence means any intentional written, verbal, graphic or physical acts, including electronically transmitted acts, either overt or covert, by a student or group of students toward other students/school personnel with the intent to haze, harass, intimidate, injure, threaten, ridicule or humiliate. Such behaviors are prohibited on or immediately adjacent to school grounds, at any school-sponsored activity; in any District publication; through the use of any District-owned or operated communication tools, including but not limited to District e-mail accounts and/or computers; on school-provided transportation or at any official school bus stop.

Hazing, bullying and/or dating violence can include many different behaviors. Examples of conduct that could constitute prohibited behaviors include, but are not limited to:

1. physical violence and/or attacks;
2. threats, taunts and intimidation through words and/or gestures;
3. extortion, damage or stealing of money and/or possessions;
4. exclusion from the peer group or spreading rumors;
5. repetitive and hostile behavior with the intent to harm others through the use of information and communication technologies and other web-based/online sites (also known as “cyber bullying”), such as the following:
 - A. posting slurs on web sites, social networking sites, blogs or personal online journals;
 - B. sending abusive or threatening e-mails, web site postings or comments and instant messages;
 - C. using camera phones to take embarrassing photographs or videos of students and/or distributing or posting the photos or videos online and

- D. using web sites, social networking sites, blogs or personal online journals, e-mails or instant messages to circulate gossip and rumors to other students.
6. excluding others from an online group by falsely reporting them for inappropriate language to Internet service providers.

In evaluating whether conduct constitutes hazing or bullying, special attention is paid to the words chosen or the actions taken, whether such conduct occurred in front of others or was communicated to others, how the perpetrator interacted with the victim and the motivation, either admitted or appropriately inferred.

Teachers and Other School Staff

Teachers and other school staff who witness acts of hazing, bullying and/or dating violence as defined above, promptly notify the building principal/designee of the event observed, and promptly file a written incident report concerning the events witnessed.

Teachers and other school staff who receive student or parent reports of suspected hazing, bullying and/or dating violence promptly notify the building principal/designee of such report(s). If the report is a formal, written complaint, the complaint is forwarded to the building principal/designee no later than the next school day. If the report is an informal complaint by a student that is received by a teacher or other professional employee, he/she prepares a written report of the informal complaint that is forwarded to the building principal/designee no later than the next school day.

Complaints

1. Formal Complaints

Students and/or their parents or guardians may file reports regarding suspected hazing, harassment, intimidation, bullying and/or dating violence. The reports should be written. Such written reports must be reasonably specific including person(s) involved; number of times and places of the alleged conduct; the target of suspected harassment, intimidation and/or bullying and the names of any potential student or staff witnesses. Such reports may be filed with any school staff member or administrator. They are promptly forwarded to the building principal/designee for review and action.

2. Informal Complaints

Students, parents or guardians and school personnel may make informal complaints of conduct that they consider to be harassment, intimidation and/or bullying by verbal report to a teacher, school administrator or other school personnel. Such informal complaints must be reasonably specific as to the actions giving rise to the suspicion of hazing, harassment, intimidation and/or bullying, including person(s) involved, number of times and places of the alleged conduct, the target of the prohibited behavior(s) and the names of any potential student or staff witness. The school staff member or administrator who receives the informal complaint promptly documents the complaint in writing, including the above information. This written report by the school staff member and/or administrator is promptly forwarded to the building principal/designee for review and action.

3. Anonymous Complaints

Students who make informal complaints as set forth above may request that their name be maintained in confidence by the school staff member(s) and administrator(s) who receive the complaint. The anonymous complaint is reviewed and reasonable action is taken to address the situation, to the extent such action (1) does not disclose the source of the complaint, and (2) is consistent with the due process rights of the student(s) alleged to have committed acts of hazing, bullying and/or dating violence.

Intervention Strategies

1. Teachers and Other School Staff

In addition to addressing both informal and formal complaints, school personnel are encouraged to address the issue of hazing, bullying and/or dating violence in other interactions with students.

School personnel may find opportunities to educate students about harassment, hazing, intimidation and bullying and help eliminate such prohibited behaviors through class discussions, counseling and reinforcement of socially appropriate behavior. School personnel should intervene promptly whenever they observe student conduct that has the purpose or effect of ridiculing, humiliating or intimidating another student/school personnel, even if such conduct does not meet the formal definition of harassment, hazing, intimidation or bullying.

2. Administrator Responsibilities

A. Investigation

The principal/designee is notified of any formal or informal complaint of suspected harassment, hazing, intimidation or bullying. Under the direction of the building principal/designee, all such complaints are investigated promptly. A written report of the investigation is prepared when the investigation is complete. The report includes findings of fact, a determination of whether acts of hazing, bullying and/or dating violence were verified, and when prohibited acts are verified, a recommendation for intervention, including disciplinary action, is included in the report. Where appropriate, written witness statements are attached to the report.

Notwithstanding the foregoing, when a student making an informal complaint has requested anonymity, the investigation of such complaint is limited as is appropriate in view of the anonymity of the complaint. Such limitation of the investigation may include restricting action to a simple review of the complaint (with or without discussing it with the alleged perpetrator), subject to receipt of further information and/or the withdrawal by the complaining student of the condition that his/her report be anonymous.

B. Nondisciplinary Interventions

When verified acts of hazing, bullying and/or dating violence are identified early and/or when such verified acts do not reasonably require a disciplinary response, students may be counseled as to the definition of the behavior, its prohibition and their duty to avoid any conduct that could be considered harassing, hazing, intimidating and/or bullying.

If a complaint arises out of conflict between students or groups of students, peer mediation may be considered. Special care, however, is warranted in referring some cases to peer mediation. A power imbalance may make the process intimidating for the victim and therefore inappropriate. The victim's communication and assertiveness skills may be low and could be further eroded by fear resulting from past intimidation and fear of future intimidation. In such cases, the victim should be given additional support. Alternatively, peer mediation may be deemed inappropriate to address the concern.

C. Disciplinary Interventions

When acts of harassment, intimidation and bullying are verified and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences. Anonymous complaints that are not otherwise verified, however, cannot provide the basis for disciplinary action.

In and out-of-school suspension may be imposed only after informing the accused perpetrator of the reasons for the proposed suspension and giving him/her an opportunity to explain the situation.

Expulsion may be imposed only after a hearing before the Board of Education, a committee of the Board or an impartial hearing officer designated by the Board of Education in accordance with Board policy. This consequence is reserved for serious incidents of harassment, intimidation or bullying and/or when past interventions have not been successful in eliminating prohibited behaviors.

Allegations of criminal misconduct are reported to law enforcement, and suspected child abuse is reported to Child Protective Services, per required timelines.

Report to the Parent or Guardian of the Perpetrator

If, after investigation, acts of harassment, intimidation and bullying by a specific student are verified, the building principal/designee notifies the parent or guardian of the perpetrator, in writing, of that finding. If disciplinary consequences are imposed against such student, a description of such discipline is included in such notification.

Strategies are developed and implemented to protect students from additional harassment, intimidation or bullying, and from retaliation following reporting of incidents.

Reports to the Victim and His/Her Parent or Guardian

If, after investigation, acts of bullying or hazing against a specific student are verified, the building principal/designee notifies the parent/guardian of the victim of the finding. In providing such notification, care must be taken to respect the statutory privacy rights of the perpetrator.

Bullying matters, including the identity of both the charging party and the accused, are kept confidential to the extent possible. Although discipline may be imposed against the accused upon a finding of guilt, retaliation is prohibited.

School administrators shall notify both the parents of a student who commits acts of harassment, intimidation, bullying and/or dating violence and the parents or guardians of students against whom such acts were committed, and shall allow access to any written reports pertaining to the incident, to the extent permitted by law.

Police and Child Protective Services

In addition to, or instead of, filing a complaint through this policy, a complainant may choose to exercise other options including, but not limited to, filing a complaint with outside agencies or filing a private lawsuit. Nothing prohibits a complainant from seeking redress under any other provision of the Ohio Revised Code or common law that may apply.

The District must also investigate incidents of hazing, bullying and/or dating violence for the purpose of determining whether there has been a violation of District policy or regulations, even if law enforcement and/or the public children's services are also investigating. All District personnel must cooperate with investigations by outside agencies.

(Approval date: February 16, 2005)
(Re-approval date: January 9, 2008)
(Re-approval date: July 20, 2011)

TOBACCO USE BY STUDENTS

Health professionals have determined that the use of tobacco products can be detrimental to one's health. The Board wishes to encourage good health practices among the students of this District. Therefore, the Board prohibits the smoking, use or possession of tobacco in any form including, but not limited to, cigarettes, cigars, clove cigarettes, chewing tobacco, snuff and any other forms of tobacco by any student in any area under the control of the District or at any activity supervised by any school within the District. State law also prohibits the distribution or possession of tobacco products to any person under 18 years of age and specifically regulates the location of vending machines dispensing tobacco products.

Students and parents are given copies of the standards of conduct and statement of disciplinary sanctions, and notified that compliance with the standards of conduct is mandatory. Disciplinary measures taken against students for violations of this policy comply with the requirements of state law and related District policies.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
Goals 2000: Educate America Act; 20 USC 6081 through 6084
ORC 3313.66; 3313.661; 3313.751
3794.01; 3794.02; 3794.03(F); 3794.04; 3794.06
OAC 3301-35-02; 3301-35-04

CROSS REFS.: JFA, Student Due Process Rights
JFC, Student Conduct (Zero Tolerance)
JGD, Student Suspension
JGE, Student Expulsion
Student Handbooks

ALCOHOL USE/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.

Administrators are authorized to arrange for the use of a breath-test instrument for the purpose of determining if a student has consumed an alcoholic beverage. It is not necessary for the test to determine blood-alcohol level, since the Board has established a zero tolerance for alcohol use.

The Board wishes to emphasize the following.

1. A student is required to obey existing laws on school grounds and while involved in school activities. School authorities have the same responsibility as any other citizen to report violations of the law. The final disposition of any problem, however, is determined by the building principal with due consideration of the welfare of the student and of any other relevant factors involved.
2. Discipline is imposed independent of court action. Students are subject to immediate suspension or expulsion proceedings for possession or use of illegal drugs or alcoholic beverages.
3. Parents and students are given a copy of the standards of conduct and the statement of disciplinary sanctions and are notified that compliance with the standards of conduct is mandatory.
4. If conditions warrant, the administration refers the student for prosecution and offers full cooperation in a criminal investigation.
5. A reduction in penalty may be considered if the student receives professional assistance. Professional assistance may include but not be limited to an alcohol/drug education program; assessment with follow-through based on the assessment findings, counseling, outpatient treatment or inpatient treatment.

The Superintendent establishes and the Board considers for approval detailed procedures for dealing with students who may have a drug or alcohol problem. These procedures are in compliance with all applicable laws and observed by all staff members. It is the desire of the Board for students with problems to feel secure enough to ask for help from their teachers or counselors without fear of reprisal. Confidentiality shall be maintained within the limits of the law. The long-range welfare of the student is paramount.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

LEGAL REFS.: Drug-Free Campus and Schools Act; 20 USC 3224(a)
ORC 2925.01; 2925.11; 2925.14; 2925.37
3313.66; 3313.661
3719.011; 3719.41

CROSS REFS.: IGAG, Drugs, Alcohol and Tobacco Education
JFC, Student Conduct (Zero Tolerance)
JHCD, Administering Medicines to Students
Student Code of Conduct
Student Handbooks

WEAPONS IN THE SCHOOLS

The Board is committed to providing the students of the District with an educational environment which is free of the dangers of firearms, knives and other weapons.

The definition of a firearm is any weapon (including a starter gun) which is designed to or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon; any firearm muffler or firearm silencer or any destructive device (as defined in 18 U.S.C.A. Section 921), which includes any explosive, incendiary or poisonous gas, bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine or device similar to any of the devices described above. A knife is defined as a cutting instrument having a sharp blade.

Unless a student is permanently excluded, the Superintendent shall expel a student from school for a period of one year for bringing a firearm or knife to a school within the District or onto any other property owned or controlled by the Board, or for possessing a firearm or knife at a school or on any other property owned or controlled by the Board, which firearm or knife at a school was initially brought onto school property by another person, except that the Superintendent may reduce this requirement on a case-by-case basis in accordance with this policy. Any such expulsion shall extend, as necessary, into the school year following the school year in which the incident that gives rise to the expulsion takes place.

Matters which might lead to a reduction of the expulsion period include the student's mental and/or physical characteristics or conditions, the age of the student and its relevance to the punishment, the prior disciplinary history of the student and/or the intent of the perpetrator.

A student may be expelled for up to one year for firearm-related or knife-related incidents occurring off school property while at a school-sponsored interscholastic competition, extracurricular event or other school-sponsored activity.

A student suspended, expelled, removed or permanently excluded from school for misconduct involving a firearm or knife also loses his/her driving privileges. The District must notify the county juvenile judge and registrar of motor vehicles within two weeks of the suspension, expulsion or permanent exclusion.

The Board prohibits students from knowingly possessing an object on school premises, in a school or a school building, at a school activity or on a school vehicle if both of the following apply.

1. The object is indistinguishable from a firearm, whether or not the object is capable of being fired.

2. The person indicates that the person possesses the object and that it is a firearm, or the person knowingly displays or brandishes the object and indicates that it is a firearm.

As defined by state law and for purposes of this policy, an “object that is indistinguishable from a firearm” means an object made, constructed or altered so that, to a reasonable person without specialized training in firearms, the object appears to be a firearm.

Students found in violation of numbers 1 and 2 above may be reported to the local law enforcement authority and may be prosecuted under state criminal statutes, as well as disciplined in accordance with the provisions of the District’s Student Code of Conduct and state law.

The Superintendent is authorized to expel a student from school for a period not to exceed one year for making a bomb threat to a school building, or to any premises at which a school activity is occurring at the time of the threat. Any expulsion under this provision extends, as necessary, into the school year following the school year in which the incident that gives rise to the expulsion takes place.

[Adoption date: February 16, 2005]

LEGAL REFS.: 18 USC 921
20 USC 2701 et seq., Title IX 9001-9005
Gun-Free Schools Act; 20 USC 8921
ORC 2923.122
3313.66; 3313.661; 3313.662
3321.13

CROSS REFS.: JEGA, Permanent Exclusion
JFC, Student Conduct (Zero Tolerance)
JFCL, Unsafe Schools (Persistently Dangerous Schools)
JGD, Student Suspension
JGDA, Emergency Removal of Student
JGE, Student Expulsion
Student Code of Conduct

UNSAFE SCHOOLS
(Persistently Dangerous Schools)

The Board complies with state and federal law in adopting a policy on persistently dangerous schools.

A student attending a “persistently dangerous” school in this District or who becomes a victim of a “violent criminal offense,” “as determined by state law,” anywhere on District “grounds” or during school-sponsored activities is allowed to attend another school in the District that is not persistently dangerous that offers instruction at the student’s grade level. However, there is no transfer option if there is no other school in this District that offers instruction at the student’s grade level.

A “persistently dangerous” school is defined by state law as a school that has two or more violent criminal offenses in or on school grounds, per 100 students, in each of two consecutive school years. In schools with 300 or fewer students enrolled, six or more violent criminal offenses must occur. Likewise, if a school has 1350 or more students enrolled, 27 or more violent criminal offenses must occur in each of two consecutive school years.

“Violent criminal offense” refers to any violent criminal offense set forth and defined in state law as violent in nature.

“As determined by state law” means that the student has been identified as the victim and the perpetrator has pled guilty to, been adjudicated or convicted of a violent criminal offense in an Ohio court.

“Grounds” includes school bus transportation to and from school and school-sponsored activities and designated bus stops.

[Adoption date: February 16, 2005]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
OAC 3301-35-02; 3301-35-04

CROSS REFS.: JECBD, Intradistrict Open Enrollment
JFC, Student Conduct (Zero Tolerance)
JFCJ, Weapons in the Schools
Student Handbooks

PREGNANT STUDENTS

Educational opportunities are part of the value system of a free society and education in our increasingly complex and technological society is a prerequisite for opportunity to lead a full and productive life; therefore, the Board affirms the right of a pregnant student to continue her participation in the public school 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, home-bound 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 to complete requirements for graduation.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

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 within the area of the school's responsibility.

Student lockers are the property of the District, and since random searches have a positive impact on reducing drugs and other criminal activity, it is the policy of the Board to permit the building administrator to search any locker and its contents as the administrator believes necessary. Such notice will be posted at or near the entrance to the school grounds and at the main entrance to each school building.

Interrogations of students by law enforcement agencies may impact student and/or parental rights; therefore, a determination whether to allow such interrogation will be made by school administrators on a case-by-case basis.

The Board directs the Superintendent to authorize the use of dogs trained in detecting the presence of drugs. 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.

Administrators are authorized to arrange for the use of a breath-test instrument for the purpose of determining if a student has consumed an alcoholic beverage. It is not necessary for the test to determine blood-alcohol level, since the Board has established a zero tolerance for alcohol use.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

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 cause 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 cause to believe that the search will result in obtaining evidence which indicates the student's violation of the law or school rules.
2. Searches of a student's person are conducted by a member of the same sex as the student.
3. Searches are conducted in the presence of another administrator or staff member.
4. Parents of a minor student who is the subject of a search are notified of the search and are given the reason(s) for the search as soon as feasible after completion of the search.
5. When evidence is uncovered indicating that a student may have violated the law, law enforcement officials shall be notified.
6. Strip searches should be discouraged. A substantially higher degree of certainty (more than a reasonable belief) is required prior to conducting such a search. In cases in

which school officials believe a strip search is necessary, law enforcement officials should be called to conduct the search.

Searches of Student Property by Police

A law enforcement agency is required to produce a warrant prior to conducting any search of a student's personal property kept on school premises; however, when the police have reason to believe that any item which might pose an immediate threat to the safety or security of others is kept in a student locker, desk or other storage space, searches may be conducted without a previously issued warrant.

Interrogations by Police

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 will 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. 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 will be 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. If possible, a parent or legal guardian of the student to be interviewed should be notified by the police before the student is questioned so that the parents may be present if they so desire.
5. To avoid possible criticism, a school official will request to be present when an interrogation takes place within the school.
6. The police department 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 police department. The school should not attempt to handle matters which are properly in the realm of the police department.

(Approval date: August 9, 1995)

(Re-approval date: February 16, 2005)

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 which he/she believes are justified in each case. If the student does not respond to these measures, the teacher then refers the student to the principal.

In terms of the relationship of the teacher and principal in discipline matters, the Board expects that whenever a discipline problem appears to extend beyond the classroom, the teacher discusses the problem with the principal. The teacher(s) and the principal work together in attempting to control or correct the problem.

A student's failure to comply with the requirements for conduct outlined in the student handbooks may result in the student's being disciplined. The student may lose all rights to participate in school-related social events or extracurricular activities for a period of time determined by the principal. Depending on the seriousness of the offense committed by the student, suspension or expulsion may also result. Discipline is always administered in a reasonable manner.

If several methods of discipline have been used in an effort to solve a problem and it appears necessary, in the judgment of the principal and Superintendent, to discipline or withdraw privileges from a large group, this action may be taken. Any punishment technique involving an entire class or large group is used only as a last resort.

The Board may require a parent of a student who is suspended or expelled from school or who is truant or habitually absent from school to attend a parental education or training program. If the parent fails to attend the program, he/she will be charged with a misdemeanor of the fourth

degree, punishable by a maximum fine of \$250 and imprisonment of up to 30 days.

The Board is most hopeful that teachers, parents and Board members can work together to promote the best educational interests of the students in this District.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

LEGAL REFS.: ORC 3313.20; 3313.66; 3313.661; 3313.662
3319.41
OAC 3301-32-09
3301-37-10

CROSS REFS.: ECAB, Vandalism
IGD, Cocurricular and Extracurricular Activities
JFC, Student Conduct (Zero Tolerance)
JGA, Corporal Punishment
JGD, Student Suspension
JGDA, Emergency Removal of Student
JGE, Student Expulsion
Student Handbooks

CORPORAL PUNISHMENT

Good conduct is based on respect and consideration for the rights of others. Students will be expected to conduct themselves in such a way that the rights of others are not violated. Students will respect constituted authority, conform with school regulations and accept directions from authorized school personnel. School personnel will be expected to provide students with an example of appropriate behavior and social attitudes.

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 will be dealt with according to approved student discipline regulations.

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.

It is understood, however, that teachers, principals, administrators and classified staff are allowed by law to use, within the scope of their employment, "such amount of force and restraint as is reasonable and necessary to quell a disturbance threatening physical injury to others, to obtain possession of weapons or other dangerous objects, for the purpose of self-defense, or for the protection of persons or property."

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

LEGAL REFS.: ORC 2903.11
3313.20
3319.41

CROSS REFS.: ECAB, Vandalism
JG, Student Discipline
Student Code of Conduct
Student Handbooks

STUDENT SUSPENSION

The Superintendent, principals, assistant principals and other administrators may suspend a student from school for disciplinary reasons outlined in the Student Code of Conduct. No period of suspension is for more than 10 school days. Suspensions may extend beyond the current school year if, at the time a suspension is imposed, fewer than 10 days remain in the school year. The Superintendent may apply any or all of the period of suspension to the following year.

The Superintendent may require a student to perform community service in conjunction with or in place of a suspension. The Board may adopt guidelines to permit the Superintendent to impose a community service requirement beyond the end of the school year in lieu of applying the suspension into the following school year.

The guidelines listed below are followed for all out-of-school suspensions.

1. The student is informed in writing of the potential suspension and the reasons for the proposed action.
2. The student is provided an opportunity for an informal hearing to challenge the reason for the intended suspension and explain his/her actions.
3. An attempt is made to notify the parent(s) by telephone if a suspension is issued.
4. Within 24 hours, a letter is sent to the parent(s) stating the specific reasons for the suspension and including notice of the right to appeal such action.
5. Notice of this suspension is sent to the:
 - A. Superintendent;
 - B. Treasurer and
 - C. student's school record (not for inclusion in the permanent record).
6. Permanent Exclusion. If the offense is one for which the District may seek permanent exclusion, the notice contains that information.

Appeal Procedure

Should a student or a student's parent(s) choose to appeal the suspension, he/she must do so within 10 calendar days of the notice of suspension. The appeal shall be in writing and made to the Superintendent. At the request of the student or of the student's parent(s) or attorney, the meeting may be held in executive session. All witnesses are sworn and a verbatim record is kept of the hearing. The decision of the Board shall be acted upon at a public meeting. The student may be excluded from school during the appeal process.

Appeal to the Court

Under state law, appeal of the Board's or its designee's decision may be made to the Court of Common Pleas.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: January 9, 2008]

LEGAL REFS.: ORC 3313.66; 3313.661; 3313.662

CROSS REFS.: IGCI, Community Service
JEGA, Permanent Exclusion
JFC, Student Conduct (Zero Tolerance)
JFCEA, Gangs
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 or assistant principal or personnel employed to direct, supervise or coach a student activity program may remove the student from the premises.

If either suspension or expulsion is contemplated, a due process hearing is held within three school days after the removal is ordered. Written notice of the hearing and the reason for removal and any intended disciplinary action is given to the student as soon as practicable prior to the hearing. The student has the opportunity to appear at an informal hearing before the principal, assistant principal and Superintendent/designee and has the right to challenge the reasons for the removal or otherwise explain his/her actions. The person who ordered or requested the removal is present at the hearing. Within one school day of the decision to suspend, written notification is given to the parent(s) of the student and the Treasurer of the Board. This notice includes the reasons for the suspension and the right of the student or parent(s) to appeal to the Superintendent/designee.

If the Superintendent or principal reinstates a student prior to the hearing for emergency removal, the teacher may request, and is given, written reasons for the reinstatement. The teacher cannot refuse to reinstate the student.

In an emergency removal, a student can be kept from class until the matter of the alleged misconduct is disposed of either by reinstatement, suspension or expulsion.

In all cases of normal disciplinary procedures in which a student is removed from a curricular or extracurricular activity for less than 24 hours and is not subject to further suspension or expulsion, due process requirements do not apply.

[Adoption date: August 9, 1995]

[Re-adoption date: November 17, 1999]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

LEGAL REFS.: ORC 3313.66; 3313.661; 3313.662

CROSS REFS.: ECAB, Vandalism
JFC, Student Conduct (Zero Tolerance)
JFCJ, Weapons in the Schools
JG, Student Discipline
JGD, Student Suspension
JGE, Student Expulsion

STUDENT EXPULSION

At times, the behavior of a student can be considered so serious as to justify total removal from the educational program for a prolonged period of time. Actions meriting expulsion are outlined in the Student Code of Conduct. Only the Superintendent may expel a student. Expulsion is the removal of a student for more than 10 days, but not more than one year. An expulsion can extend beyond the end of the school year if there are fewer school days than expulsion days remaining. The Superintendent may apply any remaining part or all of the period of the expulsion to the following school year.

The Superintendent 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 of the Board.

The notice shall include the reasons for the expulsion, the right of the student or parent(s) to appeal to the Board or its designee, the right to be represented at the appeal and the right to request that the hearing be held in executive session.

The Superintendent will initiate expulsion proceedings against a student who has committed an act that warrants expulsion even if the student withdraws from school before the Superintendent 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, then the notice will 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 will be referred to an agency which will work towards improving the student's attitudes and behavior. The Superintendent will provide the student and his/her parent/guardian or custodian with the names, addresses and phone numbers of the public and private agencies providing such services.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

LEGAL REFS.: ORC Chapter 2506
3313.66; 3313.661; 3313.662

CROSS REFS.: ECAB, Vandalism
IGCI, Community Service
JEGA, Permanent Exclusion
JFC, Student Conduct (Zero Tolerance)
JFCF, Hazing and Bullying (Harassment, Intimidation and Dating Violence)
JFCJ, Weapons in the Schools
JG, Student Discipline
JGD, Student Suspension
JGDA, Emergency Removal of Student

STUDENT HEALTH SERVICES AND REQUIREMENTS

The Board recognizes the responsibility of the schools to help protect the health of students. Health services are an integral part of comprehensive school improvement, assisting all students to increase learning, achievement and performance. Health services coordinate and support existing programs to assist each student in achievement of an optimal state of physical, mental and social well-being. Student health services ensure continuity and create linkages between school, home and community service providers. The District's comprehensive school improvement plan, needs and resources determine the linkages. The principal is responsible for the administration of the health program in his/her school.

Of necessity, school health services must be limited to the prevention and detection of health problems, referral of problems through parents to the family physicians or community health agencies and emergency care.

Each school shall have on file for each student an emergency medical authorization form providing information from the parent(s) on how they wish the school to proceed in the event of a health emergency involving the student and authorization for the school in case emergency action must be taken.

Annually, the District will notify parents of physical exams or screenings conducted on students except for vision, hearing or scoliosis.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
Health Insurance Portability and Accountability Act; 29 USC 1181 et seq.
42 U.S.C. Sec. 12101 et seq. (1997)
20 U.S.C. 1232 g Sec. 1400 6301 et seq. (1997)
29 U.S.C. Sec 794(a)(1988)
ORC 3313.50; 3313.67 through 3313.73
OAC 3301-35-04; 3301-35-06

CROSS REFS.: IGBA, Programs for Students with Disabilities
JED, Student Absences and Excuses
JHCB, Inoculations of Students
JHCD, Administering Medicines to Students
JHG, Reporting Child Abuse

PHYSICAL EXAMINATIONS OF STUDENTS

The District requires health records of students under the following circumstances.

1. Kindergarten and first grade students entering school for the first time must have a completed health record before being admitted to school.
2. Health records are requested for all students transferring into the District. If the previous school does not forward a record or if it is incomplete, it is the parents' responsibility to comply with health requirements for students.
3. Students must have physical examinations prior to their participation in interscholastic athletic programs.

Parents have the right to refuse to allow their child to participate in nonemergency invasive physical examinations or screenings. Invasive physical exam is defined as any "medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion or injection into the body, but does not include a hearing, vision or scoliosis exam."

The District notifies parents, on an annual basis, of the administration of health and physical screenings and examinations and, thereby, gives parents the opportunity to exclude their children.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
ORC 3313.50; 3313.671; 3313.673; 3313.68; 3313.73

CROSS REFS.: JHC, Student Health Services and Requirements
JHCB, Inoculations of Students

INOCULATIONS OF STUDENTS

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 school system, must present written evidence of similar immunizations, or written evidence to indicate that they are in the process of receiving such immunizations, to be completed no later than the day of entrance. Students failing to complete such immunizations within 14 days after entering are not be permitted to return to school.

The District maintains an immunization record for each student, available in writing to parents upon request.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

LEGAL REFS.: ORC 3313.67; 3313.671; 3313.71; 3313.711
3701.13

CROSS REFS.: JEC, School Admission
JEG, Exclusions and Exemptions from School Attendance
JHCA, Physical Examinations of Students

COMMUNICABLE DISEASES

All students with signs or symptoms of diseases suspected as being communicable to others are given immediate attention and sent home if such action is indicated.

Any student suspected or reported to have a communicable disease is examined by a school nurse or public health nurse. Upon the recommendation of the school physician, the student may be excluded from school. Re-admission is dependent upon a decision by a physician, school nurse or public health nurse. In case of doubt, the school physician is consulted.

Parents are informed when a communicable disease occurs in their child's classroom or on the bus so that early signs or symptoms can be observed and appropriate preventive measures can be instituted.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

LEGAL REFS.: ORC 3313.67; 3313.68; 3313.71
3319.321
3707.04; 3707.06; 3707.08; 3707.20; 3707.21; 3707.26

CROSS REF.: JEG, Exclusions and Exemptions from School Attendance

ADMINISTERING MEDICINES TO STUDENTS

Many students are able to attend school regularly only through effective use of medication in the treatment of disabilities or illnesses that do not hinder the health or welfare of others. If possible, all medication should be given by the parent(s) at home. If this is not possible, it is done in compliance with the following.

1. Only employees of the Board who are licensed health professionals, or who are appointed by the Board and have completed a drug administration training program 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.

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

A student is permitted to carry and use an epinephrine autoinjector (epi-pen) to treat anaphylaxis (severe allergic reactions). The right to carry and use an epi-pen 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 epi-pen is permitted only if the student has written approval from the prescriber of the medication and, if a minor, from his/her parent. Written approval must be on file with the principal and, 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.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

LEGAL REFS.: ORC 2305.23; 2305.231
3313.64; 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

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 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 which 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.

Inhalers

In order for a student to possess and use an inhaler, he/she must have written approval from the student's physician and parent or other caretaker. The principal and/or the school nurse must have received copies of these required written approvals.

The physician's written approval must specify the minimum following information:

1. the student's name and address;
2. the name of the medication contained in the inhaler;
3. the date the administration of the medication is to begin;
4. the date, if known, that the administration of the medication is to cease;
5. written instructions which outline the procedures school personnel should follow in the event that the asthma medication does not produce the expected relief from the student's asthma attack;
6. any severe adverse reactions that may occur to the student using the inhaler that should be reported to the physician;
7. any severe reactions that may occur to another student for whom the inhaler is not prescribed, should he/she receive a dose of the medication;
8. at least one emergency telephone number for contacting the physician;

9. at least one emergency telephone number for contacting the parent, guardian or other person having care or charge of the student in an emergency and
10. any other special instructions from the physician.

In no circumstances will the District, any member of the Board or any Board employee be liable for injury, death or loss of person or property when a District employee prohibits a student from using an inhaler because the employee believes, in good faith, that the required written approvals have not been received by the principal. Additionally, liability cannot accrue because the employee permits the use of an inhaler when the employee believes, in good faith, that the written approval(s) have been received by the appropriate authority.

Student possession of an epi-pen is permitted only if the student has written approval from the prescriber of the medication and, if a minor, from his/her parent. Written approval must be on file with the principal and, 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 epi-pen appropriately and has provided the student with training in the proper use of the epi-pen;
5. circumstances in which the epi-pen should be used;
6. written instructions that outline procedures school personnel should follow if the student is unable to administer the medication or the medication does not produce the expected relief from the student's anaphylaxis (allergic response);
7. any severe reaction that:
 - A. the student may experience that should be reported to the prescriber or
 - B. that may occur to another student for whom the medication is not prescribed, if that student receives a dose of the medication;
8. at least one emergency telephone number each for contacting the prescriber and the parent and

9. any other special instructions from the prescriber.

Whenever a student is administered epinephrine at school or at an activity, event or program sponsored by the school or in which the school is a participant, a school employee must immediately request assistance from an emergency medical service provider. Request for medical assistance applies whether the student self-administers the medication or a school employee administers it to the student.

The Board and District employees are not liable in damages in a civil action for injury, death or loss to person or property allegedly arising if:

1. a school employee prohibits a student from using an epi-pen because he/she has a good faith belief that the conditions for carrying and using the medication have not been satisfied;
2. a school employee permits a student to carry and use an epi-pen because of the good faith that the conditions have been satisfied or
3. in instances in which a student is rightfully permitted to carry an epi-pen, the medication is used by a student for whom it was not prescribed.

All immunities granted to schools under the sovereign immunity law or any other law apply.

(Approval date: August 9, 1995)

(Re-approval date: January 15, 1999)

(Re-approval date: February 16, 2005)

(Re-approval date: July 20, 2011)

STUDENT SAFETY

The objectives of safety instruction in the District will include the following:

1. learning how to work and to exercise safety and how to prevent accidents;
2. learning how to care for tools and equipment so as to reduce the possibility of accidents;
3. developing habits of good housekeeping, proper storage and handling of materials and sanitation;
4. becoming familiar with personal protection devices and the proper clothing to be worn for safety purposes;
5. developing skills in the safe use of tools and equipment and
6. learning how to cooperate with others in the promotion and operation of a safety program in the school, on school vehicles and to and from school.

Instruction in courses in industrial technology, science, family consumer science, art, physical education, health and safety includes and emphasizes safety and accident prevention.

Safety instruction precedes the use of materials and equipment by students in the courses listed above, and instructors teach and enforce all safety rules established for the particular courses. These include the wearing of personal protective devices in appropriate situations.

Staff members instruct students not to accept gifts or automobile rides from strangers. Students are also instructed to tell staff members, parents, law enforcement officials or school safety patrols of any suspicious strangers in or around school property.

The Board provides 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.

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, pursuant to law and Board policy, immediately report any suspected signs of child abuse or neglect.

Buildings are inspected annually to detect and remedy health and safety hazards. Staff members shall immediately report to the building administrator any accident or safety hazard he/she detects. The Superintendent is authorized and directed to develop appropriate means for the implementation of this policy.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

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 suspect that a child under 18 years of age or a disabled child under 21 years of age has suffered or is suffering any type of abuse or neglect are required to 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 child abuse prevention, 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's 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: August 9, 1995]

[Re-adoption date: March 25, 1998]

[Re-adoption date: February 16, 2005]

[Re-adoption date: January 9, 2008]

[Re-adoption date: September 17, 2008]

[Re-adoption date: July 20, 2011]

LEGAL REFS.: ORC 2151.011; 2151.421
3313.662; 3313.666
3319.073

CROSS REFS.: EB, Safety Program
EBC, Emergency/Safety Plans
IGAE, Health Education
JFCF, Hazing and Bullying (Harassment, Intimidation and Dating Violence)
JHF, Student Safety

REPORTING CHILD ABUSE

In compliance with Board Policy and State statute, District employees are required to report to the proper legal authorities any sign of child abuse or neglect. The child may suffer from physical abuse and neglect, sexual abuse and/or emotional maltreatment. Basically, physical abuse is the nonaccidental, physical injury of a child; physical neglect is the failure to provide proper parental care, support, medical attention and education for a child. This applies to a student under the age of 18 and physical or mentally disabled students under the age of 21.

In this respect, the following may be considered signs of such abuse or neglect and should be reported immediately:

1. malnutrition and/or basic deprivation;
2. significant history (siblings abused);
3. direct parental threats or admission of abuse or neglect;
4. dental injuries or eye injuries;
5. head injuries;
6. repeated burns or poisoning;
7. scars and bruises in unusually locations (neck, back buttocks, under arms, behind knees, tops and bottoms of feet) and/or
8. injuries reflecting direct blows or use of instruments.

Procedure For Reporting

All suspected cases are to be reported even if documentation is not available. The law provides protection for the reporting staff member who acts in good faith. Staff members may report directly to Children Services, or the appropriate local law enforcement agency.

1. Since it is the responsibility of the social worker and/or law enforcement agency to investigate possible abuse and/or neglect, school personnel should not pressure the child to divulge information regarding any injury or other circumstances surrounding the abuse and/or neglect. The school need not prove that abuse and/or neglect has or is currently occurring.
2. The oral report given to the investigative agency shall include the types of information listed on File JHG-E.

3. The oral report shall be followed within one working day by a written report. A copy of this report shall be sent to the building principal/supervisor. The building principal/supervisor will send the report to the Superintendent.
4. Under section 2151.421 of the Ohio Revised Code, reports of suspected child abuse and/or neglect are confidential. Any person who permits, encourages or disseminates information contained in the report, except in authorized situations is guilty of a misdemeanor of the fourth degree. Copies of child abuse, neglect and/or endangerment forms or related correspondence should not be kept in the child's educational records. Child abuse neglect and/or endangerment reports are considered confidential law enforcement records as defined in Section 149.43 of the Ohio Revised Code and, as such, are excluded from those records accessible to public inspection by the subject of the report. Educational records may not be guaranteed this privilege, and may be open to inspection or copying by the subject of the personal information, his/her legal guardian, or attorney authorized by the subject.
5. The parents or guardians shall not be notified that a report has been made by the school.
6. The building principal should notify principals having siblings in their buildings that the report has been made and that it is possible that the Children Services or a law enforcement officer may be contacting the school to arrange an interview with siblings. Building principals should also inform the child's counselor.

Procedures For Child Interviews

In interviewing a child on school premises by Children Services or a law enforcement officer, the following guidelines must be followed.

1. School personnel shall request identification from any law enforcement officer or Children Services employee prior to allowing the child to be interviewed in the school.
2. The interviewers must obtain school permission to interview the child.
3. The building principal or designee will be present during the interview of the student.
4. The immediate removal of the child from the school premises can be done only with proper legal documents or by a law enforcement officer.

Suspected Abuse By Staff Members

If a staff member is suspected of abuse, his/her supervisor should be notified immediately and the matter kept in strict confidence by the reporting person. The supervisor shall follow the District's due-process procedures for dealing with an employee's real or alleged violation of any law or

District policy. This procedure does not negate the requirement for the reporting person to report the suspect abuse to the proper agency.

(Approval date: August , 20081)
(Re-approval date: July 20, 2011)

5. Action taken by the school:

A. Date and time of call to Children Services:

B. Other:

Signature _____ Date _____

This notice is provided in accordance with ORC 2151.421

CC: Board of Education Office: Superintendent

REPORTING OF CHILD ABUSE

1. Nature and extent of the child's injuries or evidence of neglect or molestation:

2. Describe any evidence of previous know or suspected abuse or neglect to the child's siblings:

3. Names and addresses of the persons responsible for the suspected abuse or neglect, if known:

4. Name, address, telephone number of school and name and position of the person making the report.

5. Action taken by the school:
 - A. Date and time of call to Children Services:

 - B. Other:

Signature _____ Date _____

This notice is provided in accordance with ORC 2151.421

CC: Board of Education Office: Superintendent

NOTIFICATION ABOUT SEX OFFENDERS

Megan's Law requires certain sexual predators and sex offenders to register with the sheriff in the county of their residence. In some circumstances the sheriff notifies the Superintendent that a sexual predator or habitual sex offender has moved into the area.

If the Superintendent receives information from the sheriff concerning a sexual predator or habitual sex offender subject to community notification, the Superintendent disseminates the information regarding the sexual predator or habitual sex offender to employees whose duties include supervision of or responsibility for students. Employees who receive the information are instructed to promptly notify the Superintendent if the sexual predator or habitual sex offender is observed in the vicinity of the school. The Superintendent notifies the local law enforcement agency if, in the judgment of the Superintendent, the presence of the sexual predator or habitual sex offender appears to be without a legitimate purpose or otherwise creates concern for the safety of the students. The law enforcement agency evaluates the situation and takes whatever action it deems appropriate. The law enforcement agency informs the Superintendent of any action taken and may provide advice regarding any additional action which the Superintendent should consider taking.

If the Superintendent receives information from the sheriff concerning a sexual predator or habitual sex offender subject to community notification, the Superintendent may inform parents, guardians and adult students that he/she has received notice that a sexual predator or habitual sex offender is residing within the District and that certain information concerning the offender is public record and is open to inspection at the office of the sheriff with whom the offender has registered.

With juvenile sex offenders, the Superintendent's notification duties are the same as with adult offenders. The Superintendent provides a copy of the county sheriff's sexual offender notice to his/her staff so that they are aware of the juvenile offender's information and photograph. The Superintendent must then notify parents that the school has received notice that a juvenile sex offender is attending school (or if an adult offender, working or attending school) in the District, and direct parents who want more information to the county sheriff's office.

If the Superintendent receives information from the sheriff concerning a sexual predator or habitual sex offender subject to community notification, he/she shall not release any other information and shall direct any inquiries to the office of the sheriff with whom the offender has registered.

[Adoption date: March 25, 1998]

[Re-adoption date: February 16, 2005]

LEGAL REFS.: 42 USC 14071
ORC Chapter 2950, Section 149.43
2151.02; 2151.355; 2152.83; 2152.84
OAC Chapter 109:5-2

CROSS REF.: GBQ, Criminal Record Check

EMPLOYMENT OF STUDENTS

Students' school responsibilities are to take precedence over nonschool-related jobs. If students need to work while attending school, they are cautioned against assuming work commitments that interfere with their studies and achievement in school. Opportunities for employment are provided through work-experience programs and other employers in accordance with the following provisions for obtaining 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 law, the Superintendent/designee is responsible for processing requests for and issuing work permits as necessary. Employment must meet all legal requirements pertaining to jobs suitable for minors. 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

Part-time and summer jobs may be open to students commensurate with their abilities and the needs of the school for student help. The Board also authorizes the District to provide cooperative work-experience programs.

The Board approves appointments and establishes pay rates. These rates comply with requirements of the minimum wage law.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

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

STUDENT GIFTS AND SOLICITATIONS

There are differences in the economic status of families represented by the students in the District, and the Board wishes to avoid any embarrassment to students or hardship on families which lack financial resources. The Board does not wish to burden the community with numerous, repeated solicitations by the students.

The following guidelines are in effect.

1. Teachers discourage gifts from students. Notes of appreciation are appropriate.
2. Charity or general solicitations from students are permitted only after the Superintendent has given written approval. The Superintendent annually approves all solicitations which are permitted in the schools.
3. There is no solicitation of money from local industry, businesses, District residents, parents or by any school organization without the approval of the Superintendent. All solicitations and fund-raising activities by student groups must be in compliance with the District's policy on student fund-raising activities.
4. When the graduating class wishes to present a gift to the school, it is encouraged to donate the balance of the class fund to a school service project, the school scholarship fund or to present a gift that has long-lasting benefit to all students in the District.
5. Permission is never given for the school to sponsor nonschool fund-raisers or to provide for student involvement in such activities.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

LEGAL REF.: ORC 3313.20

CROSS REFS.: GBI, Staff Gifts and Solicitations
IGDF, Student Fund-Raising Activities
KI, Public Solicitations in the Schools
KJ, Advertising in the Schools

STAFF-STUDENT RELATIONS

The relationship between the teacher and the student should be one of cooperation, understanding, and mutual respect. The teacher has a responsibility to provide an atmosphere conducive to learning, and to motivate each student to perform to his/her capacity.

The teacher will strive to secure individual and group discipline, and should be treated with respect by the students. Teachers should extend to students the same respect and courtesy which they, as staff members, have a right to demand.

Although it is desired that teachers have a sincere interest in students as individuals, partiality must be avoided and teacher-pupil friendship must be on a teacher-pupil basis. Excessive informal and social involvement with individual students gives rise to charges of partiality and excessive personal involvement. Such friendships are not compatible with professional ethics.

Teachers are expected to use good judgment in their relationships with students outside the classroom. The following guidelines are meant to provide direction with regard to staff-student relations.

1. Staff members are expected to regard each student as an individual and to accord each the rights and respect due any individual. Neither insults, disparaging names, nor sarcasm will be used as a way of forcing compliance with a staff member's requirements or expectations.
2. Students are expected to regard staff members as individuals, employed to direct learning. Students will be required to respect the rights of staff members and other students. No students will have the right to interfere with the efforts of instructional staff to coordinate or assist in learning, to disseminate information for purposes of learning or to otherwise impede the instructional program.
3. We believe that students and staff members should interact with each other in an open and positive fashion. However, there must be maintained a certain distance in order to preserve the businesslike atmosphere that is necessary to achieve the educational mission of the school. Teachers should be addressed as Mr., Miss, Mrs. or Ms. on all occasions by students. In turn, teachers should address students by their first names and extend to them the same respect and courtesy which staff members have a right to demand.
4. In recognition of the fact that sexual harassment (verbal or physical) may create a psychologically harmful atmosphere, inhibit performance, undermine the integrity of the staff-student relationship, and constitute a form of illegal sex discrimination, the Board prohibits all forms of inappropriate sexual remarks or conduct between staff and students of the District.

Incidents of sexual harassment should be reported to the appropriate administrator or supervisory personnel in accordance with established grievance procedures.

5. Pursuant to the laws of the state, all employees shall immediately report to the proper legal authorities any sign of suspected child abuse or neglect.
6. Student questions regarding a personal problem relating to sexual behavior, substance abuse, mental or physical health and/or family relationships should be referred to a guidance counselor or building administrator. Under no circumstances should an employee attempt to diagnose or treat the student's problem or behavior unless he/she is a guidance counselor or administrator. At the appropriate time, parents should be informed of the matter.
7. Information concerning a child in school, other than directory information, is confidential under Federal and State laws. Any employee who shares confidential information with another person not authorized to receive the information may be subject to discipline and/or civil liability. This includes, but is not limited to, information concerning assessments, ability scores, grades, behavior, family background and alleged child abuse.
8. An employee should not associate with students at any time or in any situation or activity which could be considered as "inappropriate" (i.e. dating; involve the presence/use of alcohol, drugs, tobacco; sexually-oriented; outside the realm of professional; etc.). Any such conduct with a student by an employee of the District can subject the offender to criminal liability and discipline up to and including termination of employment.
9. In recognition of the fact that racial, ethnic, gender, or sexual harassment (verbal or physical) may create a psychologically harmful atmosphere, inhibit performance, undermine the integrity of the school-student relationship, and constitute a form of illegal discrimination, the Board prohibits all forms of racial, ethnic, sex or sexual remarks or conduct between employees and students of the District. Incidents of harassment are to be reported to appropriate administrative or supervisory personnel in accordance with established procedures. Harassing behavior toward students by employees will be viewed as constituting a violation of State and Federal statutes which could be cause for termination of employment.

Social Networking Websites

1. District staff who personally participate in social networking websites are prohibited from posting data, documents, photographs or inappropriate information on any web-site that might result in a disruption of classroom activity. The Superintendent/designee has full discretion in determining when a disruption of classroom activity has occurred.

2. District staff is prohibited from providing social networking website passwords to students.
3. Fraternalization between District staff and students via the Internet, personal e-mail accounts, social networking websites and other modes of virtual technology is also prohibited.
4. Access of social networking websites during school hours is prohibited.

Violation of the prohibitions listed above will result in staff and/or student discipline in accordance with State law, Board policies and regulations, the Student Code of Conduct and/or staff negotiated agreements. Nothing in this policy prohibits District staff and students from the use of education websites.

[Adoption date: March 25, 1998]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

LEGAL REFS.: ORC 2151.421
2907.3(A),
3313.20
3319.16; 3319.081(C); 3319.327
Family Educational Rights and Privacy Act; 20 USC Section 1232g

CROSS REFS.: GBCA, Staff Conflict of Interest
GBCB, Staff Conduct
GBI, Staff Gifts and Solicitations
JFC, Student Conduct (Zero Tolerance)
JHG, Reporting Child Abuse
JL, Student Gifts and Solicitations
JO, Student Records
KBA, Public's Right to Know
Student Handbooks

CONTRACT REFS.: Certificated Staff Negotiated Agreement
Classified Staff Negotiated Agreement

STUDENT FEES, FINES AND CHARGES

Materials Fees

Students enrolled in District schools are furnished basic textbooks without cost. However, a fee for consumable materials and supplies used in the instructional program is established at the beginning of each school year and may vary as the cost of materials and supplies fluctuates. Such fees are to be deposited in the rotary operating funds of the Board to defray the cost of the materials and supplies.

The Board directs the Superintendent/designee to prepare a schedule of fees for materials to be used in courses of instruction and a schedule of charges that may be imposed for damage to school property.

The District does not charge students eligible for free lunch under the National School Lunch Act or Child Nutrition Act a fee for any materials needed to participate fully in a course of instruction. 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.

The late return of borrowed books or materials from the school libraries is subject to appropriate fines.

All fines collected are sent to the Treasurer for deposit in the general fund of the Board.

Collection of Student Fees and Fines

The administration may establish regulations for the collection of student fees and fines.

Grades and credits are not made available to any student, graduate or to anyone requesting same on his/her behalf until all fees and fines for that student have been paid in full. Participation in extracurricular field trips may not be permitted unless payment has been received. Students will be prohibited from participating in commencement exercises unless payment has been received.

The criteria utilized for the determination of financial need will be eligibility for free or reduced lunch through the District's food services program. A waiver of confidentiality (free/reduced lunch program form) must be completed before a student's fee will be waived or reduced.

Collection Process

1. The principal will advise parents of fees due at the beginning of the school year.
2. A payment schedule may be arranged at the building level.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

LEGAL REFS.: National School Lunch Act of 1946, 42 USC 1751
Child Nutrition Act of 1966, 42 USC 1771
ORC 3313.642
3329.06

CROSS REFS.: IGCB, Experimental Programs
IGCD, Educational Options (Also LEB)

STUDENT RECORDS

In order to provide students with appropriate instruction and educational services, it is necessary for the District to maintain extensive educational and personal information. It is essential that pertinent information in these records be readily available to appropriate school personnel, be accessible to the student's parent(s) or the student in compliance with law, and yet be guarded as confidential information.

The Superintendent is responsible for the proper administration of student records in keeping with state law and federal requirements and the procedures for the collection of necessary information about individual students throughout the District.

Upon request, all records and files included in the student's cumulative file are available to parent(s) or the student (if he/she is over 18 years of age). This request must be in writing and is granted within seven calendar days. No records are to be removed from the school. A principal, teacher or other qualified school personnel must be present to explain any of the tests or other material.

All rights and protections given to parents under law and this policy transfer to the student when he/she reaches age 18 or enrolls in a postsecondary school. The student then becomes an "eligible student."

The District provides notice to parents and eligible students annually, in accordance with the procedures set forth under administrative regulations, of the rights held by parents and eligible students under law and this policy. It is the intent of the District to limit the disclosure of information contained in the student's education records except:

1. by prior written consent;
2. as directory information and
3. under other limited circumstances, as enumerated under administrative regulations.

The following rights exist:

1. the right to inspect and review the student's education records;
2. the right, in accordance with administrative regulations, to seek to correct parts of the student's education records, including the right to a hearing if the school authority decides not to alter the records according to the parent(s)' or eligible student's request;
3. the right of any person to file a complaint with the U.S. Department of Education if the District violates relevant federal law, specifically the Family Educational Rights and Privacy Act (FERPA) and

4. the right to acquire information concerning the procedure which the parent(s) or eligible student should follow to obtain copies of this policy, the locations from which these copies may be obtained, as well as any fees to be charged for such copies. *(See administrative regulations.)

The District proposes to designate the following personally identifiable information contained in a student's education records as "directory information."

1. student's name;
2. student's address;
3. student's date and place of birth;
4. participation in officially recognized activities and sports;
5. student's achievement awards or honors and
6. student's weight and height, if a member of an athletic team.

The above information may be disclosed without prior written consent, except when the request is for a profit-making plan or activity. Student records that consist of "personally identifiable information" generally are exempt from disclosure. Student directory information, however, is released unless the parents have affirmatively withdrawn their consent to release in writing.

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 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 (e.g., transfers to another school district or to comply with judicial order or subpoena or where warranted, in a health or safety emergency, etc.).

The District maintains, in accordance with administrative regulations, an accurate record of all requests to disclose information from, or to permit access to, a student's education records and of information disclosed and access permitted.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
Family Educational Rights and Privacy Act; 20 USC Section 1232g
Health Insurance Portability and Accountability Act; 29 USC 1181 et seq.
ORC 149.41; 149.43
1347.01 et seq.
3317.031
3319.32; 3319.321; 3319.33
3321.12; 3321.13
3331.13

CROSS REFS.: AFI, Evaluation of Educational Resources
IL, Testing Programs
KBA, Public's Right to Know
KKA, Recruiters in the Schools

STUDENT RECORDS

In accordance with the Family Education Rights and Privacy Act of 1974, the Board provides the following information, informing you of: 1) the need to have a student records policy; 2) access to and release of information in (your, your son's, your daughter's, your ward's) record; 3) the contents of the records; 4) your right to obtain a copy of this record; 5) the procedure to amend a record; 6) the location and maintenance of records and 7) the right of waivers.

1. It is the Board's desire to protect the privacy of student records. Therefore, a policy was established by the Board to establish procedures for the review and release of information contained in the student records.
2. The parent of a student, guardian, or an eligible student (18 years of age or older) may request to inspect and review the student's records. Upon furnishing proper identification, the opportunity to inspect and review the records will be afforded to the parent, guardian or eligible student.

The law prohibits the release of student records except under the following circumstances:

- A. "in-house" use by educational personnel who have legitimate educational interests. Educational personnel whose responsibility is related to the student's program of studies, assessment of special needs, administration or supervision of such student or program, shall be considered to have legitimate educational interest in said records without securing written consent;
- B. transfers to other schools where the student is to enroll if parents are notified in advance and have an opportunity to receive a copy of and challenge the record;
- C. compliance with judicial order or subpoena;
- D. officials of the state or any of its political subdivisions, any court, or the federal government may have access to records;
- E. information may be released in connection with a student's application for or receipt of financial aid;
- F. in health and safety emergencies if knowledge of the information is necessary to protect the health or safety of the student or other individuals and
- G. any uses other than those listed above require written parental consent specifying the records to be released, to whom they are to be released, the reason for release and an opportunity for the parents to obtain a copy of the records if desired.

The law prohibits the release of information to any person or group for use in a profit-making plan or activity.

3. Contained within (your, your son's, your daughter's, your ward's) records is/are the following:
 - A. directory information - name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, the most recent previous educational agency or institution attended, degrees and awards received and other similar information and
 - B. nondirectory information - scholastic records; achievement test scores; financial data or family background information; health data on the student beyond that in A; disciplinary actions; verified reports of serious or recurrent behavior patterns; reports by staff specialists (speech therapist, etc.); reports from outside agencies (psychological assessments, etc.) attendance date; interest inventory results, etc.

Items in Group A (directory information) may be released without obtaining your written consent. If you do not want this information released, contact us within 45 days. Items in Group B (nondirectory information) will not be released to any third party, excluding the circumstances found in number 2, without your written consent, only on the condition that it may not be transmitted or made available to any third party.

4. You may obtain a copy of or review (your son's, your daughter's, your ward's) records by contacting the Superintendent at the Edison Schools' office.
5. If upon inspection you believe the information contained in the record is inaccurate or misleading or violates the student's privacy or other rights, you should contact the Superintendent and request the records be amended.

The Board shall decide whether to amend the educational records of the student in accordance with your request. You will be notified within a reasonable period of time.

If the Board elects not to amend the record in accordance with your request, you will be notified of the procedure to secure a hearing to contest the decision. The hearing shall be conducted informally and you will be afforded the opportunity to present data, evidence and opinions in support of your position.

The Board shall make its decision in writing within a reasonable period of time after the conclusion of the hearing. You have the right to place a statement in the student's file outlining your disagreement in the record.

6. (Your son's, your daughter's, your ward's) record(s) is/are located in the office of the principal of the school of attendance. After graduation or withdrawal the records are located in the office of the Superintendent. A record of disclosure or information is also kept there.

7. (Your son, your daughter, your ward) may waive his/her right to access or any rights if the waiver is in writing.

ANNUAL NOTIFICATION OF RIGHTS

Student Records

The Board designates the following categories of personally identifiable information as directory information: name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, the most recent previous educational agency or institution attended, degrees and awards received and other similar information. The parent of the student or the student of majority age has the right to refuse to permit the designation of any or all of the categories of personally identifiable information with respect to that student as directory information and has 45 days following notification of adoption of this policy to inform the Superintendent that the information is not to be released.

In accordance with the Family Education Rights and Privacy Act of 1974, the nondirectory information will not be released to any third party, excluding administrative use, without written consent of the appropriate individual. "Annual Notification" outlining the details of the Rights and Privacy Act will be drawn up and made available for general circulation.

GUIDELINES

Student Records

1. Student records and related information shall be held to be private. Only such school personnel who have an educational need or those given permission by the student, if emancipated, or his/her parent or guardian shall have access to information about a student. No access to such records and related information shall be permitted except as outlined below.
 - A. "Directory" information, after the proper public notice has been given, shall be released at the discretion of the administration. This information includes the following: the student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received and the most recent previous educational agency or institution attended by the student.
 - B. School officials including teachers are permitted access as necessary to carry out the school's educational function.
 - C. Information may be released to other schools or school systems in which the student intends to enroll. (See Paragraph 3, A, below.)

- D. Specified state and federal officials may have access to student information as provided by law or administrative regulation.
 - E. Information may be released in connection with a student's application for or receipt of financial aid except that information respecting the parents' financial records shall not be released to a student regardless of his/her age.
 - F. Student records and related information will be released in compliance with judicial order or pursuant to any lawfully issued subpoena, upon condition that parents and the students are notified of all such orders or subpoenas in advance of the compliance. (See Paragraph 3, B below.)
 - G. Records shall be released to accrediting organizations in order to carry out their accrediting functions.
 - H. Specified records will be released in certain medical emergencies.
 - I. Except as outlined above, no student records or related information shall be released to any individual, group, organization or agency, except with the written consent of the student's parents which shall include a specification of the records to be released, the reason for such release and to whom they are to be released. If desired, the student's parents may request a copy of the records to be released. Student records and related information shall be transferred to a third party only on the condition that such party will not permit any other party to have access to such information without the written consent of the parents or the student if above the age of majority.
 - J. Except as provided in Sections 1B, 1C, 1E, 1F and 1H, all persons, agencies and organizations desiring access to the records of a student shall be required to sign a written form which shall be kept permanently with the file of the student indicating specifically the legitimate educational or other interest that each person, agency or organization has in seeking this information. Such forms shall be held for inspection only by the parents or student or appropriate school officials.
2. Parents shall have the right to inspect and review official student records and related information upon written request to the principal of the building to which the student is assigned. An appointment for the review of the records will be made at a mutually convenient time as soon after the receipt of the written request. The review will be conducted in a private setting in the presence of the principal or his/her designated representative. Other school personnel as may be desirable for interpretation of information will be made available at that time or at a convenient time in the future. No material may be removed, modified or added to the file except in accordance with current procedures or as a result of a hearing as described below.

Parents shall have an opportunity for a hearing, to challenge the contents of their child's school records, to ensure that the records are not inaccurate, misleading or otherwise in violation of the privacy or other rights of students, and to provide an opportunity for the correction or deletion of any such inaccurate, misleading or otherwise inappropriate data contained therein. Such hearings shall be requested in writing of the

Superintendent. Such a hearing will be held as soon after receipt of the written request for the hearing as possible but in no event later than 45 days following the date of receipt. The hearing will be conducted by the Superintendent or his/her designated hearing officer. The hearings shall be conducted informally and the parent will be afforded the opportunity to present data, evidence and opinions in support of his/her position. For the purpose of the hearing, copies of the record in question will be provided the parent at the parent's expense. The hearing officer shall have the right to summon such school personnel as may be necessary to provide information and data to arrive at a fair and impartial decision in the matters at question. The findings of the hearing officer shall be reduced in writing and forwarded to the parties involved.

3. Parents shall be notified of requests for transfer of student records in the following circumstances:
 - A. transfer of student records to officials of other schools or school systems in which the student intends to enroll and
 - B. release of student records in compliance with a judicial order or pursuant to any lawfully issued subpoena.
5. Whenever a student reaches the age of 18 or becomes legally emancipated or is attending an institution of postsecondary education, the permission or consent required of and the rights accorded to the parents of the student shall thereafter only be required of and accorded to the student. However, parents of a dependent student, as defined in Section 152 of the IRS Code of 1954, shall still have all rights of access to said student's records as afforded otherwise by law.
6. Student records shall contain only the data required by appropriate state and federal law and administrative regulations, such data and information as are needed to enhance the student's education and such data needed for appropriate educational programming.

(Approval date: August 9, 1995)

(Re-approval date: February 16, 2005)

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 least annually at the beginning of the school year that their children may be involved in Board-approved third party surveys. The school must also give the 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 or the student's family, "potentially embarrassing to the student or family";
3. sex behavior or attitudes;
4. illegal, antisocial, self-incriminating or demeaning behavior;
5. critical appraisals of other individuals with whom respondents have close family relationships;
6. legally recognized privileged or analogous relationships, such as those of lawyers, physicians and ministers;
7. religious practices, affiliations or beliefs of the students or student's parent, or
8. income (other than that required by law to determine eligibility for participation in a program and/or for receiving financial assistance under such program).

Parents have 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 program.

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: February 16, 2005]

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

SECTION K: SCHOOL-COMMUNITY RELATIONS

KA*	School-Community Relations Goals
KAA	School-Community Relations Priority Objectives
KB	Public Information Program
KBA*	Public's Right to Know
KBB	School-Sponsored Information Media
KBC	News Media Relations
KBCA*	News Releases
KBCB	News Conferences and Interviews
KBCC	News Media Services at Board Meetings (Also BDDI)
KBCD*	Broadcasting and Taping of Board Meetings (Also BDDJ)
KBCE	Sports and Special Events News Coverage
KBD	Speaker Services
KBE*	Tax Issues (Also FD)
KBF	Use of Students in Public Information Program
KC*	Community Involvement in Decision Making (Also ABA)
KD*	Public Participation at Board Meetings (Also BDDH)
KE	Staff Participation in Community Activities (Also GBF)
KF*	Community Instructional Resources (Also IIC)
KFA	Special Interest Materials (Also IIAD)
KG*	Community Use of School Facilities (Equal Access)
KGA	Public Sales on School Property
KGB*	Public Conduct on School Property
KGC*	Smoking on District Premises
KH*	Public Gifts to the Schools
KI*	Public Solicitations in the Schools
KJ*	Advertising in the Schools
KK*	Visitors to the Schools
KKA*	Recruiters in the Schools
KL*	Public Complaints
KLA	Public Complaints About Policies
KLB*	Public Complaints About the Curriculum or Instructional Materials

SECTION K: SCHOOL-COMMUNITY RELATIONS
(continued)

KLC	Public Complaints About Facilities or Services
KLD*	Public Complaints About School Personnel
KM	Relations with Community Organizations
KMA*	Relations with Parent Organizations
KMB*	Relations with Booster Organizations
KMC	Relations with Neighborhood Associations
KMD	Relations with Religious Organizations
KME	Relations with Youth Organizations
KMF	Relations with Private Social Service Organizations
KMG	Relations with Business Organizations
KMH	Relations with Labor Organizations
KMI	Relations with Political Organizations
KMJ	Relations with Indian Tribal Councils
KN	Relations with Governmental Authorities
KNA	Relations with Local Governmental Authorities
KNAA	Relations with Fiscal Authorities
KNAB	Relations with Taxation Authorities
KNAC	Relations with Election Authorities
KNAD	Relations with Anti-Poverty Authorities
KNAE	Relations with Housing Authorities
KNAF	Relations with Health Authorities
KNAG	Relations with Welfare Authorities
KNAH	Relations with Parks Authorities
KNAI	Relations with Recreation Authorities
KNAJ	Relations with Police Authorities
KNAK	Relations with Fire Authorities
KNAL	Relations with Civil Defense Authorities
KNAM	Relations with Environmental Authorities
KNAN	Relations with Planning Authorities
KNAO	Relations with Zoning Authorities
KNB	Relations with County Governmental Authorities
KNC	Relations with State Governmental Authorities
KND	Relations with Federal Governmental Authorities

*Indicates Board policies included in this manual

SCHOOL-COMMUNITY RELATIONS GOALS

Schools belong to the public, and the public is entitled to be informed about the operations of the school system. Schools operate best when they have a positive relationship with the community in which the citizens can make known their desires, and the Board can make known its plans and actions. It is the responsibility of every member of the District staff to promote good school-community relations. The school-community relations program of the District is directed by the Superintendent and will be 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: August 9, 1995]

[Re-adoption date: February 16, 2005]

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 when parents have affirmatively withdrawn their consent to release in writing. Student records that consist of "personally identifiable information" generally are exempt from disclosure.

All records responsive to the request are made available in a reasonable period of time. The District makes the requester aware of any information that is exempt from disclosure requirements by notifying the requester of any redacted information or by making redactions in a plainly visible manner. If a public records request is denied, the District provides an explanation with legal authority for the denial of the request. This explanation is provided in writing if the request is made in writing or if the Superintendent/designee determines written explanation is necessary.

The Superintendent/designee transmits the information sought by mail or by any other means of delivery requested, if the method is reasonably available. The number of mail requests sent to any one person may be limited to 10 a month unless the person certifies, in writing, that neither the records nor the information in them will be used for commercial purposes.

A fee may be charged for copies and/or delivery. The District may require the fee charged for copies and/or delivery be paid in advance.

The Board's public records policy is posted in a conspicuous location in the central office and in all other District buildings and employee handbooks provided by the District. The policy is distributed directly to the records custodian and receipt of the policy by the custodian is acknowledged. A copy of the records retention schedule is maintained and readily available to the public in the central office.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

LEGAL REFS.: Family Educational Rights and Privacy Act; 20 USC, Section 1232g
ORC 121.22
149.43
3319.321
OAC 3301-35-03; 3301-35-04

CROSS REFS.: BDC, Executive Sessions
BDDG, Minutes
GBL, Personnel Records
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 problems. The Superintendent will develop procedures to provide wide coverage and to coordinate publicity into a common effort and purpose.

While it is impossible to know how news releases will be treated by the press, efforts should be made to obtain coverage of school activities which will adhere to the professional and responsible image of the District.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

LEGAL REFS.: ORC 3315.07
OAC 3301-35-03; 3301-35-04

CROSS REFS.: BCB, Board Officers
EBC, Emergency/Safety Plans

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 which 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 which 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: August 9, 1995)

(Re-approval date: February 16, 2005)

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. Photographing, broadcasting and recording meetings are permitted only when all parties involved have been informed that cameras, broadcasting and/or recording devices are being used.
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: February 16, 2005]

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

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

TAX ISSUES

The Board examines financial needs in advance of any levy or bond elections. The Board provides the public with information on school building needs and on levy and bond elections. It does not use District funds to promote approval of school-related tax issues.

Tax reduction factors are considered in coordination with the sexennial property appraisal in affected district counties. In considering a potential tax issue, the Board examines all legal options to obtain additional revenue.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

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 REF.: FL, Retirement of Facilities

COMMUNITY INVOLVEMENT IN DECISION MAKING

Community participation in the affairs of the schools is important if the District and the community are to maintain mutual confidence and respect and work together to improve the quality of education for students. The Board endeavors to identify the wishes of the community and to be responsive to those wishes.

All citizens are encouraged to express ideas, concerns and judgments about the schools to the school administration, the staff, to any appointed advisory bodies and to the Board.

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

1. clarifying general ideas and attitudes held by residents in regard to the schools;
2. developing Board policies under which the school system is to be managed;
3. establishing administrative arrangements and regulations designed to help implement these policies;
4. determining the purposes of courses of study 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. solving a specific problem or set of closely related problems about which a decision must be made.

The Board gives consideration to the advice they receive from individuals and community groups interested in the District. Final authority for all decisions rests with the Board.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

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
BCFA, Business Advisory Council to the Board
BCFB, Family and Civic Engagement Committee
FL, Retirement of Facilities
IF, Curriculum Development

PUBLIC PARTICIPATION AT BOARD MEETINGS

All meetings of the Board will be open to the public.

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

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

Agendas will be distributed to all those who attend Board meetings. The section on the agenda for public participation will be marked with an asterisk. Noted at the bottom of each agenda will be a short paragraph outlining the Board's policy on public participation at Board meetings.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

LEGAL REFS.: ORC 121.22
3313.20

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

PUBLIC PARTICIPATION AT BOARD MEETINGS

Residents of the school community may bring an issue to the attention of the Board following the discussion of the topics listed on the prepared agenda of a Board meeting or by letter.

Questions of inquiry or statements of concern may also be addressed to any District and/or building administrator.

Presentation Before the Board of Education

The President of the Board will recognize persons requesting to be heard. If the topic to be discussed is not on the Board agenda, it will be discussed under Miscellaneous. If the topic is on the agenda, members of the audience may request time to speak following the introduction of the topic by a member of the Board. Individuals wishing to speak are asked to adhere to the following procedures.

1. Individuals must be recognized by the President of the Board.
2. The speaker is asked to state his/her name and address. Remarks must be addressed to the Board as a group.
3. It shall be in order for Board members to ask the speaker questions or to make comments in order to clarify the discussion.
4. Generally speaking, individuals will be recognized to speak once on a given topic.
5. Specific time limits will be imposed by the Board President, but will vary depending on the nature of the topic and the number of speakers.

It is suggested, although not required, that residents who wish to discuss topics not on the prepared agenda notify the Superintendent and/or Board President of the topic no later than Friday preceding the Board meeting.

(Approval date: August 9, 1995)

(Re-approval date: February 16, 2005)

COMMUNITY INSTRUCTIONAL RESOURCES

Helping each student develop to his/her full potential and to become a citizen contributing to the welfare of this community are important objectives of the District's educational program. The Board will encourage administrative and instructional personnel to rely on the community as one of the educational resources. The administration will direct a community instructional resource program designed to involve the citizens, institutions and environment of our community in the education of its children.

The Superintendent has supervisory control over the community resources program, which includes the school volunteer service. Members of the staff and of the community are encouraged to offer their ideas and services through the channels which the administration develops.

The Superintendent reports to the Board on the involvement and effectiveness of the community resources program.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

LEGAL REFS.: ORC 3315.07
OAC 3301-35-02; 3301-35-04; 3301-35-06

CROSS REFS.: GBQ, Criminal Record Check
IICC, School Volunteers

COMMUNITY USE OF SCHOOL FACILITIES
(Equal Access)

Although the basic purpose of public school facilities is to provide the youth of the community a sound educational program, the complete function of education is not achieved until the school facilities are made to serve the entire community. To accomplish this objective, when school facilities 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 facilities for auxiliary, educational, recreational, cultural, civic, social, religious or other Board-approved purposes.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

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)

All buildings and grounds in conjunction with that building shall be under the immediate supervision of the principal in charge of the building. The principal will interpret and administer the rules and regulations of the Board that pertain to the buildings and grounds. The principal may delegate supervisory authority of the building or grounds to other members of his/her staff. Such other members will then be directly responsible to the principal.

The District school buildings shall be available upon application of a responsible organization, or of a group of citizens, for use as social centers for the entertainment and education of the people and for discussion of all topics tending to the development of personal character and of civic welfare and for religious exercises.

A custodian may be required to be on duty when the facility is in use and to ensure that utilities such as heating, lighting and ventilating equipment are available and functioning properly. The custodian will also be responsible for ensuring that the school property is not subjected to misuse or abuse. A cafeteria employee may be required if the kitchen is used extensively. A staff member may be required, at the discretion of the principal, when athletic equipment, facilities and materials are used. The principal will decide the amount of police protection necessary.

There will be no charge for custodial services if the use of the facility occurs during the time when a custodian is regularly on duty and such use does not require extra custodial services that have a major effect on the normal workload. If a custodian, cafeteria employee or staff member is called upon to work other than their regularly scheduled time, the group or organization using the building will be required to reimburse the school for the actual amount of wages and supplementary benefits paid to the employee. Police will be reimbursed directly by the organization or group.

There will be no charge for utilities if the area of the facility used and the time of use are such that no additional utilities are used. If additional utilities are required, the cost of said utilities will be calculated on the basis of rates in effect at the time of use, and the group or organization using the facility will be required to reimburse the school for the actual amount of the calculated utility cost.

If any group or organization that is based outside of the District wishes to use the buildings or facilities for an activity that involves people who live outside the District, there will be a fee in addition to the above-named costs. Such fee is charged to offset the deterioration to buildings and the wear of equipment caused by use. Such fees will be as follows:

	<u>Milan</u>	<u>Berlin</u>	<u>Edison</u>
Gym	\$ 75	\$ 75	\$ 100
Dining Room	50	50	75
Kitchen	75	75	100
1 Classroom	25	25	25
Theatre			100
Athletic Field	50	50	100

If any individual, group or organization that is entirely nonschool-related wishes to use the facilities for a profit-making enterprise, a fee will be charged in addition to the above-named costs. Such fee will be no more than 25 percent of gross gate receipts.

The Board may waive the charge for services up to eight hours per day, or a total of 16 hours for a single event, upon application by an educational, civic or religious group. Granting of such waivers will be at the discretion of the Board. This special provision will be available only for use of the buildings for nonprofit activities which are open to everyone in the District and which, in the opinion of the Board, would benefit many of the residents of the District.

Applications for use of school facilities shall be made in writing by filling out the application form which can be obtained from any principal's office or the Board office. Such application should be filed with the principal in charge of the facility being sought 30 days prior to the use date. The principal will have authority to approve or disapprove requests which do not involve a waiver of fees.

If the application includes a request for waiver of charge, such application and request must be filed no later than one week prior to the regular Board meeting that precedes the date of use.

The Board encourages the community use of school facilities. It is necessary, however, to ensure that such use does not interfere with the regular school purposes, impose undue burden upon personnel or strain the limited funds allotted for building services and maintenance; therefore, specific regulations have been established.

Conditions Governing Use of School Facilities

1. An employee of the Board must be on duty whenever a school building or school stadium is used by an organization or group.
2. No building is used for commercial or personal gain unless it involves the enrichment of the existing District student programs.
3. No building is used for any fund-raising activity unless the proceeds are for approved charitable, educational, character-building or other community welfare purposes.

4. Out-of-school groups do not begin with their activities until school is dismissed in the afternoon and the students have left the building.
5. No group will, under any circumstances, tamper with any electrical or heating controls.
6. The kitchen is not used by any group unless arrangements are made to have one of the regular food service workers present.
7. There is no smoking on District property or grounds.
8. 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 which might be done to any property, equipment or grounds.
9. The procedure for use of the football stadium follows the conditions outlined for the use of the buildings. Special emphasis is given to providing sufficient law enforcement protection and adult supervision.
10. School-sponsored student groups must have a teacher or Board approved advisor or Board approved volunteer present at the activity. Nonschool-sponsored student groups should have a teacher present or an adult approved by the Superintendent.
11. Groups which use school facilities should possess liability insurance.

Use of Special Equipment

Arrangements for the use of special equipment such as projectors, pianos, public address systems, scoreboard controls or other equipment belonging to a school must be made with the Superintendent at the time application is filed. The use of kitchen equipment for food preparation and sanitizing of dishes, utensils and tableware requires the assignment of a food service worker.

School equipment must be carefully maintained, accounted for and properly used since it involves a considerable expenditure. It is a general policy not to loan school equipment to outside groups. An exception may be made if a staff member accompanies the group and operates the equipment and the request is approved by the Superintendent.

(Approval date: August 9, 1995)
(Re-approval date: February 16, 2005)
(Re-approval date: July 20, 2011)

PUBLIC CONDUCT ON SCHOOL PROPERTY

All persons on District grounds are expected to abide by applicable laws, local ordinances, Board policies 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 employees of the schools or students at any time. This prohibition is extended to all athletic officials, coaches and athletes in the District and all visiting teams.

Unless otherwise permitted by law, no person is permitted to bring deadly weapons or dangerous ordnance 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.

Whoever violates the above policy and building regulations will be asked to leave the property by whoever is in charge. Should that person refuse, the 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 of Ohio and local ordinances.

Good Conduct and Sportsmanship

The Board recognizes the value of cocurricular and extracurricular activities in the educational process and the values that young people develop when they have the opportunity to participate in an organized activity outside of the classroom.

Students and adults participating in cocurricular and extracurricular activities are expected to demonstrate responsible behavior and good conduct. The Board encourages the development and promotion of sportsmanship in all phases of the educational process, including athletics and all other cocurricular and extracurricular activities. Rules are posted at the entryways to all athletic events for all participants and spectators to review.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

LEGAL REFS.: Gun-Free Schools Act; 20 USC 8921
ORC 2903.13; 2903.22
2911.21
2917.11
2923.1212; 2923.122
3313.20(A)

CROSS REFS.: GBCB, Staff Conduct
IGD, Cocurricular and Extracurricular Activities
JFC, Student Conduct (Zero Tolerance)
KG, Community Use of School Facilities (Equal Access)
KGC, Smoking on District Property
KK, Visitors to the Schools

SMOKING ON SCHOOL PREMISES

The Board is dedicated to providing a healthy, comfortable and productive environment for its staff, students and citizens. The Board recognizes that smoking and tobacco products can be hazardous to the health and safety of both the smoker and the nonsmoker; therefore, the Board prohibits the use of all tobacco products 24 hours a day in all District-owned, leased or contracted buildings where routine or regular preschool, kindergarten, elementary, secondary or library services are offered to children. In addition, the Board prohibits the use of all tobacco products 24 hours a day in all District-owned or leased buildings, and vehicles or on District grounds.

This policy is posted on all of the entryways into all District buildings and in school-owned and leased buildings.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

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, Tobacco Use on District Property by Staff Members
JFCG, Tobacco Use by Students
KGB, Public Conduct on District Property

PUBLIC GIFTS TO THE SCHOOLS

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 which reduce the cost or hasten the completion are welcome.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

LEGAL REFS.: ORC 9.20
3313.36; 3313.47

CROSS REFS.: BHD, Board Member Compensation and Expenses
FEE, Site Acquisition Procedure

PUBLIC SOLICITATIONS IN THE SCHOOLS

No person may sell or offer for sale within school buildings or on school property any articles or services or solicit contributions except those approved by the Superintendent or the Board. This policy does not prohibit any school fund-raising activity authorized by the Superintendent or other appropriate building administrator.

Salespeople representing educational companies may be granted the opportunity to speak to teachers by making arrangements through the principal's office. Such appointments must not interfere with the classroom work of the teachers.

The school directory or lists of students are not made available to any outside person or agency for a profit-making purpose.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

LEGAL REFS.: ORC 2921.43
3319.321

CROSS REFS.: GBI, Staff Gifts and Solicitations
JL, Student Gifts and Solicitations
KG, Community Use of School Facilities (Equal Access)
KK, Visitors to the Schools

ADVERTISING IN THE SCHOOLS

Notices, advertisements or written matter of any nature on behalf of persons or organizations not officially connected with the District shall not be distributed or displayed in any school building or on District property without permission of the Superintendent. All notices, including those by personnel, shall be approved by the building principal and, in case of doubt, by the Superintendent. Appeal of the Superintendent's decision may be made to the Board.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

LEGAL REFS.: ORC 3313.20; 3313.47

CROSS REFS.: EDE, Computer/Online Services (Acceptable Use and Internet Safety)
IGDB, Student Publications
IIBH, District Web Site Publishing

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 ensure that no unauthorized persons enter buildings, all visitors must first report to the school office to receive authorization to visit elsewhere in the building. (This policy does not apply when parents have been invited to a classroom or assembly program.)

Unauthorized persons are not permitted in school buildings or on school grounds. School principals are authorized to take appropriate action to prevent such persons from entering buildings and loitering on the grounds.

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: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

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, commercial 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 to be scheduled through the principal's office. Classroom teachers who schedule recruiters as a career awareness activity should coordinate these activities through the appropriate building administrator.

In order to maintain the privacy of its students, the Board prohibits the disclosure of any student list to any commercial organization which intends to use the list for commercial purposes. "Student list" is defined as Board-approved directory information. "Commercial organization" is defined as any entity which is a for-profit organization. "Commercial purpose" is defined as any activity which is an attempt to solicit business for profit. The Superintendent shall establish a procedure to be followed by all corporation employees when a request for a student list is made by a commercial organization.

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: February 16, 2005]

[Re-adoption date: July 20, 2011]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
20 USC 7908
Family Educational Rights and Privacy Act; 20 USC Section 1232g
National Defense Authorization Act: 10 USC 503: (P.L. No. 107)
ORC 149.41; 149.43
1347.01 et seq.
3317.031
3319.32; 3319.321
3321.12; 3321.13
3331.13

CROSS REFS.: JO, Student Records
JOA, Student Surveys
KBA, Public's Right to Know

PUBLIC COMPLAINTS

Constructive criticism of the schools is welcomed by the Board when it is motivated by a sincere desire to improve the quality of the educational program or equip the schools to do their tasks more effectively.

Although no member of the community will be denied the right to bring his/her complaints to the Board, he/she will be 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 of Education 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 will be as follows:

1. employee
2. principal/supervisor
3. Superintendent
4. Board of Education

If a complaint, which was presented to the Board and referred through the proper channels, is resolved before it comes back to the Board, a report of the disposition of the matter is made to the Board and then placed in the official files.

The Board expects the staff to receive complaints courteously and to make a proper reply to the complainant.

Matters referred to the Superintendent and/or Board must be in writing and are expected to be specific in terms of the action desired.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

LEGAL REFS.: ORC 121.22
149.43

CROSS REFS.: KLB, Public Complaints About the Curriculum or Instructional Materials
KLD, Public Complaints About District Personnel

PUBLIC COMPLAINTS ABOUT THE CURRICULUM OR INSTRUCTIONAL MATERIALS

The Board recognizes the need and right of students to free access to many different types of books and materials. It also recognizes the right of the certificated staff to select books and other materials supportive of the Board's educational philosophy and goals.

Criticism of a book or other materials used in the District may be expected from time to time. In such instances, the following guidelines shall apply.

1. If a parent requests that his/her own child not read a given book, the teacher and/or school administrator should resolve the issue, perhaps by arranging for use of alternative material meeting essentially the same instructional purpose.
2. The Board does not permit any individual or group to exercise censorship over instructional materials and library collections, but it recognizes that, at times, a re-evaluation of certain material may be desirable. Should an individual or group ask to have any book or other material withdrawn from school use, the following steps are taken.
 - A. The person who objects to the book or other material is asked to sign a complaint on a standard form documenting his/her criticism.
 - B. Following receipt of the formal complaint, the Superintendent provides for a re-evaluation of the material in question. He/She arranges for the appointment of a review committee from among the faculty and community to consider the complaint.
 - C. The Superintendent reviews the complaint and the committee's re-evaluation and renders a decision in the matter. Should the decision be unsatisfactory to the complainant, it may be appealed to the Board.

The Board assumes final responsibility for all books and instructional materials which it makes available to students, and it holds its certificated staff accountable for their proper selections. The Board also recognizes rights of individual parents with respect to controversial materials used by their own children and provides for the re-evaluation of materials in library collections upon formal request.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

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 School 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 re-evaluation.

Signature of Complainant

PUBLIC COMPLAINTS ABOUT SCHOOL 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 is informed promptly and is 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 executive session of the Board for a formal hearing. Statutory restrictions on executive sessions are observed. Any Board action on the matter is taken in public session.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

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' Master Agreement
Classified Staff Negotiated Agreement

PUBLIC COMPLAINTS ABOUT SCHOOL 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 will be restricted in meaning to that criticism of a particular school employee by a citizen of the District which includes or implies a demand for action by school authorities. Other comments and suggestions will be referred informally to affected personnel.

1. If a complaint comes first to the person against whom it is directed, he/she will listen and may try to resolve the difficulty by explaining the background and educational purpose involved. If the complaint remains unsatisfied, the employee will refer 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 will immediately inform 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 and offer to send the appropriate form regarding a school employee's behavior, character or qualifications.

3. If a complaint comes first to any other school employee, that employee will refer the complainant to the person criticized or to his/her immediate supervisor and immediately inform both.
4. No further action on the complaint should be taken unless the complainant submits the complaint in writing.
5. When a written complaint form is received, the principal or other supervisor will schedule 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 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 will be placed on the agenda for the next regularly scheduled Board meeting. The decision of the Board will be communicated in writing to all interested persons.

(Approval date: August 9, 1995)

(Re-approval date: February 16, 2005)

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, parental 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.

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 law and regulations.

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.

Parent organizations must abide by all District policies and rules as well as the following list.

1. Parent organizations should not use the school's tax ID number.
2. Parent organizations should not accept checks made out to the school and vice versa.
3. District officials should not have a leadership role in parent organizations.
4. Fund-raising 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 fund-raising activities is required.
6. The use of the District name and emblems must be authorized.
7. Parent organizations must submit their bylaws to the Superintendent for review and approval as well as annual and other requested reports on income, expenses and balance sheets.

[Adoption date: February 16, 2005]

LEGAL REFS.: ORC 3313.17; 3313.20; 3313.36; 3313.47

CROSS REFS.: AE, School District Goals and Objectives
KH, Public Gifts to the District
KI, Public Solicitations in the Schools
KJ, Advertising in the Schools
KMB, Relations with Booster Organizations

SCHOOL COMMUNITY ORGANIZATIONS
ANNUAL INFORMATION AND ASSURANCES

The State Board of Education which has jurisdiction with respect to enforcement of ORC 3313 mandates that local boards of education should identify and recognize non-school organizations. This includes booster groups, alumni groups, parent/teacher organizations, etc.

Please complete the following information and return it to: Superintendent's Office, Edison Local Schools, 140 S. Main St, Milan, Ohio 44846.

ORGANIZATIONAL INFORMATION

Organization's Name: _____

Stated Purpose: _____

Names/Titles of Officers: _____

ORGANIZATIONAL ASSURANCES

Please check each box. A check affirms your organization's commitment to adhere to that assurance.

- Ⓢ The organization will utilize proper bookkeeping procedures.
- Ⓢ The organization has identified persons who will have financial responsibilities.
- Ⓢ The organization will guarantee that at least seventy percent (70%) of organization's monies will be spent on student activities.
- Ⓢ The organization may only conduct activities approved by the Superintendent/Board of Education.

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.

Booster-proposed plans, projects or activities must be evaluated and promoted in light of their stated contribution to the curricular as well as the extracurricular programs of the District. Careful consideration must be given to the total value of all students. 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 and objectives along with their fund-raising plans for the next school year for review by the Board. Should the goals and objectives or fund-raising plans change during the school year, the Superintendent/designee is to be advised before any final revisions are made.

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. Fund-raising 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 fund-raising activities is required.
6. The use of the District name and emblems must be authorized.
7. Booster organizations must submit their bylaws to the Superintendent for review and approval as well as annual and other requested reports on income, expenses and balance sheets.

[Adoption date: February 16, 2005]

LEGAL REFS.: ORC 3313.20; 3313.47

CROSS REFS.: IGDG, Student Activities Funds Management
KG, Community Use of School Facilities (Equal Access)
KGB, Public Conduct on District Property
KK, Visitors to the Schools
KGB, Public Conduct on District Property
KK, Visitors to the Schools
KMA, Relations with Parent Organizations

SCHOOL COMMUNITY ORGANIZATIONS
ANNUAL INFORMATION AND ASSURANCES

The State Board of Education which has jurisdiction with respect to enforcement of ORC 3313 mandates that local boards of education should identify and recognize non-school organizations. This includes booster groups, alumni groups, parent/teacher organizations, etc.

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- ⑧ The organization will utilize proper bookkeeping procedures.
- ⑧ The organization has identified persons who will have financial responsibilities.
- ⑧ The organization will guarantee that at least seventy percent (70%) of organization's monies will be spent on student activities.
- ⑧ The organization may only conduct activities approved by the Superintendent/Board of Education.

SECTION L: EDUCATION AGENCY RELATIONS

LA*	Education Agency Relations Goals
LAA	Education Agency Relations Priority Objectives
LB*	Relations with Other Schools and Educational Institutions
LBA	Shared Services
LBB*	Cooperative Educational Programs
LC	Relations with Education Research Agencies
LD	Relations with Cultural Institutions
LE*	Relations with Colleges and Universities
LEA*	Student Teaching and Internships
LEB*	Educational Options (Also IGCD)
LEC*	Postsecondary Enrollment Options (Also IGCH)
LF	County Education Agency Relations
LG	State Education Agency Relations
LH	Federal Education Agency Relations
LI	Relations with Educational Accreditation Agencies
LJ	Professional Visitors and Observers

*Indicates Board policies included in this manual

EDUCATION AGENCY RELATIONS GOALS

The Board cooperates with other districts and with other local, state and regional agencies and organizations in the solution of educational problems of common concern. This cooperation extends but is not limited to such areas as research, exchange of information and data, coordination of curriculum, coordination of school calendars and activities and construction of facilities which might be efficiently used on a cooperative basis. To serve a broader area, the District may consider other activities.

Before joining in any cooperative effort and to serve the best interests of the students, the Superintendent investigates and suggests cooperative ventures and provides the Board with supportive documentation prior to the time the Board is asked to act.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

LEGAL REFS.: ORC 3313.20; 3313.47
OAC 3301-35-07

RELATIONS WITH OTHER SCHOOLS AND EDUCATIONAL INSTITUTIONS

The Board cooperates with other districts and institutions of higher learning for such purposes as:

1. seeking solutions to educational problems of common concern;
2. offering supporting services of high quality to our students;
3. acquiring federal and state grants and
4. promoting local school system involvement in regional and state decision making.

This cooperation may extend to research, providing transportation for children to special schools and hospitals, coordination of curriculum, exchange of information and data, construction of facilities which may be effectively used on a cooperative basis, sharing of curricular offerings, cooperative purchasing and the coordination of school calendars and activities. This cooperation may also extend to charter schools.

Before joining in any cooperative effort and to serve the best interests of the students, the Superintendent investigates and suggests cooperative ventures and provides the Board with supportive documentation prior to the time the Board is asked to act.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

LEGAL REFS.: ORC 3311.19
3313.6010; 3313.841
3314.03; 3314.05; 3314.07
3315.09; 3315.091
3323.09

COOPERATIVE EDUCATIONAL PROGRAMS

State law permits the establishment of joint vocational districts to provide vocational programs for students from participating districts. The District participates in programs conducted under the auspices of the EHOVE Joint Vocational School District.

The Board also participates in various cooperative educational programs of the Educational Service Center which assists this District in providing special services to the students enrolled in our schools.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

[Re-adoption date: July 20, 2011]

LEGAL REFS.: Ohio Const. Art. VI, Section 2

ORC 3311.19

3313.841

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.

Recognizing the special skills and expertise of the teacher training institutions and their staffs, the Board authorizes the Superintendent to honor those reasonable regulations and training guidelines of the teacher training institutions.

The teacher training institutions should provide liaison personnel who discuss with the building principal and supervising teacher the broad objectives that the institution believes should be pursued. Liaison personnel, subject to all school visitor rules and regulations, are free to visit the classrooms to observe the student teacher at work.

It is expected that the teacher training institution arranges the schedule of the student teacher to provide sufficient time in the classroom in order that continuity of experience for the student teacher and the District students is ensured.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

LEGAL REFS.: Fair Credit Reporting Act; 15 USC 1681 et seq.

ORC 109.57; 109.572

2953.32

3319.39

Chapter 2944

OAC 3301-83-06

CROSS REF.: GBQ, Criminal Record Check

EDUCATIONAL OPTIONS

The Board recognizes that an effective educational program is one that provides opportunities for student learning both within the classroom and for specific reasons, beyond the traditional classroom and school day. These expanded opportunities are viewed as educational options to supplement the regular school program.

The intent of educational options is to allow educators, other professionals, parents and others to work together to provide opportunities for students to learn in an independent or individual setting and to study or work with recognized experts in specific fields. Educational options are seen as additional curricular opportunities to improve, expand and enrich student learning experiences and perspectives.

Independent study, distance learning, tutoring, educational travel, mentoring and study abroad programs are representative of experiences which the Board views as educational options supplementing the regular school program.

Fees are established for educational options as needed. Participating students are expected to pay fees upon beginning educational options.

The Superintendent develops regulations when the educational options are initiated. Each program option developed is presented to the Board for adoption; its regulations are presented for approval.

[Adoption date: August 9, 1995]

[Re-adoption date: February 16, 2005]

LEGAL REFS.: OAC 3301-35-01(B)(6); 3301-35-06

CROSS REFS.: IGCB, Experimental Programs
IGCH, Postsecondary Enrollment Options (Also LEC)
IKE, Promotion and Retention of Students
IKF, Graduation Requirements
JN, Student Fees, Fines and Charges

EDUCATIONAL OPTIONS

When initiated, educational options must adhere to these criteria.

1. The parent(s)/guardian(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 will be kept on file.
2. An instructional plan which contains written measurable objectives must be submitted to, and approved by, the Superintendent.
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 kindergarten through eighth grade students participating in an option as a substitute instructional plan are based in part upon 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 programs and programs of independent study, a certificated teacher will provide both the instruction and evaluation of students. In all other cases, a certificated teacher will provide only the evaluation of student progress.
7. The written instructional plan includes a time for the evaluation of the educational option. Continuance of the option is determined by the results of evaluation.

(Approval date: August 9, 1995)

(Re-approval date: February 16, 2005)

(Re-approval date: July 20, 2011)

POSTSECONDARY ENROLLMENT OPTIONS

The law provides for student participation in the postsecondary enrollment option program and permits 9th through 12th grade students to enroll at any participating college/university on a full- or part-time basis and complete nonsectarian courses for high school and/or college credit.

The Board directs the Superintendent/designee to develop and establish procedures and necessary administrative guidelines to ensure that programs are in accordance with state requirements.

The administrative guidelines contain the following.

1. General information about this option is distributed to all 8th through 11th grade students and parent(s) by March 1.
2. Notification to participate by the student to the District is required by March 30.
3. Counseling services are provided to students and parent(s) prior to participation in the program.
4. The college/university must notify the District of those students who have enrolled in the program.
5. Information about enrollment options for students must be provided.
6. Information concerning college and high school graduation credit for students enrolled in the program must be offered.
7. The calculation of full-time enrollment including the maximum number of Carnegie units and conversion of college courses to high school courses is provided.
8. Financial responsibilities of the student and the District, including tuition, books, materials, fees and transportation reimbursement, are discussed.

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.

[Adoption date: August 9, 1995]

[Re-adoption date: November 17, 1999]

[Re-adoption date: February 16, 2005]

LEGAL REFS.: ORC 3365.01 through 3365.15
OAC 3301-44-01 through 3301-44-09
3301-83-01(C)

CROSS REFS.: IGBM. Credit Flexibility
IGCD, Educational Options (Also LEB)

POSTSECONDARY ENROLLMENT OPTIONS

The District is required to notify all 8th through 11th grade students and their parents about the postsecondary enrollment options by March 1 of each school year in which the student wishes to enroll.

Student and/or parent(s) are required to inform the Board of intent to participate by March 31 of the year in which the student wishes to enroll. Failure of the student to inform the Board of intent to participate shall result in the Superintendent's determining the student's participation.

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. grade status as locally determined;
2. acceptance by college/university;
3. options required by state law;
4. financial arrangements for fees related to tuition, books and materials;
5. process of granting academic credits;
6. criteria for transportation aid;
7. available support services;
8. scheduling;
9. consequences of failing or not completing a course;
10. the effect of program participation on student's ability to complete District graduation requirements;
11. academic and social responsibilities of students and parents relative to this program;
12. information/encouragement of college counseling services and
13. encouragement of all students exhibiting the ability to consider this program.

If the District does not receive notification of acceptance from the college within a reasonable time after application is made, the District shall contact the college.

The student may opt to receive college credit only or both college and high school credit. The student must designate his/her choice at the time of enrollment.

If a student completes a college/university 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/university.
2. If no comparable course is offered, the Board grants an appropriate number of credits in a comparable area.
3. Any disputes between the student and the Board regarding high school credits granted for a course may be appealed by the student to the State Board of Education.
4. The student's records must show evidence of successful completion of each course and the high school credits awarded.
5. Credits earned under the postsecondary enrollment program are included in the student's grade-point average. College credits count as the equivalent District grade. If the District has a weighted grading system, the high school principal/designee determines the equivalent District grade for the college grade.

High School/College Enrollment

1. A 9th grade student may not receive credit toward high school graduation for more than the equivalent of four academic school years.
2. A 10th grade student may not receive credit toward high school graduation for more than the equivalent of three academic school years.
3. An 11th grade student may not receive credit toward high school graduation for more than the equivalent of two academic school years.
4. A 12th grade student may not enroll for more than the equivalent of one academic school year.
5. Proportionate reductions are made for any student who enrolls in the program during the course of a school year.

6. A student shall be enrolled for a minimum of 6 courses/classes per semester in order to be considered a full-time student for program purposes.
7. The maximum number of Carnegie units that may be earned during the academic year is the total of the high school courses and college courses. The total may not exceed the number of courses for full-time status.
8. College courses for which five semester hours (7.5 quarter hours) are earned are awarded one Carnegie unit toward high school graduation credit.

Financial Responsibilities

1. If a student elects to enroll for college credit only, 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, the District is responsible for all costs associated with the course.
3. If a student fails to complete the course due to class drop process or nonattendance, the student or parent(s) are responsible for all costs associated with the course.
4. The following process shall be used to collect all course costs.
 - A. The District may determine and accept other reasons, including medical reasons, for failure to complete the course.
 - B. Students enrolled for the combination of high school/college credit are not eligible for financial aid from the college.
 - C. Upon parental application and determination of need according to the provision of The National Child Nutrition Program, a student enrolling for the combination of high school and college credit in the program may receive full or partial reimbursement for the necessary costs of transportation between the secondary school which he/she attends and the college/university in which he/she is enrolled.
 - D. Reimbursement for course costs, transportation costs or District liability will not be made if the student enrolls in a college course while he/she is also a full-time student in the District.

Other Considerations

1. A student enrolled in the program follows the District attendance policy, as well as the District Code of Conduct, for curricular and extracurricular activities. These policies and codes are applicable during the time the student is attending high school and is on school property for any class or activity.
2. 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.
3. The District adheres to the Ohio High School Athletic Association for eligibility to participate in athletics. In order to be eligible, the student must have passed five courses during the prior grading period. The five courses may be a combination of high school and college courses.

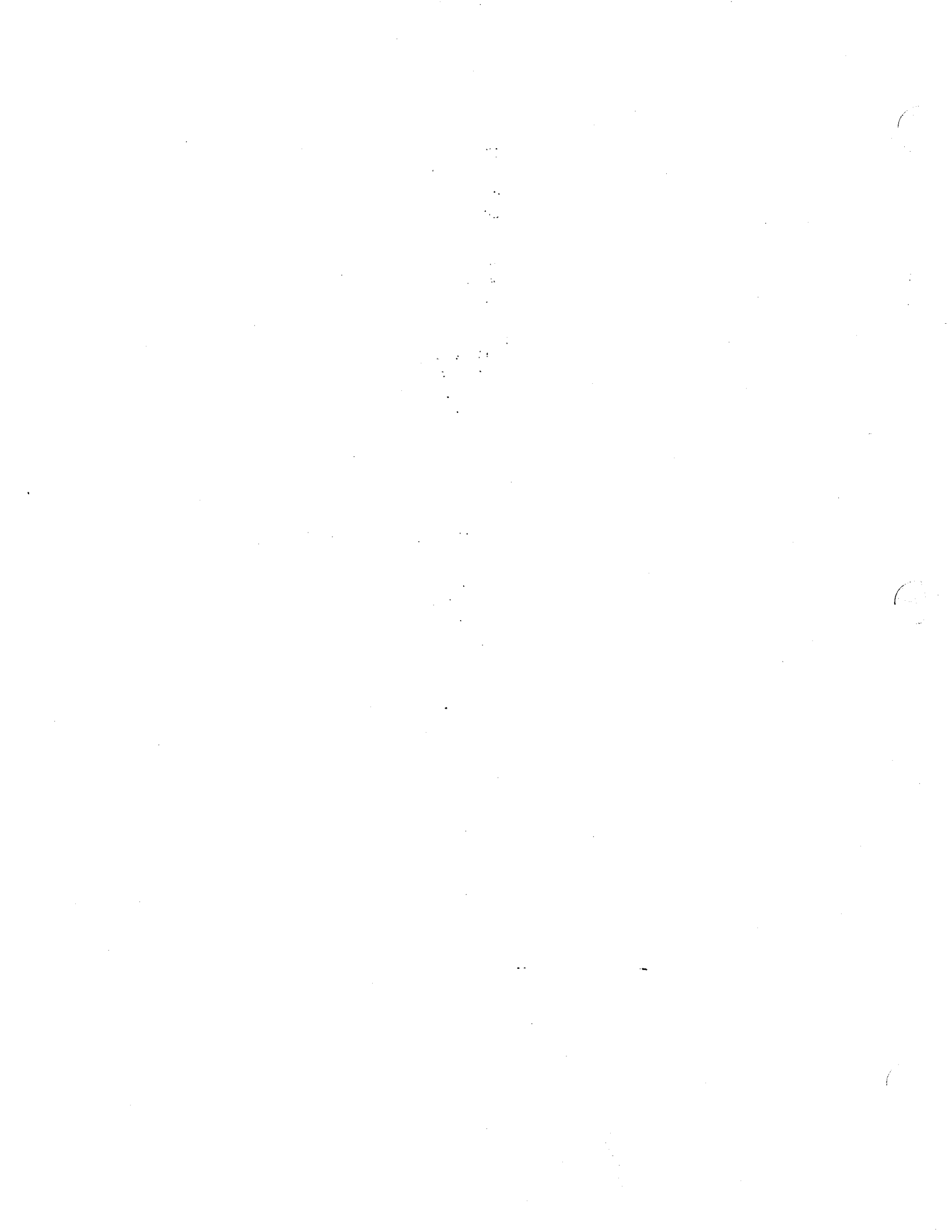
(Approval date: August 9, 1999)

(Re-approval date: February 16, 2005)

(Re-approval date: July 20, 2011)

CODE-FINDER INDEX

Ohio School Boards Association



THE OPS/OSBA CODE FINDER INDEX

This is an alphabetical index to the terms and codes in the OPS/OSBA policy classification system. It is for use both in locating policies and regulations in a manual coded to the OPS system and for properly coding and titling policies and regulations when compiling a policy manual.

If you are using the index to locate statements in a manual, use it along with the OPS policy classification system, which will be found, section by section, behind the tab divider pages A through L, in the manual you are using.

If you are using the index to code statements and give them the official OPS headings, use it along with the classification system.

In either case, use the index as you would any alphabetical index, keeping in mind that you are looking for a letter code or an official OPS heading-called a "descriptor"- that will lead you via another entry to the desired letter code. Note that:

Entries in roman type...are official OPS descriptors. The code for the descriptor appears at the left. For example:

JFC Student Conduct

The first letter of the code indicates the major section in which the statement will be filed. If two codes are given at the left. For example:

FD, KBE Tax Issues

The same statement is filed in two locations.

Terms which do not appear as descriptors in the OPS classification system are followed by information on what OPS descriptor in the index to use or what other term in the index to see. For example:

Sick Leave, see "Leaves"
Sinking Fund, use "Types of Funds"
Sports, use "Interscholastic Athletics" or "Intramural Programs," as appropriate

Certain instructions in the index are directed to the policy coder. This is true of instructions which give such signals as "...break out a new descriptor in the IGA sequence" or "...break out a new descriptor under 'Nondiscrimination'." If you are using the index to locate statements in a manual, assume that such instructions have been followed. Compilers of manuals should provide a listing of "break-out" terms and codes actually used on a separate sheet or sheets immediately proceeding this index.

....

NOTE: Although this code finder serves as an index to the OPS/OSBA Educational Policies Reference Manual and to many state and local district manuals, technically it is an index to the OPS classification system, not to any single manual. It may contain many terms and official OPS descriptors for which there will be no statements in the manual you are using. However, if statements have been coded and filed correctly, the index will enable you to locate any statement that is in the manual.

A

	Absences
GCBD	Professional Staff Leaves and Absences
JED	Student Absences and Excuses
GDBD	Support Staff Leaves and Absences
IK	Academic Achievement
IB	Academic Freedom
IKEB	Acceleration
ECAA	Access to Buildings
EDE	Acceptable Use and Internet Safety
	Accident Insurance, see "Insurance"
EBB	Accident Prevention and Safety Procedures
EBBB	Accident Reports
	Accountability, use "Commitment to Accomplishment" and subcategories
DIA	Accounting System
LI	Accreditation Agencies, Relations with Acting Administrator, use "Temporary Administrative Arrangements"
GBEA, JHCCA	Acquired Immune Deficiency Syndrome, see HIV/AIDS (Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome)
	Acting Superintendent, use "Temporary Administrative Arrangements"
	Activities Fees, use "Student Activities Fees"
	Activities Funds Management, use "Student Activities Funds Management"
	Adjourned Board Meetings, see "Meetings" and use appropriate existing descriptor(s) or break out new descriptor in BD sequence
JHCD	Administering Medicines to Students (or Nonadministration of Medicines)
	Administration
CA	Administration Goals
BFE,CHD	Administration in Policy Absence
CGB	Adult Education Program Administration
CAA	District Administration Priority Objectives
C	General School Administration
CF	School Building Administration
CG	Special Programs Administration
CGA	Summer Program Administration
CGC	State and Federal Programs Administration
ILB	Test Administration
CA	Administration Goals
BFE,CHD	Administration in Policy Absence
	Administrative Consultants, use "Program Consultants"
CE	Administrative Councils, Cabinets, and Committees
CJ	Administrative Intern Program
CC	Administrative Organization Plan
	Administrative Personnel, use "Professional Staff" or "Support Staff" as appropriate; also see discussion of how to file personnel policies in The School Administrator's Guide to the OPS/OSBA Policy Development System, 1979 edition
	... Administrative Regulations, see "Regulations"
CL	Administrative Reports
	Administrative Rules, see "Regulations"
	Administrators, see "Job Descriptions"
JECBA	Admission of Homeless Students
JECBA	Admission of Exchange Students
JECBB	Admission of Interdistrict Transfer Students
JECBD	Admission of Intradistrict Open Enrollment
JECB	Admission of Nonresident Students
JECA	Admission of Resident Students
JECBC	Admission of Students from Nonchartered or Home Schooling

DFEA	Admissions
DFE	Free Admissions
	Gate Receipts and Admissions
	Student Admissions, use "School Admissions" and/or appropriate subcategories
IFD	Adoption
IIAC	Curriculum Adoption
BFC	Library Materials Selection and Adoption
IIAB	Policy Adoption
ILA	Supplementary Materials Selection and Adoption
IIAA	Competency Based Education
IGEA	Textbook Selection and Adoption
CGB	Adult Basic Education
IGE	Adult Education Program Administration
IGEB	Adult Education Programs
	Adult High School Programs
	Adult High School Diplomas, use "Adult High School Programs", "Diplomas of Adult Education" or "Diplomas for WWII Veterans"
IGEC	Adult Occupational Education
KJ	Advertising in the Schools
BCF	Advisory Committees to the Board
	Advisory Councils, use "Advisory Committees to the Board" or "Administrative Councils, Cabinets and Committees"
	Advisory School Board, use "Advisory Committees to the Board" or break out new descriptor under that term
	Affirmative Action, use "Equal Opportunity Employment" if the action refers to employment of staff; if the action relates to staff, students, and/or public, use "Nondiscrimination"
BDDB	Agenda Format
BDDC	Agenda Preparation and Dissemination
	Age of School Entrance, use "Entrance Age"
	Agricultural Education, break out a descriptor in the IGA sequence if the offering is general education; break out a descriptor in the IGAD sequence if it is vocational education
GBEA, JHCCA	Aides, use "Teacher Aides"; also see "Job Descriptions"
	AIDS, see HIV/AIDS (Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome)
	Air Pollution Safety Procedures, break out a new descriptor under "Accident Prevention and Safety Procedures"
	Alarms, use "Bomb Threats" or "Warning Systems," as appropriate
	Alcohol
JFCH	Alcohol Use by Students
IGAG	Teaching about Drugs, Alcohol, and Tobacco
JFCH	Alcohol Use by Students
IGBH	Alternative School Programs
ING	Animals in the School
	Announcement of Final Negotiated Agreement
DB	Annual Board Meeting, use "Board Organizational Meeting"
	Annual Budget
	Annual Report, use "School District Annual Report"
	Annuities, see "Fringe Benefits" and "Tax-Sheltered Annuities"
KNAD	Anti-Poverty Authorities, Relations with
BCC	Appointed Board Officials
	Appointment of Architect, use "Selection of Architect"
	Appointment of Consultants, see "Consultants"
	Appointment of School Attorney, use "School Attorney"
	Appointment of Staff Members, see "Hiring"

Appraisals, use as appropriate "Evaluation of Instructional Programs," "School Properties Disposal Procedure," "Site Acquisition Procedure," or other terms designating what is being appraised

Apprenticeship Training, break out a new descriptor under "Occupational Education" or "Adult Occupational Education"

Appropriations, as appropriate use "Budget Adoption Procedures" or break out a new descriptor under that term; also see "Revenues"

CHCA Approval of Handbooks and Directives

Arbitration, use "Impasse Procedures"

Architect Selection, use "Selection of Architect"

GCEA Arrangements for Professional Staff Substitutes

GDEA Arrangements for Support Staff Substitutes

Arson Protection, use "Warning systems" or "Buildings and Grounds Security"

Arts Education, break out a new descriptor in IGA sequence

Assaults, use "Public Conduct on School Property," "Staff Protection" and/or appropriate subcategories in "Student Conduct" and "Student Discipline" sequences

INE Assemblies

Assessment of Needs, see "Needs Assessment"

Assignment

JECD Assignment of Student to Classes

JECC Assignment of Students to Schools

GCI Professional Staff Assignments and Transfers

GDI Support Staff Assignments and Transfers

JECD Assignment of Students to Classes

JECC Assignment of Students to Schools

Assistant Principals, see "Job Descriptions"

Assistant Superintendents, see "Job Descriptions"

Associate Superintendents, see "Job Descriptions"

Associations, use "School Board Memberships" or "Professional Organizations"

Athletic Eligibility, see "Interscholastic Extracurricular Eligibility"

Athletics, use as appropriate "Intramural Programs" or "Interscholastic Athletics"

Athletics Director, see "Job Descriptions"

Attendance

JEA Compulsory Attendance Ages

JEG Exclusions and Exemptions from School Attendance

JC School Attendance Areas

JE Student Attendance

JEE Student Attendance Accounting

Attendance Accounting, use "Student Attendance Accounting" "Professional Staff Time Schedules," or "Support Staff Time Schedules"

Attendance Officer, use "Student Attendance Accounting"; also see "Job Descriptions"

Attendance Rewards, break out a new descriptor in the JE sequence

Attorney for the Board, use "School Attorney"

Audiovisual Aids, use "Supplementary Materials Selection and Adoption"; also see "Instructional Materials"

Audiovisual Director, see "Job Descriptions"

Auditorium Use by Public, use "Community Use of School Facilities"

DIE Audits

Authority of Board Members, use "Board Member Authority"

DGA Authorized Signatures

EDC Authorized Use of School-Owned Materials

Automobile Use by Students, use "Student Automobile Use"

Automotive Shop Repair, use "Income from School Shop Sales and Services"

IGEE

Awards, use "Student Awards and Scholarships" or "Recognition for Accomplishment," as appropriate
Awarding of High School Diplomas to Veterans of War

B

- Baccalaureate Services, use "Graduation Exercises"
- Band and Orchestra Performances, use "Student Performances"
- Band Instruments Maintenance, use "Maintenance and Control of Instructional Materials" or break out a new descriptor under that term
- Band Uniforms, use "Student Fees, Fines, and Charges," if appropriate, or break out a new descriptor under "Student Performances"
- Banking, use as appropriate "Depository of Funds," "Staff Funds Management," or "Student Activities Funds Management"; for a student banking program break out a new descriptor in Section J
- Bank of Deposit, use "Depository of Funds"
- Bargaining, use "Negotiations"
- Bargaining Agent, use "Board Negotiating Agents"
- Basic Education, use as appropriate "Adult Basic Education" or "Basic Instructional Program"; a new descriptor in the IGA sequence can be broken out for a special statement on "the basics"
- IGA Basic Curricular Program
- Behavior Code, use "Student Conduct" and/or appropriate subcategories
- Benefits
 - Professional Staff Fringe Benefits
 - Superintendent's Compensation and Benefits
 - Support Staff Fringe Benefits
- GCBC Bible Readings, use "School Ceremonies and Observances" or "Teaching about Religion"
- CBD Bicycles, use "Student Bicycle Use"
- GDBC Bidding
 - Bidding Requirements
 - Construction Contracts Bidding and Awards
- DJC Bidding Requirements
- FEF Bilingual Instruction
- DJC Bill Payment Authorization, use "Payment Procedures"
- IGBF Black Studies, break out a new descriptor in IGA sequence
- EBBC Bloodborne Pathogens
- BCF Board
 - Advisory Committees to the Board
 - Business Advisory Committee to the Board
 - BCFA Appointed Board Officials
 - BCC Board Committees
 - BCE Board Inspection and Acceptance of New Facilities
 - FG Board Meeting Procedures
 - BDD Board Member Authority
 - BBAA Board Member Compensation and Expenses
 - BHD Board Member Conflict of Interest
 - BBFA Board Member Development Opportunities
 - BHB Board Member Insurance
 - BHE Board Member Oath of Office
 - BBBB Board Member Qualifications
 - BBBA Board Member Removal from Office
 - BBD Board Member Resignation
 - BBC Board Member Services
 - BH Board Negotiating Agents
 - HE Board Office Facilities and Services
 - BHC

BCB	Board Officers
BA	Board Operational Goals
BCA	Board Organizational Meeting
BF	Board Policy Development
BFCA,CHB	Board Review of Regulations
BCI	Board Staff Assistants
BG,GBD	Board Staff Communications
BCD, CBI	Board-Superintendent Relationship
BDDJ,KBCD	Broadcasting and Taping of Board Meetings
BCH	Consultants to the Board
AFA,BK	Evaluation of School Board Operational Procedures
BDDG	Minutes of Board Meetings
BHA	New Board Member Orientation
BDDI,KBCC	News Media Services at Board Meetings
BDDA	Notification of Board Meetings
BC	Organization of the Board
BAA	Priority Objectives of Board Operations
BDDH,KD	Public Participation at Board Meetings
BDA	Regular Board Meetings
BDDK	Reporting Board Meeting Business
BHBA	School Board Conferences, Conventions, and Workshops
BBB	School Board Elections
BBF	School Board Member Ethics
B	School Board Governance and Operations
BB	School Board, Legal Status of
BI	School Board Legislative Program
BD	School Board Meetings
BJ	School Board Memberships
HD	School Board Negotiating Powers and Duties
BBA	School Board Powers and Duties
BDB	Special Board Meetings
BBE	Unexpired Term Fulfillment
BDDF	Voting Method
	Board Annual Meeting, use "Board Organizational Meeting"
	Board Approval for Purchasing, use "Purchasing Authority"
	Board Attorney, use "School Attorney"
	Board Candidate Orientation, break out new descriptor under "New Board Member Orientation"
	Board Chairman, use "Board Officers"
	Board Clerk, use "Board Officers" or "Appointed Board Officials"
BCE	Board Committees
	Boarding School Students, if special policies are required, break out new descriptor in Section J
FG	Board Inspection and Acceptance of New Facilities
	Board Liaisons, use "Board Committees" or break out new descriptor under that term
BDD	Board Meeting Procedures
	Board Meetings, use "School Board Meetings"
BBAA	Board Member Authority
BHD	Board Member Compensation and Expenses
BBFA	Board Member Conflict of Interest
BHB	Board Member Development Opportunities
BHE	Board Member Insurance
BBBB	Board Member Oath of Office
BBBA	Board Member Qualifications
BBD	Board Member Removal from Office
BBC	Board Member Resignation

BH	Board Member Services
HE	Board Member Term of Office, use "School Board Legal Status"
	Board Negotiating Agents
	Board of Directors, see "School Board"
	Board of Education, see "School Board"
BHC	Board Office Facilities and Services
BCB	Board Officers
	Board of Trustees, see "School Board"
BA	Board Operational Goals
BCA	Board Organizational Meeting
BF	Board Policy Development
	Board President, use "Board Officers"
	Board Records, use "Public's Right to Know" if appropriate; also see "Records"; if no descriptor offered fits the content, break out a new descriptor in Section B.
BFCA,CHB	Board Review of Regulations
	Board Secretary, use "Board Officers" or "Appointed Board Officials"
BCI	Board Staff Assistants
BG,GBD	Board-Staff Communications
BCD	Board-Superintendent Relationship
	Board Treasurer, use "Board Officers" or "Appointed Board Officials"
	Board Vacancies, use "Unexpired Term Fulfillment"
EBCC	Bomb Threats
	Board Campaigns, see "For Issues"
DH	Bonded Employees and Officers
	Bond Issues, use as appropriate "Bond Campaigns," "Facilities Capitalization Program," and/or "Taxing and Borrowing Authority/Limitations"
	Book Complaints, use "Public Complaints about the Curriculum or Instructional Materials"
	Book Fairs, if school-sponsored use "School Fairs"; if a function of a parent organization, use "Relations with Parent Organizations" or break out a new descriptor under that term
KMB	Book Stores, see "School Stores"
	Booster Organizations, Relations with
	Boycotts, use "Staff Job Actions"
	Breakfast Program, use "Food Services Management" or "Free and Reduced Price Foods Services," as appropriate
BDDJ,KBCD	Broadcasting and Taping of Board Meetings
	Budget
DB	Annual Budget
DBH	Budget Adoption Procedures
DBI	Budget Appeals Procedures
DBC	Budget Deadlines and Schedules
BDG	Budget Hearings and Reviews
DBJ	Budget Implementation
DBA	Budgeting System
DBD	Budget Planning
DBHA	Budget Referenda
DBE	Determination of Budget Priorities
DBF	Dissemination of Budget Recommendations
DBK	Budget Modification Authority
DBH	Budget Adoption Procedures
DBI	Budget Appeals Procedures
DBC	Budget Deadlines and Schedules
DBG	Budget Hearings and Reviews
DBJ	Budget Implementation
DBA	Budgeting System

DBD	Budget Planning
	Budget Reconciliation, use "Budget Transfer Authority"
DBHA	Budget Referenda
DBK	Budget Transfer Authority
	Building Committees, if construction projects are involved, break out in the FB sequence; if staff advisory committee on a school's operations, use "Staff Involvement in Decision-making"; if a general lay advisory committee for a school, use "Advisory Committees to the Board"
	Building Funds, use "Types of Funds" or an appropriate subcategory in the DB sequence; if special funds obtained through gifts, use "Grants from Private Sources"
	Building Plaques, use "Names on Building Plaques"
EBA	Buildings and Grounds Inspections
ECB	Buildings and Grounds Maintenance
EC	Buildings and Grounds Management
ECE	Buildings and Grounds Records and Reports
ECA	Buildings and Grounds Security
	Bulletin Board Use, depending on whether use involves staff, students, or public, break out a new descriptor in sections G, J, or K; if use involves a staff negotiating unit, use "Privileges of Staff Negotiating Organizations"
	Burglar Alarms, use "Warning Systems"
	Bus Driver Authority, use "Student Conduct on School Buses", also see "Job Descriptions"
EEACD	Bus Driver—Drug Testing
EEACA	Bus Driver Examination and Training
EEBC	Business and Personnel Transportation Insurance
EEBD	Business and Personnel Transportation Records and Reports
EEB	Business and Personnel Transportation Services
	Business Manager, see "Job Descriptions"
BCFA	Business Advisory Committee to the Board
KMG	Business Organizations, Relations with
	Bus Safety Inspection, use "School Bus Safety Program"
	Bylaws, see "Policies"; school board bylaws are treated as policies in the OPS/OSBA policy classification system

C

	Cabinets, use "Administrative Councils, Cabinets, and Committees"
	Cable Television, use as related to content, "Instructional Television," "Public Information Program," "Community Instructional Resources," or break out a new descriptor under the term; if related to relations with Cable TV Advisory Council, break out a new descriptor in the KM sequence
	Cadet Teachers, use "Student Teaching and Internships"
	Cafeterias, use "Food Services Management"
	Cafeteria Workers, see "Job Descriptions"
	Calendar, use "School-Calendar"
	Camps, use "School Camps"
	Campus Police, use "Buildings and Grounds Security"
	Capital Equipment Purchasing, see "Purchasing"
	Capitalization, use "Facilities Capitalization Program"
	Career Education, use "Occupational Education" or break out a new descriptor in the IGAD sequence
JFCB	Care of School Property by Students
	Carnegie Unit, use "Graduation Requirements"
DM	Cash in School Buildings

Censorship, use "Academic Freedom," "Instructional Materials," "Public Complaints about the Curriculum or Instructional Materials," "Student Publications," or "Underground Student Publications," as appropriate
 Census, use "School Census"
 Ceremonies, use "School Ceremonies and Observances," "Graduation Exercises," or "Patriotic Exercises," as appropriate
 Certificated Personnel, use "Professional Staff"; also see discussion of how to file personnel policies in The School Administrator's Guide to the OPS/OSBA Policy Development System, 1979 edition
 Certification, use "Professional Staff Hiring" or break out a new descriptor under that term
 Chairman of the Board, use "Board Officers"
 Change Orders, use "Construction Contracts Bidding and Awards" or break out a new descriptor under that term
 Chaperones, use "Supervision of Students"
 Checking Accounts, use "Depository of Funds" or "Authorized Signatures"
 Check-Writing Services
 Chemical Dependency
 Child Abuse Reporting
 Churches, Relations with
 Citizens' Committees, use "Advisory Committees to the Board" and/or "Community Involvement in Decision-making"
 Citizenship Education
 City Government, use "Relations with Local Governmental Authorities"
 Civil Defense Authorities, Relations with
 Civil Rights of Minors use "Student Due Process Rights"
 Class Gifts, use "Student Gifts and Solicitations"
 Classified Personnel, use "Support Staff"; also see discussion of how to file personnel policies in The School Administrator's Guide to the OPS/OSBA Policy Development System, 1979 edition
 Class Interruptions
 Class Rankings
 Classroom Materials, see "Instructional Materials"
 Classroom Organization, use "Instructional Arrangements" or "Grouping for Instruction"
 Class Size
 Clerical Services
 Closed Board Meetings, use "Executive Sessions"
 Clubs, use "Student Organizations"
 Coaches, see "Job Descriptions"
 COBRA (Extended Group Health Coverage)
 Co-curricular and Extracurricular Activities
 Collective Bargaining, use "Negotiations"
 College Courses, use "Advanced College Placement"
 College Preparatory Program, use "Basic Instructional Program" or break out new descriptor in IGA sequence
 Colleges and Universities, Relations with
 Commitment to Accomplishment
 Committees
 Administrative Councils, Cabinets, and Committees
 Advisory Committees to the Board
 Board Committees
 Communicable Diseases
 Communications
 Board-Staff Communications
 Communications to the Board, break out new descriptor under "Board-Staff Communications"

DGB
GBEB
JHG
KMD

IGAA

KNAL

INH
IKC

IHB
EGB

GBN
IGD

LE
AF

CE
BCF
BCE
JHCC

BG,GBD

KB Public Information Program
Community Activities and Performances, use "Student Performances" or
"Community Use of School Facilities"
Community Advisory Council, use "Advisory Committees to the Board"
Community College Program, break out new descriptor under
"Extended Instructional Programs" if program is under
school board authority; if operated by another agency, use "Relations with
Colleges and Universities"

IIC,KF
ABA,KC Community Instructional Resources
Community Involvement in Decision Making
Community Organizations, see "Relations with Community Organizations"
Community Resource Guides, use "Community Instructional Resources"

IICB
IGCI Community Resource Persons
Community Service
Community Use of School Buses, use "Special Use of School Buses" or break
out a new descriptor under that term

KG Community Use of School Facilities
Compensation

BHD Board Member Compensation and Expenses
GCB Professional Staff Contracts and Compensation Plans
CBD Superintendent's Compensation and Benefits
GDB Support Staff Contracts and Compensation Plans
IKFC Competency/Graduate, use "Graduate Competency"
ILA Competency Based Education
Competency Testing, use "Testing Programs" or break out a new descriptor in
the IL sequence
Competitive Food Sales, use "Food Services Management" or "Vending
Machines," as appropriate

Complaints

KL Public Complaints
KLC Public Complaints about Facilities or Services
KLA Public Complaints about Policies
KLD Public Complaints about School Personnel
KLB Public Complaints about the Curriculum or Instructional Materials
GBM Staff Complaints and Grievances
JFH Student Complaints and Grievances

Complimentary Athletic Passes, use "Free Admissions"
Comprehensive High School Program, use "Basic Instructional Program" or
break out new descriptor in IGA sequence

JEA Compulsory Attendance Ages
IIBG Computer Assisted Instruction
EDE Computer/On-Line Services

Conduct

KGB Public Conduct on School Property
GBCB Staff Conduct
JFC Student Conduct
EEACC,JFCC Student Conduct on School Buses

Conference Periods for Teachers, use "Professional Staff Time Schedules"

Conferences

IKAD Parent Conferences
GCLA Professional Staff Visitations and Conferences
BHBA School Board Conferences, Conventions and Workshops
GDLA Support Staff Visitations and Conferences
IKAC Student Conferences

Conflict of Interest

BBFA Board Member Conflict of Interest
GBCA Staff Conflict of Interest

	Congressional Representatives, use "School Board Legislative Program" and/or "Relations with Federal Government Authorities"
	Conservation Education, break out new descriptor in IGA sequence
	Construction
FEF	Construction Contracts Bidding and Awards
FED	Construction Cost Estimates and Determinations
FECB	Construction Plans and Specifications
FEH	Construction Project Insurance Program
FEI	Construction Project Records and Reports
FE	Facilities Construction
FEG	Supervision of Construction
FEF	Construction Contracts Bidding and Awards
FED	Construction Costs Estimates and Determinations
	Construction Field Checks and Inspections, use "Supervision of Construction"
	Construction Plans and Specifications
FECB	Construction Project Insurance Program
FEH	Construction Project Records and Reports
FEI	Consultants
	Consultants to the Board
BCH	Program Consultants
CK	Consultants to the Board
BCH	Consulting Activities
	Professional Staff Consulting Activities
GCQAA	Superintendent's Consulting Activities
CBF	Contests for Students
IGDH	Contingency Funds, use "Types of Funds"
	Continuing Contracts, see "Tenure" and "Contracts"
	Contracted Bus Service, use "Transportation Services Management"
	Contracted Services, see "Contracts"
	Contracting for Instruction
IHI	Contractor's Affidavits and Guarantees
FEFB	Contractor's Fair Employment Clause
FEFA	Contracts
	Construction Contracts Bidding and Awards
FEF	Contracting for Instruction
IHI	Performance Contracting
IHIA	Professional Staff Contracts and Compensation Plans
GCB	Superintendent's Contract
CBC	Support Staff Contracts and Compensation Plans
GDB	Controversial Issues, use "Teaching About Controversial Issues"
	Controversial Speakers
INC	Conventions, see "Conferences"
	Cooperative Educational Programs
LBB	Cooperative Purchasing
DJE	Coordinators, see "Job Descriptions"
	Copyright
EGAAA	Corporal Punishment
JGA	Correspondence Courses, if school-sponsored, use "Extended Educational Programs" or break out a new descriptor in the IGC sequence; if related to acceptance of credits, use "Graduation Requirements"
	Costs Estimates, use as appropriate "Purchasing Procedures" or "Construction Cost Estimates and Determinations"
	Councils, use "Advisory Committees to the Board" or "Administrative Councils, Cabinets, and Committees"
	Counseling and Guidance, use "Guidance Program"
	Counselors, see "Job Descriptions"
	County Education Agency Relations

LF

County Government, use "Relations with County Governmental Authorities"
 Course Outlines, use "Curriculum Guides and Course Outlines"
 Courses of Study, use "Curriculum Guides and Course Outlines" and/or
 various appropriate subcategories of "Curriculum Design"

DJH Credit Cards
 Credit Hours, use "Graduation Requirements"

GBQ Criminal Record Check
 EBD Crisis Management
 Crossing Guards, use "Traffic and Parking Controls" or "Student Safety
 Patrols"

IFD Curriculum Adoption
 Curriculum Centers use "Instructional Materials Centers"

IG Curriculum Design
 IF Curriculum Development
 Curriculum Directors, see "Job Descriptions"

IFE Curriculum Guides and Course Outlines
 Curriculum Libraries, use "Instructional Materials Centers" or "Professional
 Libraries"

IFA Curriculum Research
 ECC Custodial Services
 Custodian of School Moneys, use "Appointed Board Officials"
 Custodians, see "Job Descriptions"

D

JFCJ Damage to School Property, use "Vandalism," "Care of School Property by
 JFCL Students," or Public Conduct on School Property"
 EH Dangerous Weapons in the Schools, use "Weapons in the Schools"
 EHA Dangerous Schools, use "Unsafe Schools"
 Data Management
 Data and Records Retention
 Day-Care Centers, if school facilities are made available to other community
 agencies for day-care centers, break out a new descriptor in the KG
 sequence; if operated by the school system, break out a new descriptor in
 the IGC sequence; centers operated only for staff or only for students who
 are parents will require breaking out new descriptors in the GB sequence
 or Section J
 Deans, see "Job Descriptions"
 Debt Limitation, use "Taxing and Borrowing Authority/Limitations"
 Decentralization, if basic governance of district is involved, break out a new
 descriptor under "School District Legal Status"; if district administration is
 involved, break out a new descriptor in the CC sequence or if appropriate
 use "School Building Administration"

ABA,KC Decision-making
 ABB,GBB Community Involvement in Decision-making
 ABC,JFB Staff Involvement in Decision-making
 Student Involvement in Decision-making

Deductions from Pay, use "Salary Deductions"

Defacement of School Property, use "Vandalism," "Care of School Property
 by Students," and/or "Public Conduct on School Property"

De-Fact Segregation, use as appropriate
 "Nondiscrimination," "School Attendance Areas," and/or
 "Equal Educational Opportunities"

Delinquent Behavior, use "Student Conduct," "Student Discipline," and/or
 appropriate subcategories

Delivery Services, use "Mail and Delivery Services"

Demonstrations by Students, use "Student Demonstrations and Strikes"
 Demonstration Schools, use "Curriculum Research" or "Pilot Projects"
 Demonstrations of Products, use "Sales Calls and Demonstrations"
 Dental Hygienists, see "Job Descriptions"
 Department Chairman, see "Job Descriptions"
 DG Depository of Funds
 Desegregation, use as appropriate "Nondiscrimination,"
 "School Attendance Areas," and/or "Equal Educational Opportunities"
 De-staffing, use "Reduction in Professional Staff Work Force" and "Reduction
 in Support Staff Work Force"
 JGB Detention of Students
 DBE Determination of Budget Priorities
 Development of Administrative Rules, use "Development of Regulations"
 Development of Policies, use "Board Policy Development"
 CHA Development of Regulations
 Development Opportunities
 BHB Board Member Development Opportunities
 GCL Professional Staff Development Opportunities
 CBE Superintendent's Development Opportunities
 GDL Support Staff Development Opportunities
 AD Development of Philosophy of Education
 IHF Differentiated Staffing
 IGED Diploma of Adult Education
 IGEE Diplomas to Veterans of War
 IKF Diplomas, use "Graduation Requirements"; also see "Adult High School
 Diplomas"
 IGED Diploma of Adult Education
 IGEE Diplomas for WWII Veterans
 Direct Affiliate Membership in the National School Boards Association, use
 "School Board Memberships"
 Directives, use "Approval of Handbooks and Directives"
 Directories, use as appropriate "Approval of Handbooks and Directives,"
 "Personnel Records," "Student Records" or break out a new descriptor
 under one or more of those terms
 Directors, see "Job Descriptions"
 Disadvantaged Students, use "Programs for Disadvantaged Students"
 EBCA Disaster Drills, use "Emergency Plans" and/or appropriate subcategories
 Disaster Plans
 Discharge of Staff Members, see "Dismissal"
 JGF Discipline, use "Student Discipline"
 Discipline of Handicapped Students
 Disease Prevention, use "Communicable Diseases"
 Dismissal
 GCPD Suspension and Dismissal of Professional Staff Members
 GDPD Suspension and Dismissal of Support Staff Members
 Dismissal Precautions, use "Student Dismissal Precautions"
 Disposal of School Property, use "School Properties"
 Disposal Procedure"
 Disruptive Students, use "Student Conduct," "Student Discipline," or break
 out a new descriptor as appropriate in the JFC or JG sequence
 DBF Dissemination of Budget Recommendations
 Dissemination of Information, use as appropriate "Policy Dissemination,"
 "Reporting Board Meeting Business" "Regulations Dissemination," and/or
 "Public Information Program" and subcategories
 Distribution of Supplies and Equipment, use "Material Resources
 Management" or appropriate subcategories

	Distributive Education, use "Occupational Education" or break out a new descriptor in the IGAD sequence
CAA	District Administration Priority Objectives District Annual Meeting, use "School Board Elections" or "Board Organizational Meeting," as appropriate
IIBH	District Web Site Publishing Donations, see "Gifts" Double Sessions, use "School Day"
IGAJ	Drills, use "Emergency Plans" and/or appropriate subcategories Driver Education Dropouts, use "Student Withdrawal from School" or break out a new descriptor under that term Drugs
JFCI	Student Drug Abuse
IGAG	Teaching about Drugs, Alcohol, and Tobacco
GBP	Drug-Free Workplace
EEACD	Drug Testing for School Bus Drivers Drug Testing for District Personnel Required to Hold a Commercial Driver's License
IGDJA	Drug Testing of Students in Interscholastic Athletics Dual Enrollment, use as appropriate "Advanced College Placement," "Relations with Other Schools and School Districts," and/or "School Admissions" or appropriate subcategories Due Process, use "Student Due Process Rights"; however, the concept of due process will also apply to other descriptors pertaining to relations with staff, students, and parents Duplicating Services, use "Printing and Duplicating Services"
	Duties
CBA	Qualifications and Duties of Superintendent
HD	School Board Negotiating Powers and Duties
BBA	School Board Powers and Duties Duties of Board Officers, use "Board Officers" Duties of Staff Members, see "Job Descriptions" Duty-Free Lunch, use "Professional Staff Time Schedules"

E

	Early Childhood Education, use "Basic Instructional Program" or break out new descriptor in IGA sequence
IKFA	Early Graduation
L	Education Agency Relations
LA	Education Agency Relations Goals
LAA	Education Agency Relations Priority Objectives
	Educational Audits, see "Evaluation"
IGCD,LEB	Educational Options
ADA	Educational Philosophy
FEA	Educational Specifications Educational Television, use "Instructional Television"
IICAA	Educational Nonschool Sponsored Trips
AFI	Educational Resource, Evaluation of
LC	Education Research Agencies, Relations with Eighteen-Year-Old Students, use "Students of Legal Age"
KNAC	Election Authorities, Relations with Elections, use "School Board Elections Program"
	Electronic Equipment see "Use of Electronic Equipment by Students", "Telephone Services" or "Computer/OnLine Services"
EBCD	Emergency Closings
EBC	Emergency Plans, see Crisis Management

JGDA Emergency Removal of Students
Emergency Repairs, use "Buildings and Grounds Maintenance"
Emotionally Disturbed Students, use "Programs for Handicapped Students" or
break out a new descriptor under that term

GBP Employees Engaged in Work on a Federal Grant (Drug Free Workplace)
HG Employee Organization
Employees, use "Professional Staff" and "Support Staff"
Employment (Also see Contract and Hiring)

JK Employment of Students
GBA Equal Opportunity Employment
GCE Part-Time and Substitute Professional Staff Employment
GDE Part-Time and Substitute Support Staff Employment
JK Employment of Students

ECF Encumbrances, use "Budget Implementation"
Endowment Funds, use "Grants and Private Sources"
Energy Conservation
Energy Conservation Education, break out a new descriptor in the IGA
sequence

IGBI Energy-Saving Construction, break out a new descriptor in the FEC sequence
English as a Second Language
English Instruction, use "Basic Instructional Program" or break out new
descriptor in IGA sequence
Enrichment Programs, use "Extended Instructional Program" or break out new
descriptor in IGC sequence
Enrollment of Students, use "School Admissions" and appropriate
subcategories

FBB Enrollment Projections
JEB Entrance Age
KNAM Environmental Authorities, Relations with
Environmental Education, break out new descriptor in IGA sequence
Environmental Impact Plans, use "Facilities Development Plans and
Specifications"

KG Equal Access (Community Use of Facilities)
JB Equal Educational Opportunities; also see "Nondiscrimination"
GBA Equal Opportunity Employment; also see "Nondiscrimination"

FECC Equipment and Supplies Management, use "Material Resources Management"
Equipment Plans and Specifications
Equivalency Tests and Certificates, use "Adult High School Programs" or
break out a new descriptor under that term
Ethics Education, break out a new descriptor in IGA sequence
Ethics

BBF School Board Member Ethics
GBC Staff Ethics

Ethnic Studies, use "Human Relations Education" or break out new descriptor
in IGA sequence

JEG Exclusions and Exemptions from School Attendance
BDC Executive Sessions
GBN Extended Group Health Coverage

Evacuation of Building, use "Emergency Plans" and appropriate subcategories
Evaluation

AFI,IM Evaluation of Educational Resources
AFH Evaluation of Evaluators
AFE,IM Evaluation of Instructional Programs
AFC,GCN Evaluation of Professional Staff
AFA,BK Evaluation of School Board Operational Procedures
Evaluation of Students, use "Academic Achievement" and appropriate
subcategories

AFF,EJ	Evaluation of Support Services
AFD,GDN	Evaluation of Support Staff
AFB,CBG	Evaluation of the Superintendent
AFBA,BCCB	Evaluation of the Treasurer
IFC	Pilot Project Evaluation
AFG	Use of Independent Evaluators
	Evaluators
AFH	Evaluation of Evaluators
AFG	Use of Independent Evaluators
	Evening Sessions, use as appropriate "School Day," "Extended Instructional Programs," and/or "Adult Education Programs," or subcategories of these terms
	Examinations
EEACA	Bus Driver Examination and Training
IKAA	Final Examinations
JHCA	Physical Examinations of Students
GBE	Staff Health and Safety
	Exceptional Students, use subcategories under "Special Instructional Program and Accommodations," such as "Programs for Handicapped Students," "Programs for Gifted Students," etc.
	Exchange Students, use "Admission of Exchange Students"
GCQC	Exchange Teaching
JEG	Exclusions and Exemptions from School Attendance
JEGA	Exclusions, Permanent
	Excuses for Student Absences, use "Student Absences and Excuses"
BDC	Executive Sessions
	Exemptions from Attendance, use "Exclusions and Exemptions from School Attendance"
	Exemptions from Physical Education, use "Physical Education"
	Expenditure of Funds, use as appropriate "Purchasing Authority," "Payment Procedures," and/or "Budget Implementation"
DLC	Expense Reimbursements
	Expenses
BHD	Board Member Compensation and Expenses
DLC	Expense Reimbursements
IGCB	Experimental Programs,
	Expulsion, use "Student Expulsion"
GBN	Extended Group Health Coverage (COBRA)
IGC	Extended Instructional Programs
	Extended School Day, use "School Day"
ICB	Extended School Year
	Extracurricular Activities, use "Co-curricular and Extracurricular Programs" and appropriate subcategories
	Extra Duty
GCKA	Professional Staff Extra Duty
GDKA	Support Staff Extra Duty

F

	Facilities Accommodations for Handicapped, use or break out a new descriptor in the FEC sequence
FC	Facilities Capitalization Program
FE	Facilities Construction
F	Facilities Development
FA	Facilities Development Goals
FEC	Facilities Development Plans and Specifications

FAA	Facilities Development Priority Objectives
	Facilities Obsolescence Determination, use "Retirement of Facilities"
FB	Facilities Planning
FBA	Facilities Planning Advisers
FK	Facilities Renovations
	Fact Finding, use "Impasse Procedures"
	Fair Employment, use "Equal Opportunity Employment" and/or "Contractor's Fair Employment Clause"
IGAH	Family Life Education
GBR	Family and Medical Leave
	Federal
LH	Federal Education Agency Relations
KND	Relations with Federal Governmental Authorities
DEC	Revenues From Federal Tax Sources
DD	Funding Proposals and Applications
CGC	State and Federal Programs Administration
LH	Federal Education Agency Relations
	Fees
IGDE	Student Activities Fees
JN	Student Fees, Fines, and Charges
	Fidelity Bonds, use "Bonded Employees and Officers"
IICA	Field Trips and Excursions
IKAA	Final Examinations
	Financial Aid to Students, use "Student Aid Programs"
	Financial Disclosure, if required for school board membership, use "Board Member Qualifications"
	Financial Projections, use "Financial Reports and Statements"
DIC	Financial Reports and Statements
	Fines, use "Student Fees, Fines, and Charges"
KNAK	Fire Authorities, Relations with
EBCB	Fire Drills
	Firing, see "Dismissal"
EBBA	First Aid
DI	Fiscal Accounting and Reporting
KNAA	Fiscal Authorities, Relations with
D	Fiscal Management
DA	Fiscal Management Goals
DAA	Fiscal Management Priority Objectives
	Fiscal Projections, use "Financial Reports and Statements"
DBB	Fiscal Year
DID	Fixed Assets
INDB	Flag Displays
	Flexible Scheduling, use "Scheduling for Instruction"
EFA	Food Purchasing
EFD	Food Sanitation Program
EFF*	Food Sale Standards
	Food Services
EF	Food Services Management
EFE	Food Services Records and Reports
EFB	Free and Reduced Price Food Services
EFF	Food Services for the Elderly, break out a new descriptor in the EF sequence
EF	Food Services Management
EFE	Food Services Records and Reports
EFF	Food Sale Standards
EFF	Foreign Exchange Students, use "Admission of Exchange Students"
	Foundations, if content relates to administering a grant from a foundation, use "Grants from Private Sources"; if it relates to a private foundation

organized under district aegis to accept and administer grants to the district or for student aid and scholarships, break out a new descriptor under the above term

A Foundations and Basic Commitments
Fraternities, use "Secret Societies"
DFEA Free Admissions
EFB Free and Reduced Price Food Services
Fringe Benefits
GCBC Professional Staff Fringe Benefits
CBD Superintendent's Compensation and Benefits
GDDB Support Staff Fringe Benefits
DD Funding Proposals and Applications
Fund-Raising Activities, if appropriate use "Student
Fund-Raising Activities" or "Grants from Private Sources"; otherwise, see
"Solicitations"
Funds
DG Depository of Funds
GBJ Staff Funds Management
IGDG Student Activities Funds Management
DIB Types of Funds
DFAA Use of Surplus Funds

G

JFCEA Gangs, also see "Secret Societies" JFCE
Garnishments, use "Payroll Deductions"
DFE Gate Receipts and Admissions
GB General Personnel Policies
C General School Administration
Gifted Students, use "Programs for Gifted Students"
Gifts
KH Public Gifts to the Schools
GBI Staff Gifts and Solicitations
JL Student Gifts and Solicitations
Goals
CA Administration Goals
BA Board Operational Goals
LA Education Agency Relations Goals
FA Facilities Development Goals
DA Fiscal Management Goals
IA Instructional Goals
HA Negotiations Goals
GA Personnel Policies Goals
KA School-Community Relations Goals
AE School District Goals and Objectives
JA Student Policies Goals
EA Support Services Goals
Also see "Objectives" and discussion on how to file goals and objectives
in The School Administrator's Guide to the OPS/OSBA Policy
Development System, 1979 edition
Grade Level Organization, use "Organization of Instruction"
IKA Grading Systems
Graduation
IKFA Early Graduation
IKFC Graduate Competency
IKFB Graduation Exercises

IKF Graduation Requirements
 IKFB Graduation Exercises
 Graduation Requirements for Handicapped Students, break out a new descriptor in IKF sequence or add to "Graduation Requirements" policy as a subheading
 IKF Graduation Requirements
 DFC Grants from Private Sources
 Grievances
 GBM Staff Complaints and Grievances
 JFH Student Complaints and Grievances
 IHA Grounds Management, use "Buildings and Grounds Management"
 Grouping for Instruction
 Group Insurance, see "Insurance"
 Guarantees, use "Purchasing Procedures" and/or "Contractor's Affidavits and Guarantees"
 Guidance Counselors, see "Job Descriptions"
 IJ Guidance Program

H

CHCA Handbooks, use "Approval of Handbooks and Directives" or break out a new descriptor under that term
 Handicapped Students, use as appropriate "Programs for Handicapped Students" and "Equal Educational Opportunities"; break out new descriptors under the first term as needed to accommodate policies on identification, placement, evaluation, etc.; be aware that policies in many areas—as transportation, facilities construction, entrance age—may relate in part to handicapped students
 AC Harassment, Nondiscrimination, see also "Sexual Harassment" ACAA
 Hazards, use "Reporting of Hazards"
 Hazardous Waste, see "Bloodborne Pathogens"
 JFCF Hazing/Anti-Hazing
 Health
 KNAF Health Authorities, Relations with
 IGAE Health Education
 GBE Staff Health and Safety
 JHC Student Health Services and Requirements
 KNAF Health Authorities, Relations with
 IGAE Health Education
 Health Insurance, see "Insurance"
 GBS Health Insurance Portability and Accountability Act (HIPAA)
 Hearing Procedures, use "Special Procedures for Conducting Hearings" when the procedures pertain to all or most adversary proceedings; however, use other descriptors, such as "Suspension and Dismissal of Professional Staff Members," "Student Suspension," "Budget Hearings and Reviews" when procedures pertain to special types of hearings
 Hearings
 DBC Budget Hearings and Reviews
 BDE Special Procedures for Conducting Hearings
 Heterogeneous Grouping, use "Grouping for Instruction"
 High School curriculum, use "Basic Instructional Program" or break out new descriptor in IGA sequence
 GBS (HIPAA) Health Insurance Portability and Accountability
 Hiring
 GCD Professional Staff Hiring
 CBB Recruitment and Appointment of Superintendent
 GDD Support Staff Hiring
 GBS HIPAA, Health Insurance Portability and Accountability

GBEA, JHCCA	HIV/AIDS (Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome)
	Holidays, use "School Calendar," "Professional Staff Vacations and Holidays," and "Support Staff Vacations and Holidays" as appropriate
IGBG	Homebound Instruction
IGCF	Home Education or Home Schooling
IGCF	Home Instruction
IGCF	Home Schooling or Home Education
JHEA	Home Visits
JECAA	Homeless Students, Admission of
IKB	Homework
	Homogenous Grouping, use "Grouping for Instruction"
IKD	Honor Rolls
IGCC	Honors Program
	Hospitalization Insurance, see "Insurance"
KNAE	Housing Authorities, Relations with
	Housing for Staff, see "Fringe Benefits" or break out new descriptor as appropriate in GB sequence
	Housing for Students, break out a new descriptor in Section J
IGAB	Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome
	Human Relations Education

I

	Illness Leave, see "Leaves"
	Immunizations, use "Inoculations of Students"
HN	Impasse Procedures
	Imprest Fund use "Types of Funds"
CBAA	Incapacity of Superintendent
BCCA	Incapacity of Treasurer
	Income, see "Revenues"
DFG	Income from School Shop Sales and Services
	Increments in Salary, see "Salary Schedules"
IHG	Independent Study
	Indian Education Programs, use "Special Instructional Programs and Accommodations" or break out new descriptor in IGB sequence
KMJ	Indian Tribal Councils, Relations with
IHHA	Individual Help
IHH	Individualized Instruction
	Industrial Arts, break out a new descriptor in the IGA series
	Injuries on School Property, use "First Aid" or "Accident Prevention and Safety Procedures"
	Innovative Programs, use "Pilot Projects"
JHCB	Inoculations of Students
JFCIAA	Inpatient Treatment Policy
	In-School suspension, use "Student Suspension" or break out a new descriptor under that term
	Inservice Education, see "Development Opportunities"
	Insignia, break out a new descriptor under "School District Legal Status" to establish official school district insignia or seal and any controls on its use
	Inspection of Buses, use "School Bus Safety Program"
	Inspections
FG	Board Inspection and Acceptance of New Facilities
EBA	Buildings and Grounds Inspections
I	Instruction
IH	Instructional Arrangements
IA	Instructional Goals

IAA	Instructional Objectives
	Instructional Materials
IIBC	Instructional Materials Centers
EDBA	Maintenance and Control of Instructional Materials
KLB	Public Complaints about the Curriculum or Instructional Materials
	Instructional Program
IGA	Basic Instructional Program
AFE,IM	Evaluation of Instructional Programs
IGC	Extended Instructional Programs
IGB	Special Instructional Programs and Accommodations
IIBF	Instructional Radio
II	Instructional Resources
IIB	Instructional Services
IIBE	Instructional Television
	Insurance
BHE	Board Member Insurance
EEBC	Business and Personnel Transportation Insurance
FEH	Construction Project Insurance Program
EI	Insurance Management
EIB	Liability Insurance
GCBC	Professional Staff Fringe Benefits
EIA	Property Insurance
JHA	Student Insurance Program
EEAF	Student Transportation Insurance
GDBC	Support Staff Fringe Benefits
EI	Insurance Management
ECG	Integrated Pest Management
	Integration, use as appropriate "Equal Educational Opportunities," "School Attendance Areas," and/or "Nondiscrimination"
JECBB	Interdistrict Open Enrollment
	Interdistrict Relations, use "Relations with Other Schools and School Districts"
JECBB	Interdistrict Transfer Students "Open Enrollment District to District"
	Intergroup Education, use "Human Relations Education"
EDE	Internet, see "Computer/On-Line"
	Interns, use "Administrative Intern Program" and/or "Student Teaching and Internships"
	Interoffice Communications, use "Office Communications Services"
JFG	Interrogations and Searches
	Interscholastic Activities, use "Co-curricular and Extracurricular Programs" and subcategories as appropriate
IGDJ	Interscholastic Athletics
IGDK	Interscholastic Extracurricular Eligibility
	Interviews, use "News Conferences and Interviews"
JECBD	Intradistrict Transfer Students "Open Enrollment Building to Building"
IGDI	Intramural Programs
DID	Inventories
	Investigations of Student Misconduct, use "Interrogations and Searches"
	Investments, use "Revenues from Investments" or "Use of Surplus Funds"

J

Job Actions, use "Staff Job Actions"
 Job Descriptions, use "Qualifications and Duties of Superintendent" for the description of the position of the chief school administrator; all other job descriptions and/or statements of specific qualifications and duties are to

be filed as subcategories of either "Professional Staff Positions" or "Support Staff Positions"; see discussion on how to file job descriptions in The School Administrator's Guide to the OPS/NSBA Policy Development System, 1979 edition
 Junior High School Curriculum, use "Basic Instructional Program" or break out new descriptor in IGA sequence
 Jury Duty, see "Leaves"

K

IO Kindergarten
 Kindergarten Orientation

L

KMH Labor Organizations, Relations with
 Landscaping, use "Buildings and Grounds Maintenance" or break out new descriptor under this term; for landscaping relating to new facilities, use "Site Plans and Specifications"
 Language Arts, use "Basic Instructional Program" or break out new descriptor in IGA sequence
 Language Instruction, for statements on foreign or classical language instruction, break out a new descriptor in the IGA sequence

IGBK Latchkey Programs
 Layoffs, use "Reduction in Professional Staff Work Force" and/or "Reduction in Support Staff Work Force"
 Learning Resources Centers, use "Instructional Materials Centers"
 Leased Buses, use "Transportation Services Management"
 Leasing and Renting School Equipment, use as appropriate "Community Use of School Facilities" or "Authorized Use of School-Owned Materials"
 Leaves
 GBR Family Medical Leaves
 GCBD Professional Staff Leaves and Absences
 GDBD Support Staff Leaves and Absences
 (See discussion in The School Administrator's Guide to the OPS/OSBA Policy Development System, 1979 edition, on how to file policies on various types of leaves.)
 Legal Age, use "Students of Legal Age"
 Legal Counsel, use "School Attorney"
 Legal Name of School District, use "School District Legal Status"
 Legal Status
 HB Negotiations Legal Status
 BB School Board Legal Status
 AA School District Legal Status

Legislative Program, use "School Board Legislative Program"
 Lesson Plans, use as appropriate "Arrangements for Professional Staff Substitutes," "Supervision of Professional Staff," or "Teaching Methods"
 Levels of Instruction, use "Organization of Instruction"

EIB Liability Insurance
 Liaisons
 Board Liaisons, use "Board Committees" or break out a new descriptor under that term

BJA Liaisons with School Boards Associations
 Librarians, see "Job Descriptions"
 Libraries
 IIBDA Professional Libraries
 IIBD School Libraries

IIAC Library Aides, see "Job Descriptions"
 Library Materials Selection and Adoption
 CCB Life Insurance, see "Insurance"
 Line and Staff Relations
 Line Item Transfer Authority, use "Budget Transfer Authority"
 Local Education Agency, see "School Board"
 DJD Local Purchasing
 Locker Searches, use "Interrogations and Searches"
 Logo, use "School District Legal Status" to describe or depict official school district logo or break out new descriptor under this term
 Long-Range Planning, use as appropriate to content "School District Goals and Objectives," (or break out a descriptor under that term), "Facilities Planning," "Curriculum Development"
 Loyalty Oaths, if loyalty oaths are required of Board members and the superintendent, use "Board Member Qualifications" and "Qualifications and Duties of Superintendent"; for employees other than superintendent, incorporate the requirement into the qualifications statement in job descriptions; see "Job Descriptions"
 Lunch Program, use "Food Services Management" and appropriate subcategories
 Lunch Workers, see "Job Descriptions"

M

EGAB Magnet Schools, break out new descriptor under "School Attendance Areas"
 Mail and Delivery Services
 Maintenance
 ECB Buildings and Grounds Maintenance
 EDBA Maintenance and Control of Instructional Materials
 EDB Maintenance and Control of Materials
 EDBB Maintenance and Control of Noninstructional Materials
 EEACB School Bus Maintenance
 EDBA Maintenance and Control of Instructional Materials
 EDB Maintenance and Control of Materials
 EDBB Maintenance and Control of Noninstructional Materials
 Maintenance Vehicles, use "Business and Personnel Transportation Services"
 Maintenance Workers, see "Job Descriptions"
 IKEA Make-Up Opportunities
 Management by Objectives, use "School District Goals and Objectives," "Commitment to Accomplishment," "Administration Goals" as appropriate, but this is a concept that pervades many areas, including all those noted under "Evaluation"
 JEB Mandatory Kindergarten (Check entrance age)
 CD Management Team
 Manpower Training Programs, use "Adult Occupational Education" or break out a new descriptor in IGE sequence
 JFF Married Students
 ED Material Resources Management
 EDD Material Resources Records and Reports
 Materials
 EDC Authorized Use of School-Owned Materials
 EDBA Maintenance and Control of Instructional Materials
 EDB Maintenance and Control of Noninstructional Materials
 Maternity Leave, see "Leaves"
 Mathematics Instruction, use "Basic Instructional Program" or break out a new descriptor in IGA sequence
 Matrons, see "Job Descriptions"

Mayor's Office, use "Relations with Local Governmental Authorities"
 Mediation, use "Impasse Procedures"
 Medical Insurance, see "Insurance"
 Medications, use "Administering Medicines to Students"
 Meetings

Bddb	Agenda Format
BDDC	Agenda Preparation and Dissemination
BDD	Board Meeting Procedures
BCA	Board Organizational Meeting
BDDJ,KBCD	Broadcasting and Taping of Board Meetings
BDC	Executive Sessions
BDDG	Minutes of Board Meetings
BDDI,KBCC	News Media Services at Board Meetings
BDDA	Notification of Board Meetings
BDDEA	Parliamentarian
GCKB	Professional Staff Meetings
BDDH,KD	Public Participation at Board Meetings
BDDD	Quorum
BDA	Regular Board Meetings
BDDK	Reporting Board Meeting Business
BDDE	Rules of Order
BD	School Board Meetings
BE	School Board Work Sessions and Retreats
BDB	Special Board Meetings
BDE	Special Procedures for Conducting Hearings
GDKB	Support Staff Meetings
BDDEB	Suspension of Rules of Order
BDDF	Voting Method at Board Meetings
	Memberships in Organizations, use "School Board Memberships" or "Professional Organizations," as appropriate
FFA	Memorials
	Mentally Handicapped Students, use "Programs for Handicapped Students" or break out a new descriptor under that term Merit System
GCBA A	Merit System, Professional Staff
GDBAA	Merit System, Support Staff
	Method of Determining Staff Negotiating Organizations, use "Staff Negotiating Organizations"
	Methods of Instruction, use "Teaching Methods"
	Metrics Education, break out a new descriptor in IGA sequence
	Middle School Curriculum, use "Basic Instructional Program" or break out new descriptor in IGA sequence
	Migrant Education, use "Special Instructional Programs and Accommodations" or break out new descriptor in IGB sequence
	Mileage Allowance, see "Expenses"
	Military Leave, see "Leaves"
KKA	Military Recruiters use "Recruiters in the Schools"
IHJ	Minicourses
	Minimal Competency Testing, use "Testing Programs" or break out new descriptor in IL sequence
BDDG	Minutes of Board Meetings
IN	Miscellaneous Instructional Policies
GCQ	Miscellaneous Professional Staff Policies
GDQ	Miscellaneous Support Staff Policies
JEE	Missing and Absent Students see "Student Attendance Accounting"
	Modular Schedules, use "Scheduling for Instruction"
	Moral Education, break out a new descriptor in IGA sequence

Motorbikes, use "Student Automobile Use" or break out new descriptor under that term
 Motor Pool, use "School-Owned Vehicles"
 Multi-cultural Education, use "Human Relations Education"
 Municipal Government Relations, use "Relations with Local Governmental Authorities"
 Museums, use "Relations with Cultural Institutions"
 Musical Events, use "Student Performances"
 Musical Instruments, use "Maintenance and Control of Instructional Materials" or break out a new descriptor under this term
 Music Education, break out a new descriptor in the IGA sequence

N

FFB FF	Names on Building Plaques Naming New Facilities Needs Assessment, use "Facilities Planning" or "Curriculum Research"
HM HL HP	Negotiable Items, use "Scope of Negotiations" Negotiated Agreement Procedures Following Ratification Preliminary Negotiated Agreement Disposition Negotiated Amendments and Renegotiations Procedures
HH HG H HA	Negotiating Organizations Privileges of Staff Negotiating Organizations Employee Organizations Negotiations Negotiations
HJA HB HJ HAA	Negotiations Costs, use "Payment of Negotiations Costs" Negotiations Deadlines for the Board Negotiations Legal Status Negotiations Procedures Negotiations Priority Objectives Negotiations Progress Reports, use "Release of Negotiations Information"
KMC	Negotiators for the Board use "Board Negotiating Agents" Neighborhood Associations, Relations with Neighborhood Schools, use "School Attendance Areas" Nepotism, see "Conflict of Interest"
BHA KBCB KBC BDDI,KBCC KBCA	New Board Member Orientation News Conferences and Interviews News Media Relations News Media Services at Board Meetings News Releases
AC ACB ACA IHL	New Students, use "School Admissions" and appropriate subcategories Noncertificated Personnel, use "Support Staff"; also see discussion of how to file personnel policies in The School Administrator's Guide to the OPS/OSBA Policy Development System, 1979 edition Noncredit Courses, use as appropriate "Student Schedules and Course Loads," "Extended Instructional Programs," or "Adult Education Programs" Nondiscrimination; also see "Equal Educational Opportunities"; "Equal Opportunity Employment" Nondiscrimination on the Basis of Handicap, use "Nondiscrimination" or break out a new descriptor under that term Nondiscrimination on the Basis of Sex, use "Nondiscrimination" or break out a new descriptor under that term Nongraded Classrooms

	Nonprofessional Personnel, use "Support Staff"; also see discussion of how to file personnel policies in The School Administrator's Guide to the OPS/OSBA Policy Development System, 1979 edition
	Nonresident Students, use "Admission of Nonresident Students"
GCQA	Nonschool Employment by Professional Staff Members
GDQA	Nonschool Employment by Support Staff Members
	Notes and Bonds Payments, use "Payment Procedures"
JHH	Notification About Sex Offenders
BDDA	Notification of Board Meetings
	Number of Board Members, use "School Board Legal Status"
	Nursery Schools, use "Extended Instructional Programs" or break out new descriptor in IGC sequence

O

	Oath of Office, use "Board Member Oath of Office"
	Objectives
DBE	Determination of Budget Priorities
CAA	District Administration Priority Objectives
LAA	Education Agency Relations Priority Objectives
FAA	Facilities Development Priority Objectives
DAA	Fiscal Management Priority Objectives
IAA	Instructional Priority Objectives
HAA	Negotiations Priority Objectives
GAA	Personnel Policies Priority Objectives
BAA	Priority Objectives of Board Operations
KAA	School-Community Relations Priority Objectives
AE	School District Goals and Objectives
JAA	Student Policies Priority Objectives
EAA	Support Services Priority Objectives
	(Also see "Goals")
	Observances of Special Events, use "School Ceremonies and Observances"
	Observers, use "Professional Visitors and Observers"
IGAD	Occupational Education
	Occupational Health and Safety Requirements, use "Safety Program" and "Staff Health and Safety" as appropriate
	Occupying New Facilities, use as appropriate "Board Inspection and Acceptance of New Facilities" or "Staff Orientation to New Facilities"
EGA	Office Communications Services
	Office Manager, see "Job Descriptions"
	Officer of the Board, use "Board Officers"
EG	Office Services Management
EGC	Office Services Records and Reports
	Official Seal, use "School District Legal Status" or describe or depict official seal of the school district or break out new descriptor under that term
	Ombudsman, see "Job Descriptions" and Complaints"
	On-the-Job-Training, use "Work Experience Opportunities"
JEFA	Open Campus
IHK	Open Classrooms
JECBD	Open Enrollment
	Opinion Polling, use "Public Information Program" or break out new descriptor in KB sequence
	Order of Business, use "Agenda Format"
	Organizational Meeting, use "Board Organizational Meeting"
CCA	Organizational Charts
	Organization of Grade Level, use "Organization of Instruction"
IE	Organization of Facilities for Instruction

BC

Organization of the Board
Organizations, see "Association" and "Relations with Community Organizations"

Orientation

Board Candidate Orientation, break out a new descriptor under "New Board Member Orientation" or use that term

BHA

New Board Member Orientation

GCF

Professional Staff Orientation

FH

Staff Orientation to New Facilities

GDF

Support Staff Orientation

Outdoor Education, use "Extended Instructional Programs" and/or appropriate subcategories or break out new descriptor in IGC sequence

Overtime Pay, see "Supplementary Pay"

P

Paid Holidays, use "Professional Staff Vacations and Holidays" and "Support Staff Vacations and Holidays"

Paraprofessional Personnel, use "Support Staff"; also see discussion in The School Administrator's Guide to the OPS/OSBA Policy Development System, 1979 edition

Parental Leave, see "Leaves"

IGBL

Parental Involvement in Education

IKAD

Parent Conferences

KMA

Parents Organizations, Relations with

Parking Lots, use "Traffic and Parking Controls"

KNAH

Park Authorities, Relations with

BDDEA

Parliamentarian

Parochial Schools, use "Relations with Other Schools and School Districts" or break out a new descriptor in LB sequence

Participation of Public at Board Meetings, use "Public Participation at Board Meetings"

Participation at Board Meetings

GCE

Part-Time Administration, use "Temporary Administrative Arrangements"

GDE

Part-Time and Substitute Professional Staff Employment

Part-Time Temporary and Substitute Support Staff Employment

Part-Time Students, break out a new descriptor in JEC sequence

Paternity Leave, see "Leaves"

INDA

Patriotic Exercises

DLA

Payday Schedules

HI

Payment of Negotiations Costs

DK

Payment Procedures

DL

Payroll Procedures

Pensions, see "Retirement" and "Fringe Benefits"

AB

People and Their School District, the Per Diem, see "Expenses"

Performance of Staff, see "Evaluation"

Performance of Students, use "Academic Achievement" and appropriate subcategories

IHIA

Performance Contracting

Performances, use "Student Performances" or "Community Use of School Facilities" as appropriate

JEGA

Permanent Exclusion

JFCL

Persistently Dangerous Schools (Unsafe Schools)

G

Personnel

Personnel Director, see "Job Descriptions"

GA

Personnel Policies Goals

GAA

Personnel Policies Priority Objectives

GBL

Personnel Records

GCA	Professional Staff Positions
GDA	Support Staff Positions
	Postgraduates, as appropriate to content, use subcategories or break out a new descriptor in "Student Admissions" or "Extended Instructional Programs" or "Adult Education" sequences
GCCA	Posting of Professional Staff Vacancies
GDCA	Posting of Support Staff Vacancies
IGCH,LEC	Post-Secondary Enrollment Options
	Poverty Agencies, use "Relations with Anti-Poverty Authorities"
	Powers
HD	School Board Negotiating Powers and Duties
BBA	School Board Powers and Duties
	PPBS, use "Budgeting System"
	Practice Teaching, use "Student Teaching and Internships"
	Prayer, use "School Ceremonies and Observances"
JFE	Pregnant Students
IGBD	Programs for Pregnant Students
BFB	Preliminary Development of Policies
HL	Preliminary Negotiated Agreement Disposition
	Preparation of Agenda, use "Agenda Preparation and Dissemination"
	Preparation Periods for Teachers use "Professional Staff Time Schedules"
	Preprimary Education, use "Extended Instructional Programs" or break out new descriptor in IGC sequence
IGCG	Preschool Programs
	President of the Board, use "Board Officers"
	Press Services, use "News Media Relations" or appropriate subcategories, particularly "News Media Services at Board Meetings"
JFCIA	Pressure Group Materials, use "Special Interest Materials"
	Prevention of Chemical Abuse
EGAA	Principals, see "Job Descriptions"
	Printing and Duplicating Services
BAA	Priority Objectives, see "Objectives"
	Priority Objectives of Board Operations
	Private Schools, Relations with, use "Relations with Other Schools and School Districts" or break out a new descriptor in LB sequence
KMF	Private Social Service Organizations, Relations with
HH	Privileges of Staff Negotiating Organizations
	Probation
JGC	Probation of Students
GCG	Professional Staff Probation and Tenure
GDG	Support Staff Probation and Tenure
HM	Procedures, see "Regulations"
	Procedures Following Ratification
IIBDA	Professional Growth, see "Development Opportunities"
GCQD	Professional Libraries
	Professional Organizations
GCQB	Professional Practices, see "Ethics"
GC	Professional Research and Publishing
GCI	Professional Staff
GCBDA*	Professional Staff Assignments and Transfers
GCQAA	Professional Staff Assault Leave
GCB	Professional Staff Consulting Activities
GCL	Professional Staff Contracts and Compensation Plans
GCKA	Professional Staff Development Opportunities
GCBC	Professional Staff Extra Duty
GCD	Professional Staff Fringe Benefits
	Professional Staff Hiring

GCBD	Professional Staff Leaves and Absences
GCKB	Professional Staff Meetings
GCBAA	Professional Staff Merit System
GCF	Professional Staff Orientation
GCA	Professional Staff Positions
GCG	Professional Staff Probation and Tenure
GCO	Professional Staff Promotions
GCC	Professional Staff Recruiting
GCBA	Professional Staff Salary Schedules
GCH	Professional Staff Seniority
GCBB	Professional Staff Supplementary Pay Plans
GCP	Professional Staff Termination of Employment
GCJ	Professional Staff Time Schedules
GCBE	Professional Staff Vacations and Holidays
GCLA	Professional Staff Visitations and Conferences
GCK	Professional Staff Work Load
LJ	Professional Visitors and Observers
	Program Auditors, use "Use of Independent Evaluators"
	Program Budgeting, use "Budgeting System"
CK	Program Consultants
	Programmed Learning, use "Teaching Methods" or break out new descriptor in IH sequence
	Program Goals and Objectives, use "Instructional Goals" for an overall statement; goals pertaining to particular programs will be filed under the program, for example, "Physical Education Goals" under "Physical Education"
IGBC	Programs for Disadvantaged Students
IGBB	Programs for Gifted and Talented Students
IGBA	Programs for Handicapped Students
IGBD	Programs for Pregnant Students
	Projections, use "Enrollment Projections"
IKE	Promotion and Retention of Students
	Promotions
GCO	Professional Staff Promotions
IKE	Promotion and Retention of Students
GDO	Support Staff Promotions
	Propaganda, use "Special Interest Materials"
EIA	Property Insurance
	Protection of Staff, use "Staff Protection"
	Psychological Services, use "Student Psychological Services"
JHDA	Psychological Testing of Students
	Public
AG	Accomplishment Reporting to the Public
ABA,KC	Community Involvement in Decision-making
KL	Public Complaints
KLC	Public Complaints about Facilities or Services
KLA	Public Complaints about Policies
KLD	Public Complaints about School Personnel
KLB	Public Complaints about the Curriculum or Instructional Materials
KGB	Public Conduct on School Property
FI	Public Dedication of New Facilities
KH	Public Gifts to the Schools
KB	Public Information Program
BDDH,KD	Public Participation at Board Meetings
KGA	Public Sales on School Property
KI	Public Solicitations in the Schools
KBA	Public's Right to Know
KGC	Smoking on School Premises at Public Functions

AB	The People and Their School District
KBF	Use of Students in Public Information Program
	Public Address Announcements use "Class Interruptions"
	Publications
CHCA	Approval of Handbooks and Directives
GCQB	Professional Research and Publishing
DFE	Royalties
KBB	School-Sponsored Information Media
IGDB	Student Publications
JFCD	Underground Student Publications
KL	Public Complaints
KLC	Public Complaints about Facilities or Services
KLA	Public Complaints about Policies
KLD	Public Complaints about School Personnel
KLB	Public Complaints about the Curriculum or Instructional Materials
KGB	Public Conduct on School Property
FI	Public Dedication of New Facilities
KH	Public Gifts to the Schools
	Public Hearings, see "Hearings"
	Public Information Officer, see "Job Descriptions"
KB	Public Information Program
	Publicity through Schools, if content relates to school-related affairs, use "Use of Students in Public Information Program"; if the publicity relates to other agencies and outside organizations, break out a new descriptor to cover such promotion under "Advertising in the Schools"
	Public Library Relations, use "Relations with Cultural Institutions"
	Public Opinion Polls, use "Public Information Program" or break out new descriptor in KB sequence
BDDH,KD	Public Participation at Board Meetings
KGA	Public Sales on School Property
KI	Public Solicitations in the Schools
KBA	Public's Right to Know
	Public Use of School Facilities, use "Community Use of School Facilities"
	Publishing by School System, as appropriate use "Royalties" or break out a new descriptor under "Printing and Duplicating Services"; also see "Publications"
	Publishing by Staff Members, use "Professional Research and Publishing"
	Pupil, see "Student"
	Pupil-Teacher Ratios, use "Class Size"
	Purchase Orders and Contracts, use "Purchasing Procedures"
	Purchasing
DJ	Purchasing
DJE	Cooperative Purchasing
EFA	Food Purchasing
DJD	Local Purchasing
DJA	Purchasing Authority
DJF	Purchasing Procedures
	(Also see "Bidding")
DJA	Purchasing Authority
	Purchasing Guides and Vendor Lists, use "Purchasing Procedures" or "Vendor Relations"
DJF	Purchasing Procedures

Q

	Qualifications
BBBA	Board Member Qualifications
CBA	Qualifications and Duties of Superintendent (Also see "Job Descriptions")
BCC	Qualifications and Duties of the Treasurer
	Quality Control, use "Purchasing Procedures"
	Quantity Purchasing, use "Purchasing Procedures" or "Cooperative Purchasing"
BDDD	Questioning of Students by Police, use "Interrogations and Searches"
	Quorum
	Quotations, use "Purchasing Procedures"

R

	Racial Balance, use "School Attendance Areas"
	Rank in Class, use "Class Rankings"
	Ratification of Negotiated Agreement, use "Preliminary Negotiated Agreement Disposition"
	Ratification of Policies, use "Policy Adoption"
	Ratios of Students to Teachers, use "Class Size"
	Reading Instruction, use "Basic Instructional Program" or break out new descriptor in IGA sequence
	Recall of Board Members, use "Board Member Removal From Office"
EDA	Receiving and Warehousing
AGA	Recognition for Accomplishment
	Record Keeping, use "Data Management" and/or term(s) under "Records"
EHA	Records Retention, may include Data and Records Retention
	Records
	Board Records, if appropriate use "Public's Right to Know" or one of the terms below; otherwise break out a new descriptor in Section B
ECE	Buildings and Grounds Records and Reports
FEI	Construction Project Records and Reports
EFE	Food Services Records and Reports
EDD	Material Resources Records and Reports
EGC	Office Services Records and Reports
GBL	Personnel Records
EEAG	Student Transportation Records and Reports
JO	Student Records
KNAI	Recreation Authorities, Relations with
	Recruiting
GCC	Professional Staff Recruiting
KKA	Recruiters in the Schools
CBB	Recruitment and Appointment of Superintendent
GDC	Support Staff Recruiting
GCPA	Reduction in Professional Staff Work Force
GDPA	Reduction in Support Staff Work Force
	Re-employment of Laid-Off Employees, use "Reduction in Professional Staff Work Force" and "Reduction in Support Staff Work Force"
	Referenda, use "Budget Referenda" or "Taxing and Borrowing Authority Limitations", as appropriate
BDA	Registers, use "Student Attendance Accounting"
	Regular Board Meetings
	Regulations
CHC	Regulations Dissemination

BFCA,CHB CHA	Board Review of Regulations Development of Regulations (Also see "Policy Implementation")
KMB LE KM	Reimbursements of Expenses, use "Expense Reimbursements" Relations with Booster Organizations Relations with Colleges and Universities Relations with Community Organizations See subcategories KMA through KMI of classification system for relations with specific community organizations
KNB LI LC KND KN KNA	Relations with County Governmental Authorities Relations with Educational Accreditation Agencies Relations with Education Research Agencies Relations with Federal Governmental Authorities Relations with Governmental Authorities Relations with Local Governmental Authorities (See subcategories KNAA through KNAO of classification system for relations with specific governmental authorities)
LB KMA	Relations with Other Schools and Educational Institutions Relations with Parent Organizations Relations with Private Schools, use "Relations with Other Schools and School Districts" or break out a new descriptor in LB sequence
KNC JEFB JEF	Relations with Private Schools"; use "Relations with Other Schools and School Districts" or break out a new descriptor in LB sequence Relations with State Governmental Authorities (except state education agency) Released Time for Religious Instruction Released Time for Students Released Time for Teachers use "Professional Staff Time Schedules"
HK	Release of Information Concerning Students, use "Student Records" Release of Negotiations Information Release of Students from School, use as appropriate "Student Withdrawal from School," "Released Time for Students," or "Student Dismissal Precautions"
IGBE	Releases from Contracts, see "Contracts" and "Resignation" Religion, use "Teaching about Religion," "School Ceremonies and Observances," "Relations with Churches," or "Released Time for Religious Instruction" as appropriate
DFD	Religious Absences, see "Absences" Remedial Instruction Removal from Office, use "Board Member Removal from Office" Renovations, use "Facilities Renovations"
BDDK JHG EBAA	Rentals and Services Charges; but for charges related to public use of school facilities, use "Community Use of School Facilities" Repairs, see "Maintenance" Report Cards, use "Student Progress Reports to Parents" Reporting Board Meeting Business Reporting Child Abuse Reporting of Hazards Reporting Periods, use "Student Progress Reports to Parents"
EBBB AG CL ECE FEI DIC EFE EDD EGC	Reports Accident Reports Reporting Accomplishments to the Public Administrative Reports Buildings and Grounds Records and Reports Construction Project Records and Reports Financial Reports and Statements Food Services Records and Reports Material Resources Records and Reports Office Services Records and Reports

EBAA
CM
IKAB
EEAG

Reporting of Hazards
School District Annual Reports
Student Progress Reports to Parents
Student Transportation Records and Reports
Reproduction of Copyrighted materials, break out a new descriptor under
"Printing and Duplicating Services"
Requisitions, use "Purchasing Procedures"
Research

IFA
LC
GCQB

Curriculum Research
Education Research Agencies, Relations with
Professional Research and Publishing
Research and Development, if appropriate use "Facilities Development"
and/or "Curriculum Development"; if content relates to all areas of
operations, break out a new descriptor under "School District Goals and
Objectives" or in Section C (General School Administration)
Reserve Funds, use "Types of Funds"
Residency Requirements, use as appropriate "School Admissions,"
"Recruitment and Appointment of Superintendent," "Professional Staff
Hiring," and/or "Support Staff Hiring"

GCPB

Resignation of Board Members, use "Board Member Resignation"
Resignation of Professional Staff Members
Resignation of Superintendent, use "Superintendent's Termination of
Employment"

GDPB
IIBB

Resignation of Support Staff Members
Resource Teachers
Responsibilities of Staff Members, see "Rights and
Responsibilities of Staff Members"
Retarded Students, see "Handicapped Students"
Retention of Records, see "Records"
Retention of Students, use "Promotion and Retention of Students"
Retirement

FL
GCPC
GDPC
CBHA
FL
GCPC
GDPC

Retirement of Facilities
Retirement of Professional Staff Members
Retirement of Support Staff Members
Superintendent's Retirement
Retirement of Facilities
Retirement of Professional Staff Members
Retirement of Support Staff Members
Retreats, use "School Board Work Sessions and Retreats"
Revenues

DFEA
DFE
DFC
DFG
DFD
DEC
DFA
DEA
DF
DFB
DEB
DE
DFF

Free Admissions
Gate Receipts and Admissions
Grants from Private Sources
Income from School Shop Sales and Services
Rentals and Services charges
Revenues from Federal Tax Sources
Revenues from Investments
Revenues from Local Tax Sources
Revenues from Nontax Sources
Revenues from School-Owned Real Estate
Revenues from State Tax Sources
Revenues from Tax Sources
Royalties
Revenue Sharing, use "Relations With Local Governmental Authorities"
Review of Policies, see "Policies"
Revolving Funds, use "Types of Funds"
Rights

JFA
JF

Student Due Process Rights
Student Rights and Responsibilities
Rights and Responsibilities of Parents, break out a new descriptor in Section K (School-Community Relations) if a general statement supplements statements of rights and responsibilities which will appear in various categories in the I (Instruction) and J (Student) sections
Rights and Responsibilities of Staff, break out new descriptor in GBC sequence if general statement of rights and responsibilities is desired to supplement statements of rights which pertain to numerous policies and statements of responsibilities which appear in job descriptions
ROTC, use "Student Organizations" or break out new descriptor in IGD sequence
Royalties
Rules of Order

DFE
BDDE

S

Sabbatical Leaves, see "Leaves"
Safety

EB
EEAC
GBE
JHF
JHFB
EB
EBBA
DLB

Safety Program
School Bus Safety Program
Staff Health and Safety
Student Safety
Student Safety Patrols

Safety Program
First Aid

Salary Deductions
Salary Schedules

GCBA
GDBA

Professional Staff Salary Schedules
Support Staff Salary Schedules

Sales

DFG
KGA
DN
DJGA

Income From School Shop Sales and Services
Public Sales on School Property
School Properties Disposal Procedure

Sales Calls and Demonstrations

Sanctions, use "Impasse Procedures"

Sanitation, use "Food Sanitation Program" or "Buildings and Grounds Maintenance," as appropriate

Schedules

DBC
DLA
GCJ
IHC
EEAB
IHD
GDJ
IHC

Budget Deadlines and Schedules
Payday Schedules
Professional Staff Time Schedules
Scheduling for Instruction
School Bus Scheduling and Routing
Student Schedules and Course Loads
Support Staff Time Schedules

Scheduling for Instruction

Scholarships, use "Student Awards and Scholarships"

JEC
JC
BCG

School Admissions

School Attendance Areas

School Attorney

School Board: The user of the OPS/OSBA/OSBA policy classification system will, of course, employ the appropriate term as supplied by statutes or local usage in reference to the governing board. The term "School Board" is used in this system and in this index in the generic sense as a synonym for "Board of Education," "Board of Directors," "Board of

	Trustees," and as used in some New England States—"School Committee." See also "Board."
BHBA	School Board Conferences, Conventions, and Workshops
BBB	School Board Elections
B	School Board Governance and Operations
BB	School Board Legal Status
BI	School Board Legislative Program
BD	School Board Meetings
BBF	School Board Member Ethics
BJ	School Board Memberships
HD	School Board Negotiating Powers and Duties
BBA	School Board Powers and Duties
	School Boards Associations, use "School Board Memberships" or "Liaison with School Boards Associations"
BE	School Board Work Sessions and Retreats
CF	School Building Administration
	School Bus Conduct, use "Student Conduct on School Buses"
EEACB	School Bus Maintenance
	School Bus Program, use "Student Transportation Services"
EEAC	School Bus Safety Program
EEAB	School Bus Scheduling and Routing
	School Bus Uses, use "Special Use of School Buses"
ICA	School Calendar
	School Committee, see "School Board"
IGCE	School Camps
JD	School Census
IND	School Ceremonies and Observances
K	School-Community Relations
KA	School-Community Relations Goals
CAA	School-Community Relations Priority Objectives
ID	School Day
	School Directories, see "Directories"
CM	School District Annual Report
AE	School District Goals and Objectives
AA	School District Legal Status
INF	School Fairs
IIBD	School Libraries
	School Lunch Service, use "Food Services Management"
	School Nurses, see "Job Descriptions"
	School-Owned Lands, use "Revenues from School-Owned Real Estate"
EEBA	School-Owned Vehicles
	School Physician, use "Student Health Services and Requirements," if appropriate; also see "Job Descriptions"
KKA	School "Recruiters"
DN	School Properties Disposal Procedure
	School Seal, see "Insignia"
	School Shop Sales and Services, use "Income from School Shop Sales and Services"; break out descriptors under that term as needed for particular shops
KBB	School-Sponsored Information Media
	School Stores, break out a new descriptor in the ED sequence if store is operated by school; break out a new descriptor in IGD sequence if store is operated by a student organization; if the store is operated as part of a vocational program, use "Income from School Shop Sales and Services"
CB	School Superintendent, see also "Superintendent"
	School Telephone Service, use "Telephone Services"
	School Trustees, see "School Board"

IICC	School Volunteers
IC	School Year
	Science Education, use "Basic Instructional Program" or break out a new descriptor in the IGA sequence
HC	Scope of Negotiations
	Seal, see "Insignia"
	Secondary School Curriculum, see "Basic Instructional Program" or break out new descriptor in IGA sequence
JFCE	Secret Societies, see also "Gangs" JFCEA
	Secretary to the Board, use "Board Officers" or "Appointed Board Officials"
IIAA	Security, use "Buildings and Grounds Security"
IAC	Selection and Adoption of Textbooks
FEB	Selection and Adoption of Library Materials
	Selection of Architect
	Self-Contained Classes, use "Instructional Arrangements"
	Semester, use "School Year"
	Semester Credit Hour, use "Graduation Requirements"
	Senior Citizens, break out a new descriptor in the KG sequence for an overall statement on privileges extended senior citizens for special statements on property tax deductions, use "Revenues from Local Tax Sources," on free admissions to school events use "Free Admissions," on use of school buses use "Special Use of School Buses," for food services for the elderly use "Food Services Management," for free admission to adult education courses use "Adult Education"; as necessary break out new descriptors under the above terms
	Seniority
GCH	Professional Staff Seniority
GDH	Support Staff Seniority
	Service Charges, use "Rentals and Services Charges"; but for fee schedule related to public use of school facilities, use "Community Use of School Facilities"
GCPA	Severance Pay
IGAI	Sex Education
JHH	Sex Offenders, Notification About
ACAA	Sexual Harassment
LBA	Shared Services
	Sick Leave, see "Leaves"
	Signatures on Checks, use "Authorized Signatures"
FEE	Sinking Fund, use "Types of Funds"
FECA	Site Acquisition Procedure
	Site Plans and Specifications
	Slowdowns, use "Staff Job Actions"
JFCG	Smoking
KGC	Smoking by Students/Use or Possession of Tobacco Products
GBK	Smoking on School Premises at Public Functions
	Smoking on School Premises by Staff Members
	Snow Days, use "Emergency Closings"
	Social Events, use "Student Social Events"
	Social Services, use as appropriate "Student Social Services," "Relations with Private Social Service Organizations," or "Relations with Welfare Authorities"
	Social Studies, use "Basic Instructional Program" or break out a new descriptor in the IGA sequence
	Solicitations
KI	Public Solicitations in the Schools
GBI	Staff Gifts and Solicitations
JL	Student Gifts and Solicitations

Sororities, use "Secret Societies"
 Sound Control, break out a new descriptor under "Construction Plans and Specifications" or "Accident Prevention and Safety Procedures" as appropriate
 KBD Speaker Services
 BDB Special Board Meetings
 Special Education, use "Special Instructional Programs and Accommodations" and Subcategories; also see "Handicapped Students"
 BCJ Special Information
 IGB Special Instructional Programs and Accommodations
 IIAD,KFA Special Interest Materials
 BDE Special Procedures for Conducting Hearings
 CG Special Programs Administration
 EEAD Special Use of School Buses
 Specifications
 FEBC Construction Plans and Specifications
 FEA Educational Specifications
 FECC Equipment Plans and Specifications
 FEC Facilities Development Plans and Specifications
 FECA Site Plans and Specifications
 Spokesperson for the Board, use "News Releases" and "News Conferences and Interviews"
 Sports, use "Interscholastic Athletics" and/or "Intramural Programs"
 KBCE Sports and Special Events News Coverage
 Staff Assistants to the Board, use "Board Staff Assistants"
 Staff Attendance Accounting, see "Time Schedules"
 Staff Communications with the Board, use "Board-Staff Communications"
 Staff Complaints and Grievances
 GBM Staff Conduct
 GBCB Staff Conflict of Interest
 GBCA Staff Ethics
 GBC Staff Funds Management
 GBJ Staff Gifts and Solicitations
 GBI Staff Health and Safety
 GBE Staff Insurance Program, see "Fringe Benefits"
 ABB,GBB Staff Involvement in Decision-making
 FH Staff Orientation to New Facilities
 GBF,KE Staff Participation in Community Activities
 GBG Staff Participation in Political Activities
 GBEA Staff Protection
 Staff Residency Requirements, use as appropriate "Recruitment and Appointment of Superintendent," "Professional Staff Hiring," and/or "Support Staff Hiring"
 Staff Rights and Responsibilities, break out new descriptor in GBC sequence if general statement of rights and responsibilities is desired to supplement statements of rights which pertain to numerous policies and statements of responsibilities which appear in job descriptions
 GBH,JM Staff-Student Relations
 Staff Transportation, use "Business and Personnel Transportation Services"
 Staggered Sessions, use "School Day" or "Scheduling for Instruction"
 State
 KNC Relations with State Governmental Authorities
 DEB Revenues from State Tax Sources
 State and Federal Aid Eligibility Determination, use "Funding Proposals and Applications"
 CGC State and Federal Programs Administration
 LG State Education Agency Relations

CGC	State Aid, use "Revenues from State Tax Sources"
LG	State and Federal Programs Administration
	State Education Agency Relations
	Stores, see "School Stores"
	Store Days, use "Emergency Closings"
JED	Strikes, use "Staff Job Actions" or "Student Demonstrations and Strikes"
	Student Absences and Excuses
	Student Achievement, use "Academic Achievement"
IGDE	Student Activities, use "Co-curricular and Extracurricular Programs" and
IGDG	appropriate subcategories
	Student Activities Fees
	Student Activities Funds Management
	Student Admissions, use "School Admissions" and appropriate subcategories
	Student Adviser to the School Board, use "Student Involvement in Decision-
	making"
JHB	Student Aid Programs
JE	Student Attendance
JEE	Student Attendance Accounting
JHFD	Student Automobile Use
JJ	Student Awards and Scholarships
JHFC	Student Bicycle Use
	Student Clubs, use "Student Organizations"
JFH	Student Complaints and Grievances
JFC	Student Conduct (Zero Tolerance)
EEACC,JFCC	Student Conduct on School Buses
IKAC	Student Conferences
JFI	Student Demonstrations and Strikes
JG	Student Discipline
JEDB	Student Dismissal Precautions
JFCA	Student Dress Code
JFCI	Student Drug Abuse
JFA	Student Due Process Rights
	Student exchange Program, use "Admission of Exchange Students"
JGE	Student Expulsion
JN	Student Fees, Fines, and Charges
IGDF	Student Fund-Raising Activities
JL	Student Gifts and Solicitations
JFBA	Student Government
JHC	Student Health Services and Requirements
JHA	Student Insurance Program
ABC,JFB	Student Involvement in Decision-making
IGDA	Student Organizations
IGDD	Student Performances
JA	Student Photographs, break out new descriptor in Section J
JAA	Student Policies Goals
IKAB	Student Policies Priority Objectives
JHD	Student Progress Reports to Parents
IGDB	Student Psychological Services
JO	Student Publications
JF	Student Records
J	Student Rights and Responsibilities
JHF	Students
JHFE	Student Safety
JHFB	Student Safety and Assault Prevention
IHD	Student Safety Patrols
	Student Schedules and Course Loads

	Student School Board, use "Advisory Committees to the Board" or "Student Involvement in Decision-making"
IGDC	Student Social Events
JHE	Student Social Services
JFD	Students of Legal Age
	Student-Staff Relations, use "Staff-Student Relations"
JOA	Student Surveys
JGD	Student Suspension
	Student-Teacher Ratio, use "Class Size"
LEA	Student Teaching and Internships
	Student Transfers, use "Assignment of Students to Schools" or other appropriate subcategories in the JEC sequence
EEAE	Student Transportation in Private Vehicles
EEAF	Student Transportation Insurance
EEAG	Student Transportation Records and Reports
EEA	Student Transportation Services
JFCK	Student Use of Electronic Equipment
JJ	Student Volunteers for School and Public Service
JH	Student Welfare
JECE	Student Withdrawal from School (Loss of Driving Privileges)
	Substitutes
GCEA	Arrangements for Professional Staff Substitutes
GDEA	Arrangements for Support Staff Substitutes
GCE	Part-Time and Substitute Professional Staff Employment
GDE	Part-Time and Substitute Support Staff Employment
CI	Temporary Administrative Arrangements
	Substitute Teachers, use descriptors immediately above as appropriate; also see "Job Descriptions"
EBDA	Suicide Intervention, see also "Crisis Management"
CGA	Summer Program Administration
IGCA	Summer Schools
	Superintendent
BCD	Board-Superintendent Relationship
AFB, CBG	Evaluation of the Superintendent
CBA	Qualifications and Duties of Superintendent
CBB	Recruitment and Appointment of Superintendent
CB	School Superintendent
CBD	Superintendent's Compensation and Benefits
CBC	Superintendent's Contract
CBF	Superintendent's Consulting Activities
CBC	Superintendent's Contract
CBE	Superintendent's Development Opportunities
CBHA	Superintendent's Retirement
HF	Superintendent's Role in Negotiations
CBH	Superintendent's Termination of Employment
	Superintendent's Annual Report, use "School District Annual Report"
FEB	Selection of Architect
CBD	Superintendent's Compensation and Benefits
CBF	Superintendent's Consulting Activities
CBC	Superintendent's Contract
CBE	Superintendent's Development Opportunities
CBAA*	Superintendent's Incapacity
CBHA	Superintendent's Retirement
HF	Superintendent's Role in Negotiations
CBH	Superintendent's Termination of Employment
GCM	Supervision of Professional Staff
JHFA	Supervision of Students

GDM	Supervision of Support Staff
IIAB	Supervisors, see "Job Descriptions"
	Supplementary Materials Selection and Adoption
GCBB	Supplementary Pay
GDBB	Professional Staff Supplementary Pay Plans
E	Support Staff Supplementary Pay Plans
EA	Support Services
EAA	Support Services Goals
GD	Support Services Priority Objectives
GDI	Support Staff
GDB	Support Staff Assignments and Transfers
GDL	Support Staff Contracts and Compensation Plans
GDKA	Support Staff Development Opportunities
GDBC	Support Staff Extra Duty
GDD	Support Staff Fringe Benefits
GDBD	Support Staff Hiring
GDKB	Support Staff Leaves and Absences
GDBAA	Support Staff Meetings
GDF	Support Staff Merit System
GDA	Support Staff Orientation
GDG	Support Staff Positions
GDO	Support Staff Probation and Tenure
GDC	Support Staff Promotions
GDBA	Support Staff Recruiting
GDH	Support Staff Salary Schedules
GDBB	Support Staff Seniority
GDP	Support Staff Supplementary Pay Plans
GDJ	Support Staff Termination of Employment
GDBE	Support Staff Time Schedules
GDLA	Support Staff Vacations and Holidays
GDK	Support Staff Visitations and Conferences
	Support Staff Work Load
	Surety Bonds, use "Bonded Employees and Officers"
	Surplus
	School Properties Disposal Procedure
	Use of Surplus Commodities
	Use of Surplus Funds
DN	Surveys "Students"
EFAA	Suspension
DFAA	In-School Suspension, use "Student Suspension" or break out a new
JOA	descriptor under that term
	Student Suspension
JGD	Suspension and Dismissal of Professional Staff Members
GCPD	Suspension and Dismissal of Support Staff Members
GDPD	Suspension of Policies
BFF	Suspension of Rules of Order
BDDEB	Suspension and Dismissal of Professional Staff Members
GCPD	Suspension and Dismissal of Support Staff Members
GDPD	Suspension of Policies
BFF	Suspension of Rules of Order
BDDEB	

T

Tables of Organization, use "Organization Charts"
Taping - see Videotaping and Broadcasting
Tax and Debt Limitations, use "Taxing and Borrowing Authority/Limitations"
Tax Anticipation Notes, use "Taxing and Borrowing Authority/Limitations"

DC Taxing and Borrowing Authority/Limitations
 KNAB Taxation Authorities, Relations with
 Tax Collection, use "Revenues from Local Tax Sources"
 Tax Deductions for Senior Citizens, break out a new descriptor under
 "Revenues from Local Tax Sources"
 FD, KBE Tax Issues
 Tax-Sheltered Annuities, use "Salary Deductions" or break out a new
 descriptor under that term
 Teacher, see "Professional Staff"; also see "Job Descriptions"
 IIBA Teacher Aides
 Teacher Contracts, see "Contracts"
 Teacher Examinations, use "Professional Staff Hiring" or break out a new
 descriptor under that term
 Teacher Institutes, use "Professional Staff Development Opportunities"
 Teacher Organizations, use "Professional Organizations" or "Staff Negotiating
 Organizations" as appropriate
 INB Teaching about Controversial Issues
 IGAG Teaching about Drugs, Alcohol, and Tobacco
 IGAC Teaching about Religion
 INA Teaching Methods
 IHE Team management, use "Management Team"
 Team Teaching
 Technical Education, see "Occupational Education"
 Technology, see "District Web Site Publishing" or "Computer/On-Line
 Services"
 EGAC Telephone Services
 Television, use "Instructional Television"
 CI Temporary Administrative Arrangements
 FJ Temporary School Facilities
 Tenure
 Professional Staff Probation and Tenure
 Support Staff Probation and Tenure
 GCG Termination of Employment
 GDG Professional Staff Termination of Employment
 Superintendent's Termination of Employment
 GCP Support Staff Termination of Employment
 CBH
 GDP Term of Office of Board Members, use "School Board Legal Status"
 ILB Test Administration
 Testing
 Minimal Competency Testing, break out a new descriptor in the IL
 sequence or use "Testing Programs"
 Psychological Testing of Students
 JHDA Test Administration
 ILB Testing Programs
 IL Test Selection and Adoption, see "Competency Based
 ILA Education"
 Use and Dissemination of Test Results
 ILC (also see "Examinations")
 Testing Programs
 IL Text Selection and Adoption, see "Competency Based Education"
 ILA Textbook Maintenance and Control, use "Maintenance and Control of
 Instructional Materials"
 Textbook Selection and Adoption
 IIAA The People and Their School District
 AB Time Schedules
 Professional Staff Time Schedules
 GCJ Support Staff Time Schedules
 GDJ

IGBJ
JFCG

Title 1 Programs
Tobacco Use by Students, see Smoking on School Premises by Staff Members (GBK) and Smoking on School Premises (KGC)
Tornado Warnings, use "Warning System," "Emergency Plans" or a subcategory as appropriate

ECD

Tract System, use "Grouping for Instruction"
Traffic and Parking Controls

GCI
GDI

Transfers
Professional Staff Assignments and Transfers
Support Staff Assignments and Transfers
Transfer of Students, use "Assignment of Students to Schools," "Admission of Interdistrict Transfer Students" or other appropriate subcategory in JEC sequence

EEBC
EEBD
EEB
EEAE
EEAF
EEAG
EEA
EEAA
EE
EE

Transportation
Business and Personnel Transportation Insurance
Business and Personnel Transportation Records and Reports
Business and Personnel Transportation Services
Student Transportation in Private Vehicles
Student Transportation Insurance
Student Transportation Records and Reports
Student Transportation Services
Walkers and Riders
Transportation Services Management

IGCB
JEDA

Transportation Services Management
Travel Expense, see "Expenses"
Travel Study - see "Experimental Programs"
Truancy

Tuition, use "Admission of Nonresident Students" if appropriate; fee statements pertaining to special programs, as summer schools or adult education, may be incorporated with the policy on the program; if tuition, payable by individuals or another education agency, is a normal condition of enrollment, use "Student Fees, Fines, and Charges"
Tuition Refunds, if related to student tuition, incorporate with the policy on tuition; if provided staff as an incentive for professional development, use "Fringe Benefits" and/or "Development Opportunities" for the appropriate category of staff

GCQAB
DIB

Tutoring for Pay
Types of Funds

U

JFCD

Underground Student Publications

BBE

Unemployment Insurance, use "Staff Protection"

Unexpired Term Fulfillment

JFCL

United States Office Of Education, use "Federal Education Agency Relations"

ILC

Unsafe School "Persistently Dangerous Schools"

JFCK

Use and Dissemination of Test Results

AFG

Use of Electronic Equipment by Students

EEBB

Use of Independent Evaluators

Use of Private Vehicles on School Business

KBF

Use of School Facilities, use "Community Use of School Facilities"

EFAA

Use of Students in Public Information Program

DFAA

Use of Surplus Commodities

Use of Surplus Funds

V

	Vacancies
GCCA	Posting of Professional Staff Vacancies
GDCA	Posting of Support Staff Vacancies
	Vacancy on the Board, use "Unexpired Term Fulfillment"
	Vacations
GCBE	Professional Staff Vacations and Holidays
GDBE	Support Staff Vacations and Holidays
ECAB	Vandalism
	Vehicles
EEBA	School-Owned Vehicles
EEAE	Student Transportation in Private Vehicles
EEBB	Use of Private Vehicles on School Business
EFC	Vending Machines
DJG	Vendor Relations
	Venereal Diseases, use "Communicable Diseases" or break out a new descriptor under that term
GBO	Verification of Employment Eligibility
IGEE	Veterans, use "Awarding of High School Diplomas to Veterans of War"
EEACCA	Video Cameras on Transportation Vehicles
	Visitations
GCLA	Professional Staff Visitations and Conferences
LJ	Professional Visitors and Observers
GDLA	Support Staff Visitations and Conferences
KK	Visitors to the Schools
	Vocational Education, use "Occupational Education" or "Adult Occupational Education" as appropriate
	Volunteers
IICC	School Volunteers
JJ	Student Volunteers for School and Public Service
BDDF	Voting Method at Board Meetings

W

EEAA	Walkers and Riders
	Walkouts, use "Staff Job Actions"
	Warehousing, use "Receiving and Warehousing"
EBAB	Warning Systems
	Weapons, "Weapons in the Schools"
IIBH	Web Site, use "District Web Site Publishing"
KNAG	Welfare Authorities, Relations with
	Women's Rights, see "Nondiscrimination"
IGADA	Work Experience Opportunities
	Work Load
GCK	Professional Staff Work Load
GDK	Support Staff Work Load
	Working Conditions, use appropriate subcategories of "Professional Staff" and "Support Staff"
	Workmen's Compensation, use "Staff Protection"
	Work Sessions, use "School Board Work Sessions and Retreats"
	Workshops, see "Conferences"
HO	Work Stoppage
	Work Study Programs, use, as appropriate to program, "Employment of Students," "Student Aid Programs," or "Work Experience Opportunities"

Y

DBB
IC

Year
Fiscal Year
School Year
Yearbooks, see "Publications"
Year-Round School, use "Extended School Year"
Youth Organizations, Relations with

KME

Z

JFC
KNAO

Zero Tolerance (Student Conduct)
Zoning Authorities, Relations with

