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The policies of the Oak Hills Local School District are compiled and coded according to the OSBA/NSBA/EPS classification system. The manual serves as a strong foundation for controlling board operations and for governing schools. The manual serves as a solid base for improvement and for the further development of policies and regulations in years to come.

The Oak Hills District Policy Manual contains:

Introduction
Board Policies (white pages)
Regulations (yellow)
Exhibits (green)
Code Finder Index

I. Developing the District Board Policy Manual

Various documents incorporating policy and regulations were used in compiling this manual. Materials researched included the previous collections of board policies, board meeting minutes, negotiated agreements, handbooks and other materials.

Examination of these source documents enable updating of policies, making them consistent with law, and to put in writing, certain policies which seem to have been clearly established through practice.

References to negotiated agreements and references to the Ohio Revised Code and federal laws have been added to policies. Also added, are cross references to help users locate important information related to a particular policy area.

A valuable source of information on current practices of the Board is an in-depth reading of meeting minutes and a search for consistent board action in response to recurring situations. Such repeated action is, in fact, “policy” of the Board, though it may never have been framed in a written statement. When such practices are observed, they are set in writing, reviewed, and presented to the Board for approval.

Policies & Regulations

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

Policy

Policies are principles adopted by the Board to chart a course of action. They are broad enough to indicate a line of action to be taken by the administration in meeting any number of day-to-day problems, wide enough to allow professional discretion, and narrow enough to give the administration clear guidance. Think of policies as guidelines.

A soundly constructed policy will have at least two major elements: (1) It will tell you what the Board wants to happen; and (2) It will explain why it should happen.

Regulation

Regulations are detailed directions usually developed by administration to put policy into practice. They tell how, by whom, where, and when things are to be done. Regulations flow from, and are supported by, policy. Another definition of regulations would be an administrative course of action which is specified in writing.

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

Examples:

1. State and federal governments require school boards to make or officially approve detailed regulations in certain areas.
2. A school board signs contracts and agreements that may contain and interweave policies and regulations in certain areas.
3. School board members may choose to establish specific regulations in certain sensitive areas.

It is the intermingling of policy and procedure in law, in contracts, and in adopted statements which can cause trouble. Sometimes they are not easily separated. To assist school boards in identifying the difference between policies and regulations, certain “rules” have been established. Rules concerning a board’s own organizational and operating regulations also appear as policy on white pages.

II. EPS/NSBA/OSBA Classification System

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

- A. FOUNDATIONS & BASIC COMMITMENT
- B. BOARD GOVERNANCE & OPERATION
- C. GENERAL SCHOOL ADMINISTRATION
- D. FISCAL MANAGEMENT

- E. SUPPORT SERVICES
- F. FACILITIES DEVELOPMENT
- G. PERSONNEL
- H. NEGOTIATIONS
- I. INSTRUCTION
- J. STUDENTS
- K. SCHOOL-COMMUNITY RELATIONS
- L. EDUCATION AGENCY RELATIONS

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

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

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

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

Although the above sequence of terms offered under “School Board Meetings” is not complete, you can see that a logical outline is presented. At the top of each page is the policy code. Some pages have two different codes such as, AFB/CBG. The dual coding at the top of the page means the policies in both areas are identical and essential to both sections.

An example would be:

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

Some of the codes will be followed by an –R. The R represents a regulation. This means that the regulation’s purpose is to implement the policy with the same code. The procedure should be on yellow paper to further distinguish it from a policy.

An example of a regulation would be: IKAB-R which is a procedure to the policy IKAB “Student Progress Reports to Parents.” The first letter “I” means it is in the instruction section; the –R means it is a regulation.

Some of the codes will be followed by an –E. The E represents an exhibit. An exhibit would be a form, an organizational chart or a chart of the voting requirements for a board. An example would be coded BDDF-E. The exhibit should be on green paper to further distinguish it from a policy.

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

At the front of each section is an index. If an individual needs to find a policy and knows which section it is in but does not know the exact code, then he can look at the index at the front of the section. In the Code Finder Index, you will find examples of how new terms and codes may be added in logical locations in the classification system. Such added codes and terms are frequently called “break-outs.”

III. Legal References

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

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

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

IV. Definition of Terms

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

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

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

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

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

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

V. Recommendation for Adoption of Manual

As you review your policies, please be assured you now have a current and workable collection which can be of great service to the schools of Oak Hills Local School District. With the delivery of this manual, OSBA's work is complete. It is now the responsibility of the Board to distribute and implement this manual. (Appendix C gives you a sample resolution for the adoption of the policy manual.) Once that is accomplished, it is the Board's task to keep the manual up-to-date as a viable, working document of the Oak Hills Local School District.

VI. Utility of Manual

The following suggestions relate to the general usefulness of the district manual, the implementation of policies, and regulations for keeping policies and the manual current.

1. If policies are to be effective, hard copies of the manual should be in the hands of the persons who need it most and also made available to anyone desiring needed information. An online version will be available at the district website: <http://www.oakhills.k12.oh.us/index.html>
2. To retain its utility, any manual must be kept current. A loose leaf form lends the manual to continued updating and maintenance. There should be no reason for the district manual to go out of date if a systematic procedure is established for its maintenance. Such a procedure should provide for:
 - a. Assigning one person to be responsible for sending out to holders of the manual all new and revised pages, as well as directions for deleting pages when old policies have been revised or rescinded.
Note: During the development of policy, old policies covering the same area and those related to the area should be examined. Policies covering the same area should be formally rescinded—so that they can be removed from the manual; certain policies in related areas may need changes so that they will not conflict with the new policy. These are tasks that should go into administrative research on proposed policies before they are officially adopted.
 - b. Regular review of board minutes by the person assigned to “administer the policy manual” in order to locate and extract new policy and procedures. The Board (like most school boards) often takes action which actually sets policy or revises policy without realizing that it is doing so. Sensitive review of the minutes by a person familiar with the contents of the policy manual will bring these situations to light so the new policy can be recorded in the manual or a policy revised if necessary.
 - c. Calling in of any manuals in circulation when a member(s) fulfills his/her service on the Board so that it can be checked against a “master” copy for completeness before assigning it to anyone else.

SECTION A: FOUNDATIONS AND BASIC COMMITMENT

AA	School District Legal Status
ABA	Community Involvement in Decision Making
ABB	Staff Involvement in Decision Making
AC	Nondiscrimination
ACA	Nondiscrimination on the Basis of Sex
ACA-R	Nondiscrimination on the Basis of Sex
ACAA	Sexual Harassment
ACAA-R	Sexual Harassment
ACB	Nondiscrimination on the Basis of Handicap
AD	Development of Mission, Vision, Core Beliefs
ADA	Mission Statement
AE	Vision Statement & Core Beliefs
AF	Commitment to Accomplishment
AFA	Evaluation of School Board Operational Procedures
AFC/GCN	Standards-Based Teacher Evaluation
AFC-1/GCN-1	Evaluation of Professional Staff (Ohio Teacher Evaluation System)
AFC/GCN-E-1	Teachers Evaluation Handbook
AFC/GCN-E-2	Student Growth Measures Plan PK-8
AFC/GCN-E-3	Student Growth Measures Plan-Oak Hills High School
AFCA/GCNA	Standards Based Counselor Evaluation
AFD/GDN	Evaluation of Classified Staff
AFD-E-1/GDN-E-1	Classified Staff Evaluation Responsibilities
AFD-E-2/GDN-E-2	Classified Employee Evaluation Form
AFI	Evaluation of Educational Resources

SECTION B: SCHOOL BOARD GOVERNANCE AND OPERATION

BA	Board Operation Goals
BB	School Board Legal Status
BBA	School Board Powers and Duties
BBAA	Board Member Authority and Duties
BBBA	Board Member Qualifications
BBBC	PTA Electioneering Guidelines for School Board Candidates
BBF	School Board Member Ethics
BBFA	Board Member Conflict of Interest
BCA	Board Organizational Meeting
BCB	Board Officers
BCC	Appointed Board Officials (Treasurer)
BCCA	Incapacity of Treasurer
BCCA-R	Incapacity of Treasurer
BCCB	Evaluation of the Treasurer
BCCC	Treasurer's Contract
BCE	Board Committees
BD	School Board Meetings
BDC	Executive Sessions
BDDA	Notification of Board Meetings
Bddb	Agenda Format
BDDC	Agenda Preparation and Dissemination
BDDG	Minutes
BDDH/KD	Public Participation at Board Meetings
BF	Board Policy Development
BFB	Preliminary Development of Policies
BFC	Policy Adoption
BFCA/CHB	Board Review of Regulations
BFE/CHD	Administration in Policy Absence
BFF	Suspension of Policies
BFG	Policy Review and Evaluation
BG/GBD	Board-Staff Communications
BHA	New Board Member Orientation
BHBA	School Board Conferences, Conventions and Workshops
BHD	Board Member Compensation and Expenses

SECTION C: GENERAL SCHOOL ADMINISTRATION

CA	Administration Goals
CBA	Qualifications and Duties of Superintendent (Job Description)
CBAA	Incapacity of Superintendent
CBC	Superintendent's Contract/Compensation and Benefits
CBG	Evaluation of the Superintendent
CCA	Administrative Organizational Chart
CCB	Lines of Authority and Staff Relations
CD	Leadership Team
CE	Administrative Councils and Committees
CH	Policy Implementation
CHA	Development of Regulations
CHB/BFCA	Board Review of Regulations
CHC	Regulations Dissemination
CHCA	Approval of Handbooks and Directives
CHD/BFE	Administration in Policy Absence
CL	Administrative Reports
CM	School District Annual Report
CN	Records Retention and Disposal

SECTION D: FISCAL MANAGEMENT

DA	Fiscal Management Goals
DB	Annual Budget and Annual Appropriation Measure
DBH	Budget Adoption Procedures
DBK	Budget Modification Authority
DC	Investment and Depository Policy
DD	Funding Proposals and Applications
DE	Revenues from Tax Sources
DEC	Revenues from Federal Tax Sources
DECA	Administration of Federal Grant Funds
DF	Revenues from Non-tax Sources
DFA	Revenues from Investments
DFD	Rental and Service Charges
DFE	Gate Receipts and Admissions
DFEA	Free Admissions
DFEA-R	Free Admissions
DH	Bonded Employees and Officers
DI	Fiscal Accounting and Reporting
DIE	Audits
DJ	Purchasing
DJA	Purchasing Authority
DJB	Petty Cash Accounts
DJC	Bidding Requirements
DJF	Purchasing Procedures
DJF-R	Purchasing Procedures
DJH	Credit Cards
DJH-R	Credit Cards
DLB	Salary Deductions
DLC	Expense Reimbursements
DLC-R	Expense Reimbursements (Professional Meeting Reimbursement)
DN	School Properties Disposal

SECTION E: SUPPORT SERVICES

EB	Safety Program
EBBA	First Aid
EBBA-R	First Aid
EBBC	Bloodborne Pathogens
EBC	Emergency Safety and Management Plans
EBC-R	Emergency/Safety Plans (Administrative Rules/Protocols)
EBCBA	Tornado Drills
EBCBA-R	Tornado Drills
EBCD	Emergency Closings
EBCD-R	Emergency Closings
EBD	Crisis Management
EBD-E-1	Consideration When Including AEDS in the District Crisis Management Plan
EBD-E-2	Oak Hills Local School District Automated External Defibrillator Program
EBD-E-3	Automated External Defibrillator (AED) Protocol
EBD-E-4	Automated External Defibrillator (AED) Program Site Information
EBD-E-5	Automated External Defibrillator (AED) Program Post Use Follow Up
EC	Buildings and Grounds Management
ECA	Building and Grounds Security
ECAA	Access to Buildings (No Trespassing Policy)
ECAB	Vandalism
ECAB-R	Vandalism
ECAB-E	Burglary & Vandalism Report
ECF	Energy Conservation
ECG	Integrated Pest Management
ED	Fixed Asset Accounting
EDBA	Maintenance and Control of Instructional Materials
EDBB	Maintenance and Control of Non-Instructional Materials
EDE	Computer/Online Services (Acceptable Use and Internet Safety)
EDE-R	Computer/Online Services (Acceptable Use and Internet Safety)
EEAA	Walkers and Riders
EEAB	School Bus Scheduling and Routing
EEAC	School Bus Safety Program
EEACC/JFCC	Student Conduct on School Buses
EEACC-R/JFCC-R	Student Conduct on School Buses
EEACD	Drug Testing for District Personnel for Commercial Driver's License
EEACE	School Bus Idling
EEAD	Special Use of School Buses
EEAE	Transportation of Students to Extracurriculars
EFA	Food Services
EFB	Food Service
efd	Food Sanitation Program
EFF	Food Sale Standards
EFG	Student Wellness Program
EFG-R	Student Wellness Program
EGAA	Printing and Duplicating Services
EGAC	Telephone Services
EGAC-R-1	Telephone Services
EGAC-R-2	Cell Phone Usage
EI	Insurance Management

SECTION F: FACILITIES DEVELOPMENT

FA	Facilities Development Goals
FB	Facilities Planning
FEB	Selection of Architect
FEF	Construction Contracts Bidding and Awards
FF	Facility Naming Rights
FF-E	Gifts (Donation Agreement Form)

SECTION G: PERSONNEL

GBA	Equal Opportunity Employment
GBCA	Staff Conflict of Interest
GBCB	Staff Conduct
GBD/BG	Board-Staff Communications
GBE	Staff Health and Safety
GBE-R	Staff Health and Safety (Accident and Workers' Compensation Claims)
GBEA/JHCAA	Acquired Immune Deficiency Syndrome (AIDS)
GBEB	General Safety/Risk Reduction Policies
GBG	Staff Participation in Political Activities
GBI	Staff Gifts, Solicitations and Employee Recognition for Long-Term Service
GBK	Smoke-Free Environment
GBL	Personnel Records
GBO	Verification of Employment Eligibility
GBO-R	Verification of Employment Eligibility
GBP	Drug-Free Workplace
GBPA	Drug and Alcohol Testing (Commercial Drivers License)
GBPA-R	Drug and Alcohol Testing (Commercial Driver's License)
GBPA-E	Drug and Alcohol Testing (Commercial Driver's License)
GBQ	Criminal Record Check
GBR	Family and Medical Leave Act
GCA	Certified Staff Positions (Administrative)
GCB	Certified Staff Contracts and Compensation Plans (Teachers)
GCB-1	Certified Staff Contracts and Compensation Plans (Teachers)
GCB-R-1	Certified Staff Contracts and Compensation Plans
GCB-R-2	Certified Staff Contracts and Compensation Plans (Administrators)
GCB-R-3	Certified Staff Contracts and Compensation Plans (Administrators)
GCCA	Certified Staff Salary Schedules and Initial Placement on Teacher Salary Schedule
GCCA-R	Certified Staff Salary Schedules (Salary Adjustments)
GCCB	Certified Staff Supplementary Pay Plans
GCCB-R	Certified Staff Supplemental Pay Plans
GCCB	Certified Staff Fringe Benefits
GCBD	Certified Staff Leaves
GCBF	Certified Staff Vacations and Holidays
GCC	Certified Staff Recruiting
GCD	Certified Staff Hiring
GCE	Substitute Certified Staff Employment
GCI	Certified Staff Assignments and Transfers
GCI	Certified Staff Time Schedules
GCL	Staff Professional Learning Opportunities
GCN/AFC	Standards-Based Teacher Evaluation
GCN-1/AFC-1	Evaluation of Professional Staff (Ohio Teacher Evaluation System)
GCN-AFC-E-1	Teachers Evaluation Handbook
GCN-AFC-E-2	Student Growth Measures Plan PK-8
GCN-AFC-E-3	Student Growth Measures Plan-Oak Hills High School
GCNA/AFCA	Standards Based Counselor Evaluation
GCPA	Reduction in Certified Staff Work Force
GCPA-R	Reduction in Certified Staff Work Force (Nonrenewal Due to Numerical Reductions – Staff Cuts)
GCPB	Resignation of Certified Staff Members
GCPD	Suspension and Dismissal of Certified Staff Members
GCQAB	Tutoring for Pay
GDA	Classified Staff Positions
GDB	Classified Staff Contracts and Compensation Plans
GDBD	Classified Staff Leaves and Absences
GDBE	Vacation Schedules for Custodial Staff
GDC	Classified Staff Recruiting
GDD	Classified Staff Hiring
GDI	Classified Staff Assignments and Transfers
GDL	Classified Staff Professional Learning Opportunities
GDMA	Maintenance Review Committee
GDMA-R	Maintenance Review Committee
GDMA-E	Maintenance Custodial Recommendation
GDN/AFD	Evaluation of Classified Staff
GDN-R/AFD-R	Evaluation of Classified Staff
GDN-E-1/AFD-E-1	Classified Staff Evaluation Responsibilities
GDN-E-2/AFD-E-2	Classified Staff Evaluation Form

SECTION H: NEGOTIATIONS

HO

Strikes

SECTION I: INSTRUCTION

IA	Instructional Goals
IAA	Instructional Objectives
IB	Academic Freedom
IC/	School Year/School Calendar
ICB	Student Participation in Extracurricular Activities
ICB-R	Athletic Participation Consent Form
ID	School Day
IE	Organization of Facilities for Instruction
IF	Curriculum Development
IFD	Curriculum Adoption
IFE	Curriculum Guides and Course Outlines
IGAB	Human Relations Education
IGAE	Health Education
IGAG	Drugs, Alcohol and Tobacco Education
IGAH	Family Life Education/Sex Education
IGBA	Programs for Disabled Students
IGBA-E	When to Provide Prior Written Notice, Informed Consent, and Procedural Safeguards Notice
IGBB	Programs for Gifted and Talented Students
IGBC	Special Education Policies and Procedures
IGBC-E	When to Provide Prior Written Notice, Informed Consent, and Procedural Safeguards Notice
IGBE	Remedial Instruction
IGBEA	Reading Skills Assessments and Intervention
IGBEA-R	Reading Skills Assessments and Intervention
IGBG	Home-Bound Instruction
IGBI	English as a Second Language
IGBJ	Title 1 Programs
IGBL	Parental Involvement in Education
IGBN	Language Immersion
IGCB	Experimental Programs
IGCD/LEB	Educational Options
IGCG	Preschool Program
IGCH /LEC	College Credit Plus
IGCH-R/LEC-R	College Credit Plus
IGD	Co-curricular and Extracurricular Activities
IGD-E	Co-curricular/Extracurricular Activities for Pay Notification Register
IGDA	Student Organizations
IGDC	Student Social Events
IGDD	Student Performances
IGDF	Student Fund-Raising Activities
IGDF-R	Student Fund-Raising Activities
IGDG	Student Activities Funds Management
IGDG-R	Student Activities Fund Management
IGDG-E	Student Activity Account, Organization Statement
IGDJ	Interscholastic Athletics
IGDK	Interscholastic Extracurricular Eligibility
IGDK-R	Participation in Interscholastic Activities
IGEE	Awarding of High School Diplomas to Veterans of War
IHA	Grouping for Instruction
IHB	Class Size
IHB-R	Class Size Guidelines
IHG	Independent Study
IIA	Instructional Materials
IIA-R	Viewing of Commercial Entertainment Movies
IIA-E	Request to Inspect Instructional Materials
IIAA	Textbook Selection and Adoption
IIAC	Library Materials Selection and Adoption
IIB	Network Use Policy
IIBA	Website

IIBH	District Website
IIC/KF	Community Instructional Resources
IICA	Student Trips
IICA-R-1	Student Trips
IICA-R-2	Private Trips
IICA-R-3	Transportation Administrative Regulations
IICA-E	Request for Permission for Student Trip
IICC	School Volunteers
IICC-R	School Volunteers
IICC-E-1	Exhibit A
IICC-E-2	Exhibit B
IJ	Guidance Program
IJ-R	Guidance Program
IJA	Career Advising
IK/KA	Academic Achievement/Grading Systems
IKAB /IKAC	Student Progress Reports to Parents/Student Conferences
IKB	Homework
IKC	Class Rank
IKE	Promotion and Retention of Students
IKEB	Acceleration
IKF	Graduation Requirements
IKFA	Early Graduation
IL	Testing Programs
IL-R	Testing Programs
ILB	Ohio Proficiency Tests
IM	Evaluation of Instructional Programs
IND	School Ceremonies and Observances/Patriotic Exercises
IRN	Teaching Methods

SECTION J: STUDENT

JB	Equal Educational Opportunities
JC	School Attendance Areas
JDA	Declining Participation in the Inter-District Open Enrollment Program
JEA	Compulsory Attendance Ages
JEB	Entrance Age
JEBA	Early Entrance to Kindergarten
JEC	School Admissions
JECOA	Admission of Homeless Students
JECOA-R	Admission of Homeless Students (Enrollment Dispute Resolution Process)
JECB	Admission of Non-Resident Students
JECBA	Admission of Exchange Students
JECBA-R	Admission of Exchange Students
JECBC	Admission of Students (From Non-Chartered or Home Schooling)
JECBC-R	Procedures for Placement of Students Enrolling From Home Education
JECBD	Intra-District Open Enrollment
JECBD-R	Intra-District Open Enrollment
JECBD-E	Student Request for Building Transfer
JECE	Student Transfer/Withdrawal from School (Loss of Driving Privileges)
JED	Student Absences and Excuses
JED-R	Student Absences and Excused
JEDA	Truancy
JEDB	Student Dismissal Precautions
JEE	Student Attendance and Accounting (Missing and Absent Children)
JEG	Exclusions and Exemptions from School Attendance
JEGA	Permanent Exclusion
JEGB	Gun-Free Schools
JEGC	Bomb Threats
JEGC-E	Report of Bomb Threat
JF	Student Rights and Responsibilities
JFB	Student Involvement in Decision Making
JFC	Student Conduct (Zero Tolerance)
JFC-R	Student Code of Conduct
JFCL	Unsafe Schools
JFCA	Student Dress Code
JFCA-R	Student Dress Code
JFCC/EEACC	Student Conduct on School Buses
JFCC-R/EEACC-R	Student Conduct on School Buses
JFCE	Secret Societies
JFCF	Hazing
JFCF-R	Hazing
JFCG	Tobacco Use by Students
JFCH/JFCI	Student Alcohol Use and Drug Abuse
JFCH-R/JFCI-R	Alcohol Use/Student Drug Abuse
JFCI/JFCH	Student Alcohol Use and Drug Abuse
JFCI-R/JFCH-R	Alcohol Use/Student Drug Abuse
JFCIA	Prevention of Chemical Abuse
JFCJ	Dangerous Weapons in the Schools
JFCK	Use of Electronic Pagers by Students
JFCL	Unsafe Schools
JFE	Pregnant Students
JFG	Interrogations and Searches
JFG-R	Interrogations and Searches
JG	Student Discipline
JGA	Corporal Punishment
JGB	Detention of Students
JGB-R	Detention of Students Procedures
JGD	Student Suspension
JGDA	Emergency Removal of Student
JGE	Student Expulsion
JHC	Student Health Services and Requirements

JHC-R	Student Health Services and Requirements (Pediculosis - Head Lice)
JHCA	Physical Examinations
JHCB	Inoculations of Students
JHCC	Communicable Diseases
JHCCA/GBEA	Acquired Immune Deficiency (AIDS)
JHCD	Administering Medicines to Students
JHCD-R	Procedures for the Administration of Medication at School
JHCD-R-2	Administering Medicines to Students (Use of Asthma Inhalers)
JHCD-R-3	Administering Medicines to Students (Use of Epinephrine Autoinjectors)
JHCD-E	Record of the Administration of Prescription Drug
JHF	Student Safety
JHG	Reporting Child Abuse/And or Neglect
JHH	Notification about Sex Offenders
JK	Employment of Students
JL	Student Gifts and Solicitations
JM	Student Extracurricular Participation (Contingent Upon, Payment of Academic Fees)
JM-R	Student Extracurricular Fees
JN	Student Fees, Fines and Charges
JN-R	Student Fees, Fines and Charges
JO	Student Records
JO-R-1	Student Records (Definitions)
JO-R-2	Student Records/Parent Notification
JOA	Student Surveys
JOA-R	Student Surveys – Parent Notification
JP	Positive Behavioral Interventions and Supports (Restraints and Seclusions)

SECTION K: SCHOOL/COMMUNITY RELATIONS

KA	School-Community Relations Goals
KBA	Public's Right to Know
KBCA	News Releases
KBCA-R	News Releases
KBD	Outside Speakers
KBD-R	Outside Speakers in the Schools
KD/BDDH	Public Participation at Board Meetings
KE	Business Advisory Council
KG	Community Use of School Facilities (Equal Access)
KG-R	Community use of School Facilities (Equal Access)
KG-E	Facility Fees
KGB	Public Conduct on School Property
KGC	Smoking on District Property
KH	Public Gifts to the District
KH-R	Permanent Improvement Regulations
KH-E	Building Project Form
KI	Public Solicitation in the Schools
KJ	Advertising in the Schools
KJ-R	Guidelines for Advertising in the Schools
KJ-1	Advertising in the Schools
KK	Rules for Visitors
KKA	Recruiters in the Schools
KKA-R	Parent Notification of Requirement to Provide Information to Military Recruiters in the Schools
KKA-E	Request to Withhold Information
KLA	Public Complaints about Policies
KLB	Public Complaints about the Curriculum or Instructional Materials
KLD	Complaints Regarding Employees and Students
KM	Relations with Community Organizations (Use of School Marquees)
KMA/KMB	Relations with Parent Organizations/Booster Organizations
KMA-R	Oak Hills Hall of Honor
KMA-E	Oak Hills Hall of Honor Application
KMB/KMA	Relations with Parent Organizations/Booster Organizations
KMB-R	Oak Hills Hall of Honor
KMB-E	Oak Hills Hall of Honor Application
KMD	Relations with Religious Organizations
KNAL	Relations with Civil Defense Authorities

SECTION L: EDUCATION AGENCY RELATIONS

LEB/IGCD
LEC/IGCH
LEC-R/IGCH-R

Educational Options
College Credit Plus
College Credit Plus

SCHOOL DISTRICT LEGAL STATUS

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

In Ohio, the General Assembly is under mandate by the Constitution of Ohio to provide by law 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 Oak Hills Local School District is classified as a local school district, governed by a locally elected Board of Education.

[Adoption date: July 1, 1991]

[Revision date: November 4, 2013]

LEGAL REFS: U. S. Constitution, Amendment X
Ohio Constitution, Article VI, § 2; § 3; § 4
ORC 3301.011
Chapter 3311.01 et seq.

COMMUNITY INVOLVEMENT IN DECISION MAKING

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

All citizens will be 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 who are specially qualified because of interest, training, experience or personal characteristics will be encouraged to assume an active role in school affairs. From time to time they may be invited by the Board to act as advisers, individually and in groups, in such areas as:

1. Clarifying general ideas and attitudes held by residents in regard to the schools
2. 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 or
6. Solving a specific problem or set of closely related problems about which a decision must be made.

In addition, the Board of Education welcomes written communications from any interested citizen. Communications to the Board of Education can be directed either to the President of the Board or to the Superintendent. Copies of the communications shall be made and individual copies will be sent to each board member for study and consideration.

The Board and the staff will give consideration to the input they receive from individuals and community groups interested in the schools. Final authority for all decisions shall rest with the Board.

[Adoption date: July 1, 1991]
[Revision date: January 5, 2015]

LEGAL REFS: State Board of Education Minimum Standards 3301-35-03(J)
ORC 3313.472
OAC 3301-31-07

STAFF INVOLVEMENT IN DECISION MAKING

The school district involves the efforts of many people and functions best when all personnel are informed of the district's major activities and concerns.

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

All employees in this district will have the opportunity to bring their ideas or concerns to the Board of Education. It is expected that they will proceed through the recognized administrative channels; however, final authority for all decisions will rest with the Board.

[Adoption date: July 1, 1991]
[Revision date: January 5, 2015]

CROSS REFS: BF, Policy Development
CCB, Line and Staff Relations
CD, Leadership Team
CE, Administrative Councils, Cabinets and Committees
IF, Curriculum Development

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, gender, sexual orientation, economic status, age or disability.

The school district further affirms that recruitment, employment, assignment, evaluation and inservice education shall be provided its certified and classified staff without discrimination on the basis of age, color, national origin, race or sex.

Assignments will be in accordance with job descriptions and for certified staff, based upon current certification.

Therefore, the Board of Education will not permit discriminatory practices. To ensure compliance with this policy the Board will:

1. promote the rights and responsibilities of individuals as set forth in the State and U. S. Constitutions, pertinent legislation and applicable judicial interpretations,
2. encourage positive experiences for children, youth and adults,
3. work toward a more integrated society and enlist the support of individuals, as well as private and governmental groups and agencies, in such an effort,
4. use communication and action techniques to avoid grievances of individuals and groups,
5. consider the potential benefits or adverse consequences which the Board's decisions might have on the human relations aspects of the school community, and
6. initiate a process of reviewing policies and practices of the district in order to ensure that nondiscrimination is achieved and maintained.

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 communication 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/harassment does not lessen the prohibition contained in this policy.

The Board's policy of nondiscrimination will extend to students, staff, job applicants, the general public and individuals with whom it does business and will apply to race, color, national origin, citizenship status, religion, sex, economic status, age, handicap and other human differences.

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.

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

Title: Director of Human Resources
Address: 6325 Rapid Run Rd.
Phone number: 513-574-3200

The name, title, and contact information of this individual will be published annually in the District Employee Handbook and on the District website.

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

Reports and Complaints of Unlawful Discrimination/Harassment

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

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

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

[Adoption date: November 6, 1995]
[Revision date: April 11, 2005]
[Revision date: January 5, 2015]

[Revision date: April 3, 2017]

LEGAL REFS: Civil Rights Act of 1964, Title VI
Civil Rights Act of 1964, Title VII, as amended by the Equal Employment Opportunity Act of 1972
Education Amendments of 1972, Title IX, Pub. L. No. 92-318 (1972)
Executive Order 11246, as amended by Executive Order 11375
Equal Pay Act, as amended by the Education Amendments of 1972
Rehabilitation Act of 1973, § 504
Education for All Handicapped Children Act of 1975, Pub. L. No. 94-142 (1975)
Age Discrimination in Employment Law, Pub. L. No. 95-256
Ohio Constitution, Article 1, § 2
ORC Chapter 4112, 3313/496. 3323-01, 3327.01 et seq.
State Board of Education Minimum Standards 3301-35-02(A-1), 3301-35-03(A)
Immigration Reform and Control Act of 1986, Pub. L. No. 99-603 (1986)

CROSS REFS: ACA, Nondiscrimination on the Basis of Gender
ACB, Nondiscrimination on the Basis of Handicap
AFE, Evaluation of Instructional Programs
GBA, Equal Opportunity Employment
GBO, Verification of Employment Eligibility
JB, Equal Educational opportunities

NONDISCRIMINATION ON THE BASIS OF GENDER

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

Therefore, the Board of Education reaffirms its intention, as required by Title IX of the Educational Amendments of 1972, to provide that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of or be subjected to discrimination under any educational program or activity conducted under its auspices. This will extend to employees therein and to admission thereto. Inquiries concerning the application of Title IX may be referred to the Superintendent/designee.

[Adoption date: July 1, 1991]
[Revision date: January 5, 2015]
[Revision date: April 3, 2017]

LEGAL REFS: Civil Rights Act of 1964, Title VI
Civil Rights Act of 1964, Title VII, as amended by the Equal Employment Opportunity Act of 1972
Education Amendments of 1972, Title IX, Pub. L. No. 92-318 (1972)
Executive Order 11246, as amended by Executive Order 11375
Equal Pay Act, as amended by the Education Amendments of 1972
Ohio Constitution, Article 1, § 2
ORC 3313.486
Chapter 4112
State Board of Education Minimum Standards 3301-35-03(A)

CROSS REFS: AC, Nondiscrimination
ACB, Nondiscrimination on the Basis of Handicap
GBA, Equal Opportunity Employment
JB, Equal Educational Opportunities

NONDISCRIMINATION ON THE BASIS OF SEX/ SEXUAL HARASSMENT

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

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

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

All persons associated with the District, including, but not limited to, the Board, administration, staff, students, and third parties are expected to conduct themselves at all times so as to provide an atmosphere free from sex discrimination and sexual harassment. Sex discrimination and sexual harassment, whether verbal or nonverbal, occurring inside or outside of District buildings, on other District-owned property or at school-sponsored social functions/activities, is illegal and unacceptable and will not be tolerated. The District may have an obligation to investigate and/or respond to sexual harassment occurring off school grounds, when the harassment creates a hostile environment within the school setting. Any person who engages in sexual harassment while acting as a member of the school community is in violation of this policy.

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

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

1. submission to such conduct is made, either explicitly or implicitly, a term or condition of a person’s employment or status in a class, educational program or activity;
2. submission to, or rejection of, such conduct by an individual is used as the basis for employment or education decisions affecting such individual or
3. such conduct has the purpose or effect of unreasonably interfering with an individual’s work or educational performance ~~or~~ by creating an intimidating, hostile or offensive environment, or by interfering with one’s ability to participate in or benefit from a class or educational program or activity.

Sexual violence is a form of sexual harassment and refers to physical sexual acts perpetrated against a person’s will, or where a person is incapable of giving consent. Examples of sexual violence include but are not limited to, rape, sexual assault, sexual battery, sexual abuse, and sexual coercion.

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

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

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

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

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

Title: Director of Human Resources
Address: 6325 Rapid Run Rd.
Phone number: 513-574-3200

The Title IX Coordinator serves as the grievance officer and coordinates the District’s efforts to comply with and carry out responsibilities under Title IX, including any complaint under Title IX. He/She is vested with the authority and responsibility for investigating all sexual harassment complaints in accordance with the procedures set forth in the accompanying regulation and staff and student handbooks.

Confidentiality/Retaliation

Sexual harassment matters, including the identity of both the charging party and the accused, are kept confidential to the extent possible, consistent with the Board's legal obligations to investigate. Although discipline may be imposed against the accused upon a finding of guilt, the District prohibits retaliation for an individual's participation in, and/or initiation of a sex discrimination/sexual harassment complaint investigation, including instances where the complaint is not substantiated. The District takes reasonable steps to prevent retaliation and takes strong responsive action if retaliation occurs.

[July 1, 1991]

[Revision date: January 5, 2015]

[Revision date: April 3, 2017]

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

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

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

NON-DISCRIMINATION ON THE BASIS OF SEX/SEXUAL HARASSMENT GRIEVANCE PROCEDURES

The Board of Education supports the principle of Equal Opportunity Employment. It is the policy of this Board to recruit, hire, train, pay, promote, discipline, and provide benefits and all other employment opportunities in accordance with applicable federal, state and local laws.

All employees of the school district have a right to work in an environment free of discrimination, which encompasses freedom from sexual harassment.

The Board of Education opposes sexual harassment in any form and has developed complaint procedures which will be available to victims. The Board has also identified disciplinary penalties that could be imposed for 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 working or educational environment.

The Grievance Officer

The Board will annually appoint a sexual harassment grievance officer who will be vested with the authority and responsibility of processing all sexual harassment complaints in accordance with the procedure set out.

All employees should be aware that the privacy of the charging party and the person accused of sexual harassment will be kept strictly confidential.

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

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

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

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

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

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

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

Informal Procedure for Addressing Complaints

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

The Title IX Coordinator gathers enough information during the informal process to understand and resolve the complaint. The Title IX Coordinator proposes an informal solution based on this fact-gathering process, which may include, but not be limited to: requiring the accused to undergo

training on harassment/discrimination, requiring all students and staff to undergo such training, and instituting protective mechanisms for the alleged victim.

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

Formal Procedure for Addressing Complaints

While the formal grievance procedure may serve as the first step toward the resolution of a charge of sex discrimination or sexual harassment, it also is available when the informal procedure fails to resolve the complaint. Through the formal grievance procedure, the Title IX Coordinator attempts to resolve the complaint in the following way:-

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

Notice of Outcome

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

The outcome is final and binding.

Disciplinary Action

Any disciplinary action is carried out in accordance with Board policies, student and employee codes of conduct, State and Federal law, and, when applicable, the negotiated agreement. When recommending discipline, the Title IX Coordinator considers the totality of the circumstances involved, including the ages and maturity levels of those involved. The Title IX Coordinator and the Superintendent determine if a recommendation for expulsion for an accused student or discharge for an accused employee should be made. If this recommendation is made and a hearing is required, the hearing shall be held in accordance with Board policy, State law and/or the negotiated agreement. Both the parties shall have an equal right to attend the hearing, have a representative and parent (if student) present, present evidence, and question witnesses.

[Adoption date: July 1, 1991]
[Revision date: April 3, 2017]

LEGAL REFS: Civil Rights Act of 1964, Title VI; Civil Rights Act of 1964, Title VII, (as amended by Equal Employment Opportunity Act of 1972)
Education Amendments of 1972, Title IX, Pub. L. No. 92-318 (1972)
Executive Order 11246, as amended by Executive Order, 11375
Equal Pay Act, as amended by the Educational Amendments of 1972
Ohio Constitution, Article I; II
ORC 3313.486, Chapter 4112
State Board of Education Minimum Standards 3301-35-02
Immigration Reform and Control Act of 1986, Pub. L. No. 99-603, (1986)

SEXUAL HARASSMENT

Procedure

1. Any member of the school community who believes that he/she has been subjected to sexual harassment will report the incident(s) to the grievance officer.
2. The grievance officer will attempt to resolve the problem in an informal manner through the following process:
 - a. The grievance officer will confer with the charging party in order to obtain a clear understanding of that party's statement of the facts.
 - b. The grievance officer will then attempt to meet with the charged party in order to obtain his/her response to the complaint.
 - c. The grievance officer may hold as many meetings with the parties as is necessary to gather facts.
 - d. On the basis of the grievance officer's perception of the situation, the grievance officer may:
 - 1) attempt to resolve the matter informally through conciliation, or
 - 2) report the incident and transfer the record to the Superintendent/designee and to notify the parties in person or by certified mail.
3. After reviewing the record made by the grievance officer, the Superintendent/designee may attempt to gather any more evidence necessary to decide the case and thereafter impose any sanctions deemed appropriate, including a recommendation to the Board for termination or expulsion.
4. If a sexual harassment charge is filed against the grievance officer, the Superintendent shall process the sexual harassment grievance identified in No. 2 (A through D), and No. 3 above.

All matters involving sexual harassment complaints should remain confidential.

[July 1, 1991]

NONDISCRIMINATION ON THE BASIS OF HANDICAP

Section 504 of the Rehabilitation Act of 1973 and its accompanying regulations apply to all school systems receiving federal funds. The school district is the recipient of federal funds; furthermore the Board maintains that discrimination against a qualified handicapped person solely on the basis of handicap is unfair. To the extent possible, qualified handicapped persons should be in the mainstream of life in a school community.

Accordingly, employees of this school district will comply with, to the extent possible, requirements of the law and policy statements of this Board to ensure nondiscrimination on the basis of handicap. The following will be expected:

1. No one will discriminate against handicapped persons qualified for a position in any aspect of school employment solely on the basis of handicap.
2. Facilities, programs and activities will be made available to qualified handicapped persons.
3. Free, appropriate education at elementary and secondary levels, including nonacademic and extracurricular services and activities, will be provided to qualified handicapped persons.
4. No one will exclude any qualified handicapped person solely on the basis of handicap from participation provided by the Oak Hills Local School District.
5. Each qualified handicapped person will be provided with the same health, welfare and other social services that are provided to others.
6. The Director of Special Programs or the Superintendent's designee will coordinate the development and implementation of the 504 Procedural Plan.

[Adoption date: July 1, 1991]
[Revision date: February 6, 1995]
[Revision date: January 5, 2015]

LEGAL REFS: Rehabilitation Act of 1973, § 504
Education for All Handicapped Children Act of 1975, Pub. L. No. 94-142 (1975)
ORC 3323.01 et seq.
Chapter 4112

CROSS REFS: AC, Nondiscrimination
ACA, Nondiscrimination on the Basis of Gender
AE, Vision Statement & Core Beliefs
GBA, Equal Opportunity Employment
IGBA, Programs for Handicapped Students
JB, Equal Educational Opportunities
Section 504 of the Rehabilitation Act of 1973
Policy and Procedures Manual, February, 1995

DEVELOPMENT OF MISSION, VISION, CORE BELIEFS

The development of the philosophy of education and educational goals for this school district will involve community, students and staff in identifying student interests and needs.

Educational goals will be developed every five years. Philosophy of education shall be reviewed annually. Both shall give direction to the educational program and provide the basis for daily operation.

The philosophy and goals will reflect student interests and needs and the educational program shall be provided without discrimination on the basis of color, national origin, race, gender and sexual orientation.

[Adoption date: July 1, 1991]
[Revision date: January 5, 2015]

LEGAL REF: State Board of Education Minimum Standards 3301-35-02

CROSS REFS: ADA, Mission Statement
BFC, Policy Adoption
BFG, Policy Review and Evaluation

MISSION STATEMENT

All students attending the Oak Hills Local School District achieve success by graduating with individual skills for career and college readiness and global competence.

[Adoption date: July 1, 1991]
[Revision date: November 4, 1996]
[Revision date: January 5, 2015]

LEGAL REF: State Board of Education Minimum Standards 3301-35-02 (A)

CROSS REFS: AD, Development of Mission, Vision, Core Beliefs
AE, Vision Statement & Core Beliefs, IA, Instructional Goals

VISION STATEMENT & CORE BELIEFS

Vision

The Oak Hills Local School District will be recognized for innovative services, outstanding teaching, and high student growth and achievement.

Core Beliefs

1. We believe Oak Hills creates a culture of high expectations for all students and staff.
2. We believe students should explore and investigate the world.
3. We believe students should experience individualized learning and growth.
4. We believe Oak Hills recruits, selects, develops, and retains outstanding teachers.
5. We believe eLearning (improving teaching and learning through technology) customizes individual student's learning.

[Adoption date: July 1, 1991]
[Revision date: November 4, 1996]
[Revision date: January 5, 2015]

LEGAL REF: State Board of Education Minimum Standards 3301-35-02

CROSS REFS: ACB, Nondiscrimination on the Basis of Handicap
ADA, Mission Statement

COMMITMENT TO ACCOMPLISHMENT

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

The evaluation program may include but is not limited to:

1. Curriculum and instruction
2. Students, dropouts and graduates
3. School personnel
4. Buildings and equipment
5. Business operations
6. 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 of Education and the Superintendent, have a sound basis for making improvements. The improvements will be made by the Superintendent through the implementation of policies adopted by the Board.

In appraising, the Board needs to evaluate its own actions as well as efforts and accomplishments of the Superintendent and Treasurer.

The Board will make evaluation of its operations a continuing process so that it will stay abreast of accomplishments and needs.

The Board will annually:

1. assess the district's operations and achievement of goals by information gathered from the Superintendent and Treasurer,
2. evaluate the Superintendent and Treasurer according to job descriptions and Board expectations, and

[Adoption date: July 1, 1991]

[Revision date: January 5, 2015]

LEGAL REFS: ORC 3313.60
3319.01
3319.02
3319.081
State Board of Education Minimum Standards 3301-35-02, 3301-03

CROSS REFS: AF, All Sub-codes
BCC, Qualifications and Duties of the Treasurer
CA, Administration Goals

EVALUATION OF SCHOOL BOARD OPERATIONAL PROCEDURES

The Board of Education may plan and carry through an appraisal of its functioning as a board. This appraisal will consider the broad realm of relationships and activities inherent to a board and/or a particular area of activity.

The appraisal process and instrument will be 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
13. Leadership team development and utilization

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

[Adoption date: July 1, 1991]
[Revision date: January 5, 2015]

LEGAL REFS: ORC 3319.01
3319.02
3319.16
3319.081
State Board of Education Minimum Standards 3301-35-03

CROSS REFS: BCB, Board Officers
BCD, Board-Superintendent Relationship
BD, School Board Meetings
BF, Board Policy Development
BHA, New Board Member Orientation
CD, Leadership Team
DA, Fiscal Management Goals

Standards-Based Teacher Evaluation

The Board of Education is responsible for a standards-based teacher evaluation policy which conforms to the framework for evaluation of teachers as approved by the State Board of Education and aligns with the “Standards for the Teaching Profession” as set forth in State law.

The Board adopts the Ohio Teacher Evaluation System (“OTES”) model as approved by the State Board of Education. The evaluation policy is intended to provide an evaluation model that is research-based, transparent, fair, and adaptable to the needs of the District. The Board believes in the importance of ongoing assessment and meaningful feedback as a powerful vehicle to support improved teaching performance and student growth, as well as promotion and retention decisions for teachers.

This policy shall be implemented as set forth herein and included in the collective bargaining agreement with the OHEA, and in all extensions and renewals thereof. This policy has been developed in consultation with teachers employed by the Board.

Given the dynamic nature of the mandated teacher evaluation process, the Board authorizes the Superintendent to establish and maintain an ongoing Evaluation Policy Consultation Committee, with continuing participation by District teachers represented by the OHEA, and for the express purpose of recommending necessary changes to the Board for the appropriate revision of this policy.

Definitions

“OTES” – stands for the Ohio Teacher Evaluation System as adopted by the Ohio State Board of Education in 2011, or as otherwise modified by the State Board of Education.

“Teacher” – For purposes of this policy, “teacher” means a licensed instructor who spends at least 50% of his/her time providing content-related student instruction and who is working under one of the following:

- a. A license issued under ORC Sections 3319.22, 3319.26, 3319.222 or 3319.226; or
- b. A permanent certificate issued under ORC Section 3319.222 as it existed prior to September, 2003; or
- c. A permanent certificate issued under ORC Section 3319.222 as it existed prior to September, 2006; or
- d. A permit issued under ORC Section 3319.301.

Substitute teachers and teachers not meeting this definition are not subject to evaluation under this policy. Bargaining unit members who do not meet the definition will be evaluated utilizing the evaluation procedures of the collective bargaining agreement in effect between the Board and the OHEA.

The Superintendent, Treasurer, and any “other administrator” as defined by ORC Section 3319.02 are not subject to evaluation under this policy.

“Credentialed Evaluator” – For purposes of this policy, each teacher subject to evaluation will be evaluated by a person who:

- a. Meets the eligibility requirements under ORC Section 3319.111(D); and
- b. Holds a credential established by the Ohio Department of Education for teacher evaluation; and
- c. Has completed state-sponsored evaluation training and has passed an online credentialing assessment.

The Board shall authorize the Superintendent/designee to approve and maintain a list of credentialed evaluators as necessary to effectively implement this policy.

“Core Subject Area” – means reading and English language arts, mathematics, science, foreign language, government, economics, fine arts, history and geography.

“Student Growth” – for the purpose of the District’s evaluation policy, student growth is defined as the change in the student achievement for an individual student between two or more points in time.

“Student Learning Objectives” (“SLO’s”) – include goals identified by a teacher or group of teachers which identify expected learning outcomes or growth targets for a group of students over a period of time.

“Shared Attribution Measures” – encompasses student growth measures which can be attributed to a group.

“Value-Added” – refers to the EVAAS Value-Added methodology provided by SAS, Inc., which provides a measure of student progress at the district and school level based on each student’s scores on state issued standardized assessments.

“Vendor Assessment” – student assessments approved by the Ohio Department of Education which measure mastery of the course content for the appropriate grade level, which may include nationally normed standardized assessments, industry certification exams, or end-of-course examinations for grade level and subjects for which the Value-Added measure does not apply.

Standards-Based Teacher Evaluation

Teacher evaluations will utilize multiple factors, with the intent of providing meaningful feedback to each teacher and assigning an effectiveness rating based in equal part upon teacher performance and student growth.

Each teacher evaluation will result in an effectiveness rating of:

- a. Accomplished;

- b. Skilled
- c. Developing; or
- d. Ineffective

The specific standards and criteria for distinguishing between these ratings/levels of performance shall be the same as those developed by the State Board of Education, which are incorporated herein by reference.

The Superintendent shall annually cause to be filed, a report to the Department of Education, the number of teachers for whom an evaluation was conducted, as well as the number of teachers assigned each rating as set forth above, aggregated by teacher preparation programs from which, and the years in which the teachers graduated.

Fifty percent (50%) of each evaluation will be based upon teacher performance and fifty percent (50%) on multiple measures of student growth as set forth herein.

Assessment of Teacher Performance

Teacher performance will be evaluated during formal observations and periodic informal observations also known as “classroom walkthroughs.” Such performance, which will comprise fifty-percent (50%) of a teacher’s effectiveness rating, will be assessed through a holistic process by trained and credentialed evaluators based upon the following *Ohio Standards for the Teaching Profession*:

- a. Understanding student learning and development and respecting the diversity of the students they teach;
- b. Understanding the content area for which they have instructional responsibility;
- c. Understanding and using varied assessment to inform instruction, evaluate and ensure student learning;
- d. Planning and delivering effective instruction which advances individual student learning;
- e. Creating learning environments which promote high levels of learning and student achievement;
- f. Collaborating and communicating with students, parents, other educators, district administrators and the community to support student learning; and
- g. Assuming responsibility for professional growth, performance and involvement.

Formal Observation and Classroom Walkthrough Sequence

- All instructors who meet the definition of “teacher” under R.C. 3319.111 and this policy shall be evaluated based on at least two formal observations and periodic classroom walkthroughs each school year.
- Teachers on a limited contract who are under consideration for renewal/nonrenewal shall receive at least three formal observations in addition to periodic classroom walkthroughs unless the Superintendent/designee waives the third observation. A teacher who has been granted a contract by the Board of Education and who receives a rating of “Accomplished” on his/her most recent evaluation may be evaluated every other school year.

Evaluations will be completed by May 1st and each teacher will be provided a written report of the results of his/her evaluation by May 10th. Written notice of nonrenewal will be provided by June 1st.

In evaluating teacher performance in these areas, the Board shall utilize the measures set forth by the Ohio Department of Education’s OTES “Teacher Performance Evaluation Rubric” for instructional planning, instruction and assessment, and professionalism.

Each teacher evaluated under this policy shall annually complete a “Self-Assessment,” utilizing the Self Assessment Summary Tool.

Formal Observation Procedure

- a. The first formal observation shall be preceded by a conference between the evaluator and the employee prior the observation in order for the employee to explain plans and objectives for the classroom situation to be observed. All subsequent observations will be unannounced.
- b. A post-observation conference shall be held after each formal observation.

Informal Observation/Classroom Walkthrough Procedure

- a. Classroom walkthroughs shall not unreasonably disrupt and/or interrupt the learning environment.
- b. Data gathered from the walkthrough will be shared with the teacher within a reasonable period of time.

Assessment of Student Growth

In determining student growth measures, the Board adopts the Ohio Department of Education’s Ohio Teacher Evaluation System (OTES), which calculates student growth by assessing achievement for an individual student occurring between two points in time. It is important to note that a student who has forty-five or more absences (excused or unexcused) for the school year will not be included in the determination of student academic growth.

In general, the Board will utilize the following categories to determine this aspect of a teacher’s evaluation, depending upon the instructor involved:

A1: Teachers instructing in value-added subjects exclusively.

A2: Teachers instructing in value-added courses, but not exclusively;

For these teachers, value-added will be used for the student academic growth factor in proportion to the part of a teacher’s schedule of courses or subjects for which the value-added progress dimension is applicable. Teachers with multiple subjects that have value-added data will be issued

reports for a composite of reading and math; for other assessments (approved vendor and local measures), the assessment data measures should be representative of the teacher's schedule.

B. Teachers instructing in areas with Ohio Department of Education approved vendor assessments with teacher-level data available; or

C. Teachers instructing in areas where no teacher-level value-added or approved vendor assessment available.

Where value-added methodologies exist for A1 and A2 teachers, the Board will utilize them in the evaluation process. Teachers instructing in value-added courses, but not exclusively, will utilize teacher value-added and locally determined measures proportionate to the teacher's schedule.

When an approved Ohio Department of Education vendor assessment is utilized in the measurement of student growth, it will be included in the evaluation process for B teachers.

When neither teacher-level value-added data, nor Ohio Department of Education-approved assessments are available, the District shall use locally-determined Student Growth Measures for C teachers. Student Growth Measures may be comprised of SLO's, shared attribution, and/or non-Value-Added vendor data.

An SLO must be based upon the following criteria: Baseline and Trend Data, Student Population, Interval of Instruction, Standards and Content, Assessment(s), Growth Targets, and Rationale for Growth Targets. When new SLO's are developed or revised, the process will include consultation with teachers employed by the Board.

Data from these approved measures of student growth will be scored on five (5) levels in accordance with the Ohio Department of Education/OTES guidance and converted to a score in one of three (3) levels of student growth:

- a. Above
- b. Expected
- c. Below

³. If used, only one "shared attribution" measure can be utilized per instructor.

Each teacher's performance rating will be combined with the assessment of student growth measures to produce the summative evaluation rating, based upon the following "Evaluation Matrix:"

Teacher Performance

		4	3	2	1
Student Growth Measures	Above	Accomplished	Accomplished	Proficient Skilled	Developing
	Expected	Proficient Skilled	Proficient Skilled	Developing	Developing
	Below	Developing	Developing	Ineffective	Ineffective

The evaluator shall provide that each evaluation is submitted to the teacher for his/her acknowledgement by written receipt.

Professional Growth Plans and Professional Improvement Plans

Based upon the results of the annual teacher evaluation as converted to the "Evaluation Matrix" above, each teacher must develop either a professional growth plan or professional improvement plan as follows:

- a. Teachers whose performance rating indicates above expected levels of student growth will develop a professional growth plan.
- b. Teachers whose performance rating indicates expected levels of student growth will develop a professional growth plan collaboratively with his/her credentialed evaluator.
- c. Teachers whose performance rating indicates below expected levels of student growth will develop a professional improvement plan with their credentialed evaluator. The administration will assign the evaluator for the subsequent evaluation cycle and approve the professional improvement plan.

Core Subject Teachers – Testing for Content Knowledge

Beginning with the 2015-16 school year, core subject area teachers must register for and complete all written examinations of content knowledge selected by the Ohio Department of Education if the teacher has received an effectiveness rating of “Ineffective” on his/her annual evaluation for two (2) of the three (3) most recent school years.

If a teacher passes the examination set forth above and provides proof of that passage to the Board, the teacher will be required, at the teacher’s expense, to complete professional development that is targeted to the deficiencies identified in the teacher’s evaluations conducted under this policy.

Any teacher passing the examinations set forth above will not be required to take the examination again for three (3) years, regardless of the teacher’s evaluation ratings or the performance index score ranking of the building in which the teacher teaches.

No teacher shall be responsible for the cost of taking an examination set forth above.

Board Professional Development Plan

In accordance with the Ohio State Board of Education’s statewide evaluation framework, the Board has adopted a specific plan for the allocation of financial resources to support the professional development of teachers covered by this policy. The plan will be reviewed annually.

Retention and Promotion Decisions/Removal of Poorly Performing Teachers

It is the purpose of this Standards-Based Teacher Evaluation Policy to improve the quality of instruction, enhance student learning and strengthen professional competence through meaningful feedback and targeted professional development. In addition, the evaluations produced will serve to inform the Board on employment decisions, i.e. retention, promotion of teachers, renewal of teaching contracts, and the removal/nonrenewal of poorly performing teachers.

The removal of poorly performing teachers shall be in accordance with the Ohio Revised Code and any applicable provisions of a Collective Bargaining Agreement.

Nothing in this policy will be deemed to prevent the Board from exercising its rights to non-renew, terminate, or suspend a teaching contract as provided by law and the terms of the collective bargaining agreement in effect between it and the OHEA. The evaluation system and procedures set forth in this policy shall not create an expectation of continued employment for teachers on a limited contract that are evaluated under this policy. The Board reserves the right to non-renew a teacher evaluated under this policy in accordance with R.C. 3319.11 notwithstanding the teacher’s summative rating.

[Adoption date: June 3, 2013]

[Revision date: August 5, 2013]

LEGAL REFS: RC 3319.02, 3319.11, 3319.111, 3319.112, 3319.22, 3319.222, 3319.226, 3319.26, 3319.58, 3333.0411
AC 3301-35-03(A)

EVALUATION OF PROFESSIONAL STAFF (Ohio Teacher Evaluation System)

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

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

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

Credentialed Evaluators

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

Effectiveness Rating

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

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

Teacher Performance Calculation

Teachers are evaluated via two formal observations and periodic classroom walk-throughs. The teacher performance measure is based on the Ohio Standards for the Teaching Profession. Teachers rated skilled or accomplished may receive an off-cycle evaluation in accordance with HB 64.

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

Student Growth Calculation

For the purpose of this policy, student growth means the change in student achievement for an individual student between two or more points in time.

Student growth is evaluated by a combination of: (1) Value-added data or an alternative student academic progress measure if adopted under RC 3302.03(C)(1)(e); (2) ODE-approved assessments and/or (3) Board-determined measures.

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

Students with 45 or more excused or unexcused absences during the full academic year will not be included in the calculation of student academic growth. Data from Board-determined multiple measures will be converted to a score of: (1) Most effective, (2) Above average, (3) Average, (4) Approaching average, (5) Below average.

Professional Growth and Improvement Plans

Teachers with a final summative rating student growth of most effective Accomplished must develop professional growth plans and choose their credentialed evaluators from the Board-approved evaluator list.

Teachers with average and above average student growth ratings a final summative rating of Skilled must develop professional growth plans collaboratively with their credentialed evaluators from the Board-approved evaluator list and will have input on their credentialed evaluator.

Teachers with a final summative rating of Developing must develop professional growth plans with their credentialed evaluators. The Superintendent/designee approves the professional growth plan and assigns the credentialed evaluator.

Teachers with a final summative rating of Ineffective approaching average and least effective student growth ratings must develop an improvement plan with their credentialed evaluators. The Superintendent/designee approves the improvement plan and assigns the credentialed evaluators to teachers with approaching average or least effective student growth ratings.

Evaluation Time Line

District administrators evaluate teachers annually. Annual evaluations include two formal observations at least 30 minutes each and periodic classroom walk-throughs. Teachers, who are on limited or extended limited contracts pursuant to State law and under consideration for nonrenewal, receive at least three formal observations during the evaluation cycle, unless the third observation has been waived for individual teachers at the discretion of the superintendent/designee.

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

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

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

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

Testing for Ineffective Teachers in Core Subjects

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

Retention and Promotion

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

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

Poorly Performing Teachers

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

Professional Development

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

[Adoption date: October 6, 2014]
[Revision date: November 2, 2015]
[Revision date: March 7, 2016]
[Revision date: September 11, 2017]

LEGAL REFS.:	ORC	3319.11; 3319.111; 3319.112; 3319.114; 3319.16; 3319.58 Chapter 4117
	OAC	3301-35-05
CROSS REFS.:		AF, Commitment to Accomplishment GBL, Personnel Records GCB, Professional Staff Contracts and Compensation Plans
CONTRACT REF.:		Teachers' Negotiated Agreement

EVALUATION OF PROFESSIONAL STAFF
(Administrators Both Professional and Support)

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

The purpose of administrator evaluations is to assess the performance of administrators, to provide information upon which to base employment and personnel decisions and to comply with State law. All administrators are evaluated annually. In the year an administrator's contract does not expire, the evaluation is completed by the end of the contract year, and a copy is given to the administrator. In the year an administrator's contract does expire, two evaluations are completed, one preliminary and one final. The preliminary evaluation is conducted at least 60 days prior to June 1 and prior to any Board action on the employee's contract. A written copy of the preliminary evaluation is given to the administrator at this time. Evaluations are considered by the Board in determining whether to re-employ administrators.

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

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

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

Ohio Principal Evaluation System (OPES)

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

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

Principals and assistant principals are evaluated as set forth by Ohio Revised Code Section 3319.02(D). The 50% principal and assistant principal performance measure is based on the Ohio Standards for Principals. Proficiency on the standards includes consideration of professional goal setting, communication and professionalism, and skills and knowledge.

Student academic growth is evaluated by a combination of: (1) Value-added data; (2) ODE approved assessments and/or (3) Board determined measures. When available, value-added data shall be included in the multiple measures used to evaluate student growth. Resulting data from Board-determined multiple measures will be converted to a score of: (1) Above, (2) Expected or (3) Below student growth levels.

Value-added data based on the results of state assessments administered in the 2014-2015 and 2015-2016 school years may be used to assess student academic growth where such data is available. Such data also may be used when making dismissal, retention, tenure or compensation decisions.

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

The Superintendent/designee evaluates all principals and assistant principals annually.

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

[Adoption date: September 9, 2013]

[Revision date: April 6, 2015]

[Revision date: September 14, 2015]

[Revision date: March 7, 2016]

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

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

EVALUATION OF PROFESSIONAL STAFF
(Administrators Both Professional and Support)

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

1. An initial meeting is held by the Superintendent prior to the school year with the assistant superintendents and administrators to discuss specific measurable objectives and plans for their achievement. A statement of these objectives and plans is submitted by each administrator to the Superintendent/designee at a time specified. These objectives and plans are written and maintained in each administrator's personnel file.
2. The evaluator employs the evaluation criteria which are designed to measure the administrator's effectiveness in performing the duties set forth in his/her written job description. All administrators will be evaluated prior to the end of their contract year. The evaluator will also assess the administrator's progress in meeting plans and objectives set for that school year. Areas of outstanding, satisfactory and poor performance will be noted. The Superintendent/designee will meet with each administrator to discuss the written evaluation. The evaluatee is given a copy of the evaluation and has an opportunity to discuss it with the evaluator at this second meeting.
3. An ongoing dialogue concerning the administrator's objectives will continue and the evaluator and evaluatee will meet as needed or requested.
4. For those employees whose contracts are expiring at the end of the current school year, two evaluations must be completed. A written copy of the preliminary evaluation must be received by the employee at least 60 days prior to any Board action on the employee's contract. A final evaluation must include the Superintendent's intended recommendation for the contract of the employee. A written copy of the final evaluation must be provided to the employee at least five days prior to the Board's action to renew or nonrenew the employee's contract.
5. The employee may request a meeting with the Board prior to any Board action on his/her contract. The employee may have a representative of his/her choice at the meeting.
6. Assistant superintendents, business managers, principals, assistant principals and other administrators are automatically re-employed for a period of one year, or for two years if such person has been employed by the District for three or more years, if they are not evaluated according to State law or provided a meeting, if requested, to discuss their renewal or nonrenewal.
7. All evaluation criteria, procedures and written job descriptions are reviewed annually by the Superintendent/designee and revised as necessary.

[Adoption date: September 9, 2013]

Oak Hills Local School District
Teacher Evaluation Handbook

Evaluation Procedures

1. The Board and the Association agree to implement the OTES Model in place of the current Collective Bargaining Agreement Evaluation System for all members who meet the definition of “teacher” in ORC 3319.111.
2. A “teacher” means a licensed instructor who spends at least 50% of his/her time providing content-related student instruction and who is working under one of the following:
 - a. A license issued under ORC Sections 3319.22, 3319.26, 3319.222 or 3319.226; or
 - b. A permanent certificate issued under ORC Section 3319.222 as it existed prior to September, 2003; or
 - c. A permanent certificate issued under ORC Section 3319.222 as it existed prior to September, 2006; or
 - d. A permit issued under ORC Section 3319.301.
3. Bargaining unit members who do not meet the definition will be evaluated utilizing the evaluation procedures of the Collective Bargaining Agreement in effect between the Board and the Association.
4. All evaluators participating in the OTES Model will be certified/licensed administrators trained in the OTES Model and credentialed by the Ohio Department of Education. The Superintendent/designee shall approve and maintain a list of credentialed evaluators.
5. Unless otherwise addressed by Board policy, all teachers shall be evaluated once annually. The minimum requirements for each evaluation will consist of at least one 30-minute observation and one classroom walkthrough during the first semester of school and one 30-minute observation and one classroom walkthrough during the second semester of school.

Teachers on a limited contract who are under consideration for renewal/nonrenewal shall receive at least three formal observations in addition to periodic classroom walkthroughs unless the Superintendent/designee waives the third observation.

A teacher who has been granted a contract by the Board of Education and who receives a rating of “Accomplished” on his/her most recent evaluation may be evaluated every other school year.

6. All teachers shall receive a Final Summative Rating report no later than May 10th. Fifty percent (50%) of each Final Summative Rating report will be based upon teacher performance and fifty percent (50%) on multiple measures of student growth.
7. All teachers shall be evaluated annually between September 1 and May 1 in accordance with the Teacher Evaluation Timeline (attachment 1).
8. All formal observations will be unannounced with the exception of the first observation of the school year which will be preceded by a pre-conference interview between the evaluator and the employee in order for the employee to explain plans and objectives for the classroom situation being observed.
9. A post-observation conference shall be held after each formal observation.
10. All formal or informal observations and ratings shall be referenced to the Ohio Teacher Evaluation System Rubric for Evaluation included in the Assessment of Teacher Performance. All informal or formal observations, including walkthroughs shall be conducted openly and with full knowledge of the member.
11. Only documents properly placed in the member’s personnel file in accordance with the Collective Bargaining Agreement may be used as evidence for inclusion in the Assessment of Teacher Performance.
12. Classroom walkthroughs shall not unreasonably disrupt and/or interrupt the learning environment. Data gathered from the walkthrough must be attached on the Classroom Walkthrough and Informal Observation. The completed form must be shared with the employee within a reasonable amount of time.
13. The member shall have the right to make a written response to the evaluation and to have it attached to the Assessment of Teacher Performance or the Final Summative Rating report.

Improvement and Professional Growth Plans

1. Any member not receiving a recommendation for an Improvement Plan will complete the Professional Growth Plan. Completion of the Plan/Non Completion of the Plan shall not result in any adverse inclusion in any future Assessment of Teacher Performance or Final Summative Rating report of any member.

2. Should the Assessment for Teacher Performance or the Final Summative Rating report indicate that an Improvement Plan is recommended for a member, the evaluator and the member shall collaborate on such plan.
3. The plan shall include a plan of action and the evidence that will be used to document completion of the Improvement Plan.
4. If the evaluator and the employee cannot agree on a plan, then either the evaluator or the member may request the assistance of another district employee to facilitate further discussion.

Assessment of Student Growth

1. In general, the Board will utilize the following categories to determine this aspect of a teacher's evaluation, depending upon the instructor involved:

A1: Teachers instructing in value-added subjects exclusively;

A2: Teachers instructing in value-added courses, but not exclusively;

B: Teachers instructing in areas with Ohio Department of Education approved vendor assessments with teacher-level data available; or

C: Teachers instructing in areas where no teacher-level value-added or approved vendor assessment available.

For teachers identified as B or C, five percent (5%) of their student growth rating will be a shared attribute for both building level reading and math where state value-added data is available.

2. The state definition of "Teacher of Record" shall be utilized in determining which students are included in a teacher's measures. Teachers will not be linked to students for whom the teacher does not provide direct instruction.
3. Any teacher that has a student growth measure that requires the Link Roster Verification Process will sign off on the roster verification.
4. Students with forty-five or more absences (excused or unexcused) from that teacher's class are to be excluded from the student growth measure of that teacher.
5. Teachers must have a minimum of six (6) students to receive value added data.
6. For the 2013-2016 school years, student growth measures will not be used exclusively for determining the non-renewal of a teaching contract.
7. For the 2013-2014 school year, Oak Hills Local School District will use the attached guide to determine a teacher's student growth measure: *Student Growth Measures Plan PreK-8* or *Student Growth Measures Plan 9-12* (Attachments 2 and 3).
8. Student Learning Objectives shall be created in accordance with Board Policy. If a dispute arises as to the contents and/or setting of growth targets of the SLO, it shall be processed through the Student Learning Objectives Committee.
9. The Student Learning Objectives Committee shall have the authority to make decisions regarding the implementation of Student Learning Objectives, including resolving any disputes arising from the contents and/or setting of growth targets of a Student Learning Objective. The committee shall meet and jointly develop governing and dispute resolution procedures before the beginning of the 2013-2014 school year. The committee shall be comprised of an equal number of employees, appointed by the Association, and administrators, as appointed by the Superintendent.

Final Evaluation Procedures

Each teacher's performance rating will be combined with the assessment of student growth measures to produce the Final Summative Rating report, based upon the following "Evaluation Matrix":

Student Growth Measures		4	3	2	1
	Above	Accomplished	Accomplished	Skilled	Developing
	Expected	Skilled	Skilled	Developing	Developing
	Below	Developing	Developing	Ineffective	Ineffective

Oak Hills Local School District
Teacher Evaluation Timeline 2013-2014

On or prior to:	Teacher (where applicable)	Administrator	SLO District Committee
August 26 - August 30	Administer pre-test for Student Learning Objective (SLO) assessments for full year and 1st semester courses		
September 1		Begin Cycle 1 for teacher evaluations	
September 3 - September 6	Make-up week for pre-test for SLO assessments for full year and 1st semester courses Score pre-tests for SLO assessments for full year and 1st semester courses		
October 1	Complete Professional Growth Plan Applications for continuing contracts due	Improvement Plans for teachers completed (where applicable)	
October 15	SLOs due		
October 30	Receive approval or need for revision of SLOs		SLOs returned to teachers
November 8	Revised SLOs due		
November 15	Receive final approval for SLOs		Final approval for all SLOs
January 6 - January 10	Administer post-test for SLOs assessments for 1st semester courses		
January 13 - January 17	Make-up week for post-test for SLO assessments for 1st semester courses Score post-tests for 1st semester courses		
January 16		Complete Observation & Walkthroughs for Cycle 1 Complete performance rubric Share copies of all evaluation forms with teachers	
April 1		Recommendations for continuing contract due to superintendent as per negotiated agreement Requests for waiver of third observation of limited contract teachers due to director of human	

		resources	
March 31 - April 4	Administer post-test for SLO assessments for full year courses		
April 7 - April 11	Make-up week for post-test for SLO assessments for full year courses Score post-tests for SLO assessments for full year courses		
April 11	SLO final document due *^Calculate growth measure for Vendor Assessments	*^Add student growth measures to summative rating form	
May 1		Complete Observation & Walkthroughs for Cycle 2 and, for teachers on limited contract or non-renewal, Cycle 3 Complete performance rubric Share copies of all evaluation forms with teachers	
May 10	Receive final summative rating	Deliver final summative rating reports to all teachers (assign rating of Accomplished, Skilled, Developing, or Ineffective).	
June 1	#Where applicable, receive non-renewal letters		

Notes

*Value-added data and vendor assessment data included on the teacher final summative evaluation may be in arrears, therefore some testing may occur after the deadline of April 11. This assessment data would apply for the following year's evaluation cycle.

*Some vendor assessments (for example, AIMSweb, ACT EXPLORE, ACT PLAN, Guided Reading Levels) may be administered after the deadlines listed in the timeline but would still be included in the current year's evaluation cycle.

*Superintendent makes the recommendation for non-renewal of a teacher contract to the board of education. This process begins following the May 10 deadline.

Additional Information

Teachers on a continuing contract, who receive the rating of accomplished on their most recent final summative rating report, are evaluated every other year.

Student Learning Objectives (SLOs) will not be created for 2nd semester courses.

For value-added calculations, students must enroll prior to or during October count week and have less than 45 excused or unexcused absences to have their score results included in final student growth measure calculations.

For SLO calculations, students must attend at least 75% of the class days for a full year and 1st semester course to have their score results included in the final student growth measure calculations.

Version of SLO	time period and number of class days	Minimum number of class days (excused absences are considered a day of attendance) students must attend to have their score results included in SLO final student growth measure calculations.
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1st semester	August 21 - January 10 / 85 days	64 days
Full year	August 21 - April 4 / 140 days	105 days

For teachers of specials (Art, Music, Fitness Ed) courses in the elementary schools where the students meet once every three days, students must attend 75% of the class meetings for these full year courses.

Note: With very few exceptions, all students shall be given the pre-test and post-test for a course using a SLO regardless of when the student enrolls in the course or exceeds the minimum number of days rule for inclusion in the final calculations. When the final score is calculated for the SLO any student who does not qualify for inclusion in these calculations because of attendance reasons will be removed at that point in the scoring process.

Note

For 2013-2014 no student growth measures for online courses

4/15/2013	Oak Hills Local School District - Student Growth Measures - Oak Hills High School	
*pending Board approval		
	SLO #1	SLO #2
Business		
MS Office and Apps	Options: Content Specific or Performance Based	Options: Content Specific or Performance Based
Web Design I		
Personal Finance		
Marketing		
Business Law		
Accounting II		
Sports Mgmt and Marketing		
Accounting I		
English	All Courses Pre/Post PLAN or ACT	AP Literature & Composition, AP Language & Composition, English 1, English 2, English 3, English 3 BLC, Performance & Production -- Pre/Post Writing Focus
Mathematics	All Courses Pre/Post PLAN or ACT	Algebra I, Algebra II, Geometry, Pre-Calculus, AP Calculus - Pre/Post Content Focus
Science	All Courses Pre/Post PLAN or ACT	Biology, Chemistry, Physics, Physical Science, Chemistry and Societal Issues - Pre/Post Content Focus
Social Studies		
AP US History	Pre/Post Objective Focus	Pre/Post Writing Focus
AP Government		
AP European		
AP Human Geography		
AP World History		
AP Psychology		
World History	Pre/Post Objective Focus	Pre/Post Writing Focus
Honors World History		
American History		
Government		
Special Education	Link with English/Mathematics	Link with English/Mathematics
Art	SLOs created by Hamilton County Consortium; All SLOs approved through OHLSD Approval Process	SLOs created by Hamilton County Consortium; All SLOs approved through OHLSD Approval Process
Design		
Fitness Education		
Music		
World Languages		

Standards-Based Counselor Evaluation

Ohio School Counselors Evaluation System (OSCES) is a standards-based integrated model that is designed to foster the professional growth of school counselors in knowledge, skills and practice. In OSCES, each school counselor is evaluated based upon multiple factors including performance on all areas identified by the standards and the ability to produce positive student outcomes using metrics in order to determine the holistic final summative rating of effectiveness according to ODE requirements. The choice of metrics for student outcomes will be determined locally and approved by the board of education.

Counselor evaluations will utilize multiple factors, with the intent of providing meaningful feedback to each counselor and assigning an effectiveness rating based in equal part upon counselor performance and the metric of student outcomes.

Each teacher evaluation will result in an effectiveness rating of:

- a. Accomplished;
- b. Skilled
- c. Developing; or
- d. Ineffective

The specific standards and criteria for distinguishing between these ratings/levels of performance shall be the same as those developed by the State Board of Education, which are incorporated herein by reference. Each school counselor is evaluated based on multiple factors including performance on all areas identified by the standards for school counselors and the ability to produce positive student outcomes using metrics in order to determine the holistic final summative rating of effectiveness according to ODE requirements. The choice of metrics for student outcomes will be determined locally and will include information from the school or school district's report card when appropriate.

The Superintendent shall annually cause to be filed, a report to the Department of Education, the number of counselors for whom an evaluation was conducted, as well as the number of counselors assigned each rating as set forth above.

Evaluation Timeline

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

Assessment of Counselor Performance

Counselor performance will be evaluated during formal observations and periodic informal observations also known as "walkthroughs." Such performance, which will comprise of "Ohio Standards for Counselors" and the metric of student outcomes approved by the board of education.

Formal Observation and Classroom Walkthrough Sequence

- All counselor who meet the definition of "counselor" under R.C. 3319.113 and this policy shall be evaluated based on at least two formal observations and periodic walkthroughs each school year.
- Counselors on a limited contract who are under consideration for renewal/nonrenewal shall receive at least three formal observations in addition to periodic walkthroughs unless the Superintendent/designee waives the third observation.
- The Board evaluates school counselors receiving effectiveness ratings of Accomplished on the counselors' most recent evaluations carried out under this policy, and whose metric of student outcomes for the most recent school year for which data is available is skilled or higher on the evaluation rubric every three years. In years when an evaluation will not take place, one observation is carried out and at least one conference with the counselor is held.
- The Board evaluates school counselors receiving effectiveness ratings of Skilled on the counselors' most recent evaluations carried out under this policy, and whose metric of student outcomes for the most recent school year for which data is available is skilled or higher on the evaluation rubric every two years. In years when an evaluation will not take place, one observation is carried out and at least one conference with the counselor is held.

Evaluations will be completed by May 1st and each counselor will be provided a written report of the results of his/her evaluation by May 10th. Written notice of nonrenewal will be provided by June 1st.

In evaluating counselor performance in these areas, the Board shall utilize the measures set forth by the Ohio Department of Education's OSCES "Ohio School Counselors Evaluation System".

Each counselor evaluated under this policy shall annually complete a "Self-Assessment," utilizing the Self Assessment Summary Tool, and/or a Growth / Improvement Plan.

Professional Growth Plans and Professional Improvement Plans

Based upon the results of the annual counselor evaluation, each counselor must develop either a professional growth plan or an improvement plan as follows:

- a. Counselor whose final summative performance rating indicates "Accomplished" will develop a Growth plan.
- b. Counselor whose final summative performance rating indicates "Skilled" will develop a Growth plan.
- c. Counselor whose final summative performance rating indicates "Developing" will develop a Growth plan.
- d. Counselor whose final summative performance rating indicates "Ineffective" will develop an Improvement plan.

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

Board Professional Development Plan Retention and Promotion Decisions/Removal of Poorly Performing Counselors

It is the purpose of this Counselor Evaluation Policy to improve the quality of counseling, enhance student learning and strengthen professional competence through meaningful feedback and targeted professional development. In addition, the evaluations produced will serve to inform the Board on employment decisions, i.e. retention, promotion of counselors, renewal of employment contracts, and the removal/nonrenewal of poorly performing counselors.

The removal of poorly performing counselors shall be in accordance with the Ohio Revised Code and any applicable provisions of a Collective Bargaining Agreement. The Board will use evaluation results for the removal of poorly performing counselors beginning with the 2017-2018 school year. The Board adopts procedures for removing poorly performing school counselors based on evaluation results.

Nothing in this policy will be deemed to prevent the Board from exercising its rights to non-renew, terminate, or suspend a teaching contract as provided by law and the terms of the collective bargaining agreement in effect between it and the OHEA. The evaluation system and procedures set forth in this policy shall not create an expectation of continued employment for counselors on a limited contract that are evaluated under this policy. The Board reserves the right to non-renew a counselor evaluated under this policy in accordance with R.C. 3319.11 notwithstanding the counselors final summative performance rating.

[Adoption date: June 6, 2016]

[Revision date: August 7, 2017]

LEGAL REFS: RC 3319.02, 3319.11, 3319.111, 3319.112, 3319.113, 3319.22, 3319.222, 3319.226, 3319.26, 3319.58, 3333.0411
AC 3301-35-03(A)

EVALUATION OF CLASSIFIED STAFF

The classified employees of the Oak Hills Schools are vitally important to the overall success of the educational program within the school district. An ongoing system of evaluation allows each employee to develop a better understanding of his/her role within the system and should serve to motivate the employee to improve his/her own job performance.

OBJECTIVES

1. To provide a uniform and systematic instrument for continual evaluation which produces a permanent record of employee efficiency and growth.
2. To enable classified staff to understand their own performance in terms of their accomplishments and their potential for improvement.
3. To provide an orderly procedure for a supervisor to recommend improvements in specific area(s) of an employee's performance.
4. To promote a better working relationship between employees and their supervisors.

PROCEDURES

1. Who is to be evaluated?

A classified employee who holds a limited contract will be evaluated a minimum of two times during the contract year. A classified employee who holds a continuing contract will be evaluated a minimum of once every three years.* A contract year is defined as July 1 to the following June 30.

2. How will the evaluation process proceed during an evaluation year?

A written evaluation form will be completed by the evaluator and a conference held with the employee prior to December 15 of the contract year. A second written evaluation and conference will be held, when necessary, prior to March 31 of the contract year. Additional evaluations may be scheduled at the discretion of the evaluator.

3. Who will do the evaluation?

Evaluations shall be completed by the evaluator listed on the attached sheet titled "Responsibilities for Classified Evaluations" and may be done in conjunction with other supervisory personnel also listed on the sheet.

4. How will the form be used?

- a. A copy of the evaluation form which is based on job description will be reviewed with employees.
- b. Qualities and/or characteristics which are rated as "needs improvement" shall be substantiated with written comments by the evaluator who shall offer suggestions as to how the employee can correct the deficiency.
- c. Specific comments shall also substantiate categories in which the employee "exceeds expectations."
- d. The employee has the right to write any explanations or comments which he/she feels are relevant to the evaluation in the space provided.
- e. When complete, the original evaluation form shall be signed by the evaluator and the employee. Signatures show that a conference has been held and that the employee has seen, although not necessarily approved, the evaluation and discussed the items with the evaluator.
- f. The signed, original evaluation form shall go to the employee, with a copy kept by the evaluator. A copy shall also be sent to the Business Office for placement in employee's permanent file.

*An employee can be placed on an evaluation cycle during off year with written notification from their supervisor.

[July 1, 1991]

[Revision date: September 12, 2005]

LEGAL REFS: ORC 3319.081
3319.02
State Board of Education Minimum Standards 3301-35-03(A)(8)

CLASSIFIED STAFF EVALUATION RESPONSIBILITIES

EMPLOYEE	EVALUATOR	IN CONJUNCTION WITH
Cafeteria Manager/Assistant Manager	Food Service Supervisor	Building Administrators
Cafeteria Staff	Food Service Supervisor	Cafeteria Manager and Building Administrators
District Maintenance Staff	Maintenance Supervisor	Assistant Superintendent and Building Administrators
Head Custodian	Building Administrator	Maintenance Supervisor
Custodial Staff	Building Administrator	Maintenance Supervisor and Head Custodian
District Office Secretaries	Supervising Administrator	
Treasurer's Office Staff	Treasurer	
Building Secretaries	Building Administrator	Counselor(s)
Transportation Secretary	Transportation Supervisor	
Bus Drivers	Transportation Supervisor	Building Administrators
Mechanics	Transportation Supervisor	Assistant Superintendent
Pony Driver	Transportation Supervisor	Building Administrators
Instructional Assistant/Transportation	Transportation Supervisor	Building Administrator
Crossing Guards	Transportation Supervisor	Building Administrator
Instructional Assistant	Building Administrator	Appropriate Director
Health Room Aides	Building Administrator	Nurses
Attendance Clerk	Building Administrator	
System Support Tech	Service Tech Coordinator	Building Administrator
Nurse Attendant	Director of Special Programs	Nurse
Media	Building Administrator	

OAK HILLS CLASSIFIED EMPLOYEE EVALUATION FORM

Oak Hills Classified Evaluation Form

Summative Performance Evaluation Rubric - Administrators and Supervisors will assess the level of overall performance in each of the 5 Rubric Standards (Collaboration/Communication, Stakeholder Relations, Resource Management, Professionalism, Job Skills/Performance). The final rating in each Standard provides the best description of the overall performance by the classified employee. **The final rating in each Standard provides the best description of the overall performance by the classified employee.**

Standard 1 - Collaboration / Communication

_____ Ineffective
 _____ Developing
 _____ Skilled
 _____ Accomplished

Standard 4 - Professionalism

_____ Ineffective
 _____ Developing
 _____ Skilled
 _____ Accomplished

Standard 2 - Stakeholder Relations

_____ Ineffective
 _____ Developing
 _____ Skilled
 _____ Accomplished

Standard 5 - Job Skills / Performance

_____ Ineffective
 _____ Developing
 _____ Skilled
 _____ Accomplished

Standard 3 - Resource Management

_____ Ineffective
 _____ Developing
 _____ Skilled
 _____ Accomplished

Final Summative Rating

_____ Ineffective
 _____ Developing
 _____ Skilled
 _____ Accomplished

Area(s) of Strength:**Area(s) for Growth / Improvement:**_____
Employee's Signature_____
Evaluator's Signature_____
Date

Oak Hills Classified Evaluation

Assessment of Classified Employees

Name:
Building:
Date/Time:

Classified Performance Evaluation Rubric

The Classified Evaluation Rubric is intended to be scored holistically. This means that evaluators will assess which level provides the best overall description of the classified employee. The evaluator is to consider evidence gathered from both formal and informal observations and the post-observation conference. When completing the performance rubric, please note that evaluators are not expected to gather evidence on all indicators for each observation. Evidence collected during post-observation conferences as well as information from the Professional Growth and/or Improvement Plan (if applicable) may be applied to the observation. Upon completion of the observation, the employee will receive a rating of Ineffective, Developing, Skilled, Accomplished for each of the Five Standards. A final summative rating of the employees overall observation will also be provided using one of the five ratings listed above.

1. Collaboration/Communication

	Ineffective	Developing	Skilled	Accomplished
1a. Effectively and clearly communicates with supervisor, students, staff, parents, community members both verbally and non-verbally	<p>_____</p> <p>Fails to communicate with supervisor, students, staff, parents and community members.</p>	<p>_____</p> <p>Communication (verbal, written, etc.) is not always appropriate or clear with supervisor, students, staff, parents and community.</p>	<p>_____</p> <p>Uses effective communication strategies with supervisor and all students, staff, parents and community members.</p>	<p>_____</p> <p>Utilizes a variety of communication strategies and consistently seeks out opportunities to communicate with all stakeholders, including supervisor, students, staff, parents and community members or groups.</p>
Evidence				
1b. Exhibits positive attitude in working with all staff, students, parents and community members/groups	<p>_____</p> <p>Fails to exhibit positive attitude in working with all staff, students, parents and community members/groups.</p>	<p>_____</p> <p>Seldom exhibits a positive attitude in working with all staff, students, parents and community members/groups.</p>	<p>_____</p> <p>Interactions are positive with all staff, students, parents and community members/groups.</p>	<p>_____</p> <p>Consistently seeks opportunities to interact in a positive manner with all staff, students, parents, community members/groups.</p>
Evidence				
1c. Remains flexible and adaptive to change.	<p>_____</p> <p>Fails to be flexible and adaptive to change/new ideas.</p>	<p>_____</p> <p>Complies to changes with some resistance.</p>	<p>_____</p> <p>Willingly accepts new challenges and adapts to change and new ideas.</p>	<p>_____</p> <p>An innovative thinker who suggests process improvements and takes initiative to implement change.</p>
Evidence				

2. Stakeholder Relations

Assessment of Classified Employees

	Ineffective	Developing	Skilled	Accomplished
2a. Exhibits friendly and respectful interactions with all staff, students, parents and community members/group	<p>_____ Fails to interact in a friendly and respectful manner.</p>	<p>_____ Seldom interacts in a friendly and respectful manner.</p>	<p>_____ Often interacts in a friendly and respectful manner.</p>	<p>_____ Consistently exhibits friendly and respectful interactions with all staff, students, parents, community members/groups.</p>
Evidence				
2b. Mentors and assists colleagues and/or other team members.	<p>_____ Fails to assist other colleagues and team members. Not a team player.</p>	<p>_____ Seldom assists colleagues and team members.</p>	<p>_____ Often seeks opportunities to mentor others and assist team members.</p>	<p>_____ Actively seeks opportunities to assist colleagues and other team members.</p>
Evidence				

3. Resource Management (1)

Assessment of Classified Employees	
Ineffective	Developing
Accomplished	
3a. Accessible and responsive to the needs of the district/school in a timely manner. Evidence	Fails to respond to the needs of the district / school in a timely manner. Responds to the needs of the district / school, however the response is not conducted in a timely manner. Responsive to the needs of the district / building. Completes tasks / projects in a timely manner. Is pro-active in analyzing the needs of the district / school. Identifies areas of need prior to issues arising.
3b. Exercises good judgment in using supplies / equipment / technology. Evidence	Fails to exercise good / proper judgement in using supplies / equipment / technology. Understands the use of supplies, equipment / technology but doesn't always exercise appropriate judgement in using some supplies / equipment / technology. Exercises good and appropriate judgement when using supplies / equipment / technology. Actively seeks opportunities to assist colleagues and other staff in the use of supplies / equipment / technology.
3c. Effectively and efficiently uses time. Evidence	Fails to manage time effectively. Seldom manages time effectively. Manages time effectively. Utilizes time management systems to effectively and efficiently complete job related tasks / responsibilities.

3. Resource Management (2)

		Assessment of Classified Employees			
		Ineffective	Developing	Skilled	Accomplished
3d. Ensures safe, secure and clean working environment at all times.		____ Fails to maintain a safe, secure and clean working environment.	____ Seldom maintains a safe, secure and clean working environment.	____ Maintains a safe, secure and clean working environment.	____ Initiates assessments and safety precautions to ensure a safe, secure and clean work environment at all times.
Evidence					
3e. Responsible for maintaining, reporting and keeping equipment / supplies / technology in good working condition.		____ Fails to keep equipment, supplies and technology in good working condition.	____ Seldom keeps equipment, supplies and technology in good working condition.	____ Equipment, supplies and technology remain in good working condition.	____ Reports all issues related to equipment, supplies and technology to maintain proper function.
Evidence					
3f. Maintains applicable resources needed to complete job-related tasks.		____ Fails to maintain job-related resources.	____ Seldom has appropriate resources to complete job.	____ Manages time effectively. Maintain appropriate and applicable resources to complete the job.	____ Seeks out new resources to improve job performance and assist others.
Evidence					

4. Professionalism (1)

Assessment of Classified Employees				
	Ineffective	Developing	Skilled	Accomplished
4a. Regularly attends work, arrives on time and exhibits minimal absenteeism.	<p>_____</p> <p>Fails to arrive at work on time and / or displays a pattern of absenteeism.</p>	<p>_____</p> <p>Occasionally arrives late to work and is often absent.</p>	<p>_____</p> <p>Consistently arrives at work on time and has regular attendance with minimal absenteeism.</p>	<p>_____</p> <p>Arrives to work prepared to begin on time and complete job related responsibilities. Demonstrates a strong work ethic and commitment to job.</p>
Evidence				
4b. Maintains outward professional demeanor while on the job and at school/district related functions.	<p>_____</p> <p>Fails to maintain outward professional demeanor while on the job and school/district related functions.</p>	<p>_____</p> <p>Occasionally displays negative professional demeanor while on the job and at school functions.</p>	<p>_____</p> <p>Acts professionally while on the job and at all school/district related functions.</p>	<p>_____</p> <p>Demonstrates loyalty and acts as an ambassador for the school/district.</p>
Evidence				
4c. Follows all school and district policies and procedures.	<p>_____</p> <p>Fails to follow school and district policies and procedures.</p>	<p>_____</p> <p>Occasionally follows school and district policies and procedures.</p>	<p>_____</p> <p>Follows all school and district policies and procedures.</p>	<p>_____</p> <p>Exhibits leadership in following all school and district policies and procedures which inspires others to emulate.</p>
Evidence				

4. Professionalism (2)

Assessment of Classified Employees	
Ineffective	Developing
Skilled	Accomplished
<p>4d. Consistently attends professional development and safety training opportunities as related to job responsibilities.</p> <p>_____</p> <p>Fails to attend professional development and complete safety training related to the job.</p>	<p>_____</p> <p>Occasionally attends professional development and safety training opportunities.</p>
Evidence	
<p>4e. Maintains professional appearance, adhere to professional dress standards and exhibit appropriate personal grooming.</p> <p>_____</p> <p>Fails to maintain a professional appearance. Does not adhere to professional dress and grooming standards.</p>	<p>_____</p> <p>Looks professional and well-groomed while on the job or while representing the school / district.</p>
Evidence	
<p>4f. Demonstrates respect and care for students, staff parents and community.</p> <p>_____</p> <p>Fails to be respectful to students, staff, parents and community.</p>	<p>_____</p> <p>Occasionally acts disrespectful and uncaring to students, staff, parents and/or community.</p>
Evidence	
	<p>_____</p> <p>Effectively utilizes communication techniques to determine logical conclusions to issues and / or opportunities.</p>

5. Job Skills / Performance (1)

Assessment of Classified Employees

	Ineffective	Developing	Skilled	Accomplished
<i>5a. Self Assess and/or reflects on job completion and results.</i>	<p>_____</p> <p>Fails to self assess and/or reflect on job completion and results.</p>	<p>_____</p> <p>Seldom self assess and/or reflects on job completion or results.</p>	<p>_____</p> <p>Initiates assessment and/or reflection on job completion and results.</p>	<p>_____</p> <p>Exhibits pride and ownership at job completion and results.</p>
Evidence				
<i>5b. Completes all documents/forms in a timely manner.</i>	<p>_____</p> <p>Fails to complete job related documents/forms.</p>	<p>_____</p> <p>Completes job related documents/forms but not in a timely manner.</p>	<p>_____</p> <p>Completes all job related documents/forms in a timely manner.</p>	<p>_____</p> <p>Is pro-active in completing all documents and forms ahead of deadline.</p>
Evidence				
<i>5c. Accepts job responsibilities, follows directions and exhibits a strong work ethic.</i>	<p>_____</p> <p>Fails to accept job responsibilities, follow directions or exhibit a strong work ethic.</p>	<p>_____</p> <p>Sometimes accepts job responsibilities, follows directions and exhibits a strong work ethic.</p>	<p>_____</p> <p>Accepts job responsibilities, follows directions and exhibits a strong work ethic.</p>	<p>_____</p> <p>A self-starter who takes on additional responsibilities and tasks without being assigned.</p>
Evidence				

5. Job Skills / Performance (2)

Assessment of Classified Employees	
Ineffective	Developing
Skilled	Accomplished
<p>5d. <i>Maintains necessary skills pertaining to field of expertise</i></p> <p>_____ Fails to maintain skills related to field of expertise.</p>	<p>_____ Seldom maintains necessary skills related to field of expertise.</p>
Evidence	
<p>5e. <i>Performs all other duties as assigned in the job description, as well as additional assignments.</i></p> <p>_____ Fails to perform duties outlined in job description or additional assignments.</p>	<p>_____ Seldom performs duties outlined in job description or additional assignments.</p>
Evidence	
	<p>_____ Maintains the necessary skills related to field of expertise.</p>
	<p>_____ Willingly accepts additional tasks and volunteers to lead new projects and initiatives.</p>

EVALUATION OF EDUCATIONAL RESOURCES

Each year during each five-year cycle, two of the following items will be evaluated in the school district. Such evaluations shall be district-wide, but may concentrate on unique situations in individual buildings.

- Professional and classified staff
- Instructional materials and equipment
- Facilities
- Student health and safety
- Student cumulative records
- Student admission, placement and withdrawal
- Student attendance and conduct
- School guidance services
- Student activity programs
- Community relations program

The superintendent shall specify which two items will be evaluated that year and may appoint a committee to facilitate the study, which will be conducted in accordance with professionally recognized criteria and procedures.

The results of these evaluations shall be kept in writing on file in the Superintendent's office until the item has been re-evaluated.

[Adoption date: July 1, 1991]

[Revision date: January 5, 2015]

LEGAL REFS: ORC 3301.113
3313.60
3323.02
State Board of Education Minimum Standards 3301-35-02(B)(1)(C) (B)(2)(a-g)(E), 3301-35-03(K)

CROSS REFS: AC, Nondiscrimination
FA, Facilities Development Goals
IA, Instructional Goals
IAA, Instructional Objectives
IJ, Guidance Programs
IK, Academic Achievement
IKE, Promotion and Retention of Students
IL, Testing Programs
ILA, Competency-Based Education
JE, Student Attendance
JEC, School Admissions
JHF, Student Welfare
JO, Student Records
KA, School-Community Relations Goals

SECTION B: SCHOOL BOARD GOVERNANCE AND OPERATION

BA	Board Operation Goals
BB	School Board Legal Status
BBA	School Board Powers and Duties
BBAA	Board Member Authority and Duties
BBBA	Board Member Qualifications
BBBC	PTA Electioneering Guidelines for School Board Candidates
BBF	School Board Member Ethics
BBFA	Board Member Conflict of Interest
BCA	Board Organizational Meeting
BCB	Board Officers
BCC	Appointed Board Officials (Treasurer)
BCCA	Incapacity of Treasurer
BCCA-R	Incapacity of Treasurer
BCCB	Evaluation of the Treasurer
BCCC	Treasurer's Contract
BCE	Board Committees
BD	School Board Meetings
BDC	Executive Sessions
BDDA	Notification of Board Meetings
Bddb	Agenda Format
BDDC	Agenda Preparation and Dissemination
BDDG	Minutes
BDDH/KD	Public Participation at Board Meetings
BF	Board Policy Development
BFB	Preliminary Development of Policies
BFC	Policy Adoption
BFCA/CHB	Board Review of Regulations
BFE/CHD	Administration in Policy Absence
BFF	Suspension of Policies
BFG	Policy Review and Evaluation
BG/GBD	Board-Staff Communications
BHA	New Board Member Orientation
BHBA	School Board Conferences, Conventions and Workshops
BHD	Board Member Compensation and Expenses

BOARD OPERATION GOALS

The primary responsibility of the Board of Education is to establish purposes, programs and procedures that will produce the educational achievement to meet the needs of 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 public, students and staff in its decision-making processes.

In accordance with those principles, the Board will seek to achieve the following goals:

1. to concentrate the Board's collective effort on its policy-making and planning responsibilities in measurement with compliance of its policies
2. to formulate board policies which best serve the educational interests of each student
3. the interest of the district employees and the interests of the community for which it is responsible
4. to provide the Superintendent and administrative staff with sufficient and adequate guidelines for implementing board policies
5. to maintain effective communication with the school community, the staff and the students in order to maintain awareness of attitudes, opinions, desires and ideas
6. to allow those responsible for carrying out objectives to have input in their formation
7. to conduct board business openly, soliciting and encouraging broad-based involvement in the decision-making process by public, students and staff, and
8. to periodically review its performance against the goals.

[Adoption date: July 1, 1991]

SCHOOL BOARD LEGAL STATUS

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

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

The Board of the Oak Hills Local School District is composed of 5 members elected by the citizens of the District. A regular term is four years.

[Adoption date: August 7, 2017]

LEGAL REFS.: ORC 3311.01; 3311.02; 3311.03; 3311.04; 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 of Education acts as the governing body of the public schools with full powers of direction and control.

Within the extent of its legal powers, the Board has responsibilities for conducting the school system in accordance with the desires of local citizens who elect its members.

The Board of Education considers the following to be its major responsibilities:

1. to select and employ a Superintendent of Schools
2. to select and employ a Treasurer
3. to determine and pass upon the annual budget and appropriation
4. to provide needed school facilities
5. to provide by the exercise of its taxing power the funds necessary to finance the operation of the schools
6. to consider and pass upon or reject the recommendations of the Superintendent in all matters of policy, appointment or dismissal of employees, salary schedules or other personnel policies, courses of study, selection of textbooks or other matters pertaining to the welfare of the schools
7. to require reports of the Superintendent concerning the conditions, efficiency and needs of the schools
8. to evaluate the effectiveness with which the schools are achieving the educational purposes of the Board of Education
9. to inform the public about the progress and needs of the schools and to solicit and weigh public opinion as it affects the schools and
10. to adopt policies for its governance and the governance of its employees and the students of the schools.

[Adoption date: July 1, 1991]

LEGAL REF: ORC Title 33

CROSS REF: BBAA, Board Member Authority (And Duties)

BOARD MEMBER AUTHORITY AND DUTIES

The Board has the authority to act only when a quorum is present at a duly called regular or special meeting. An individual board member exercises the authority and responsibility only when the Board is in legal session. The Board will not be bound in any way by any statement or action on the part of any individual board member except when such statement or action is in pursuance of special instructions by the Board.

The public, however, thinks of a member as a member 24 hours a day. The member's own interest and desire to serve the school community through membership on the Board continues even when the Board is not in session.

The public has a right to expect a board member to be able to discuss school matters with understanding, and a board member has a right to expect access information which makes it possible for him/her to be informed about school affairs. Informal information may come to the board member in casual conversations with the public, parents or board employees. Formal information will come from bulletins and publications from the office of the Superintendent and members of the school staff. When a board member is seeking information about a specific problem, he/she should ask the Superintendent to prepare a report on the matter with the help of the staff. These reports will be shared with the total board.

At times, a person or group of persons may confront a single board member with a problem or complaint which should be handled by the Superintendent or a member of the staff. The board policy in such cases should be clear to all -- no member, nor the Board itself, will officially consider or act on such problems or complaints until they have been presented to the Superintendent/designee, an investigation made, and a written report received.

[Adoption date: July 1, 1991]

[Revision date: January 5, 2015]

LEGAL REF: ORC 3313.18

CROSS REF: BBA, School Board Powers and Duties

BOARD MEMBER QUALIFICATIONS

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

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

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

[Adoption date: August 7, 2017]

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

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

PTA ELECTIONEERING GUIDELINES FOR SCHOOL BOARD CANDIDATES

The Oak Hills PTA Units, through the PTA Advisory Council, have adopted guidelines for electioneering at PTA meetings by Board of Education candidates and believes these guidelines to be fair and reasonable and fully supports their enforcement.

The PTA Advisory Council secretary will mail a copy of these guidelines to each school board candidate by September 1 of each election year.

1. Advisory Council will ask each candidate, by letter, for a résumé. Copies of the résumés will be distributed to each school for printing in their PTA newsletters.
2. No additional literature from candidates will be distributed.
3. No candidate is to be given time to speak during any PTA meeting or program. All questions and answers must take place after the PTA meeting or program.
4. All candidates will be treated equally within each school.
5. The Advisory Council may sponsor a "Candidate's Night" during an election year.

[Adoption date: July 1, 1991]

[Revision date: January 5, 2015]

SCHOOL BOARD MEMBER ETHICS

The Board of Education 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 outside the scope of official duties
 - d. disclose confidential information or
 - e. place the interest of one group or community above the interest of the entire school district.
2. It is unethical for a Board of Education to:
 - a. withhold facts from the Superintendent, particularly about the incompetence of an employee
 - b. consider complaints against a teacher that are not first submitted to the Superintendent or
 - c. announce future action before the proposition has been discussed by the Board of Education.

[Adoption date: July 1, 1991]

LEGAL REFS: ORC 2921.01(B), 2921.41, 2921.44
3313.13, 3313.33, 3313.70
3319.21

CROSS REF: BBFA, Board Member Conflict of Interest

BOARD MEMBER CONFLICT OF INTEREST

The Revised Code of the State of Ohio explicitly prohibits conflict of interest situations for all board members, employees and agents of the State and its political subdivisions.

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

The policy of the Board of Education regarding possible conflicts of interest of employees is based on the principle that decisions made by all employees in the performance of their school system responsibilities must be made in the best interests of the school system. In reaching these decisions, employees must not be influenced by personal considerations which might consciously or unconsciously affect judgments as to what is in the best interests of the schools.

A possible conflict of interest exists when any of the following occur:

1. when an employee has any personal interest, financial or otherwise, in any organization which might profit from his/her decision made in the execution of school system responsibilities
2. when an employee has other employment or any responsibility for the operation of any business, or devotes substantial amounts of time to any other income producing activity where such outside employment, responsibility or activity may interfere with the satisfactory performance of his/her duties with the school system
3. when an employee solicits or receives any money in addition to that received from the school system for the performance of his/her school duties
4. when an employee uses or discloses confidential information gained in the course of or by reason of his/her position or activities in any way that could result in personal advantage or financial gain for himself/herself or for any other person
5. when an employee knowingly authorizes or uses the office to secure authorization of any public contract or to secure the investment of public funds in any security in which he/she or a member of his/her family or a business associate has any interest.

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

In the event a board member is employed by a corporation or business that furnishes goods or services to the school district, the board member will declare the association with the organization and refrain from debating or voting upon the question of the contract. It is not the intent of this policy to necessarily prevent the district from contracting with corporations or businesses because a board member is an employee of the firm. The policy is designed to prevent placing board members in a position where personal interest in the public school and place of employment might conflict and to avoid appearances of conflict of interest even though such conflict may not exist.

The law specifically forbids:

1. the prosecuting attorney or city attorney from serving on the Board of Education
2. a board member from serving as the school dentist, physician or nurse
3. a board member from being employed for compensation by the Board
4. a board member from having, directly or indirectly, any pecuniary interest in any contract with the Board
5. a board 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 or sister
6. a board member from authorizing, or employing the authority or influence of, his/her office to secure authorization of any public contract in which he/she, a member of his/her family or any business associates has an interest
7. a board member from having an interest in the profits or benefits of a public contract entered into by or for the use of the school district, and

8. during his/her term of office or within one year thereafter, a board member from occupying any position of profit in the prosecution of a public contract authorized by him/her or the Board of Education which he/she was a member at the time of authorization and not let by competitive bidding, or let by competitive bidding in which his/her is not the lowest and best bid.

If any employee perceives a possible conflict of interest, it should be discussed with the employee's immediate superior, who will be responsible for bringing questionable situations to the attention of the Superintendent through appropriate channels.

A question of possible conflict of interest must be regarded as a matter of major importance. The disclosure of such a conflict and the determination of whether it is material are necessary for the protection of both the employee and the school system.

[Adoption date: July 1, 1991]

CROSS REF: BBF, School Board Member Ethics

LEGAL REFS: ORC 2921.02(B), 2921.42
3313.13, 3313.33, 3313.70
3319.21
4117.20

BOARD ORGANIZATIONAL MEETING

In compliance with law, the Board of Education will meet during 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 will canvass the new board prior to December 31 of each year to establish the date of the organizational meeting.

Meeting Procedures

1. The Board will appoint a president pro tempore from its membership.
2. The official swearing in or administration of the oath to the new members should follow. If the oath has already been taken, it should be stated as to where and when for the record. 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 will then preside over the election and swearing in of a president and vice president.
4. The newly elected president and vice president will then be sworn into office and the president will assume the chair.
5. The Board will then proceed with items of annual business such as:
 - a. setting the dates and time of regular board meetings
 - b. appointment of legal counsel for the ensuing calendar year
 - c. election of Treasurer in those years the Treasurer's term expires and establishment of salary
 - d. purchase of liability insurance for board members
 - e. appointment of legislative liaison
 - f. adoption of budget for new fiscal year (before January 15) and
 - g. securing of performance bond for Superintendent and Treasurer.
6. Upon conclusion of annual business, the Board will enter into such regular or special business as appears on the agenda for the meeting.

[Adoption date: July 1, 1991]

LEGAL REFS: ORC 3313.14, 3313.15, 3313.22, 3313.25, 3313.87, 3313.203

BOARD OFFICERS

President

The president will preside at all meetings of the Board of Education and will perform other duties as directed by law, state regulations and by this Board. In carrying out these responsibilities, the president will:

1. be responsible for the orderly conduct of all board meetings
2. call special meetings of the Board as necessary
3. appoint board committees with the advice and consent of the entire board
4. sign all proceedings of the Board after they have been approved by the Board and signed by the Treasurer
5. sign all other instruments, acts and orders necessary to carry out state requirements and the will of the Board, and
6. perform such other duties as may be necessary to carry out the responsibilities of the office.

The president will have the right, as other board members have, 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 will perform the duties and have the responsibilities and commensurate authority of the president.

The vice president will perform such other duties as may be delegated or assigned to him/her.

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 and unable to perform their duties.

The president pro tempore will not have power to sign any legal documents and will vacate the chair when the president or vice president arrives at the meeting.

[Adoption date: July 1, 1991]

LEGAL REFS: ORC 3313.14, 3313.15, 3313.203, 3313.22

APPOINTED BOARD OFFICIALS
TREASURER

Treasurer

As required by law, the Board of Education will appoint an individual to serve as Treasurer for the district. The person selected must be licensed by and meet the standards established by the State Board of Education. Initial appointments will be for two years and re-appointment for four years, which will be made at the Board's annual organizational meeting.

If the Board does not intend to re-appoint the Treasurer, either after the Treasurer's initial term or a four-year term, it will notify the Treasurer in writing of such intention not later than the first regularly scheduled board meeting in October. If the Board does not give such notice by the specified date, the Treasurer is considered re-employed for a four-year term at a salary determined by the Board at its organizational meeting.

The Treasurer will perform the duties prescribed by state law and will be directly responsible to the Board of Education and will work cooperatively with the Superintendent.

Specific Duties of the Treasurer

1. Serves as Treasurer for all school district funds and assumes responsibilities for the receipt, safekeeping and disbursement of all school district funds:
 - a. supervises the collection, safekeeping and distribution of all funds
 - b. receives all monies belonging to the district
 - c. acts as custodian of all monies belonging to the district; deposits monies received in banks designated by the Board; exercises authorized investment methods of the district for the most advantageous investment return and provides for the safekeeping of investment and securities
 - d. pays out district monies on written order of designated official(s) of the Board, and
 - e. responsible for the preparation of warrants, recording and records of all disbursement of district funds.
2. Serves as the school district's chief fiscal officer:
 - a. serves as the district's spokesperson on fiscal matters
 - b. prepares and analyzes all financial statements
 - c. prepares and submits a monthly financial accounting (and as the Board may request or require) of all district funds (assets)
 - d. makes all reports that are the result of the accounting function
 - e. makes a full and complete itemized report of the finances of the district at the close of each fiscal year
 - f. is responsible for providing the Board, administration, federal, state and other agencies with the timely financial information which they may require
 - g. prepares reports to the proper staff officials concerning the status of their budgetary accounts to guard against the overspending of any appropriated (budgeted) account, and
 - h. furnishes appropriate fiscal certificates as required by state law.
3. Directs and manages all financial accounting programs and systems:
 - a. sets up and controls (maintains) an accounting system including the establishment and supervision of internal accounting controls (including data processing) adequate to record in detail all financial transactions of the district; recommends new accounting methods as necessary and/or desirable

- b. is responsible for the maintenance of a complete and systematic set of financial records in accordance with state statutes and as prescribed by the Auditor of State of all financial transactions of the district
 - c. acts as general accountant of the Board and preserves all accounts, vouchers and contracts relating to the school district; accounts for the receipt and disbursement of cash and provides for the safety of records maintained for the maximum period specified by state law and/or board policy; these records will be available to the Board and other appropriate parties
 - d. is responsible for the detailed recording (including data processing entry) of all school financial transactions in appropriate journals and subsidiary ledgers
 - e. prepares payrolls, including deductions; is responsible for the preparation and maintenance of all necessary earnings records, deductions records and similar personnel payment records; is responsible for reports and warrants to proper agencies covering deductions
 - f. supervises the preparation of studies establishing, appraising, and/or improving financial procedures and internal controls
 - g. provides accounting services (including management information)
 - h. assists with budget development and long-range planning
 - i. works in cooperation with the Superintendent and appropriate administrative staff in the projection of revenue and expenditures in preparing and implementing the appropriation resolution (budget) and spending plan for all board funds
 - j. works in cooperation with the Superintendent and appropriate administrative staff in preparing prospectus for bond sales
 - k. is an integral part of the Board's negotiating team(s). The Treasurer will prepare cost estimates relative to board proposals to ascertain whether they are within the confines of budgetary restraints; the appropriate administrative staff will estimate the costs associated with proposals presented to the Board by bargaining units to their economic impact upon the budget; he/she will 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, and
 - l. works closely and cooperatively with auditors.
4. Acts as secretary of the Board
- a. attends all meetings of the Board (unless properly excused by the Board)
 - b. compiles and preserves all official records and reports of the Board
 - c. records Board proceedings in the minutes and attests president's signature after board approval; opens, reads and enters all bids (when bidding required) in the minutes
 - d. executes conveyances of the Board (along with Board President)
 - e. notifies Board of Elections of changes in school district boundaries
 - f. accepts summons served on the Board of Education
 - g. may conduct auction of Board real and personal property
 - h. serves as a member of the School District's Records Commission (along with Superintendent and Board President), and
 - i. supervises the mailing or delivering of meeting agendas and meeting minutes to Board of Education members.
5. Other duties as assigned by the Board of Education.

[Adoption date: July 1, 1991]

CROSS REFS: AF, Commitment to Accomplishment
BCCA, Incapacity of Treasurer
DH, Bonded Employees and Officers

INCAPACITY OF TREASURER

The Board of Education adopts the within policy for establishing standards for determining whether the Treasurer of the Board of Education is incapacitated.

1. If a majority of the members of the Board of Education determine, by vote, that the Treasurer of the Board of Education is incapacitated to the extent that he/she is unable to perform the duties of the Office of Treasurer, the Board shall appoint a person to serve in his/her place pro tempore.
2. The Board of Education may request an independent examination by a physician of its choice and/or request a medical report from the Treasurer's physician as to the Treasurer's incapacity to perform his/her duties, the general nature of said incapacity and the anticipated length of such incapacitation. The Board of Education will rely on and weigh all of the medical evidence available in determining whether or not the treasurer is incapacitated.
3. If the Board determines that the Treasurer is unable to perform the duties of the office of Treasurer, the Treasurer may be placed on sick leave or on leave of absence and may be returned to active-duty status from sick leave or leave of absence upon determination by the Board that the Treasurer is able to return to duty.
4. The Board of Education may request a statement from its physician or from the Treasurer's physician with regard to the Treasurer's ability to perform the duties of the Office of Treasurer upon the Treasurer's return.
5. The Treasurer may request a hearing before the Board of Education on its action to declare the Treasurer incapacitated pursuant to the provisions of Section 3319.16, Ohio Revised Code.

[Adoption date: July 1, 1991]

LEGAL REFS: ORC 3313.23, 3313.24
3319.13, 3319.16

INCAPACITY OF TREASURER

A Treasurer pro tempore shall be appointed by a majority of the members of the Board of Education 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 shall be determined in one of the following ways:

1. At the 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.
2. Upon certification of the attending physician that the Treasurer is unable to perform the duties of the office of Treasurer and such treasurer is absent with pay by reason of personal illness, injury or exposure to contagious disease which could be communicated to others.
3. Upon the determination of a referee pursuant to Section 3319.16 of the Ohio Revised Code, that the Treasurer is unable to perform the duties of the office of the Treasurer and such treasurer is absent with pay by reason of personal illness, injury or exposure to contagious disease which could be communicated to others.
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.
5. Upon the placing of the Treasurer upon an unrequested leave of absence without pay by reason of illness or other disability of the Treasurer pursuant to Section 3319.13 of 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 amount of his/her accumulated but unused sick leave and any advancement of such sick leave which may be authorized by board policy or
2. at his/her request, or without such request, pursuant to the Family and Medical Leave Act, is placed on unpaid FMLA leave for up to twelve (12) weeks per year or
3. at his/her request, or without such request, pursuant to Section 3319.13 of 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 of Education, 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 and 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 of Education on actions as indicated above taken under this policy and shall have the same rights in such hearing as are granted under Section 3319.16 of the Ohio Revised Code.

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 Section 3313.24 of the Ohio Revised Code and shall serve until the Treasurer's incapacity is removed or until the expiration of the Treasurer's contract or term of office, whichever is sooner.

[July 1, 1991]

[Revision date: November 2006]

EVALUATION OF THE TREASURER

The Board of Education will evaluate the performance of the Treasurer at least every 12 months 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 will be to:

1. promote professional excellence and improve the skills of the Treasurer,
2. provide a basis for the review of the Treasurer's performance.

Criteria for the evaluation of the Treasurer will be based upon the Treasurer's job description and shall relate directly to each of the tasks described. The job description and any revisions thereto will be developed in consultation with the Treasurer and Superintendent 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 in conference. The Board must consider the evaluation of the Treasurer in acting to renew or non-renew his/her contract.

Maintenance of the evaluation criteria will be the responsibility of the Board of Education. Evaluation criteria will be reviewed as necessary or as requested by the Treasurer or Board of Education, but not less than annually. Any proposed revision of the evaluation criteria shall be provided to the Treasurer for comments before its adoption.

[Adoption date: July 1, 1991]
[Revision date: April 19, 2004]
[Revision date: January 5, 2015]

LEGAL REF: ORC 3313.22, 3313.27

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, now apply to the Treasurer.

If the Board intends to non-renew the Treasurer's contract, notice in writing of the intended non-renewal 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 the policy shall prevent the Board from making the final determination regarding the renewal or non-renewal of the Treasurer's contract.

[Adoption date: April 16, 2007]

LEGAL REFS: ORC 3301.074
3313.22 et seq, 3313.31
3319.01, 3319.04

CROSS REFS: BCC, Qualifications and Duties of the Treasurer
BCCA, Incapacity of the Treasurer
BCCB, Evaluation of the Treasurer

BOARD COMMITTEES

The Board of Education 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 guidelines may govern the appointment and function of board committees:

1. The committee will be established through action of the Board.
2. The members will be named by the Board President with the advice and consent of the Board.
3. The committee may make recommendations for board action, but may not act for the Board unless specifically authorized.
4. All committee appointments will be for no longer than the ensuing annual organizational meeting, at which time the newly elected president will have the privilege of making new appointments or re-appointments; however, a committee may be dissolved at any time by a majority vote of the entire board.
5. The Sunshine Law - and its exceptions - apply to both board meetings and meetings at which a majority of the board members are present.

[Adoption date: July 1, 1991]

[Revision date: January 5, 2015]

LEGAL REF: ORC 121.22

CROSS REFS: BCB, Board Officers
BDC, Executive Sessions

SCHOOL BOARD MEETINGS

The Board of Education recognizes that the Superintendent and Treasurer are vital components of the policy team of the school district, providing insight, and data which board members may not possess; therefore, no meetings of the Board of Education will be held without these individuals being invited although from time to time circumstances may prevent their attendance.

The Board of Education will transact all business at official meetings of the Board. 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 are open to the public, school personnel and members of the news media. Board meetings will be publicized properly in compliance with the state law. Executive sessions may be called and conducted in compliance to the Sunshine Law. No action may be taken in executive session.

[Adoption date: July 1, 1991]

LEGAL REFS: ORC 121.22
3313.15, 3313.16

CROSS REFS: AFA, Evaluation of School Board Operational Procedures (Also BK)
BDC, Executive Sessions
BDDA, Notification of Board Meetings
BDDH, Public Participation at Board Meetings (Also KD)

Executive Sessions

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

1. the appointment, employment, dismissal, discipline, promotion, demotion or compensation of an employee, official or student or the investigation of charges or complaints against such individual, unless an employee, official or student requests a public hearing (the Board will not hold an executive session for the discipline of one of its members for conduct related to the performance of his/her official duties or for his/her removal from office);
2. the purchase of property for public purposes or for the sale of property at competitive bidding, if premature disclosure of information would give an unfair advantage to a person whose personal, private interest is adverse to the general public interest;
3. specialized details of security arrangements where disclosure of the matters discussed might reveal information that could be used for the purpose of committing, or avoiding prosecution for, a violation of the law;
4. matters required to be kept confidential by Federal law or State statutes;
5. preparing for, conducting or reviewing negotiations with public employees concerning their compensation or other terms and conditions of their employment;
6. in-person conferences with an attorney for the Board concerning disputes involving the Board that are the subject of pending or imminent court action;
7. consideration of confidential information related to the marketing plans, specific business strategy, production techniques, trade secrets or personal financial statements of an applicant for economic development assistance, or negotiations with other political subdivisions respecting requests for economic development assistance provided that:
 - a. the information is directly related to a request for economic development assistance that is to be provided or administered under provisions of State law authorized in Ohio Revised Code Section 121.22(G)(8)(1), or involves public infrastructure improvements or the extension of utility services that are directly related to an economic development project and
 - b. a unanimous quorum of the Board has determined by a roll call vote the executive session is necessary to protect the interests of the applicant or possible investment or expenditure of public funds to be made in connection with the economic development project.

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

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

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

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

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

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

[Adoption date: July 1, 1991]

[Revision date: November 4, 2013]

LEGAL REFS: ORC 102.03
 121.22

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

NOTIFICATION OF BOARD MEETINGS

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

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

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

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

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

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

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

[Adoption date: July 1, 1991]
[Revision date: September 2, 1997]
[Revision date: November 3, 1997]
[Revision date: January 5, 2015]

LEGAL REFS: ORC 121.22, 121.22 (F)
3313.15, 3313.16

AGENDA FORMAT

Meetings of the Board of Education will be held at such times as the Board may determine at its yearly organizational meeting. Special meetings may be held at the call of the president or Treasurer, or any two members of the board by serving a written notice of the time and place of each meeting upon each member of the board at least two days before the day of the meeting. On all roll calls the names of members of the board will be called on a rotating basis. In conducting its meetings the Board shall follow ROBERTS RULES OF ORDER.

The order of the agenda will be as follows.

- I. Call to Order
- II. Opening Exercise
- III. Roll Call by Approved Rotation
- IV. Communications
- V. Adoption of Agenda
- VI. Treasurer's Report
- VII. Superintendent's Report
- VIII. Administrators' Reports
- IX. Committee Reports
- X. Constituents May Address the Board (limit 5 minutes per person and not to exceed 30 minutes total)
- XI. Old Business
 - A. Treasurer's Recommendations
 - B. Superintendent's Recommendations
 - C. Board Recommendations
- XII. New Business
 - A. Treasurer's Recommendations
 - B. Superintendent's Recommendations
 - C. Board Recommendations
- XIII. Constituents May Address the Board (not to exceed 10 minutes)
- XIV. Adjournment

[Adoption date: July 1, 1991]
[Revision date: February 1, 2016]

CROSS REFS: 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 of Education will be prepared by the Superintendent and Treasurer 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 may allow suitable time for the remarks of the public who wish to speak briefly before the Board.

The Board will follow the order of business set up by the agenda unless the order is altered by a majority vote of the members present. Items of business not on the agenda may be discussed and acted upon if a majority of the board agrees to consider the item. The Board, however, may not revise board policies, or adopt new ones, unless such action has been scheduled.

The agenda, together with supporting materials, will be 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 will also be made available to the press, representatives of community and staff groups, and ~~to~~ others upon request.

[Adoption date: July 1, 1991]

[Revision date: January 5, 2015]

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

MINUTES

The minutes of the meetings of the Board of Education constitute the written record of board action. The Treasurer will record in the minutes of each meeting all actions taken by the Board. Minutes of executive sessions need only reflect the general subject matter of discussion.

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

The Treasurer will include the motion, the name of the member making the motion, the name of the member seconding it and record the vote of each member present.

A complete and accurate set of minutes will be prepared and become a regular part of the monthly agenda. Once prepared, the Treasurer may make copies of proposed minutes available for public inspection. The minutes will be signed by the president and attested by the treasurer following their approval 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: July 1, 1991]

LEGAL REFS: ORC 121.22
3313.26

PUBLIC PARTICIPATION AT BOARD MEETINGS

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

In order for the Board to fulfill its obligation to complete the planned agenda in an effective and efficient fashion, a maximum of 30 (thirty) minutes (maximum of five minutes per person) of public participation may be permitted at each regular meeting. The Board reserves the right to limit public comments to residents of the district and to terminate abusive, profane or disruptive speech. Staff members or others may be invited to address the Board.

Each person addressing the Board shall give his/her name and address. If several people wish to speak, each person is allotted five minutes until the total time of 30 (thirty) minutes is used. Repetitive comments are discouraged. No person may speak twice until all who desire to speak have had the opportunity to do so.

Agendas are available to all those who attend board meetings. The first section on the agenda for public participation shall be indicated and is reserved only for comment on items listed on the meeting agenda. The second section on the agenda for public participation shall be indicated and is open for any public comment.

Noted within each agenda shall be a short paragraph outlining the board's policy on public participation at board meetings.

[Adoption date:	July 17, 2000]
[Revision date:	April 16, 2007]
[Revision date:	February 1, 2016]

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 possible. Policies must be re-evaluated and appraised periodically in order that they may serve all 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 the fact through the proper chain of command and to offer some suggestion for improvement.

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

[Adoption date: July 1, 1991]

LEGAL REF: ORC 3313.20

CROSS REFS: ABA, Community Involvement in Decision Making
ABB, Staff Involvement in Decision Making
AFA, Evaluation of School Board Operational Procedures
CH, Policy Implementation

PRELIMINARY DEVELOPMENT OF POLICIES

Proposals regarding school 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 of Education 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 the recommendations on the results of study and upon the judgment of the professional staff, study committees and legal counsel as needed.

[Adoption date: July 1, 1991]

POLICY ADOPTION

The adoption of new policies, or the changing or repealing of existing policies, is solely the responsibility of the Board of Education. Policies, including the Board's by-laws, 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.

Unless otherwise specified, a new policy or policy amendment will be effective upon the date of adoption by the Board and will supersede all previous policies in that area. Unless otherwise specified, the repeal of a policy will be effective on the date the Board takes such action.

[Adoption date: July 1, 1991]

[Revision date: January 5, 2015]

CROSS REF: AD, Development of Mission, Vision, Core Beliefs

BOARD REVIEW OF REGULATIONS

The Superintendent will submit in writing to the Board, the proposed administrative regulations. If there are no objections by the next regular board meeting then the regulations will be implemented.

[Adoption date: July 1, 1991]

LEGAL REF: ORC 3313.20

CROSS REF: CHC, Regulations Dissemination

ADMINISTRATION IN POLICY ABSENCE

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

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

[Adoption date: July 1, 1991]

SUSPENSION OF POLICIES

If the Board of Education 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 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: July 1, 1991]

CROSS REF: AD, Development of Mission, Vision, Core Beliefs

POLICY REVIEW AND EVALUATION

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

The Board will evaluate how the policies have been executed by the school staff and will weigh the results. It will rely on the school staff, students, and the community for providing evidence of the effect of the policies which it has adopted.

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

[Adoption date: July 1, 1991]

BOARD-STAFF COMMUNICATIONS

The Board of Education wishes to maintain open channels of communication with the staff. The basic line of communication will be through the Superintendent.

Staff Communications to the Board

All communications to the Board or any of its subcommittees from staff members will be submitted through the Superintendent. Staff members are also reminded that board meetings are public meetings and they provide an excellent opportunity to observe firsthand the Board's deliberations.

Board Communications to the Staff

All official communications, policies and directives of staff interest and concern will be communicated to staff members through the Superintendent. The Superintendent will develop appropriate methods to keep staff fully informed of the Board's goals and official actions.

Board Subcommittee Communications

Board subcommittee communications outside of the committee will be by the committee chair or designee directly to the appropriate person in the area of concern.

Visit to the Schools

Board members will notify the principal's office of their presence in the building.

[Adoption date: July 1, 1991]

LEGAL REF: ORC 3313.20

CROSS REF: GBM, Staff Complaints and Grievances

NEW BOARD MEMBER ORIENTATION

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

The Board, its Treasurer and the administrative staff will assist each member-elect to understand 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 will be furnished the member-elect by the Superintendent.
2. Immediately after the general election, the member-elect will be invited by the Board to attend board meetings.
3. The Treasurer will provide agendas and other materials pertinent to meetings and explain the use of the materials.
4. The incoming member will be invited to meet with the Superintendent and other administrative personnel.
5. The Board will make an effort to send newly elected members to workshops and inservice programs developed for new members.

[Adoption date: July 1, 1991]

LEGAL REF: ORC 3315.15

CROSS REF: AFA, Evaluation of School Board Operational Procedures

SCHOOL BOARD CONFERENCES, CONVENTIONS AND WORKSHOPS

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

1. The Board will periodically decide which meetings appear to be most promising in terms of producing direct and indirect benefits to the school district.
2. Funds for participation at such meetings will be budgeted on an annual basis. When funds are limited, the Board will designate which of its members would be the most appropriate to participate at 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.

Beginning January 1, 2003, 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. A program of more than three hours may be compensated at a rate of \$125.00.

[Adoption date: July 1, 1991]
[Revision date: January 6, 2003]
[Revision date: January 5, 2015]

LEGAL REF: ORC 3315.15

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 at the organizational meeting 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.

Beginning December 3, 2001, board members will receive the maximum amount permitted by law for all official board meetings.

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 co-curricular 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 non-employees 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.

All travel arrangements must be in compliance with district field trip regulations and approved by the Superintendent/designee.

[Adoption date: July 1, 1991]
[Revision date: April 19, 2004]
[Revision date: January 5, 2015]

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

CROSS REFS: BCA, Board Organizational Meeting
DLC, Expense Reimbursements
GBI, Staff Gifts and Solicitations
JL, Student Gifts and Solicitations

SECTION C: GENERAL SCHOOL ADMINISTRATION

CA	Administration Goals
CBA	Qualifications and Duties of Superintendent (Job Description)
CBAA	Incapacity of Superintendent
CBC	Superintendent's Contract/Compensation and Benefits
CBG	Evaluation of the Superintendent
CCA	Administrative Organizational Chart
CCB	Lines of Authority and Staff Relations
CD	Leadership Team
CE	Administrative Councils and Committees
CH	Policy Implementation
CHA	Development of Regulations
CHB/BFCA	Board Review of Regulations
CHC	Regulations Dissemination
CHCA	Approval of Handbooks and Directives
CHD/BFE	Administration in Policy Absence
CL	Administrative Reports
CM	School District Annual Report
CN	Records Retention and Disposal

ADMINISTRATION GOALS

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

Major goals of administration in the District are to:

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

[Adoption date: July 1, 1991]

[Revision date: January 5, 2015]

CROSS REFS: AF, Commitment to Accomplishment
CD, Leadership Team
GCL, Certified Professional Learning Opportunities
GDL, Classified Staff Professional Learning Opportunities

QUALIFICATIONS AND DUTIES OF SUPERINTENDENT
(Job Description)

RESPONSIBLE TO: Board of Education

DEFINITION:

The Superintendent of Schools is the chief executive and administrative officer of the Board. The Superintendent reports directly to the Board, has all powers and duties imposed upon the office by statute, and has all executive and administrative powers and duties in connection with the overall operation of the schools which are not required by statute to be exercised directly by the Board or by some other officer. The Superintendent exercises leadership through school administrators who comprise the Leadership Team.

MAJOR POLICY RESPONSIBILITY:

The Superintendent of Schools initiates and recommends policies for approval by the Board and develops policies recommended by the Board. Following approval of policies by the Board, the Superintendent is responsible for implementing policies and ensuring that the overall operation of the schools adheres to established Board policies. The Superintendent shall affect the position responsibilities by delegating, at his/her discretion, said responsibilities to assistants and subordinates with the knowledge that the delegation or power or duty does not relieve the Superintendent of final responsibility for the action taken under such delegation.

KEY FUNCTIONS:

A. VISION, CONTINUOUS IMPROVEMENT AND FOCUS OF DISTRICT WORK: Superintendent shall establish a vision, expect continuous improvement, and develop a focused plan for achieving district goals. The Superintendent will facilitate the establishment of a vision for the district. The Superintendent will articulate this vision clearly, creating a description of what the district can become.

Representative Elements:

1. Leads the development of a shared vision for the district by engaging all staff in a process that identifies objectives, details, activities, resources, timelines, standards and monitoring processes necessary for completion of the district objectives.
2. Ascertains the needs of the school system to create, execute and monitor a coherent continuous improvement plan with a limited, achievable number of time-bound goals and objectives in conjunction with the district's financial plan.
3. Communicates the district's vision, goals and focused plan to the Board of Education and other stakeholders.
4. Require, model and support effective use of data.
5. Provides regular and year-end reports to the Board and community on progress of the plan.

B. COMMUNICATION AND COLLABORATION: The Superintendent will have processes in place to:

- facilitate communication with the Board of Education and the district Treasurer,
- establish and maintain effective relationships with school personnel, and
- engage the external community.

The Superintendent will recognize the importance of involving multiple stakeholders to inform decision making, communicate processes and celebrate accomplishments. To gain and maintain support for these improvement efforts and to sustain the focus on the goals, the Superintendent must communicate effectively with staff and stakeholders.

Representative Elements:

1. Develop, implement and maintain effective communication systems.
2. Communicate effectively, openly and demonstrate a willingness to collaborate with the Board of Education, the district Treasurer and the district staff and external stakeholders.
3. Keep the Board, public and staff informed about current educational practices, educational trends, policies, progress and challenges in the district's schools.
4. Understand public and staff beliefs about matters pertaining to the schools in order to promptly respond to staff and community concerns and execute activities that build and sustain positive community relationships and perceptions.
5. Establish rapport with the media.
6. Create school community partnerships to support district goals for student achievement.

C. POLICIES AND GOVERNANCE: The Superintendent will identify, prioritize, recommend and follow policies and governance procedures that maintain a focus on the vision and goals of the district. The Superintendent will value the importance of an effective working relationship with the Board.

Representative Elements:

1. Review, develop and recommend policies for the district.
2. Ensure that all policies and practices are consistently implemented and followed.
3. Continuously assess the effectiveness of policies and procedures and recommend change.
4. Prepare and submit to the Board recommendations relative to all matters requiring Board action, placing before the Board reports as needed to ensure the making of informed decisions.
5. The Board, Treasurer and Superintendent will create the agenda for each Board meeting.

D. INSTRUCTION: The Superintendent will facilitate building a culture of trust and high expectations. The Superintendent will require a focus on improving instruction and student success.

Representative Elements:

1. Require district-wide use of an established curriculum.
2. Ensure the development and implementation and sustainability of high-quality, standards-based instruction.
3. Set expectations for and guide the creation of a comprehensive academic assessment system for the district.
4. Ensure that the district curriculum, instruction and assessment program are designed to provide full access and opportunity to all students consistent with available resources and legal mandates.
5. Provide for high-quality professional development for all staff aligned with district, state and applicable national standards.
6. Promotes the use of effective and appropriate technologies to support teaching and learning.
7. Encourage a collaborative approach to improve teaching and learning.
8. Work with district and building administrators to collect, analyze and use relevant data to identify strengths and areas of improvement.
9. Promote, support and use appropriate research-based best practices for curriculum design and instruction.

E: **RESOURCES:** The Superintendent will focus financial, human, time, materials, technological and facility resources in support of district goals for instruction and achievement. The Superintendent will hold all individuals at all levels in the district to high expectations for job performance. The Superintendent will ensure that the role of all employees is to support the schools in attaining the district goals.

Representative Elements:

1. Recruit, develop, evaluate and retain quality staff and oversee human resource management.
2. Work with the Treasurer to establish a long range financial plan to support the continuous improvement plan.
3. Work with the Treasurer to manage and prioritize fiscal resources to align expenditures with district goals within the long range financial plan.
4. Oversee the district's facilities and operations.
5. Provide and implement a plan of assessment and evaluation for employees of the district.

[Adoption date: July 1, 1991]

[Revision date: January 5, 2015]

LEGAL REF: ORC 3319.01

CROSS REF: CBA, Qualifications and Duties of the Superintendent

INCAPACITY OF SUPERINTENDENT

The Board of Education adopts the following policy for establishing standards for determining whether the Superintendent of the Board of Education is incapacitated:

1. If a majority of the members of the Board of Education determine, by vote, that the Superintendent of the Board of Education is incapacitated to perform the duties of the office of the Superintendent, the Board will appoint a person to serve as superintendent pro tempore.
2. The Board of Education may request an independent examination by a physician of its choice and/or request a medical report from the Superintendent's physician as to the Superintendent's incapacity, the general nature of said incapacity and the anticipated length of such incapacitation. The Board of Education will rely on and will weigh all of the medical evidence available in determining whether or not the Superintendent is incapacitated.
3. If the Board determines that the Superintendent is unable to perform the duties of the office of the Superintendent, the Superintendent may be placed on sick leave or on leave of absence and may be returned to active-duty status from sick leave or leave of absence upon determination by the Board that the Superintendent is able to return to duty.
4. The Superintendent will, upon request of the Treasurer of the Board of Education, 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.
5. The Board of Education may request a statement from its physician or from the Superintendent's physician with regard to the Superintendent's ability to perform the duties of the office of the Superintendent prior to return.
6. The Superintendent may request a hearing before the Board of Education on its action to declare the Superintendent incapacitated pursuant to the provisions of Section 3319.16 of the Ohio Revised Code.

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

The superintendent pro tempore will perform all of 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 of Education.

The Board will fix the compensation of the superintendent pro tempore in accordance with the Ohio Revised Code 3319.011 and serve until the Superintendent's incapacity is removed or until the expiration of the Superintendent's contract or term of office, whichever is sooner.

[Adoption date: July 1, 1991]

LEGAL REFS: ORC 3319.01, 3319.011, 3319.13, 3319.16

CROSS REF: CBC, Superintendent's Contract CBD, Compensation and Benefits

SUPERINTENDENT'S CONTRACT/COMPENSATION AND BENEFITS

The appointment of the Superintendent will be secured through a written agreement, stating the terms of the contract. The contract will comply with provisions of the Ohio Revised Code and will protect the rights of both the school district and the Superintendent.

The Superintendent will be appointed for a term not to exceed five years. The term will commence on August 1 and continue through July 31 of the year in which the contract expires; however, the contract may be renewed in the year immediately preceding its expiration.

Salary and benefits will be determined by the Board at the time of the appointment and will be reviewed by the Board each year if necessary. If at any time, in the opinion of the majority of board members, the Superintendent's services are considered unsatisfactory, he/she will be notified and shall be given an opportunity to correct the deficiencies.

If the Board intends to non-renew the Superintendent's contract, notice in writing of the non-renewal will be given to the Superintendent as per contract.

[Adoption date: July 1, 1991]
[Revision date: January 5, 2015]

LEGAL REFS: ORC 3319.01, 3319.12

CROSS REF: CBAA, Incapacity of Superintendent

EVALUATION OF THE SUPERINTENDENT

The purpose of the Board of Education evaluation of the Superintendent is 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 Superintendent
3. monitor the Superintendent's administrative leadership for the school system, and
4. identify strengths and growth areas of Superintendent's performance.

The Board of Education will evaluate the abilities and services of the Superintendent at least once a year.

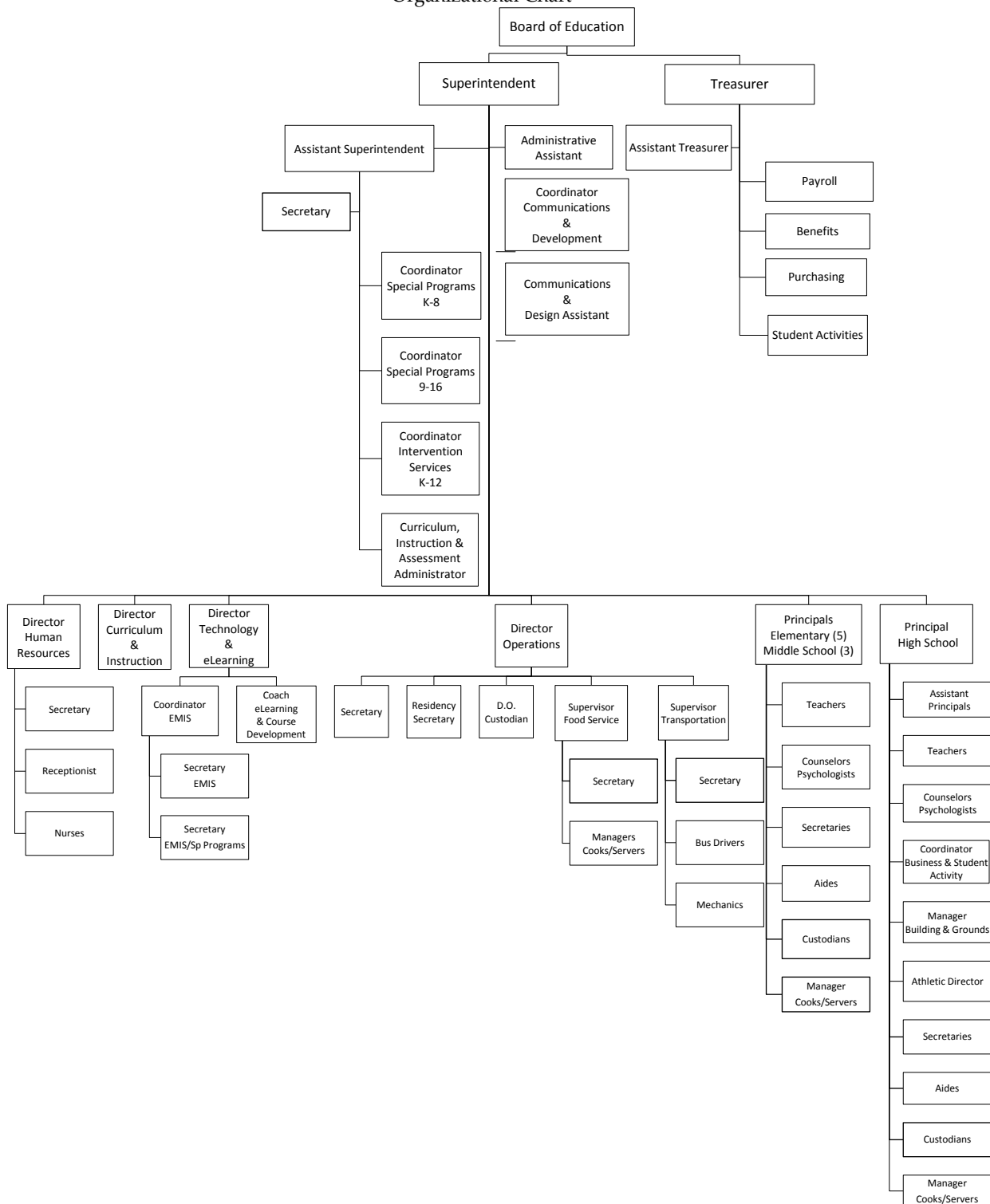
The Superintendent's abilities and performance appraisal will be put in writing and made available and discussed with the Superintendent in conference. The Board will consider the evaluation of the Superintendent in acting to renew or non-renew his/her contract.

[Adoption date: July 1, 1991]
[Revision date: January 5, 2015]

LEGAL REF: ORC 3319.01

CROSS REF: CBA, Qualifications and Duties of the Superintendent

Oak Hills Local School District Organizational Chart



[Revision date: August 1, 2012]
[Revision date: January 5, 2015]

LINES OF AUTHORITY AND STAFF RELATIONS

The Superintendent will establish clear understandings on the part of all personnel of the working relationships in the school district.

Lines of direct authority will be those approved by the Board of Education and will be shown on the district's organizational chart.

Personnel will be expected to refer matters requiring administrative action to the administrator to whom they are responsible. The administrator will refer such matters to the next higher administrative authority when necessary; additionally, 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. Before an appeal to the next higher authority above one's immediate superior, discussion and notification of the appeal must occur with one's immediate superior.

Additionally, 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 school system.

[Adoption date: July 1, 1991]

CROSS REFS: ABB, Staff Involvement in Decision Making
 CCA, Organizational Chart
 CD, Leadership Team

LEADERSHIP TEAM

The Board endorses the leadership team concept for the District.

The leadership team of the District consists of two groups.

Policy Team

The Board, the Superintendent and the Treasurer comprise the team. The Board President serves as team leader. Primary responsibilities of this team are to establish policies to guide the District and to ensure that the policies are carried out.

Administrative Team

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

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

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

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

[Adoption date: July 1, 1991]

[Revision date: January 5, 2015]

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

ADMINISTRATIVE COUNCILS AND COMMITTEES

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

All councils and committees created by the Superintendent will be 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 of Education and authority for implementing policy remains with the Superintendent.

The membership composition and responsibilities of administrative councils and committees will be defined by the Superintendent and may be changed at the Superintendent's discretion.

[Adoption date: July 1, 1991]

CROSS REF: ABB, Staff Involvement in Decision Making

POLICY IMPLEMENTATION

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

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 that are common to all schools but procedures for conducting them may vary from building to building. Principals will establish procedures for conducting activities in their individual schools within the larger framework of district regulations and board policies.

[Adoption date: July 1, 1991]

CROSS REF: CHA, Development of Regulations

DEVELOPMENT OF REGULATIONS

The Board of Education delegates to the Superintendent the function of specifying required actions and designing the detailed arrangements under which the schools will be operated. These regulations and detailed arrangements will constitute the regulations governing the schools. They must be consistent with the policies adopted by the Board of Education, the Ohio Revised Code and the Ohio Department of Education Minimum Standards.

[Adoption date: July 1, 1991]

CROSS REF: CH, Policy Implementation

BOARD REVIEW OF REGULATIONS

The Superintendent will submit in writing to the Board, the proposed administrative regulations. If there are no objections by the next regular board meeting then the regulations will be implemented.

[Adoption date: July 1, 1991]

CROSS REF: ORC 3313.20
CHC, Regulations Dissemination

REGULATIONS DISSEMINATION

District-wide regulations will be appropriately coded and included as regulations in the Board of Education's policy manual, 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 or upon their effective date to staff members, students and/or members of the public who are affected by them.

[Adoption date: July 1, 1991]

CROSS REFS: ORC 3313.20
CHB/BFCA, Board Review of Regulations

APPROVAL OF HANDBOOKS AND DIRECTIVES

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

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

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

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

[Adoption date: January 5, 2015]

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 which would be in accordance with the overall policy of the Board; however, the Superintendent will not be free to act when the action involves a duty of the Board which by law cannot be delegated.

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

[Adoption date: July 1, 1991]

ADMINISTRATIVE REPORTS

The Board of Education may require reports from the Superintendent and the Treasurer concerning conditions and needs of the schools.

[Adoption date: July 1, 1991]

[Revision date: January 5, 2015]

LEGAL REFS: ORC 3317.061, 3317.11, 3317.14
3319.04, 3319.32, 3319.33, 3319.37
3321.12
3327.012

SCHOOL DISTRICT ANNUAL REPORT

The Board of Education will issue a district annual report and an annual report for each building within the district as required by state regulations.

The format of the report will be designed by the administrative staff.

The content and distribution of the report will comply with state guidelines.

[Adoption date: July 1, 1991]

LEGAL REFS: ORC 3301.11
3319.04, 3319.32, 3319.33
OAC 3301-11-03

CROSS REF: CL, Administrative Reports

RECORDS RETENTION AND DISPOSAL

The orderly acquisition, storage and retention of school district records and reports are essential for the overall efficient and effective operation of the district. The Board of Education establishes a district records commission to govern matters pertaining to district records, their retention and disposal.

The records commission shall consist of the Board President, Treasurer and Superintendent. The Treasurer shall serve as chairman/secretary of the district records commission. The members of this commission shall appoint necessary records officers through the district to carry out the necessary work associated with district records.

The district records commission shall meet at least once annually to review the certificates of records disposal as submitted by the records officers. Upon the approval of the commission, such records may be disposed of pursuant to the following standards:

1. Procedures to dispose of records according to the approved schedule of records retention and imposition will be initiated by April 1 of each year.
2. Records officers will list those eligible, disposable records on the certificate of records disposal (RC-3), per the adopted schedule.
3. The records commission shall review the certificates of records disposal as submitted prior to a Board of Education meeting each year.
4. Upon the commission's approval, the certificate (RC-3) will be forwarded as follows:

Original -- Forward original to Ohio Historical Society Network Specialist for Hamilton County

Copies -- Keep one copy with your Records Commission files

Ohio Historical Society Records Specialist will make and send a copy to state auditor's office on your behalf. You do not need to send a copy to the State Auditor's office.

5. Records shall be destroyed only as directed by the district records person.

The district records commission shall develop the necessary regulations and record retention schedules to carry out their purpose.

[Adopted: April 11, 1996]

[Revision: July 19, 1999]

LEGAL REF: ORC 149.41

CROSS REFS: "Material Resources Records and Reports"
GBL, Personnel Records
JO, Student Records

SECTION D: FISCAL MANAGEMENT

DA	Fiscal Management Goals
DB	Annual Budget and Annual Appropriation Measure
DBH	Budget Adoption Procedures
DBK	Budget Modification Authority
DC	Investment and Depository Policy
DD	Funding Proposals and Applications
DE	Revenues from Tax Sources
DEC	Revenues from Federal Tax Sources
DECA	Administration of Federal Grant Funds
DF	Revenues from Non-tax Sources
DFA	Revenues from Investments
DFD	Rental and Service Charges
DFE	Gate Receipts and Admissions
DFEA	Free Admissions
DFEA-R	Free Admissions
DH	Bonded Employees and Officers
DI	Fiscal Accounting and Reporting
DIE	Audits
DJ	Purchasing
DJA	Purchasing Authority
DJB	Petty Cash Accounts
DJC	Bidding Requirements
DJF	Purchasing Procedures
DJF-R	Purchasing Procedures
DJH	Credit Cards
DJH-R	Credit Cards
DLB	Salary Deductions
DLC	Expense Reimbursements
DLC-R	Expense Reimbursements (Professional Meeting Reimbursement)
DN	School Properties Disposal

FISCAL MANAGEMENT GOALS

As trustees of the community's investment in plant, facilities and operational funds, the Board has a 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 the Superintendent and the Treasurer will keep them informed through reports, both oral and written, of the fiscal management of the schools.

With the assistance of the Treasurer and other designated personnel, the Superintendent is expected to develop an efficient and businesslike procedure for fiscal accounting; purchasing and the protection of plant, grounds 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 that 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: July 1, 1991]

CROSS REF: AFA, Evaluation of School Board Operational Procedures

ANNUAL BUDGET AND ANNUAL APPROPRIATION MEASURE

Budget

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

Public school budgeting is regulated and controlled by statute and state regulations and requirements of the Board of Education. A budget is required for every fund that a school district uses in its yearly operation.

The Superintendent, Treasurer and staff will be responsible for the preparation of the annual school budget and presentation of the budget to the Board of Education for adoption.

Appropriations

As permitted by law, no later than July 1, the Board of Education 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.

The Treasurer will file both the temporary and final appropriation measure at the proper time with the Office of the County Auditor.

The Treasurer/designee will notify each school administrator and/or department head of the allocations approved for expenditure.

[Adoption date: July 1, 1991]
[Revision date: November 3, 1991]
[Revision date: April 6, 2015]

LEGAL REFS: ORC 9.34
5705.28-5705.29, 5705.38-5705.40

BUDGET ADOPTION PROCEDURES

If, as a result of the public hearing, it should be determined that certain changes in the budget are necessary, these changes will be made before the budget is adopted. The adoption of the budget by the Board of Education will take place on or before January 15 and will be by roll call vote.

Following the public hearing and approval of the budget by the Board of Education, the budget will be submitted to the County Budget Commission for review and approval.

When notified it will be the responsibility of the Superintendent and/or members of the staff and the Treasurer to attend the hearing of the Hamilton County Budget Commission to review the budget and answer any pertinent questions.

[Adoption date: July 1, 1991]

LEGAL REFS: ORC 3311.40
 5705.28

BUDGET MODIFICATION AUTHORITY

Modification of funds among appropriation accounts within each major fund and any transfers permitted by law from major fund to major fund, will require Board of Education action.

Transfers Between Categories

During the final quarter of the fiscal year, appropriation categories will be examined and the year-end status of each will be estimated. Before the close of the fiscal year, the Board may authorize the Treasurer to transfer monies from those categories in which a surplus is anticipated into those in which a deficit is anticipated as permitted by state or federal statute.

Transfers between funds as permitted by state or federal statutes will require board action, and may require approval from the Court of Common Pleas and the Tax Commissioner.

It will be the responsibility of the Superintendent and the Treasurer to examine the appropriation categories and make the necessary recommendations to the Board of Education.

[Adoption date: July 1, 1991]
[Revision date: November 3, 1991]
[Revision date: April 6, 2015]

LEGAL REFS: ORC 5705.14, 5705.15, 5705.16, 5705.29, 5705.40

INVESTMENT AND DEPOSITORY POLICY

SCOPE: The Board hereby directs that the Investing Authority of this public entity shall reside with the "Treasurer" in accordance with this Investment Policy. This Policy is designed to cover all monies under the control of "Treasurer" and those that comprise the core investment portfolio. Notwithstanding the policies detailed below, Chapter 135 of the Ohio Revised Code will be adhered to at all times.

1. Objective and Guidelines. The following investment objectives will be applied in the management of this public entity's funds:
 - a. The primary objective shall be the preservation of capital and protection of principal while earning investment interest.
 - b. In investing public funds, the Treasurer will strive to achieve a fair and safe average rate of return to the investment portfolio over the course of budgetary and economic cycles taking into account state law, safety considerations and cash flow requirements.
 - c. The investment portfolio shall remain sufficiently liquid to enable the Treasurer to meet reasonable anticipated operating requirements.
 - d. The investments portfolio should be diversified in order to avoid incurring potential losses regarding individual securities which may not be held to maturity, whether by erosion of market value or change in market conditions.
 - e. Investments shall be made with the exercise of that degree of 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.
 - f. Bank account relationships will be managed in order to secure adequate services while minimizing costs. Deposits should be concentrated in single accounts except where audit control considerations dictate otherwise.
2. Authorized Financial Institutions and Dealers. U.S. Treasury and Agency securities purchased outright shall be purchased only through financial institutions located within the State of Ohio or through "primary securities dealers" as designated by the Federal Reserve Board.

Repurchase Agreements shall be transacted only through banks located within the State of Ohio with which the Treasurer has signed a Master Repurchase Agreement as required in O.R.C., Chapter 135.

Certificates of Deposit shall be transacted through commercial banks or savings and loans with FDIC or FSLIC coverage which are located within the State of Ohio and qualify as eligible financial institutions under O.R.C., Chapter 135.

A list of authorized institutions and dealers shall be maintained with the investing authority. Additions and deletions to this list shall be made when deemed in the best interest of the investing authority.

3. Maturity. To the extent possible, the Treasurer will attempt to match its 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.
4. Derivatives. Investments in derivatives and in stripped principal or interest obligations of eligible obligations 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.
5. Allowable Investments. The Treasurer may invest in any instrument or security authorized in O.R.C., Chapter 135 as amended. A copy of the appropriate O.R.C. section will be kept with this policy.
6. Collateral. All deposits shall be collateralized pursuant to O.R.C., Chapter 135.
7. Reporting. The investing authority shall establish and maintain an inventory of all obligations and securities acquired by the investing authority. The inventory shall include the description of the security, type, cost, par value, maturity date,

settlement date, and coupon rate. The investing authority shall produce a monthly portfolio report detailing the current inventory of all obligations and securities, and all transactions during the month, income received and investment expenses paid, and the names of any persons effecting transactions on behalf of the investment authority.

Pursuant to O.R.C., Chapter 135, all brokers, dealers, and financial institutions initiating transactions with the investment authority by giving advice or making investment policy or executing transactions initiated by the investment authority, must acknowledge their agreement to abide by the investment policy's content.

The institution below, by signing, submits that it has read and acknowledges the investment policy, and agrees to abide by its content.

Name of Institution

Authorized Officer

Date

[Adoption date: October 7, 1996]

[Revision date: April 6, 2015]

LEGAL REF: ORC 135

FUNDING PROPOSALS AND APPLICATIONS

The Board of Education will consider whether to apply for any federal aid for which it is eligible. It charges the administrative staff with the responsibility to evaluate federally funded programs, including their possible benefits to the students in the school district, apprise the Board of the worth of each, and make recommendations accordingly.

The District will participate to the fullest in application for and use of funds provided by the State of Ohio for the educational benefit of the district.

[Adoption date: July 1, 1991]

REVENUES FROM TAX SOURCES

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

1. request that voters approve adequate local funds for the operation of the school 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 school system
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 that are available providing that there is a specific need for them and that the required matching funds are available.

[Adoption date: July 1, 1991]

LEGAL REFS: ORC 3319.301
 3301.07
 3311.21
 3313.02-3313.91
 3317.01 -3317.11
 3323.09
 5701, 5705, 5727
 5747.01
 5748.01-5748.06
 5757.021

REVENUES FROM FEDERAL TAX SOURCES

The Oak Hills Local School District Board of Education hereby renews its authorization for the filing of applications for Federal funds administered through the Ohio Department of Education (or other fiscal agent) under the Education Consolidation and Improvement Act, the Education for All Handicapped Act, and under such other Acts and Titles as may become deemed necessary. It further designates the Superintendent/designee as its duly authorized representatives to file applications for and on behalf of said district and otherwise to act as the authorized representatives of the district in connection with such applications.

[Adoption date: July 1, 1991]

[Revision date: October 3, 1994]

ADMINISTRATION OF FEDERAL GRANT FUNDS

The Board accepts federal funds, which are available, provided that there is a specific need for them and that the required matching funds are available. The Board intends to administer federal grant awards efficiently, effectively and in compliance with all requirements imposed by law, the awarding agency and the Ohio Department of Education (ODE) or other applicable pass-through entity.

The Board directs the Treasurer to develop, monitor, and enforce effective financial management systems and other internal controls over federal awards that provide reasonable assurances that the District is managing the awards in compliance with all requirements for federal grants and awards. Systems and controls must meet all requirements of Federal law and regulation, including the Uniform Guidance issued by the U.S. Office of Budget and Management and any applicable state requirements, and shall be based on best practices.

All individuals responsible for the administration of a federal grant or award shall be provided sufficient training to carry out their duties in accordance with all applicable requirements for the federal grant or award.

The financial management systems and internal controls must provide for:

1. identification of all federal funds received and expended and their program source;
2. accurate, current, and complete disclosure of financial data in accordance with federal requirements;
3. records sufficient to track the receipt and use of funds;
4. effective control and accountability over assets to assure they are used only for authorized purposes and
5. comparison of expenditures against budget.

In addition, written procedures must be established for cash management and for determining the allowability of costs, as required by the Uniform Guidance.

At a minimum the financial management systems and internal controls will address the following areas:

1. Allowability

Costs charged by the school system to a federal grant must be allowed under the individual program and be in accordance with the cost principles established in the Uniform Guidance, including how charges made to the grant for personnel are to be determined. Costs will be charged to a federal grant only when the cost is:

- A. reasonable and necessary for the program;
- B. in compliance with applicable laws, regulations, and grant terms;
- C. allocable to the grant;
- D. adequately documented and
- E. consistent with District policies and procedures that apply to both federally-funded and non-federally funded activities.

Internal controls will be sufficient to provide reasonable assurance that charges to federal awards for personnel expenses are accurate, allowable, and properly allocated and documented. Controls will include time and effort reporting in accordance with Uniform Guidance and the requirements of ODE or other applicable pass-through-entity.

2. Cash Management and Fund Control

Payment methods must be established in writing that minimize the time elapsed between the draw down of federal funds and the disbursement of those funds. Standards for funds control and accountability must be met as

required by the Uniform Guidance for advance payments and in accordance with the requirements of ODE or other applicable pass-through-entity.

3. Procurement

All purchases for property and services made using federal funds must be conducted in accordance with all applicable Federal, State and local laws and regulations, the Uniform Guidance, and the District's written policies and procedures.

The District avoids situations that unnecessarily restrict competition and avoids acquisition of unnecessary or duplicative items. Individuals or organizations that develop or draft specifications, requirements, statements of work, and/or invitations for bids, requests for proposals, or invitations to negotiate, are excluded from competing for such purchases.

Contracts are awarded only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration is given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources. No contract is awarded to a contractor who is suspended or debarred from eligibility for participation in federal assistance programs or activities.

Purchasing records are sufficiently maintained to detail the history of all procurements and must include at least the rationale for the method of procurement, selection of contract type, and contractor selection or rejection; the basis for the contract price; and verification that the contractor is not suspended or debarred.

OR

The District will follow the procurement standards outlined in previous OMB guidance during the grace periods established. Effective with July 1, 2018 fiscal year, the District will comply with the federal procurement standards established through the Uniform Guidance.

4. Conflict of Interest and Mandatory Disclosures

The District complies with the requirements of State law and the Uniform Guidance for conflicts of interest and mandatory disclosures for all procurements with federal funds.

5. Equipment and Supplies Purchased with Federal Funds

Equipment and supplies acquired with federal funds will be used, managed, and disposed of in accordance with applicable state and federal requirements. Property records and inventory systems shall be sufficiently maintained to account for and track equipment that has been acquired with federal funds.

6. Accountability and Certifications

All fiscal transactions must be approved by the Treasurer/designee who can attest that the expenditure is allowable and approved under the federal program. The Treasurer submits all required certifications.

7. Monitoring and Reporting Performance

The Treasurer shall establish sufficient oversight of the operations of federally supported activities to assure compliance with applicable federal requirements and to ensure that program objectives established by the awarding agency are being achieved. The District will submit all reports as required by federal or state authorities.

[Adoption date: June 6, 2016]
[Revision date: December

LEGAL REFS.: ORC 9.314
117.101; 117.43
3313.33; 3313.46
3319.04
5705.39; 5705.41; 5705.412

2 C.F.R. Part 200

CROSS REFS.: BBFA, Board Member Conflict of Interest
BCC, Qualifications and Duties of the Treasurer
DI, Fiscal Accounting and Reporting
DID, Inventories
DJ, Purchasing
DJC, Bidding Requirements
DJF, Purchasing Procedures
DK, Payment Procedures
EF/EFB, Food Services Management/Free and Reduced-Price Food Services
GBCA, Staff Conflict of Interest
IGBJ, Title I Programs

REVENUES FROM NONTAX SOURCES
SALE OF SURPLUS MATERIAL

Procedure

1. Periodically the Business Office will solicit a list of property and equipment from each building administrator.
2. A general list will be compiled of all building lists.
3. The general list will be distributed to each building administrator to review and remove any item that may be used in the building.
4. A final list is prepared that contains the remaining unclaimed items.
5. If a request is made by an individual to purchase an item in the surplus list, a value will be established.
6. The value ranges will be reviewed and finalized by the Director of Operations and Superintendent.
7. Items not sold will be disposed of at public auction.

[Adoption date: July 1, 1991]

[Revision date: April 6, 2015]

CROSS REFS: KMA, Relations with Parent Organizations
KMB, Booster Organizations

REVENUES FROM INVESTMENTS

Scope

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

Objectives and Guidelines

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

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

Authorized Financial Institutions and Dealers

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

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

Maturity

To the extent possible, the Treasurer attempts to match the District's investments with anticipated cash flow requirements.

Unless matched to a specific cash flow requirement, the Treasurer will not directly invest in securities maturing more than five years from the date of purchase.

Derivatives

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

Allowable Investments

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

Collateral

All deposits are collateralized pursuant to State law.

Reporting

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

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

Internal Controls

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

[Adoption date: July 1, 1991]
[Revision date: October 6, 2014]

LEGAL REFS: Intergovernmental Cooperation Act of 1968, Pub. L. No. 90-577 (1968)
ORC 135.01-135.21
3313.51

RENTAL AND SERVICE CHARGES

The Board of Education believes in a cooperative effort between all school-community organizations; thus, the rental of the school facilities shall be permitted provided the organizations or activities requesting to rent school facilities agree in writing to abide by the procedures governing school facility rental.

[Adoption date: July 1, 1991]

LEGAL REFS: ORC 131.10, 131.17
3313.47, 3313.79

CROSS REF: KG, Community Use of School Facilities (Equal Access)

GATE RECEIPTS AND ADMISSIONS

Individuals who are holders of Golden Buckeye Cards will be admitted to all activities at the student rate when they present the Golden Buckeye Card to the ticket window.

[Adoption date: July 1, 1991]

[Revision date: April 6, 2015]

FREE ADMISSIONS

It is the desire and necessity of the Board of Education to issue some guest passes to athletic events. It is also necessary to keep these passes to a minimum and to give them with the utmost discretion.

LIFETIME PASSES FOR FORMER BOARD MEMBERS

It is the desire of the Board of Education to give recognition to former members of the Board for their many hours of dedicated service on behalf of the boys and girls of this district; therefore, a lifetime pass will be presented to each former board member. This pass will entitle the holder and one guest to attend all school events at no cost. These events will include all sports activities, musical and dramatic presentations, and all other special programs performed by or for the student bodies of the schools comprising this district.

[Adoption date: July 1, 1991]

FREE ADMISSIONS

Criteria for issuance of guest passes to athletic events:

Passes may be issued only with the approval of the Superintendent, principal or athletic director to individuals qualifying under one of the following categories:

1. administrators in the school district and current Board of Education members
2. faculty members. (The Oak Hills Local School District encourages all faculty members to attend athletic functions to promote better student/teacher relations and supervision.)
3. reserve and junior high school athletes who are a part of a specific program
4. special nights, promotions, etc., may be held allowing admission for a youth team
5. special contributors to Athletic Department.

[Adoption date: July 1, 1991]

[Revision date: April 6, 2015]

BONDED EMPLOYEES AND OFFICERS

At the time of appointment or re-appointment of the Treasurer, the Board of Education will authorize the Treasurer to execute a bond in an amount determined and approved by the Board. The bond must be deposited with the president of the board and a certified copy must be filed with the Hamilton County Auditor. The premium will be paid by the board.

Faithful performance bonds will be provided for the Superintendent and Board President at board expense.

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

[Adoption date: July 1, 1991]

LEGAL REFS: ORC 3.06
 131.18
 3313.25, 3313.83
 3319.05
 5705.412

FISCAL ACCOUNTING AND REPORTING

The District's accounting system will be in conformance with the uniform school accounting system as prescribed by the Auditor of State for the use of school districts. The Treasurer will be 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 current data is immediately available and in such a form that routine summaries may be readily made
3. serve as a guide to budget estimates of subsequent years and to hold expenditures to the amounts appropriated, and
4. show that those in charge have handled funds within the framework of law and in accordance with board policy.

The Board of Education will receive monthly financial statements from the Treasurer which will show receipts and disbursements, appropriations, encumbrances, balances, assets and liabilities. The Treasurer will make all other financial reports required by law or by state agencies, and submit them to the proper authorities.

The financial records must be kept for not less than ten years and may only be destroyed in compliance with the provisions of state law and concurrence of the school district Records Commission, the Auditor of State and the Ohio Historical Society.

[Adoption date: July 1, 1991]

[Revision date: November 3, 1991]

LEGAL REFS: ORC 117.05
117.06
3301.07
3313.29, 3313.32, 3313.94
3315.04, 3315.13 Chapter 5705

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 of Education has the right to request an independent audit with the approval of the State Auditor's Office.

A copy of the auditor's report will be placed on file in the State Auditor's office and another copy submitted to the Board of Education. The Board will make the audit report available for public inspection.

[Adoption date: July 1, 1991]

LEGAL REFS: ORC 117.09
3313.27, 3313.30, 3313.483

PURCHASING

The function of purchasing is to serve the educational program by providing necessary supplies, equipment and services.

The Board of Education declares its intention to purchase competitively without prejudice and to seek maximum educational value for every dollar expended.

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

The Board assigns the Director of Operations the responsibility for the quality and quantity of purchases made. The primary guidelines governing this responsibility are that all purchases fall within the framework of budgetary appropriations and that they be consistent with the approved educational goals and programs of the district.

[Adoption date: July 1, 1991]

LEGAL REFS: ORC 3313.171, 3313.172, 3313.33, 3313.37, 3313.46
3319.04
3327.08
5705.41
Ohio Constitution, Article VIII, § 4

PURCHASING AUTHORITY

The Board of Education's authority for the purchase of materials, equipment, supplies and services is extended to the district administration through the detailed listing of such items compiled as part of the budget-making process and approved by the Board through its adoption of the annual appropriations resolution.

The purchase of items and services on such lists require no further board approval except in those instances where by law or board policy the purchases or services must be put to bid.

In an effort to bring about the smooth and efficient operation of the school system, the Board of Education will pass, at its first meeting of the school fiscal year, specific authorizations for the procurement of supplies, equipment and services for the budget year.

[Adoption date: July 1, 1991]

LEGAL REFS: ORC 3313.17, 3313.171-3313.172, 3313.18

PETTY CASH ACCOUNTS

1. Petty cash funds will be established by the Treasurer.
2. During the year, a fund may be replenished by submitting coded receipts to the Treasurer.
3. At the end of each June, all petty cash receipts and deposits balances in General Fund Accounts are to be turned in on individual deposit tickets. One copy of ticket is to be marked "Petty Cash" and sent to the Treasurer.
4. Receipts and deposit ticket must total the amount of petty cash for which your school is responsible.
5. On the first week of July each year, a new petty cash allotment will be distributed.

Procedures:

- Maximum allowance is \$100 per employee, per day
- Receipts must be itemized and not include tax
- Deviations to the petty cash policy are at the discretion of the Superintendent or Treasurer

[Adoption date: July 1, 1991]

[Revision date: April 6, 2015]

LEGAL REF: ORC 3313.31

BIDDING REQUIREMENTS

Contracts for construction, furnishing or demolition of buildings, or for any improvements or repairs which will exceed the current amount established in Ohio Revised Code will be permitted only after bids are solicited in compliance with law.

If practical, all purchases over \$1,000 but under \$25,000 will be based upon 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 Director of Operations 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 Director of Operations will make recommendations to the Board of Education. Upon approval of the Board, purchase orders will be processed to those bidders awarded contracts and notification given to the other bidders of the results of the bidding.

Purchases made through the use of federal funds are made in compliance with the requirements of State and Federal law, including the applicable bidding requirements.

[Revised date: October 3, 1994]
[Revision date: April 6, 2015]
[Revision date: August 7, 2017]

LEGAL REFS: ORC 153. 54
 3313.46
 3319.04
 3327.08

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

PURCHASING PROCEDURES

In an effort to develop, demonstrate and maintain credibility with our public in the area of business management, it will be the policy of the Board of Education to (1) obtain formal bids on all expenditures over the current amount established in Ohio Revised Code per building, as required by section 3313.46 of the Ohio Revised Code, and (2) seek quotes for expenditures over \$1,000 (except in the area of instructional software) and items obtained via Hamilton/Clermont County Unified Purchasing. It is recognized that exigencies may occur which would require an expenditure over \$1,000 without quotes, but these instances should be limited in number and justifiable.

Price is not always the determining element in making a purchase decision. Quality, past performance, convenience, as well as other pertinent factors, shall be considered.

[Revised date: October 3, 1994]

[Revision date: April 6, 2015]

LEGAL REFS: ORC 3313.46
3327.08
5705.41, 5705.412, 5705.44-5705.45

PURCHASING PROCEDURES

General

1. Only the Superintendent/designee [hereinafter "Purchasing Agent"] may commit the system for a purchase.
2. No person may commit the District to a purchase without the appropriate certificate of the availability of funds.
3. The materials, equipment, supplies and/or services to be purchased will be of the quality required to serve the function in a satisfactory manner, as determined by the requisitioner and the purchasing agent.
4. It is the responsibility of the requisitioner to provide an adequate description so that, if required, specifications can be prepared and the desired commodity and/or service can be procured in the most expeditious and economical manner.
5. No requisitioner shall knowingly restrict competition or otherwise preclude the most economical purchase of the required items.
6. It is the responsibility of the purchasing agent to make alternate suggestions to the requisitioner if, in the judgment of the Purchasing Agent, 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.
7. When a low bidder proposes an alternate as equal to that specified, it is the responsibility of the Purchasing Agent 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 Purchasing Agent, either party may refer the matter in accordance with established procedures.

Requisitions

1. The District establishes a standardized requisition procedure to allow authorized representatives to submit requests for the purchase of materials and supplies.
2. The following are designated as "requisitioner"; that is, they are authorized to issue requisitions against stipulated segments of budgetary appropriations: the Superintendent, administrative assistants, directors, supervisors and building principals. Each requisitioner is responsible for limiting his/her requisitions to the appropriate amounts.
3. Only District-approved methods or forms are used for requisitioning.
4. A requisition, to be considered appropriate for processing, meets the following requirements:
 - A. contains adequate information and
 - B. is approved by and bears the signature of an authorized requisitioner.
5. All approved requisitions are submitted to the Treasurer.
6. After a purchase order has been issued by the Treasurer's office, the number of the purchase order is recorded on the requisition.
7. After processing, the original copy of the requisition is filed in the office of the Treasurer.

Purchase Orders

1. Purchase orders 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 and prices will be shown per unit
 - c. clear delivery instructions, including place and time

- d. signature of the Purchasing Agent
 - e. appropriate account code number, and
 - f. Treasurer's certificate of available revenue and appropriation.
2. Purchase orders will be numbered and prepared in sets of three copies each to be used as follows:
- a. original to vendor
 - b. copy 2 (yellow) - is assigned a number, encumbered, then returned to requisitioner to hold until the material is delivered
 - c. copy 3 (pink) - retained by Accounts Payable until warrant is prepared; then sent to requisitioner for permanent file
3. Verbal confirmation orders subject to subsequent confirmation by a written purchase order may be issued only in cases where a bona fide emergency situation exists which can be handled only by this procedure:
- a. whenever possible, a purchase order number should be given to the supplier and
 - b. a confirming purchase order will be issued immediately and this will be marked "Confirmation - Do Not Duplicate" indicating the purchase order number, if one was given.

Purchases by Building Principals

The principal is responsible for determining the need for all materials and equipment in his building. All requests should be submitted to the proper district office authority, in writing, over the principal's signature. The building principal may delegate this responsibility to an assistant principal.

[Adoption date: August 17, 1993]
[Revision date: May 6, 2009]
[Revision date: April 6, 2015]
[Revision date: December 4, 2017]

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:

1. All credit cards issued to and in the name of the district shall be held and supervised by the Superintendent, Treasurer, Building Principal or Administrator 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. Credit cards may also be used by school employees for school-related purchases under \$100.00 or purchases pre-approved by the Treasurer/Designee (where petty cash rules would normally apply).
5. The Treasurer/designee keeps a record of all credit card use.
6. Itemized receipts and appropriate form(s) are to be turned in to the Treasurer/designee on a monthly basis. Failure to turn in receipts and appropriate form(s) to the Treasurer in a timely manner may result in the charges being deemed unrelated or unsubstantiated. The user is responsible for any unsubstantiated or unrelated purchases.

[Adoption date: February 7, 2005]

[Revision date: April 6, 2015]

CROSS REFS: DJ, Purchasing
DJB, Petty Cash Accounts
DLC, Expense Reimbursement
GCL, Staff Professional Learning Opportunities
GDL, Support Staff Development Opportunities

CREDIT CARDS

Credit cards may be used for the following purposes:

1. School business travel, lodging and meals for out of district meetings or seminars, are subject to the reimbursement limits established by the Board.
2. Gratuities are permissible when card use is for group/individual purchases and the tip is added to the bill.
3. Purchases from vendors that require a credit card as form of payment are treated in the same manner as petty cash and the purchase order is submitted on a monthly basis. The use of the Board's credit card for electronic commerce is treated in the same manner.
4. The use of the Board's 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 (with the exception of meals less than \$25.00) 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 purpose of the meeting.

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

1. the purchase of personal goods or service 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 Board's credit card for personal, non-authorized purposes or undocumented expenditures shall be held personally responsible for those expenditures. Abuse of the credit card is subject to disciplinary procedures, including termination.

The use of a Board 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.

[Adoption date: February 7, 2005]

[Revision date: April 5, 2006]

[Revision date: April 6, 2015]

SALARY DEDUCTIONS

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

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. absence not covered by paid leave, and
4. Medicare deduction in compliance with federal law.

Other deductions will be 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 they be on the board approved list.

In cases 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 salary divided by the number of teacher work days in the official school calendar as adopted by the Board of Education. In no case will just the salary of the substitute be deducted or a teacher be allowed to employ and pay for the substitute.

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

[Adoption date: July 1, 1991]

LEGAL REFS:	ORC	9.41-9.43
		9.80
		9.90
		145.37
		3307.51
		3313.262
		3917.04

CONTRACT REFS:	Professional Staff Negotiated Agreement
	Classified Staff Negotiated Agreement

EXPENSE REIMBURSEMENTS

Personnel and officials who incur expenses in carrying out their authorized duties will be reimbursed, by the district upon submission of a properly filled out and approved voucher with such supporting receipts. Such expenses may be approved and incurred in line with budgetary allocations for the specific type of expense.

A traveler on official school business will be 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 will not be considered prudent, nor will they be accepted. When two or more representatives are attending the same meeting, only one mileage allowance will normally be paid. All reimbursement receipts must be itemized.

[Adoption date: July 1, 1991]

[Revision date: April 6, 2015]

LEGAL REFS: ORC 3313.12, 3313.20
3315.15

EXPENSE REIMBURSEMENTS
PROFESSIONAL MEETING REIMBURSEMENT

Attendance at professional meetings by the administration and staff is recognized as desirable for improvement in job performance. It is through contact with other professionals and the mutual giving and gaining of new ideas that one gains self-improvement.

The following guidelines will prevail when determining allowable reimbursement for attending professional meetings:

1. Meal allowance should be based upon the normal expected range of the costs in the area of the meeting.
2. Hotel and motel rates should be based on the normal range of costs in the area of the meeting. Consideration will be given to the type of accommodations required, number of employees involved and location of the accommodations in relation to the meeting.
3. Expenses incurred through the use of public conveyance, such as airport limousines, as a result of travel to and from meetings and accommodations, shall be considered as fully refundable.
4. All fees for registration, meals, materials, etc., will be considered as refundable when included as part of the initial registration fee. All other expenses will be justified in terms of general requirement for meeting attendance.

Deviations from the above may be approved by the Superintendent/designee.

[July 1, 1991]

SCHOOL PROPERTIES DISPOSAL

The Board believes that the efficient administration of the District requires the disposition of property and goods no longer necessary for the maintenance of the educational program or the operation of the District.

The Board recognizes that most unused property of the District has value and that it may be practical to retain such property for a period of time. Once property is no longer needed for school purposes currently or in the future, it should be slated for disposal at the Superintendent's discretion. State law governs the retention and method of disposal of the Board's property. Therefore, the Board follows the procedures required by the various statutes governing the disposal of real or personal property.

The Board follows the procedures set forth in State law for the disposal of real or personal property at the minimum dollar value set forth in the statute on the date the Board decides to dispose of the property. The Board is first required to offer sell its real property for sale to all community schools and college-preparatory boarding schools, STEM and STEAM schools for the period of time set forth in law. High-performing community schools as defined by State law, are given first priority. If a high-performing community school is not interested in buying the property, the Board is will then proceed with offers to purchase from other start-up community schools operating in the District and college-preparatory boarding schools, STEM and STEAM schools located within the territory of the District. If no community school or college-preparatory boarding school, STEM and STEAM schools is interested in buying the property, the Board can / may sell its real or personal property at a public auction and following specific statutory requirements if the property exceeds \$10,000 in value. If this statutory threshold 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 school facilities to high-performing community schools, community schools and college-preparatory boarding schools, STEM and STEAM schools.

Disposal of Property Valued at Less Than the Dollar Value Set Forth in State Law

For the disposal of property, 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.
3. The Superintendent sells the property to a start-up community school or by bids, general sale, negotiated sale, or by trade as determined by the Superintendent or the Board on an individual basis.

[Adoption date: September 12, 2011]

[Revision date: September 14, 2015]

[Revised date: August 7, 2017]

[Revised date: December 4, 2017]

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

CROSS REF: FL, Retirement of Facilities

SECTION E: SUPPORT SERVICES

EB	Safety Program
EBBA	First Aid
EBBA-R	First Aid
EBBC	Bloodborne Pathogens
EBC	Emergency Management and Safety Plans
EBC-R	Emergency Safety Plans
EBCBA	Tornado Drills
EBCBA-R	Tornado Drills
EBCD	Emergency Closings
EBCD-R	Emergency Closings
EBD	Crisis Management
EBD-E-1	Consideration When Including AEDS in the District Crisis Management Plan
EBD-E-2	Oak Hills Local School District Automated External Defibrillator Program
EBD-E-3	Automated External Defibrillator (AED) Protocol
EBD-E-4	Automated External Defibrillator (AED) Program Site Information
EBD-E-5	Automated External Defibrillator (AED) Program Post Use Follow Up
EC	Buildings and Grounds Management
ECA	Building and Grounds Security
ECAA	Access to Buildings (No Trespassing Policy)
ECAB	Vandalism
ECAB-R	Vandalism
ECAB-E	Burglary & Vandalism Report
ECF	Energy Conservation
ECG	Integrated Pest Management
ED	Fixed Asset Accounting
EDBA	Maintenance and Control of Instructional Materials
EDBB	Maintenance and Control of Non-Instructional Materials
EDE	Computer/Online Services
EDE-R	Computer/Online Services
EEAA	Walkers and Riders
EEAB	School Bus Scheduling and Routing
EEAC	School Bus Safety Program
EEACC/JFCC	Student Conduct on School Buses
EEACC-R/JFCC-R	Student Conduct on School Buses
EEACD	Drug Testing for District Personnel for Commercial Driver's License
EEACE	School Bus Idling
EEAE	Transportation of Students to Extracurriculars
EFA	Food Services
EFB	Food Service
efd	Food Sanitation Program
EFG	Student Wellness Program
EFG-R	Student Wellness Program
EGAA	Printing and Duplicating Services
EGAC	Telephone Services
EGAC-R-1	Telephone Services
EGAC-R-2	Cell Phone Usage
EI	Insurance Management

SAFETY PROGRAM

The Board is concerned with the safety of all students, employees and members of the school community present on District property and at all District-sponsored events at other sites. The Board directs the administration to develop a safety program, which is reviewed on an annual basis.

The Superintendent/designee is the administrator responsible for the safety program of the District and develops written procedures to comply with all applicable Federal and State laws and regulations.

The practice of safety is also a part of the instructional plan of the District through educational programs. The educational program includes instruction in traffic and pedestrian safety, fire prevention, in-service training and emergency procedures appropriately geared to students at different grade levels.

All staff are encouraged to participate in the safety practices of the District by providing recommendations that ensure a safe environment for all.

[Adoption date: July 1, 1991]
[Adoption date: April 5, 1999]
[Revision date: June 5, 2006]
[Revision date: April 7, 2014]
[Revision date: October 6, 2014]

LEGAL REFS: Public Employment Risk Reduction Program Act; ORC 4167.01 et seq.
ORC 117.102
2744
3313.473; 3313.60; 3313.643
3314.15
3701.93 - 3701.936
3707.26
3737.73
4107.31
OAC 3301-35-06

CROSS REFS: EEAC, School Bus Safety
GBE, Staff Health and Safety
IGAE, Health Education
JHF, Student Safety

FIRST AID

The school nurse develops guidelines for the emergency care of any student or staff member who is injured or becomes ill at school.

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 information provided by the parent/guardian on the emergency medical authorization form or the student record card is followed and efforts are made to contact the parent/guardian.

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

[Adoption date: April 5, 1999]

[Revision date: December 4, 2017]

LEGAL REFS: ORC 2305.23
3313.60, 3313.712
OAC 3301-27-01, 3301-27-02, 3301-35-03(D)

CROSS REFS: JHCD, Administering Medicines to Students
Emergency Medical Form

FIRST AID

The following requirements shall be adhered to by all personnel.

1. A school nurse or other trained person is responsible for administering first aid and emergency care in each building. Although each nurse is assigned a school or group of schools for providing regular nursing services, a nurse is subject to call from any school if needed. An emergency medical service will be called in case of serious illness or injury.
2. The parents of all students are asked to sign and submit an emergency medical authorization which indicates the procedure they wish to be followed in the event of a medical emergency involving their child. The forms are kept readily accessible in the health center of each school.
3. Only emergency care and first aid are provided. The administration of any medicine to students must follow board-approved procedures.
4. In cases in which the nature of an illness or an injury appears serious, the parent(s) are contacted and the instructions on the student's emergency card are followed. In extreme emergencies, arrangements may be made for student's immediate hospitalization whether or not the parent(s) can be reached.
5. Students may be sent home if the illness is minor and the parent(s) have authorized their release.
6. Coaches and trainers meet all requirements of the State Board of Education in regard to first aid training. Standard procedures are followed to guard against athletic injuries and to provide care and emergency treatment for injured athletes.

[Adoption date: April 5, 1999]

[Revision date: April 6, 2015]

[Revision date: December 4, 2017]

BLOODBORNE PATHOGENS

Staff and students incur some risk of infection and illness each time they are exposed to bodily fluids or other potentially infectious materials. While the risk to staff and students of exposure to body fluids due to casual contact with individuals in the school environment is very low, the Board regards any such risk as serious.

Consequently, the Board directs adherence to universally recognized precautions. Universally recognized precautions require that staff and students approach infection control as if all direct contact with human blood and body fluids is known to be infectious for HIV, HBV and/or other bloodborne/pathogens.*

To reduce the risk to staff and students by minimizing or eliminating staff exposure incidents to bloodborne pathogens, the Board directs the Superintendent to develop and implement an exposure control plan. This plan must be reviewed and updated at least annually in accordance with Federal Law.

The plan includes annual inservice training for staff and students; first-aid kits in each school building and each student transportation vehicle; correct procedures for cleaning up body fluid spills and for personal cleanup.

Training is followed by an offer of immunization with hepatitis B vaccine for all staff who are required to provide first aid to students and/or staff. The vaccine is also offered to all staff who have occupational exposure as determined by the administrator.

[Adoption date: June 5, 2006]

[Revision date: April 7, 2014]

LEGAL REFS: 29 CFR 1910.1030
ORC 117.102
3313.473
3314.15
3701.93-3701.936
3707.26

Public Employment Risk Reduction Program Act; ORC 4167.01 et seq.

*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) and human immunodeficiency virus (HIV).

EMERGENCY MANAGEMENT AND SAFETY PLANS

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

An emergency is defined as an event that threatens the actual safety and security of students, employees or visitors of the District or whose impact threatens the feeling of safety and security, both of which are detrimental to a positive learning environment.

Emergencies include, but are not limited to, fire, natural disasters, medical emergencies, industrial accidents, suicide, death of a student or employee, acts of violence, trauma and terrorism.

Comprehensive Emergency Management and School Safety Plans and Drills

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

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

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

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

The administration reviews the plan annually, considering the most current information dealing with the subjects, as well as making relevant information about the plan known to the community. When the comprehensive emergency management plan is used, assessment of the way the emergency was handled is completed by the Board and the administration. Suggestions for improvement, if necessary, are solicited from all stakeholders.

Although the plan is reviewed annually, State law requires the District's comprehensive emergency management plan to be updated every three years and whenever a major modification to an individual school building requires changes in that building's procedures or whenever information on the emergency contact information sheet changes.

[Adoption date: April 5, 1999]

[Re-adoption date: March 1, 2010]

[Revision date: October 6, 2014]

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

CROSS REFS: EBAA, Reporting of Hazards
 EBBA, First Aid
 EBBC, Bloodborne Pathogens
 ECA, Buildings and Grounds Security

ECG, Integrated Pest Management
EEAC, School Bus Safety Program
EF, Food Services Management
EFB, Free and Reduced-Price Food Services
EFH, Food Allergies
GBE, Staff Health and Safety
JHCD, Administering Medicines to Students
JHF, Student Safety
KBCA, News Releases
KK, Visitors to the Schools
Emergency/Safety Plans Handbook

EMERGENCY MANAGEMENT AND SAFETY PLANS
(Administrative Rules/Protocols)

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

Administrative Rules/Protocols

1. A list of dangerous or recalled products.
2. Radon rules or protocols including evidence that each school has been built radon resistant or has been tested for radon within the past five years.
3. An asbestos management plan including evidence of inspection for asbestos within three years, evidence of periodic surveillance within the past six months and a copy of the yearly written notice to the public referencing asbestos inspection and the availability of the asbestos management plan for review.
4. A schoolwide safety or crisis management plan, which provides a protocol for responding to any emergency events and a protocol providing for immediate notification to the appropriate fire department and board of health in the event of any spill or release of a hazardous substance on school grounds.
5. Guidance regarding bloodborne pathogen risk reduction.
6. Procedures for administering medications to students.
7. A written comprehensive safety plan addressing:
 - A. safety management accountabilities and strategies;
 - B. safe work practices;
 - C. accident analysis procedures;
 - D. job safety analysis procedures;
 - E. safety committees and employee involvement strategies;
 - F. employee safety and health training;
 - G. treatment of sick or injured workers;
 - H. safety and health hazard audits;
 - I. ergonomics;
 - J. transportation safety;
 - K. identification and control of physical hazards;
 - L. substance abuse;
 - M. school violence prevention and
 - N. personal protective equipment.
8. A written chemical hygiene plan, which sets forth procedures, equipment, personal protective equipment and work practices that are capable of protecting employees and students from the health hazards of chemicals in the school.
9. Safety data sheets for every hazardous chemical used in each school building or on the school grounds for cleaning, maintenance or instruction. (These must be kept where the chemicals are stored in addition to the main office of each building.)
10. Protocols on staff and student hand washing.
11. No-smoking signs.
12. The District's integrated pest management policy.
13. Protocols for using automated external defibrillators (AEDs).
14. Protocols for responding to in-school crises, including student crime, suicide, death of a student or employee, acts of violence (including bomb threats and school intruders), trauma, accidents and/or terrorism.
15. Protocols for the management of students with life-threatening allergies.

[Adoption date: June 2, 2014]

[Revision date: October 6, 2014]

TORNADO DRILLS

In addition to legally required tornado drills, upon the issuance of a tornado watch or warning, building principals will implement the accompanying regulations.

[Adoption date: July 1, 1991]

LEGAL REFS: ORC 3337.29
 3737.73
 State Board of Education Minimum Standards 3301-35-03(D)(4)
 OAC 1301: 7-5-09

TORNADO DRILLS

In order for school personnel to provide as much protection as possible for students in the event of a severe weather condition, these guidelines pertaining to both Tornado Watch and Tornado Warning have been developed. A compliant plan will be developed by each building principal.

Tornado Watch

1. A tornado watch is an alert issued by the Weather Bureau to the public when conditions appear favorable for tornado development.
2. A severe thunderstorm or a tornado watch do not require evacuation of classrooms or mass movement of students but are intended to alert school personnel to a possible need for emergency action.
3. During a tornado watch, principals should make all necessary arrangements to remain in their buildings as long as students are housed in the building or until the tornado watch is over. During the time of the tornado watch, principals should alert their office staffs and other designated representatives to be alert for any subsequent information that might be obtained by use of the school's radio or from other communications systems. Building principals may cancel activities to be held at their building during the extent of the tornado watch if such activities are scheduled to bring in students from other schools or "out of school" spectators and participants. Scheduled activities may continue that do not require students and staff to leave the building and for which prior arrangements have been made with parents of students. Activities scheduled to begin during the watch period, requiring participants to leave the building and return at a later time, may be cancelled. Building principals should be prepared to move all personnel for whom they are responsible to the shelter area from any part of the school in accordance with the pre-arranged drills.

Tornado Warning

1. A tornado warning is an announcement that a funnel cloud has been sighted in the immediate tri-state area.
2. At the time tornado warnings are received building principals shall instruct all personnel for whom they are responsible to report to designated shelter areas. All persons shall remain in the shelter area until the all clear is determined by the Principal/designee.
3. Schools are not to be dismissed in the case of a tornado warning. Authority for early dismissal of school must come from the district office. If there is a tornado warning in effect at regular dismissal times students shall not be dismissed unless, in the judgment of the principal, it is prudent to do so. The Superintendent's office should be notified as quickly as possible when the student body is retained after normal dismissal times.
4. If parents arrive at the school to pick up their child during a warning, the school authorities should:
 - a. encourage the parent to go to the shelter area rather than take their child and leave or
 - b. Failing in this, the parent may take only his/her child from the building if the child is readily available and the parent signs a sheet giving name, address, phone number and student's name; however, if in the opinion of the principal the child is not readily accessible, thus requiring more of his/her time to locate the child than believes justified during the emergency the principal may refuse to release the child because of concern or the safety of the total student body takes precedence over concern to locate one child.
5. Principals should perform the following duties in preparing for the eventuality of a tornado:
 - a. Make sure transistor radios are functioning at all times.
 - b. Conduct a sufficient number of drills for all personnel in the building so that the chance of panic due to lack of instruction is minimized. The minimum number of drills to be held each year is five. One each should be held during the months of September, October, March, April and May. A record of such drills will be maintained in the office of each school for the purpose of examination by the Fire Safety Inspector;
 - c. Train personnel who normally work in and around the school office so that they may properly activate the tornado warning plan if the principal is not available.

- d. Designate approved areas for students to move into from each classroom in the case of a tornado warning. The principal, head custodian, Director of Operations and representatives from the Civil Defense Department shall identify tornado shelter areas in each school. Normally, the best protection is near the inner walls on the lower floors and away from the windows. Some classroom windows opposite the storm direction should be opened to equalize atmospheric pressure. Auditoriums and multi-purpose rooms should be avoided.
 - e. Prepare procedures for shutting off electrical outlets and fuel lines if the tornado approaches the building.
- 6. When personnel should proceed to the tornado shelter areas, a tornado alarm or verbal command by the public address system will be given. Students will go immediately to assigned areas and be made as comfortable as possible in a sitting position.
 - 7. In the event students are in school buses during a tornado warning, bus drivers should be advised that they should take the following steps:
 - a. If a tornado warning has been given prior to the departure of the bus from the school premises, drivers are instructed not to leave the school with the students; instead, the drivers are to escort the students back into the school or a designated shelter area.
 - b. If warning sounds are heard while the bus is transporting students, the drivers are instructed to stop the bus at the nearest shelter and escort the students into it. In the event a driver escorts the students to a shelter area, he/she shall assume the responsibility of notifying the parents and the Superintendent's office regarding the whereabouts of the students.
 - c. Principals of schools designated as tornado shelters will instruct custodians and other personnel likely to be in the building following the dismissal of school to aid drivers and students seeking shelter in the building.

[Adoption date: July 1, 1991]

EMERGENCY CLOSINGS

The Superintendent/designee may close the schools or dismiss students early in the event of hazardous weather or other emergencies that threaten the safety or health of students or staff members, or law enforcement emergencies or other circumstances where the Superintendent determines a closure, dismissal or delay is necessary. It is understood that the Superintendent/designee will take such action only after consultation with appropriate authorities.

Parents, students and staff members will be informed early in each school year how they will be notified in the event of emergency closings or early dismissals.

It will be this district's policy to make up hours when schools are closed for emergencies if it is necessary in order to comply with the 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 hours the schools are closed because of hazardous weather or other emergencies that threaten the safety or health of students or staff members, or law enforcement emergencies or other circumstances where the Superintendent determines a closure, dismissal or delay is necessary.

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

The District may make up calamity hours by increasing the length of one or more school days in increments of one-half hour, as permissible by state law.

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

[Adoption date: November 7, 1994]
[Revision date: September 12, 2011]
[Revision date: September 10, 2012]
[Revision date: April 7, 2014]
[Revision date: April 6, 2015]
[Revision date: August 7, 2017]

LEGAL REFS: ORC 3313.48; 3313.481; 3313.482; 3313.642; 3313.88
3317.01
3737.73
OAC 3301-35-06

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

CONTRACT REFS: Teachers' Negotiated Agreement
Support Staff Negotiated Agreement

EMERGENCY CLOSINGS

In accordance with State law, the District may choose to make up missed days via online lessons. A plan for online lessons must be adopted by the Board prior to August 1 of each year. The plan must include:

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

The District must also secure written consent of the teachers' union.

Procedures for School Closing Due to Inclement Weather

In the event of potential inclement weather, the routine outlined below is followed by school personnel.

1. The Superintendent/designee is responsible for being aware of the weather forecast for the next day.
2. Starting at 4:00 a.m., the Director of Operations, the Operations Coordinator and the Supervisor of Transportation monitor traffic conditions, make direct contact with weather services and make an initial observation by driving on a limited number of streets and roads in the vicinity of the Transportation Office.
3. At 5:15 a.m., the Supervisor of Transportation will do the following:
 - a. check with the Delhi Township, Green Township and Hamilton County Road Departments on general road conditions
 - b. check with the district maintenance departments to be apprised of salting activities within the district
 - c. make further personal road checks.
4. The Supervisor of Transportation is to contact the Director of Operations between 5:00 and 5:15 a.m. to advise him/her of the general situation. The Director of Operations will make a recommendation to the Superintendent not later than 6:00 a.m.
5. The Director of Operations will notify radio stations.
6. The bus mechanics shall report to the Transportation Office as directed by the Transportation Supervisor to assist as needed.
7. Decisions on canceling activities scheduled beyond the regular school day will be made on a case by case basis by the Superintendent/designee.

[July 1, 1991]
[Revision date: December 19, 2000]
[Revision date: September 12, 2011]
[Revision date: August 7, 2017]

LEGAL REFS: ORC 3313.48
State Board of Education Minimum Standards 3301-35-02(B)(9)

CRISIS MANAGEMENT

A crisis can occur at any time and has the ability to make a significant impact on members of the community. A crisis is defined as any 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.

There are unlimited possibilities for crises that could impact the district. These include, but are not limited to, suicide, death of a student or employee, acts of violence, trauma and accidents.

In recognizing the need to be proactive in preparing for possible crises, the Board directs the Superintendent to prepare a Crisis Management Plan which addresses:

1. the primary goal of preventing a crisis from occurring,
2. appropriate means of dealing with a crisis in the district, including who shall serve as the primary spokesperson for the district and the steps in which the plan shall be carried out, and
3. assessment of the way the crisis was handled with suggestions for improvement in the future, if necessary.

The administration annually reviews the Crisis Management Plan, considering the most current information dealing with the subject, as well as making relevant information about the plan known to the community.

Automated External Defibrillators (AEDs)

Because the Board recognizes that medical emergencies may occur that justify the use of AEDs, the Board may acquire and maintain this equipment for use by qualified staff members. Only those staff members documented as having completed the required training are authorized to use an AED.

AEDs are maintained and tested in accordance with operational guidelines of the manufacturer and monitored as directed by the Superintendent/designee.

[Adoption date: February 7, 2005]

LEGAL REFS: ORC 2305.235
3313.20; 3313.717
3314.16
3701.85

CROSS REFS: EBC, Emergency Plans
GBE, Staff Health and Safety
JHF, Student Safety
KBCA, News Releases
Emergency Plans Handbook

CONSIDERATIONS WHEN INCLUDING AUTOMATED EXTERNAL DEFIBRILLATORS (AEDS)
IN THE DISTRICT CRISIS MANAGEMENT PLAN

General

1. Children and adolescents are at low risk for sudden cardiac arrest.
2. AEDs are not currently recommended for use in children under eight years of age or under 80 pounds. However, there are vendors that sell AEDs for children in this age and weight group.
3. Sudden death related to undetected heart anomalies appears to occur most often in high school athletes.
4. Teaching staff, school support staff and other adults use school buildings and attend school sponsored events.
5. Adults over age 50 are five times more likely to experience sudden cardiac arrest than children and adolescents.

Specific

1. The age and cardiac histories of school staff.
2. The types of activities and events hosted in the school buildings and the populations in attendance.
3. The types of policies and procedures that are already in place to support student and staff wellness, e.g. required physical exams and injury prevention efforts.
4. The attention currently given to the use of protective sports equipment and equipment safety measures.
5. Whether there is a history of student or staff deaths.
6. The availability and response times for emergency medical services including 911 access and AED availability among first responders such as police, ambulance and fire departments.
7. The relative effectiveness of the district's current crisis plan in dealing with sudden cardiac and other emergencies, and how the use of AEDs would fit in with the rest of the crisis plan
8. Consideration of legal issues such as informed consent.

Key Elements

1. A core emergency response team of trained personnel, including the school nurse, and a method to activate this team.
2. A well defined emergency plan that clearly states all policies and procedures relative to the use of an AED.
3. Strategic placement and availability of the AED unit(s), preferably within four to five minutes of those needing the AED.
4. A rapid and effective communication system, especially regarding events held at remote locations.
5. Training of appropriate staff in CPR, including the use of an AED.
6. Regular maintenance of the AED Unit(s) according to the manufacturer's specifications.
7. Periodic testing and repair replacement of nonfunctioning units.
8. Reporting the use of an AED to a collaborating emergency healthcare provider, who in turn is required to report to the regional Emergency Medical Services Council.
9. Physician oversight.

OAK HILLS LOCAL SCHOOL DISTRICT
AUTOMATED EXTERNAL DEFIBRILLATOR (AED) PROGRAM

Purpose

The practices and procedures described in this document comprise the program through which the Oak Hills Local School District will administer its Automated External Defibrillator Program. This program will conform to standards set forth by the American Heart Association (AHA) and will follow the requirements of Ohio Revised Code, Section 3701.85. This program will be followed by all personnel. A copy of this program will be supplied to any employee upon request. This program will be reviewed as needed and updated whenever new or modified tasks or procedures are implemented.

A copy of this program has been provided to both fire departments with jurisdiction within the boundaries of the district.

Responsibilities

1. School District AED Coordinator

The School District AED Coordinator will be incorporated into the District Safety Director's position and will be responsible for ensuring that the following are completed on a regular basis:

- a. Selection of Building Safety Team members, including Health Room Personnel.
- b. Communication with school authorities about the AED program and core emergency response team members.
- c. Organization of all initial and refresher training programs.
- d. Maintenance of all AED equipment, related supplies, and records.
- e. Conducting of post-incident debriefing sessions for any employees involved in AED use incidents.

2. Building Safety Teams

The AED may be used by:

- a. All members of the school's Building Safety Team who have successfully completed training.
- b. Anyone who has successfully completed an approved AED training program within the last two years and has a current successful completion card.

The Building Safety Team members must include Health Room personnel and are responsible for the following:

- a. Activating the internal emergency response system during medical emergencies.
- b. Activating 911 to notify community EMS.
- c. Providing emergency First Aid, CPR, and application of AEDs to victims of SCA.
- d. Understanding and complying with the requirements of this program.
- e. Following any additional procedures and guidelines for the Building Safety Team.

3. Training

Initial Training

Building Safety Team Members: Any employee identified as a Building Safety Team member who is expected to provide emergency care to a patient of SCA (Sudden Cardiac Arrest) or other medical emergency will be trained in CPR and AED use. This training will conform to the American Heart Association (AHA) standards. Training will also include information on observing "Universal Precautions" against blood borne pathogens when treating SCA and/or

accident victims. Building Safety Team members are required to renew CPR and AED training every two (2) years. The school will maintain all training records.

Refresher Training

Building Safety Team members will renew AED training through approved training courses every two (2) years.

4. Indication for AED Use

The AED should be used only on a patient who is:

- a. unconscious
- b. not breathing
- c. has no pulse

The AED should be placed on any person who is at least eight (8) years of age and displays ALL the above listed symptoms of cardiac arrest.

The AED should be used with caution if the victim has:

- a. Nitroglycerin patch on chest (remove nitroglycerin patch carefully; then apply AED)
- b. Implanted pacemaker (pacemaker may interfere with rhythm analysis; do not place electrodes directly over pacemaker).

5. Responding to Emergencies

The following steps will be taken by the Building Safety Team member upon arrival at the location of the medical emergency:

- a. Assess Scene Safety
During emergency situations, the Building Safety Team member must assess the scene for safety hazards.

Some examples are:

- 1) Electrical dangers (downed power lines, electrical cords, etc.)
- 2) Chemical (hazardous gases, liquids or solids, smoke, etc.)
- 3) Harmful people (anyone that could potentially harm you)
- 4) Traffic (make sure you are not in the path of traffic)
- 5) Fire or flammable gases such as medical oxygen, cooking gas, etc.

- b. Assess Unresponsiveness
Verify that the victim is actually unconscious. Tap the victim on the shoulder and shout, "Are you OK?"

- c. Activate the EMS system
Dial 911. Point to a by-stander and state "YOU, GO CALL 911." Have a designated person wait outside for EMS to arrive to lead EMS personnel to the victim.

Use the pre-selected district wide code over the PA system to have the AED brought to the scene, or send someone to get the AED, if the AED has not been brought to the medical emergency. If sending by-standers to get the AED, point to the person and state, "YOU, GO GET THE AED FROM (*STATE THE LOCATION*)."

- d. Perform CPR until the AED arrives at the scene. Check for signs of circulation such as pulse, coughing, or movement.

The AED should be placed on any person who is at least eight (8) years of age and displays ALL the symptoms of cardiac arrest. The AED will be placed only after the following symptoms have been confirmed:

- 1) Remember, verify that the victim:
- 2) Is unconscious
- 3) Is not breathing
- 4) Has no pulse and/or shows no signs of life (breathing, coughing, movement)

e. Turn on the AED and follow all voice prompts.

- 1) Place electrodes (note: for patients with large amounts of body hair, it may be necessary to shave areas prior to placement of electrodes. Body hair may interfere with the AED. The AED kit includes a disposable razor). If the victim's chest is wet, use the supplied towel to dry it before placing the pads.
- 2) Stand clear of the victim and allow the AED to analyze.
- 3) If prompted by the AED, **verify** that the victim is clear and deliver shock.

The Building Safety Team member operating the AED will state "clear" and make a visual head-to-toe check of the victim, making sure that he/she and any other rescuers are "clear" of contact with the victim. Once this is accomplished, the Building Safety Team member will press the button to deliver a shock.

If no shock is advised, the AED will prompt the rescuer to check pulse, and if absent, perform CPR for one minute. If a pulse or signs of circulation such as breathing and movement are present, check for normal breathing. If the victim is not breathing, give rescue breaths and the AED will re-analyze after one minute.

If at any time the victim begins breathing normally, place the victim in the recovery position.

NOTE

**When AED advises, "DON'T TOUCH PATIENT,"
make sure that no one is in contact with any part of the victim or any electrically conductive material touching the victim
before the treatment button is pushed.**

If the AED fails to operate, continue CPR until EMS crews arrive to take over care.

f. When EMS arrives, provide the following information:

- 1) Victim's name.
- 2) Any known medical problems, allergies, or medical history.
- 3) Time victim was found.
- 4) Initial and current condition of the victim.
- 5) Information from the AED screen (number of shocks delivered, length of time the defibrillator has been used).

6. Medical Response Documentation

Internal Post Event Documentation

It is important to document each use of the AED and the emergency response system. A member of the Building Safety Team shall document all events in chronological order whenever an AED is attached to a victim. The School District AED Coordinator shall maintain these statements along with the AED Post Use Follow-Up form.

External Post Event Documentation

Medical emergencies involving the use of an AED require special documentation. Any and all patient information generated during AED use must be collected into the patient's confidential medical file. A copy of AED use information, a post event review summary, and all rescue data recorded by the AED must be provided to the AED Coordinator for review.

Following each deployment of the Building Safety Team, a review of the events shall be conducted to determine any opportunities for improvement. The School District AED Coordinator will conduct the review, and all key participants in the event and representatives from the Delhi and Green Township Fire Departments shall participate in the review. A summary of the post use follow up form will be kept by the School District AED Coordinator.

7. Basic Equipment Maintenance

(This will be determined by the manufacturer's protocol/recommendations).

8. System Verification and Review

The Building Safety Team is ultimately successful if necessary medical equipment is provided to victims in a timely and safe manner. Since actual use of this system procedure is expected to be infrequent, periodic system assessments are required.

Monthly System Check

Once each calendar month, the School AED Coordinator/designee shall conduct and document a system check. This check shall follow and be documented on the AED Monthly Maintenance Checklist.

Annual System Assessment

Once each calendar year, the School AED Coordinator/designee shall conduct and document a system readiness review. The review shall include review of the following elements:

- 1) Training records
- 2) Equipment operation and maintenance records

AED PROTOCOL

The purpose of the Oak Hills Local School District AED program is to provide rapid life saving defibrillation by trained staff to the victims of cardiopulmonary arrest due to ventricular fibrillation or ventricular tachycardia.

1. PERSON IS UNRESPONSIVE	Shake victim and shout, "ARE YOU OK?"
2. IF NO RESPONSE <ul style="list-style-type: none"> ➤ Call 911 ➤ Get AED ➤ Start CPR 	<ul style="list-style-type: none"> ➤ Point to a witness and state, "YOU, GO CALL 911!" ➤ Point to second witness and state: "YOU, GO GET THE AED (state the location)." ➤ Begin CPR until the AED arrives.
3. BEGIN ABCDs <ul style="list-style-type: none"> ➤ AIRWAY ➤ BREATHING ➤ CIRCULATION ➤ DEFIBRILLATION 	<ul style="list-style-type: none"> ➤ A – AIRWAY <ul style="list-style-type: none"> ▪ Open airway using head tilt-chin lift. (Use jaw thrust if possibility of neck injury exists.) ➤ B – BREATHING <ul style="list-style-type: none"> ▪ Check for breathing. (Look, listen and feel.) ▪ If NOT breathing, give 2 slow breaths at 2 seconds per breath. ▪ If breathing is adequate, place victim in recovery position. ▪ If breathing is inadequate, start rescue breathing (1 breath every 5 seconds). ▪ Monitor signs of circulation every 30 to 60 seconds (breathing, coughing or movement). ➤ C – CIRCULATION <ul style="list-style-type: none"> ▪ Check for signs of circulation (breathing, coughing or movement). ▪ If signs of circulation are present, start rescue breathing and monitor for signs of circulation every 30 to 60 seconds. ▪ If signs of circulation are not present, perform CPR until AED arrives and is ready to attach. Start chest compressions: 100 per minute with 2 breaths after every 15 compressions (15:2 ratio). ➤ D – DEFIBRILLATION <ul style="list-style-type: none"> ▪ Power on the AED. Follow the voice prompts and flashing lights until EMS crews arrive and take over care.

NOTE

**When AED advises, "DON'T TOUCH PATIENT,"
make sure that no one is in contact with any part of the victim or any electrically conductive material touching the victim
before the treatment button is pushed.**

If the AED fails to operate, continue CPR until EMS crews arrive to take over care.

AUTOMATED EXTERNAL DEFIBRILLATOR (AED) PROGRAM AED SITE INFORMATION

SITE _____

BUILDING CONTACT _____

LOCATION OF SITE TRAINING RECORDS _____

LOCATION OF AED(s):

1. _____
2. _____
3. _____
4. _____

MEMBERS OF BUILDING SAFETY TEAM

[illegible]**PERSONNEL TRAINED IN CPR/AED USE**[illegible]

AUTOMATED EXTERNAL DEFIBRILLATOR (AED) PROGRAM
AED POST USE FOLLOW-UP

Every event in which the AED is used (or could have been used) must be reviewed by the School District AED Coordinator, a representative from both the Delhi and Green Township Fire Departments, and the facility Principal or supervisor. When an event occurs, the person performing the resuscitation must report the event to the Principal or Supervisor who will then contact the School District AED Coordinator who will notify the Fire Departments. The School District AED Coordinator will complete the following checklist as soon as possible after the event. After completion of the checklist, all documentation shall remain on file with the School District AED Coordinator.

Location of use _____

Date and time of AED use _____ Date review completed _____

Retrieve all information regarding resuscitation.

- Download information from unit.
- Obtain written statement of events from involved rescuers and attach to this form.

Return unit to service:

- Replace the pads, pocket mask, batteries, and any other supplies that were used.
- Log new battery expiration date _____

Conduct case review meeting.

- Was the protocol followed?
- Were there scene safety issues?
- Was the AED obtained and utilized in a timely fashion?
- Were there problems interacting with by-standers?
- Was care transferred to EMS smoothly?

Please explain any complications or problems and possible solutions on a separate sheet and attach to this form.

Review conducted by:

- School District AED Coordinator _____
- Facility Supervisor _____
- Delhi Township Fire Department _____
- Green Township Fire Department _____

BUILDINGS AND GROUNDS MANAGEMENT

The school district will provide facilities which accommodate the enrollment and meet fire and building codes and safety regulations. These facilities will be in accordance with the philosophy of education and educational goals of the school district. In addition, they will be of a quality and quantity to support student learning relative to objectives specified in courses of study; provide guidance and counseling areas to implement the district plan for guidance services and provide first aid space for temporary placement or isolation of injured or ill students.

Each building will have facilities to support the work of the certified staff by providing teacher work space, filing facilities, access to a telephone and access to a room for private conferences.

Buildings will be well-maintained and free from hazards. All fire and health inspection reports will be on file in each building in the principal's office.

To the extent that facilities are not in use for direct service to enrolled students, facilities will be made available for community use and such community use will be encouraged.

[Adoption date: July 1, 1991]

LEGAL REF: State Board of Education Minimum Standards 3301-35-03(C)

CROSS REF: KG, Community Use of School Facilities (Equal Access)

BUILDINGS AND GROUNDS SECURITY

Each principal is responsible for keeping records accounting for the location of building entrance and room keys. The records will show the assignments of keys to all school personnel. Principals will collect keys from teacher personnel at the end of each school year and from all personnel at the time of termination of service.

Building keys are not to be assigned or loaned to non-Board of Education employees except with written consent of the Director of Operations.

Duplicate building master keys are not to be cut without the written approval of the Director of Operations. Submit all requests for duplicating or replacing keys on appropriate forms.

All unserviceable keys are to be destroyed by the Principal/designee.

[Adoption date: July 1, 1991]

ACCESS TO BUILDINGS
(No Trespassing Policy)

The following rules will govern the entry of persons upon property owned or leased by the Board of Education. These rules will be posted in conspicuous places upon the various school properties as directed by the Superintendent on authority contained in Section 3313.20 of the Ohio Revised Code.

1. During school hours no persons other than students, staff or faculty will enter upon or be present upon school grounds and premises without permission from the principal or designated agent.
2. Persons desiring to enter upon school grounds or premises, must report directly to the office of the principal to sign in and obtain a visitor's badge.
3. Permission to enter or remain upon school grounds or premises may be granted by the principal or designated agent only for such purposes as are consistent with the proper operation of the school and in compliance with the laws of Ohio and the regulations of the Board of Education.
4. Persons attending, upon school grounds or premises, events or activities sponsored by or permitted by the school or principal may enter and remain on these parts of the premises to be used for such events or activities only and will not go beyond such areas.
5. Persons desiring to enter upon school grounds during periods of construction of school property or prior to the time when newly constructed properties have been open for school use will obtain permission in advance or upon entering from the Board of Education's representative on the premises.
6. Presence upon school grounds or premises other than in conformance with the provisions of this regulation will constitute a trespass and will be subject to prosecution.

No person shall trespass, loiter or remain in the building or upon the grounds of any school, in violation of the rules and regulations of the Board of Education or other authority of the school district in which such school is located.

[Adoption date: July 1, 1991]

LEGAL REF: ORC 3313.20

VANDALISM

Students, employees and citizens of the district are urged by the Board of Education to report any incidents of vandalism to property belonging to the district and 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 of Education 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 shall be subject to normal disciplinary procedures on the Code of Student Conduct.

Parents and students are made aware of the legal implications involving vandalism. 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 service for the district instead of repayment of the damages.

[Adoption date: July 1, 1991]
[Revision date: November 4, 1996]

LEGAL REFS: ORC 2909.05 (D)
 3109.09
 3313.173
 3737.99

VANDALISM

Building administrators will submit two copies of a formal report to the Director of Operations upon each incident of vandalism, burglary or robbery.

The report may be prepared by the principal, supervisor, head custodian, lunchroom manager or department head having the most firsthand knowledge of the matter. Police authorities may be notified at the discretion of the administrator. This report will be submitted within 24 hours or on the first regularly scheduled workday when the incident occurred on a weekend or holiday. The Director of Operations should be notified immediately when extensive acts of vandalism, burglary and robbery have been committed.

A vandalism report will be filed only when the administrator believes that it was the intent of the person to cause damage to school district buildings or property.

A breaking and entering report will be filed when a person maliciously and forcibly breaks and enters a school district building and attempts to commit a misdemeanor or felony. Police authorities may be notified at the discretion of the building principal.

A report will be filed upon a serious theft offense. This report is to be submitted within 24 hours or on the first regularly scheduled work day when the incident occurred on a weekend or holiday.

[Adoption date: July 1991]

OAK HILLS LOCAL SCHOOL DISTRICT
BURGLARY AND VANDALISM REPORT

REPORTING BUILDING _____ DATE _____

PERSON DISCOVERING THE INCIDENT _____

ESTIMATED TIME OF INCIDENT _____ DATE _____

PERSON CONTACTING POLICE _____

DATE _____ TIME _____

LAW ENFORCEMENT OFFICE CONTACTED _____

VANDALISM

Describe the nature of the vandalism and indicate the extent of property loss. Give dollar estimate of repair/replacement cost.

Burglary or Robbery

Describe the nature of the act. Note the manner by which entry to building was gained. Itemize the personal property of the Oak Hills Local School District taken and include serial numbers, if applicable. Note value of cash loss and location of cash at the time of burglary.

Additional Comments

NAME _____

TITLE _____

DATE _____

ENERGY CONSERVATION

Measures should be taken to conserve energy in order to protect natural resources and to minimize the district's expenditures for costs of energy consumption. The Superintendent, supported by the school staff, develops and implements operating procedures to reduce energy consumption in the schools. The Board also directs the Superintendent and the staff to 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 is periodic building energy audits which 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 (during the day, after school, evenings or weekends),
5. utility bills or measurement of fuel consumed,
6. local weather,
7. age of the building,
8. floor space, and
9. condition of insulation.

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

Federal funds for the district to conduct energy conservation audits are available through the National Energy Conservation Policy Act, Title III, 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: February 5, 1998]

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

CROSS REF: DJC, Bidding Requirements

INTEGRATED PEST MANAGEMENT

The Board is committed to providing students with a safe learning environment free of pests, pesticides and other harmful chemicals through adoption of an integrated pest management policy. The goals of the district's integrated pest management program are:

1. to provide the healthiest learning environment possible by preventing unnecessary exposure of children and staff to toxic pesticides,
2. to promote safer alternatives to chemical pesticides while preventing economic and health damage caused by pests,
3. to ensure that clear and accurate notification concerning the use of pesticides is given so that measures may be taken to prevent and address pest problems effectively without endangering the health of those within the school building, and
4. to reduce the need for reliance on chemical pesticides.

The Board directs the administration to develop regulations that detail cost-effective strategies that reduce the use of pesticides that pose health risks to students and staff. The regulations must include procedures for the identification of pests and conditions that attract pests, prevention and monitoring techniques, education and training, approved least toxic chemical use and pre-notification of chemical use.

In order to keep the facilities and grounds safe, the administration may investigate a variety of chemical and non-chemical methods that are designed to control pests effectively while minimizing potential exposure to students and staff.

The Board is committed to providing students with a safe learning environment free of pests and pesticides. The Board directs the administration to develop regulations for the proper use and control of pesticides and chemicals. In order to keep the facilities and grounds safe, the administration may investigate a variety of chemical and non-chemical methods that are designed to control pests effectively while minimizing potential exposure to students and staff.

Whenever possible, pesticides are administered during non-instructional periods and/or during school breaks. If it becomes necessary to administer pesticides during times school is in session, the administration will provide notice to affected persons, prior to the date and time of the pesticide application, of the general area where the pesticide is to be applied and the telephone number to contact the school for more information.

[Adoption date: February 4, 2008]
[Revision date: April 7, 2014]

LEGAL REFS: 29 CFR 1910.1030
Comprehensive Environmental Response, Compensation and Liability Act,
42 USC 9601 et seq.
Public Employment Risk Reduction Program 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

FIXED ASSET ACCOUNTING

Definition of a Fixed Asset

The district defines a fixed asset as tangible property, obtained or controlled as a result of past transactions, events or circumstances, which is to be used in a productive capacity by the district and which will benefit the district for a period of more than one year.

To qualify for inclusion as a capitalized asset in the district's fixed asset system, the following must be observed:

1. the asset must have a cost dollar value of \$5,000.00 or more,
2. the asset must have a useful life exceeding one year or more (based on reasonable estimates), and
3. the asset must be of a tangible nature (possess physical substance).

The Oak Hills Local School District has determined that assets having a value under \$5,000.00, of their useful life, will not be capitalized. As such these assets will not be used for financial purposes. However, assets having a value of at least \$750.00 but less than \$5,000.00 may be entered in the fixed asset inventory system for control purposes only.

Classification of Fixed Assets

The Oak Hills Local School District conforms with GASB guidelines in classifying fixed assets.

PROPERTY ACCOUNTING PRINCIPLES

Types of Assets to be Included

Land

Including land currently in public use, being held for public use or available for sale. Land is real property which generally includes both the surface and content of the land. Land costs include not only the original contract price but also such related costs as liens assumed, legal and title fees, surveying, filling, grading, drainage and other costs of preparation for the use intended. Salvage receipts or demolition of an old building or a similar circumstance reduce the cost of the land. Land acquired through forfeiture is capitalized at the total amount of all tax liens and other claims surrender (such as costs of acquiring ownership and perfecting title). Land acquired through donation is valued at the appraised fair market value at the date of acquisition. The cost of the appraisal itself should not be capitalized, however. Special assessments incurred by the district for local improvements and other permanent land improvements are properly charged to the land account.

Land records should include the assessor's parcel number and/or lot, block and tract, as well as an identification of use and location.

Buildings

Buildings consist of structures erected above or below the ground for the purpose of sheltering persons or property. They are designed with a foundation, roof and may or may not have a full enclosure. Building costs include construction and purchase costs and the cost of all fixtures permanently attached and make it part of the building. For constructed buildings, costs include contractor payments, in-house labor costs, attorney fees, insurance during construction, and the like.

Building records should include a quantitative and qualitative description of each structure segregating where possible and practical, basic building construction from heating, ventilating, air conditioning, roof, elevators, plumbing, lighting, floor and ceiling cover, and built-ins for component lifting purposes. (See "Building Improvements" below.) These latter assets will be replaced several times over the life of the building shell and therefore, take a shorter useful life estimate. Segregation of these costs will ease relieving the building account when these assets are retired to avoid pyramiding costs.

Building Improvements

Building improvements consist of additions, improvements and replacements made to existing buildings. Building improvements increase the service potential of a building. They expand area, increase safety, improve climate control of the building or improve mobility within the building. Examples are the addition of a building wing, installation of a sprinkler system, central air

conditioning or replacement of an elevator. A building improvement must have significant impact and be a material amount in order to be capitalized. For this reason, carpeting, partitions, installation of improvement costs include construction costs, contractor payments, and other costs required to place the improvement in its finished state. Building improvements are capitalized and depreciated separately from buildings.

Improvements Other Than Buildings

This group includes all improvements outside a building or improvements to a parcel of land. Land improvements consist of land attachments with limited lives. These include private driveways, walks, fences, parking lots, and the like. These are recorded separately from land so they can be depreciated over their useful lives (if they are related to Proprietary Funds).

Other improvements in this category include park developments, yards, playground and picnic equipment, marinas, miscellaneous structures (such as sheds, sign posts, bleachers, etc.) irrigation systems, fountains, area lighting, etc.

Furniture, Fixtures and Equipment

Furniture, fixtures and equipment are defined as personal property that is not attached to land, buildings, or improvements and remain movable. Included in this category are typewriters, cars, trucks, and the like. Costs associated with direct purchase include shipping costs, and related site prep installation charges unless these are nominal.

Fixed asset records should include location and department codes, and identifying descriptions (manufacturer, model, serial numbers, etc.). Use standard descriptions when possible.

Equipment Under Capital Lease

This should be considered separately or as a special component of furniture, fixtures and equipment.

In accordance with FASB #13, any non-cancelable lease agreement which meets one or more of the following criteria should be capitalized:

1. the lease transfers ownership of the property to the district at the end of the lease term,
2. the lease contains a bargain purchase option, and
3. the lease term is equal to 75% or more of the estimated economic life of the leased asset.

Construction in Progress

Construction in progress is used to account for expenditures accumulated at the balance sheet date to the construction of fixed assets. Expenditures include construction costs, contractor payments, costs incurred applicable to the period of construction, and other costs required to finish the project.

PROPERTY UNITS

Individual treatment should be given to all assets, whenever feasible and practical when they are being recorded on the fixed asset system. Consideration will be given to grouping assets, based on professional judgment, in situations where the asset cost or value individually does not meet capitalization criteria, but does so when grouped and/or in cases where the assets are only capable of being used together, are connected, and are not intended to be dislocated or used individually.

Standard descriptions should be used wherever possible to maintain consistency and indicate the comparability among assets.

Depreciation

Depreciation is calculated on all fixed assets except land and construction in progress.

Pro-rate Convention

Fixed assets are acquired throughout an accounting period (and, likewise, are disposed of throughout an accounting period) - the decisions as to when depreciation begins or ends (for Proprietary Fund assets and general fixed assets if they are depreciated) can be established as follows:

A full year of depreciation should be taken if the asset is received or put into service during the months of the year, none should be taken if the asset is disposed of or taken out of service during six months of the year - in this case, depreciation on the asset should conclude on the last day of the preceding year.

Depreciation Method

Unless otherwise noted, all depreciation is calculated using the straight-line method, which is the method used by most governmental units.

Useful Lives

Useful lives of fixed assets relate to the life expectancy as used by the specific governmental unit. The district has established the following general categories of useful lives for its fixed assets:

- Buildings 30 to 50 years
- Building Improvements 10 to 40 years
- Improvements Other than Buildings 10 to 20 years
- Furniture, Fixtures and Equipment 3 to 20 years

Useful lives are assigned to each asset unit or determined based on an average for the group. They are based on actual experience, whenever possible, or engineering evidence or practice if the district has no actual experience. They are expressed in terms of the probable total years of service to the specific government unit.

CODING SYSTEM

The district's coding system for fixed asset records defines the required data elements to establish and maintain the volumes of fixed asset information. Depending on the information available and the category of the asset, key data elements will include all or part of the following:

- Department responsible for assets (fund, department, related expenditure function)
- Asset number
- Description P. O. or voucher
- Asset class code asset serial number
- Cost location acquisition date
- Estimated useful life costing method
- Acquisition method source of funding
- Manner of asset disposition (auction, trade-in, used for parts, etc.)
- Date of asset disposition
- Salvage value (proprietary funds only)
- Accumulated depreciation (proprietary funds only)
- Depreciation expense (proprietary funds only)
- Depreciation expense on qualified contributed capital (proprietary funds only)

FIXED ASSET VALUATION

Generally, fixed assets are valued at historical cost. There are, however, different ways to compute historical cost depending on the method in which the asset is obtained.

Sources of historical cost data can include: invoices, purchase orders, canceled checks, vouchers, contracts, board minutes, general ledger records, real estate closing documents, tax assessment grant records, inventory cards, maintenance records, price lists, vendors, appraisers' libraries, back-trend multipliers, etc.

Source of reproduction/standard cost data can include: manufacturer's price lists, catalogs, quotations; distributor and supply company catalogs; industry publications, magazines, directors and trade journals; consulting, cost engineering, cost estimating manuals and handbooks; technical service companies and organizations and appraisers' libraries.

Sources of normal cost data can include published price indexes, such as the Consumer's Price Index (CPI) and back-trending factors.

Inclusions to cost or reproduction cost should be analyzed during the valuation process to ensure cost information (the acquisition cost to place the asset in use) is obtained and included in the capitalized amount for a fixed asset, in compliance with generally

accepted accounting principles. Examples of the costs to be included in the capitalized amounts of the following assets, assuming direct purchase, are:

Land

Includes purchase price, legal and title fees, appraisal fees, damage payments, site preparation and demolition.

Buildings, Building Improvements and Improvements Other than Buildings

Includes purchase price, contract price, fees, claims, interest and related costs during construction

Furniture, Fixtures, and Equipment

Includes purchase or assembled costs, freight and installation.

If a fixed asset is acquired under a capital lease arrangement, the capitalized asset must be so identified. The capital lease agreement must be analyzed and its liability determined at the inception of the lease agreement, based on the computed present value of the future minimum lease payments. The fixed asset should be capitalized, based on the same determination, as of the date originally placed in service. If no interest rate is stated in the lease, the discount rate applied should be the incremental borrowing rate for the district.

If the asset acquired is a general fixed asset, the present value of the amounts owed by the district for future lease payments will be accounted for in the General Long-term Debt Account Group. If the asset acquired is a Proprietary Fund asset, both the capitalized asset, along with the remaining lease liability, will be reported directly on the Proprietary Fund's balance sheet.

Donations of assets can occur in a government setting, with assets being acquired as gifts from individuals or organizations. Valuation of these assets should be established based on the fair market date of the gift.

Special care must be given when determining if an outlay qualifies for capitalization as an improvement. Expenditures relating to fixed assets are made throughout the useful life of the assets. Whether these costs should be capitalized or charged to the current period as incurred is difficult to determine. Generally, significant expenditures that result in additional asset service, more valuable asset service, or extensions of the useful economic life of an asset should be capitalized.

Expenditures to repair assets or simply maintain assets in good operating condition should not be capitalized, but charged to the current operating cost.

Construction in Progress is an accounting valuation of assets (typically buildings) currently being built or assembled, in terms of the cumulative costs incurred up to the balance sheet date. The construction accounts are typically supported by capital project or construction funds and should be used to accumulate and record construction-related transactions and costs until such time as the asset is complete and placed into service. It is at this point that the construction accounts would be closed to the appropriate fixed asset accounts and the fixed asset(s) obtained are recorded on the fixed asset accounting system.

All relevant information regarding exchanges or trade-in of fixed assets must be noted and described on the related purchase orders and communicated to the Treasurer at the time the fixed asset disposals and acquisitions are reported.

FIXED ASSET SYSTEM MAINTENANCE

Responsibility

The responsibility for the ongoing maintenance and control of the district's fixed asset records rests with the Treasurer. This individual has the functional responsibility for establishing and maintaining all fixed asset records of the district as appropriate. Maintenance responsibility, periodic updating of fixed asset records and the fixed asset system to reflect acquisitions, disposals, transfers, adjustments, etc. and the coordination between the fixed asset system, the general ledger system and the budgetary accounting system to ensure the interface between systems as well as the integrity of the date, the existence of source documentation, audit trail, etc.

On an annual basis, depreciation should be calculated and summary reports run indicating accumulated current depreciation for all fixed assets.

Internal fixed asset reports also provide the basis for operating fixed asset schedules for use in external financial reports. At a minimum, the following general fixed asset schedules should be prepared for inclusion in the district's Comprehensive Annual Financial Report (CAFR) if applicable.

- Schedule of general fixed assets by source, at the end of the year
- Schedule of general fixed assets by function and activity, at the end of the year
- Schedule of changes in general fixed assets by function and activity, for the year ended

The Treasurer also has the responsibility to ensure that amounts reported on fixed asset system reports reconcile with one another, as appropriate, and are verifiable and traceable to source documents, departmental records, etc.

Physical Inventory

A periodic physical inventory is necessary for accountability and control. It confirms the reliability (or lack of reliability) that can be placed on the fixed asset accounting system by verifying the actual existence of the items represented by the fixed asset records.

Establishing the fixed asset system, along with identifying, tagging and building the initial fixed asset records, necessitates a complete physical inventory.

The inventory taking process is initiated by the Treasurer as frequently as there is a need to confirm and validate fixed asset records. Inventories should take place on a regular periodic basis (preferably near the balance sheet date), especially for assets like furniture, fixtures, and equipment that are characterized by being unattached and movable.

Controlled fixed assets that fail to meet the district's capitalization threshold should still be inventoried despite their low cost.

Inventories must be documented as they take place, using the district's designated inventory forms for recording the data. These forms must ensure consistency in how information will be obtained and listed. They should provide sufficient space for descriptions to include: asset identification number, year acquired; make and model; serial number; location; department; and cost.

The recording forms also should reflect considerations for various coding with specified fixed asset class code, fund accounts, grouped assets, buildings and departments. When doing inventory, a count should be made of all the fixed assets at each location before completing a single area. Advance notice of the inventory process should be provided to appropriate district personnel in all locations.

When items are listed on the inventory forms, abbreviations should be avoided and generic names used whenever possible. Proper headings should be indicated on all inventory sheets.

Tagging

Tags should be selected and placed on the assets so that they are not easily removed or destroyed by asset use. If the asset being tagged is a controlled asset and not capitalized, "Property of Oak Hills Local School District" is all that is required. If the asset is a capitalized asset and is being tagged for accountability, the asset identification number, as well as "Property of Oak Hills Local School District," is required.

The numerical designation appearing on the tag will be a simple consecutive series of numbers assigned to assets in consecutive order, without regard for type of asset and location. The consecutive number allows each asset to carry the assigned number throughout its entire life, regardless of its location. Once disposition has occurred, the number should be retired.

Tag placement is important and should be near the manufacturer's ID number whenever possible. More importantly, however, it should be in an area where the number can be identified without disturbing the operation of the item and which allows for easy periodic inventory taking.

Tag numbers should be assigned by the Treasurer since the district's property record-keeping is the responsibility of that department. For new acquisitions, the actual attachment of the tag to the fixed asset may be done by the staff of the particular department.

Acquisitions

New assets that are required by the district must be reported immediately to the Treasurer. This information should be provided to the Treasurer at the time the source document (purchase order, payment voucher with invoice, etc.) is initiated and will be updated to reflect the check number of the district's payment.

Dispositions

District fixed assets are retired through several means, including sale, trade-in, loss by theft, etc. All disposals, by any means, must be reported to the Treasurer.

An asset to be disposed of by sale which has a current value in excess of a prescribed amount may be sold at auction (based on state statute and/or local ordinances). The Treasurer shall provide a full report and accounting of all assets disposed of for use in updating the fixed asset records.

Transfers

Generally, transfers only involve updating specific information associated with a fixed asset record (location code, department code, etc.) and do not involve any changes to an asset's useful life, cost, etc.

Because transfers do constitute changes or activity in fixed asset records (and information necessary for both internal and external financial reporting), they must be reported to the Treasurer using the appropriate fixed asset transfer form.

Policy Maintenance

A significant aspect of fixed asset system maintenance involves maintaining the policies that dictate control of fixed asset records. The Treasurer is responsible for the ongoing maintenance revisions of these policies. These fixed asset policies for the district are intended to outline and explain the district's handling of fixed assets. It may be necessary to schedule periodic reviews of the most important aspects of these policies to determine whether they are achieving their intended purposes. Some policies that should be reviewed periodically include:

- The capitalization policy: Is the dollar threshold too high or too low?
- Maintaining records for controlled assets. By definition, controlled assets are items of property that fail the capitalization policy but are inventoried on the fixed asset system anyway. The periodic review of the district's policy with respect to controlled assets should require an analysis of the cost of recording and tracking these assets versus the cost of replacing them should they be lost or stolen.

[Adoption date: December 20, 1993]

[Revision date: June 1, 1998]

[Revision date: February 3, 2003]

MAINTENANCE AND CONTROL OF INSTRUCTIONAL MATERIALS

The Board of Education will provide materials and supplies to students except certain workbooks and fees necessary to ensure the continuation of an effective education program.

All materials, property and equipment supplied for a classroom is the property of the Board and will be under the care of the teacher.

Each building administrator is expected to maintain the school's inventory of all materials, property and equipment in order to:

1. maintain current accurate counts of textbooks and reference books purchased by the Board of Education,
2. provide our insurance agent with a current inventory of books, listed by school, in case claims are necessary in a calamity, and
3. assist other administrators and teachers in better utilizing the books available in the district.

The minimum following information is required:

1. title, author, publisher, copyright, price, number of books, and
2. information should show most recent revision date on an annual basis.

Whenever a set of books is transferred between buildings, those books should be deleted from the inventory of one building and added to the inventory of the other building.

[Adoption date: July 1, 1991]

[Revision date: April 6, 2015]

MAINTENANCE AND CONTROL OF NON-INSTRUCTIONAL MATERIALS

Media equipment and materials are purchased for use by all teachers. To encourage maximum utilization and to maintain control of media equipment and materials, centralized storage is suggested and encouraged. In some buildings, however, this is impractical; nevertheless, in all cases it is required that centralized cataloging and checkout procedures be developed in each building. Materials may then be checked out to a teacher for a long or short period of time. Whenever new equipment is purchased, they must be cataloged through the library or media center. This way the record will show who has what equipment in his/her possession and who is responsible for certain materials. When a teacher leaves our employment or is transferred to another building, all materials checked out to that teacher should be turned in to that building. Special education materials obtained through Title VI B funds are to be centrally cataloged in same manner and then checked out for long-term loan.

[Adoption date: July 1, 1991]

[Revision date: April 6, 2015]

COMPUTER/ONLINE SERVICES
(Acceptable Use and Internet Safety)

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

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

For purposes of this policy computers include District-owned desktop computers, laptops, tablets and other mobile computing devices.

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

1. violating the conditions of State and Federal law dealing with students' and employees' rights to privacy, including unauthorized disclosure, use and dissemination of personal information;
2. using profanity, obscenity or other language that may be offensive to another user or intended to harass, intimidate or bully other users;
3. accessing personal social networking websites for noneducational purposes;
4. reposting (forwarding) personal communication without the author's prior consent;
5. copying commercial software and/or other material in violation of copyright law;
6. using the network for financial gain, for commercial activity or for any illegal activity;
7. "hacking" or gaining unauthorized access to other computers or computer systems, or attempting to gain such unauthorized access;
8. accessing and/or viewing inappropriate material and
9. downloading 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 that protect against access by both adults and minors to visual depictions that are obscene, child pornography, or, with respect to the use of computers by minors, harmful to minors. The District has also purchased monitoring devices that maintain a running log of Internet activity, recording which sites a particular user has visited.

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

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

The District will educate minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response. The Superintendent/designee will develop a program to educate students on these issues.

Annually, a student who wishes to have computer network and Internet access during the school year must read the acceptable use and Internet safety policy and submit a properly signed agreement form. Students and staff are asked to sign a new agreement each year after reviewing the policies and regulations of the District. **These policies and regulations also apply to use of District-owned devices, or accessing of District intranet off District property.**

LEGAL REFS.: U.S. Const. Art. I, Section 8

Family Educational Rights and Privacy Act; 20 USC 1232g et seq.
Children's Internet Protection Act; 47 USC 254 (h)(5)(b)(iii); (P.L. 106-554,
HR 4577, 2000, 114 Stat 2763)
ORC 3313.20
3319.321

CROSS REFS.: AC, Nondiscrimination

ACA, Nondiscrimination on the Basis of Gender
ACAA, Sexual Harassment
EDEB, Bring Your Own Technology (BYOT) Program
GBCB, Staff Conduct
GBH, Staff-Student Relations (Also JM)
IB, Academic Freedom
IIA, Instructional Materials
IIBH, District Websites
JFC, Student Conduct (Zero Tolerance)
JFCF, Hazing and Bullying (Harassment, Intimidation and Dating Violence)
Staff Handbooks
Student Handbooks

NOTE: The Children's Internet Protection Act (CIPA) requires districts that receive federal funds to purchase computers, direct access to the Internet under the Elementary and Secondary Education Act or receive federal universal E-Rate service discounts and Internet connections services under the Communications Act to adopt, implement and maintain computer use policies that address these issues:

1. access by minors to material deemed as harmful to minors on the Internet and World Wide Web;
2. access by both adults and minors to visual depictions that are obscene, child pornography on the Internet and World Wide Web;
3. safety and security of minors when using electronic mail, chat rooms and other forms of direct electronic communications;
4. unauthorized access, including "hacking" and other unlawful activities by minors online;
5. unauthorized disclosure, use and dissemination of personal information regarding minors;
6. measures designed to restrict access to materials deemed "harmful to minors" and
7. educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response.

[Adoption date: June 2, 2014]

COMPUTER/ONLINE SERVICES
(Acceptable Use and Internet Safety)

The following guidelines and procedures shall be complied with by staff, students or community members who are specifically authorized to use the District's computers or online services.

1. Use appropriate language. Do not use profanity, obscenity or other language that may be offensive to other users. Illegal activities are strictly forbidden.
2. Do not reveal your personal home address or phone number or those of other students or colleagues.
3. Note that electronic mail (email) is not guaranteed to be private. Technology coordinators have access to all messages relating to or in support of illegal activities and such activities may be reported to the authorities.
4. Use of the computer and/or network is not for financial gain or for any commercial or illegal activity.
5. The network should not be used in such a way that it disrupts the use of the network by others.
6. All communications and information accessible via the network should be assumed to be property of the District.
7. Rules and regulations of online etiquette are subject to change by the administration.
8. The user in whose name an online service account is issued is responsible for its proper use at all times. Users shall keep personal account numbers and passwords private. They shall use this system only under the account numbers issued by the District.
9. The system shall be used only for purposes related to education or administration. Commercial, political and/or personal use of the system is strictly prohibited.
*The administration reserves the right to monitor any computer activity and online communications for improper use.
10. Users shall not use the system to encourage the use of drugs, alcohol or tobacco nor shall they promote unethical practices or any activity prohibited by law or Board policy.
11. Users shall not view, download or transmit material that is threatening, obscene, disruptive or sexually explicit or that could be construed as harassment, intimidation, bullying or disparagement of others based on their race, color, national origin, ancestry, citizenship status, sex, sexual orientation, age, disability, religion, economic status, military status, political beliefs or any other personal or physical characteristics.
12. Copyrighted material may not be placed on the system without the author's permission.
13. Vandalism results in the cancellation of user privileges. Vandalism includes uploading/downloading any inappropriate material, creating computer viruses and/or any malicious attempt to harm or destroy equipment or materials or the data of any other user.
14. Users shall not read other users' mail or files; they shall not attempt to interfere with other users' ability to send or receive electronic mail, nor shall they attempt to read, delete, copy, modify or forge other users' mail.
15. Users are expected to keep messages brief and use appropriate language.
16. Users shall report any security problem or misuse of the network to the teacher, his/her immediate supervisor or building administrator.

[Adoption date: June 2, 2014]

WALKERS AND RIDERS

The Board of Education resolves that resident students in grades kindergarten through eight, attending public or nonpublic schools in the State of Ohio, are eligible for transportation consistent with state statute and with established standards and guidelines of the Board of Education.

Therefore, only K-8 students residing in excess of two or more miles from their school of attendance will be eligible for transportation.

Distance Measurements – Measurement of Distance From Residence to School

When measuring the distance from a school or attendance to a student's home, these procedures will be followed:

1. The computation will begin at the door of the main entrance to the school building, measuring to the school drive and hence point opposite all, or any part of the entrance driveway to the yard of the student's residence consistent with state law. Where the yard of the residence does not extend to the highway, such measurements will be made along the drive or path to a point where the drive enters the yard of the residence.
2. When two or more doorways exist per school building, the measure will be taken from the door used in practice by schools as the main entrance.
3. Measurement will be conducted by representatives of the Board of Education

Payment in Lieu of Transportation

After due deliberation and considering the many variables that contribute to the complexity of providing transportation for the many students residing in this district, it may be impractical for the district to transport by school conveyance certain students of grades kindergarten through eight due to one or all of the following reasons:

1. the time and distance required to provide such transportation,
2. the cost of providing transportation in terms of equipment, maintenance, personnel and administration,
3. the number of students to be transported to nonpublic schools,
4. whether the Board provides similar or equivalent service to public school students, e.g., it may be impractical for a school district operating neighborhood schools to provide bus service for nonpublic students when it provides no such service for public school students,
5. whether and to what extent this additional service to nonpublic schools unavoidably disrupts current transportation schedules, and
6. State Board of Education approved alternatives to board-owned-and-operated school buses are not reasonably available. These alternatives include contractor-owned-and-operated school buses, public utility, board-owned vehicles other than school buses, and privately owned vehicles other than school buses.

Therefore, after determining the impracticality of transporting, affirmation will be requested of the Hamilton County Educational Service Center and then such documents as required will be submitted to the State Board of Education for confirmation.

Should the failure of a parent, guardian or other person in charge of students to consent to the determination that transportation is impractical it will be submitted to the Superintendent of Public Instruction for fact finding and mediation.

The Board of Education will grant payments in lieu of transportation to parents when it is impractical to transport their children; when a contract between the Board of Education and the parent to provide transportation is issued; payment will be made after the parent has submitted a "Certification of Transportation" and such payments will not exceed the level of reimbursement by the State Board of Education provided by law. Such payments by the Board of Education are conditional upon the availability of federal and state funds for this purpose.

[Adoption date: July 1, 1991]

[Revision date: April 6, 2015]

LEGAL REFS: ORC 3317.07
 3327.01, 3327.02, 3327.04, 3327.05, 3327.08

CROSS REF: EEAH, Eligibility for Transportation

SCHOOL BUS SCHEDULING AND ROUTING

Parental written requests for a change in school bus pick-up and/or discharge points would normally be approved if all of the following are true:

1. the parents' or legal guardian's residence is more than two miles from the school of attendance thereby being eligible for transportation,
2. the requested pick-up and/or discharge location will be more than two miles from the school of attendance,
3. no major shifts in bus routes are required to accommodate the request, and
4. space is available on the school bus without creating an overload condition.

[Adoption date: July 1, 1991]

LEGAL REF: ORC 3327.01

SCHOOL BUS SAFETY PROGRAM

The primary consideration in all matters pertaining to transportation is the safety and welfare of student riders. Safety precautions shall include the following:

1. The transportation program meets all State requirements regarding the approval of bus drivers, standards for buses and safe speeds
2. Drivers of board-owned, leased, contracted or operated vehicles other than school buses have met state training qualifications and the vehicles have been equipped for safety and signage according to State law
3. Bus stops are limited, where feasible, so that students from several homes can meet safely at a central point for group pickup. Pupils in grades kindergarten through eight may be required to walk up to one-half mile to a designated bus stop.
4. Emergency evacuation drills are conducted regularly throughout the school year to thoroughly acquaint student riders with procedures in emergency conditions
5. All vehicles used to transport students are maintained in such condition as to provide safe and efficient transportation service with a minimum of delay and disruption of service due to mechanical or equipment failure
6. 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: April 11, 2005]

[Revision date: December 7, 2015]

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

CROSS REF: EB, Safety Program

STUDENT CONDUCT ON SCHOOL BUSES

The Board furnishes transportation in compliance with State law. This fact does not relieve parents of students from the responsibility of supervision until such time as the student boards the bus and after the student leaves the bus at the end of the school day.

Students on a bus are under the authority of, and directly responsible to, the bus driver. The driver has the authority to enforce the established regulations for bus conduct. Disorderly conduct or refusal to submit to the authority of the driver is sufficient reason for refusing transportation services or suspending transportation services to any student once proper procedures are followed.

The Board authorizes the Superintendent or other administrators to suspend a student from school bus riding privileges for a period not to exceed one school year. The only due process required is the student must receive notice of an intended bus riding suspension, and an opportunity to appear before the Superintendent/Designee considering the suspension before the suspension is imposed. The administrator's decision is final.

[Adoption date: September 14, 2009]

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

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

STUDENT CONDUCT ON SCHOOL BUSES

The need for strict adherence to school bus discipline is critical. The potential safety related problems that could arise are indefinable. The driver needs to have discipline in order to devote his/her full attention to the hazards of the road. A school bus traveling 30 miles per hour is covering 44 feet per second. The average time it takes a driver to check the rear view mirror is three seconds ($3 \times 44 = 132$ feet). Add the factors of a disturbance in the back of the bus as they are approaching a bend in the roadway, coming into an intersection, or possibly headed for a student pick-up with children playing near the curb. This is precious time that the driver is not looking at the road ahead. Children causing a disturbance are actually putting themselves, the other children and the driver in a very jeopardous position.

Student Regulations

When riding a school bus, students shall:

1. be expected to walk a reasonable distance to the bus stop,
2. arrive at the bus stop five minutes before scheduled pick up time; the drivers will not wait for students to walk from their homes to the bus,
3. behave at the school bus stop in an orderly fashion, not threatening life, limb or property of any individual,
4. load in an orderly manner, go directly to assigned seats; students must remain seated, keeping aisle and exits clear,
5. respect the driver and be aware that he/she is in charge at all times and should be obeyed promptly,
6. be courteous, no profane language or gestures will be tolerated,
7. keep noise on the bus to a minimum; classroom behavior is expected,
8. not be in violation of safety procedures, i.e. proper seating, proper loading and unloading procedures, proper street crossing procedures, no fighting, pushing, shoving or tripping,
9. be aware that Ohio State Law prohibits eating, drinking, chewing gum or the use of tobacco products on the bus,
10. not be destructive to the interior/exterior of the bus and should take an active role in litter control inside the bus,
11. not throw or pass objects on, out of, or into the bus,
12. not put objects or body parts outside of bus windows,
13. carry on the bus only objects that can be held in their laps; large objects and school projects may need to be transported by parents. Animals of any kind are not permitted,
14. ride only their regularly assigned route; students will board and disembark only at their designated stops,
15. have written permission from their parent or guardian and signed by the principal of their school, if they wish to leave at a stop other than their normal stop,
16. go directly to their bus upon dismissal from school and students are expected to go directly home when they leave the bus, and
17. use the emergency door only in an emergency situation, or as directed by the driver.

**FAILURE TO COMPLY WITH THE ABOVE RULES
WILL RESULT IN DISCIPLINARY ACTION.
STUDENT MAY LOSE BUS RIDING PRIVILEGES.
RIDING A BUS IS A PRIVILEGE AND NOT A RIGHT.**

Disciplinary Action

In the event that disciplinary action is required, the following procedures shall be followed:

1. First Offense
Driver will submit a written conduct report citing specific actions of the student. The Transportation Supervisor will forward a copy of the report to the child's parents, along with a copy of the bus rules and regulations. A copy of the report will also be forwarded to the building principal.
2. Second Offense
Driver will submit a written conduct report citing specific actions of the student. The report will be sent to the building principal. The principal shall review the problem with the student and call the parents so that they will be aware of the situation. Written notification of the incident shall also be sent to the parent by the building principal.
3. Third Offense
Driver will submit a written conduct report citing specific actions of the student. The report will be to the building principal. The principal shall discipline the student with loss of bus privilege for up to 10 days or other suitable alternative. The Transportation Office and parent must be notified by telephone, with written report to follow.
4. Fourth Offense
Same procedure as in No. 3 except exclusion from bus service may be for up to thirty (30) days after notification of parents.

In the event of flagrant misconduct, any of the four disciplinary actions may be initiated.

The Superintendent/designee, principals or assistant principals are authorized to suspend or remove pupils from school riding privileges.

In all instances of disciplinary action, parents have the right to appeal an administrative decision, through the Superintendent.

DRUG TESTING FOR DISTRICT PERSONNEL
REQUIRED TO HOLD A COMMERCIAL DRIVER'S LICENSE

School bus drivers and others required to hold a commercial driver's license are subject to a drug and alcohol testing program that fulfills the requirements of the federal and state regulations.

The Board directs the Superintendent/design to develop a school bus driver drug testing program in compliance with State and Federal law and regulations.

[Adoption date: January 10, 2005]
[Revision date: December 7, 2015]

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

SCHOOL BUS IDLING

The Board is committed to transporting students on school buses in a manner that is safe and consistent with the Board's goal of resource conservation. The Board recognizes that accumulated emissions from school bus 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. In addition, the Board prohibits the warming up of buses for longer than fifteen minutes, except in extraordinary circumstances.

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, co-curricular/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: February 4, 2008]

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

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

SPECIAL USE OF SCHOOL BUSES

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

1. The use of District-owned buses is scheduled through the transportation office.
2. Fees for the use of the buses are established and made part of District regulations.
3. The drivers of the buses must meet all federal, state, and District requirements for school bus drivers, and be registered with the Ohio Department of Education as a qualified bus driver.
4. The drivers of the buses ensure that the buses are not overloaded, that students conduct themselves in a safe and orderly manner while in the buses and that the buses are operated in a safe and lawful manner.
5. The drivers of the buses are responsible for reporting in writing to the transportation office the condition of buses, particularly any need for repair or servicing.

Non-Routine Use of School Buses

“Non-routine student transportation” is defined as transportation of passengers for purposes other than regularly scheduled routes to and from school. School buses may be used for non-routine trips only when approved by the Board and the trips do not interfere with routine transportation services.

All non-routine transportation will be conducted in compliance with State law. The Superintendent/designee will issue a trip permit that meets the requirements of the Ohio Administrative Code for any non-routine student transportation.

[Adoption date: November 4, 2013]

LEGAL REFS: ORC 3327.01; 3327.05; 3327.10; 3327.13; 3327.14; 3327.15
 OAC 3301-83-16

CROSS REFS: EEACD, Drug Testing for District Personnel Required to Hold a
 Commercial Driver’s License
 GBQ, Criminal Records Check
 IICA, Field Trips

TRANSPORTATION OF STUDENTS TO EXTRACURRICULARS

The Oak Hills Local School District Board of Education recognizes that it is necessary to restrict the transportation of students to school activities and events and also recognizes that the current practice poses a significant risk of liability when groups of students could be involved in driving long distances over unfamiliar roads. The Board and the District's primary concern is the safety and welfare of the district's students.

The Oak Hills Board of Education requires that all students be transported to and from all student activities in district vehicles or on approved commercial carriers, unless transportation of school vehicle is determined impractical by school administration.

[Adoption date: August 3, 1998]

[Revision date: September 14, 1998]

FOOD SERVICES

The Board of Education shall provide cafeteria facilities in all schools and will provide food service for the purchase and consumption of lunch for all students and staff.

The District provides for at least one employee, who has received instruction in methods to prevent choking and has demonstrated an ability to perform the Heimlich maneuver, to be present while students are being served.

The food service program shall comply with Board of Health, Federal and State regulations pertaining to the selection, preparation, consumption and disposal of food and beverages as well as to the fiscal management of the program.

No food or beverages, other than those associated with the district's food service program, are to be sold during food service hours. The district shall serve nutritious food as determined by the Food Service Department.

1. Lunchroom Supplies Purchasing

Purchasing of lunchroom supplies will be through the Hamilton/Clermont Cooperative unified purchasing process.

2. Guidelines on Purchasing of Surplus Foods by Lunchrooms from PTA, Staff and Student Programs

Pre-packaged, unopened, nonperishable foods may be purchased only if it is a product which is normally sold to the students.

Bread and buns may be bought if they have been purchased that day by the sponsoring group and can be frozen immediately to help retain freshness.

Any package of meat or buns, etc., which has been opened may not be purchased for use in the lunchrooms.

[Adoption date: July 1, 1991]
[Revision date: July 17, 2000]
[Revision date: October 7, 2002]

LEGAL REFS: ORC 3313.81, 3313.812, 3313.813

FOOD SERVICE

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 participating in the National Child Nutrition Programs. The food services supervisor reviews and recommends to the Board the types of foods to be sold.

The food services staff cooperates with the principals of the schools in matters essential to the proper functioning of the food services program. The responsibility for control of students using the cafeteria rests with the building principal.

All prices set for school breakfasts, lunches and milk are subject to Board approval, except for a la carte food prices. The food services supervisor sets these prices without Board approval.

As required for participation in the National Child Nutrition Programs, the Board agrees that:

1. breakfast and a "Type A" lunch are made available to students, provided at least one- fifth of the students are eligible under Federal law for free meals;
2. breakfast is made available in every school in which the parents of at least one-half of the children enrolled have requested that the breakfast program be established;
3. students who qualify receive free or reduced-price meals;
4. all meals must meet USDA nutritional standards;
5. the management of food services complies with all federal, state and local regulations and
6. a summer meal program is provided to students attending a full-day state-mandated summer remedial program.

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

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

The District provides for at least one employee, who has received instruction in methods to prevent choking and has demonstrated an ability to perform the Heimlich maneuver, to be present while students are being served.

Students with Special Dietary Needs

At the beginning of each school year, or at the time of enrollment, parents are responsible for communicating any special dietary needs of their child, including food allergies, to the District. Students with dietary needs that qualify as disabilities under law are provided reasonable accommodation.

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

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

The District develops and implements administrative regulations for the management of food-allergic students. Such regulations include, but are not limited to, schoolwide training programs regarding food allergy education, staff development regarding food allergy identification and management, allergy emergency drills, strategies for the identification of students with life-threatening food allergies and management skills including avoidance measures, designation of typical symptoms and dosing instructions for medications.

[Adoption date: July 1, 1991]
[Revision date: January 5, 2015]

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 SANITATION PROGRAM

Lunchroom Employees Dress Code

1. All employees will wear clean garments and will keep their persons clean and neat at all times while engaged in handling food or utensils.
2. All employees shall wear white or pastel uniforms, either dresses or pant suits. Garment style must be of cut permitting comfort to the employee, but not fitting in such a fashion as to interfere with the food preparation process or endanger the employee while operating equipment. Sleeveless uniforms or aprons without a top are not permitted.
3. Uniforms and aprons will be cleaned daily.
4. Low-heeled shoes - no open toes - will be worn. This is a safety factor. White shoes are recommended.
5. All employees shall have clean hair and have it neat and under control at all times; there shall be no undue handling of hair; hair shall not come in contact with food. Loose hair shall be prevented from falling into food by use of hair control methods such as headbands, ribbons, hats or hair spray.
6. No jewelry other than wedding bands and non-dangling, pierced earrings.
7. If nail polish is used, it should be natural or clear.
8. There shall be no evidence of use of any form of tobacco by employees engaged in preparing or serving food.
9. The hands of all food personnel are to be kept clean while engaged in handling food, utensils, drink or equipment.

[Adoption date: July 1, 1991]

FOOD SALE STANDARDS

Through its food service program, the Board encourages students to form healthy eating habits by governing the types of food and beverages sold in the schools and the time and place at which each type of food and beverage is sold. These standards are based on the following guidelines.

1. The types of food and beverages sold in the schools are determined by their potential to contribute significantly to the:
 - A. daily nutritional needs of students, consistent with the guidelines established by the U.S. Department of Agriculture (USDA);
 - B. provisions of the District's student wellness program and
 - C. nutritional guidelines established by State law.
2. A licensed dietician, a registered dietetic technician or a certified/credentialed school nutrition specialist must be initially consulted to assist the food services supervisor in drafting for Board adoption a plan:
 - A. for complying with and enforcing the nutritional standards governing the types of food and beverages that may be sold on school premises in compliance with State law and
 - B. specifying the time and place each type of food or beverage may be sold.
3. The time of day and place for the sale of food and beverages to students must be consistent with the nutrient intake needs and eating patterns of students and compatible with class schedules. The following restrictions are enforced for non-breakfast/lunch food and beverage sales:
 - A. Foods or beverages that do not meet the nutritional standards established by the District in accordance with USDA regulations may not be sold during the school day. The Board reserves the right to totally restrict the sale of non-nutritional foods and beverages in vending machines.
 - B. Bake sales and other school fundraising activities involving food and beverage items may not be held during the school day.
4. Annually, the food services supervisor reviews and recommends to the Board the types of foods and beverages to be sold as part of the school breakfast and lunch programs.

Separate standards may be established for the types of food and beverages to be sold to staff members and for events and activities held outside the school day.

[Adoption date: June 6, 2011]
[Revision date: October 6, 2014]
[Revision date: January 5, 2015]

LEGAL REFS.: ORC 3313.814; 3313.816; 3313.817
OAC 3301-91-09

CROSS REFS: EF, Food Services Management
EFG, Student Wellness Program
IGDF, Student Fundraising Activities

STUDENT WELLNESS PROGRAM

The Board directs the Superintendent/designee to develop and maintain a student wellness plan in compliance with Federal law.

The student wellness plan:

1. includes goals for nutrition promotion and education, physical activity and other school-based activities designed to promote student wellness that are developed with consideration of evidence-based strategies and techniques;
2. includes nutrition guidelines for all foods provided, but not sold to students ~~available~~ in the District during the school day in order to promote student health and reduce childhood obesity;
3. provides assurance that District guidelines for all food and beverages sold during the school day are, at a minimum, equal to the guidelines issued by the U.S. Department of Agriculture(USDA) and that marketing of foods and beverages on the school campus during the school day is prohibited for foods or beverages that do not meet the nutritional standards established by the District in accordance with USDA regulations and
4. establishes a plan of implementation and evaluation, including designating one or more persons within the District with the responsibility for ensuring that the District is compliant with Federal law.

Development of the student wellness plan must be a collaborative effort between parents, students, food service workers, physical education teachers, school health professionals, administrators, the Board and the public.

The District notifies the public of the wellness plan at least annually. The wellness plan is assessed at least once every three years and the results of the assessment are made available to the public.

[Adoption date: June 5, 2006]
[Revision date: June 6, 2011]
[Revision date: August 7, 2017]

LEGAL REFS: Child Nutrition and WIC Reauthorization Act; Pub. L. No. 108-265
(Title I, Section 204)
118 Stat. 729
National School Lunch Act; 42 USC 1751 et seq.
Child Nutrition Act; 42 USC 1771 et seq.
7 CFR, Subtitle B, Chapter 11, Part 210
7 CFR 220, 7 CFR 225, 7 CFR 245
ORC 3313.814
OAC 3301-91-09

CROSS REFS: EF, Food Service Management
EFB, Free and Reduced-Price Food Services
EFF, Food Sale Standards
IGAE, Health Education
IGAF, Physical Education
KJ, Advertising in the Schools

STUDENT WELLNESS PROGRAM

1. When curriculum areas (K-12) are being reviewed, student wellness elements will be considered, when appropriate, for inclusion in the curriculum and instructional delivery process.
2. Food providers will take every measure to ensure that student access to foods and beverages meets federal, state and local laws and guidelines. Food providers will be recommended to offer a variety of age appropriate healthy food and beverage selections for elementary schools, middle schools and high schools.
3. The child nutrition program will ensure that all students have affordable access to the varied and nutritious foods they need to stay healthy and learn well.
4. The school district encourages all students participate in school meal programs and protects the identity of students who eat free and reduced price meals.
5. The school district goes through a state review, once every five (5) years, which includes nutritional analysis of the menu.
6. The school district assigned responsibility for policy number two (2) and three (3) to the District Food Service Supervisor.
7. The school district assigned the responsibility for policy item number one (1) to the Director of Curriculum and Instruction.
8. The Wellness Committee will meet annually to review policy and administrative guidelines.

[June 2006]

[June 5, 2011]

PRINTING AND DUPLICATING SERVICES

Copyright Law

The copyright law contains guidelines on the "fair use" of published and unpublished works by educators, while preserving the economic and intellectual property rights of the owner.

Any person using school copying equipment is liable for any infringement of the copyright law.

Works produced by an employee in the scope of employment are owned by the school district unless a written agreement is entered into by both parties.

[Adoption date: July 1, 1991]

LEGAL REF: The Copyright Law of 1978, Pub. L. No. 94-553 (1978)

TELEPHONE SERVICES

The school 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 be expected to pay any long distance or toll charges. The Business Office is in charge of developing regulations specific to the use of cell phones.

[Adoption date: July 1, 1991]

[Revision date: June 7, 2004]

LEGAL REF: State Board of Education Minimum Standards 3301-35-03

TELEPHONE SERVICES

The administration has established the following regulations for the appropriate use of district-owned cellular telephones.

1. The Superintendent/designee approves the request by an employee for a cellular telephone or other communication device prior to purchase. The requesting employee provides the justification for purchase.
2. The Business Office facilitates the purchase of all cellular telephones or other communication devices in accordance with applicable State laws and district policies including the selection of cellular carriers and identification of costs for equipment and rate plans.
3. The Business Office/Superintendent's designee selects the rate plan which best meets the need of the user considering the position of the user and the requirements for out-of-office duties.
 - a. The Business Manager/designee researches and establishes acceptable rate plans for consideration that meet the mission of the district.
 - b. The Business Manager/designee is responsible for making appropriate changes or adjustments to rate plans.
4. The Business Office/Superintendent's designee, at a minimum, completes an annual review of all cellular telephones or communication devices in order to determine if the:
 - a. Phones are being used appropriately and frequently enough to justify continued use
 - b. Rate plan(s) assigned are appropriate for the type of use required.
5. The Business Office is responsible for reviewing the monthly billing/statements.
6. The following are unauthorized uses of cellular telephone and communication devices:
 - a. any call made in relation to an employee's personal business enterprise or,
 - b. any call for the purpose of personal entertainment (e.g. 900 numbers, movie links, internet access, etc.).
7. The Superintendent/designee retains the right to suspend or discontinue the use of any or all cellular telephones or communication devices if determined to be in the best interest of the district.

[Adoption date: June 7, 2004]

[Revision date: May, 2008]

[Revision date: July 2008]

[Revision date: April 6, 2015]

CELL PHONE USAGE PROCEDURES

In accordance with Board policy and the Internal Revenue Code (IRC § 274 (d)), the Superintendent/designee shall annually evaluate the records of personal use by administrative employees and determine a value for the monthly charges to be included as taxable wages of the employee.

Beginning August 1, 2008, the monthly charge to be included as taxable wages to the employee is \$20 per month. The annual amount will be reflected as additional compensation to administrative employees during the month of December.

[Revision date: July 2008]

DATA AND RECORDS RETENTION

All records are the property of the District and are not removed, destroyed, mutilated, transferred or otherwise damaged or disposed of, in whole or in part, except as provided by law or under the rules adopted by the District Records Commission. Such records shall be delivered by outgoing officials and employees to their successors and shall not be otherwise removed, transferred or destroyed unlawfully.

The District Records Commission is composed of the Board President, the Treasurer and the Superintendent and meets at least once every 12 months.

The function of the commission is to review applications for one-time disposal of obsolete records and schedules of records retention and disposition submitted by any employee of the District. Records may be disposed of by the District pursuant to the procedure outlined below. The commission may at any time review any schedule it has previously approved and may revise that schedule, in accordance with State law.

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

When the District Records Commission has approved an application for one-time disposal of obsolete records, or any schedule of records retention and disposition, the applications and/or schedules are sent to the Ohio History Connection (OHC) for review.

The OHC will review the application or schedule within a period of 60 days. During this time, the OHC may select for its custody any records it considers to be of continuing historical value. The OHC will denote upon any schedule of records retention, and disposal, the records for which they will require a certificate of records disposal prior to their disposal. After the OHC has completed their review, OHC will forward the applications and/or schedules to the Auditor of State for their approval or disapproval. The Auditor of State must approve or disapprove the application and/or schedule within 60 days.

Before public records are disposed of pursuant to an approved schedule, the District must inform OHCS of the disposal of only the records that OHC has requested to see. OHC is given the opportunity for a period of 15 days to select for its custody such public records as it considers to be of continuing historical value.²

Electronic Mail and Social Media Content

Electronic mail sent or received by the Board and/or District employees and social media content may be considered a public record subject to public disclosure or inspection under the Open Meetings Act (Sunshine Law). If the electronic mail or social media content is the District's official record and meets the definition of a record as defined by State law, then the information must be retained in accordance with the District records retention schedule.

All Board and District electronic mail communications and social media content are monitored in accordance with the attached regulation to ensure that all electronic mail and social media public records are retained, archived and destroyed in compliance with State law.

District employees are subject to disciplinary action for violation of this policy and regulation.

[Adoption date: June 6, 2016]

LEGAL REFS.: Family Educational Rights and Privacy Act; 20 USC 1232g et seq.
ORC 9.01
149.011; 149.35; 149.381; 149.41; 149.43
3313.29
3319.321
3701.028
Ohio History Connection Form RC-1
Ohio History Connection RC-2
Ohio History Connection Form RC-3

CROSS REFS.: DI, Fiscal Accounting and Reporting
GBL, Personnel Records

JO, Student Records
KBA, Public's Right to Know

1Records include any document, device or item, regardless of physical form or characteristic, including an electronic record (as defined in Ohio Revised Code Section (RC) 1306.01), created or received by or coming under the jurisdiction of the District that serves to document the organization, functions, policies, decisions, procedures, operations or other activities of the District, RC 149.011.

2The Ohio History Connection may not review or select for its custody the records set forth in RC 149.381(E).

INSURANCE MANAGEMENT

The Board of Education 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 Director of Operations will have the responsibility of administering the total insurance program.

The school district will make efforts to obtain insurance at the most economical cost, consistent with required coverage and service, through obtaining quotations or bids.

[Adoption date: July 1, 1991]

LEGAL REFS: ORC 9.83; 9.90
3313.201, 3313.203
3327.09
3917.01

CROSS REFS: EIB, Liability Insurance
GCBC, Professional Staff Fringe Benefits
GDBC, Classified Staff Fringe Benefits

SECTION F: FACILITIES DEVELOPMENT

FA	Facilities Development Goals
FB	Facilities Planning
FEB	Selection of Architect
FEF	Construction Contracts Bidding and Awards
FF	Facility Naming Rights
FF-E	Gifts (Donation Agreement Form)

File: FA

FACILITIES DEVELOPMENT GOALS

The Board will develop a facilities plan to accommodate the educational program. Whenever possible, the cultural as well as educational needs of the community will be considered in planning facilities expansions.

Architects employed by the Board will be expected to plan for simplicity of design; sound economics (including low, long-range maintenance costs) efficiency in energy needs; low insurance rates; high educational utility and flexibility.

[Adoption date: July 1, 1991]

LEGAL REFS: ORC 3318.01
State Board of Education Minimum Standards 3301-35-03

CROSS REFS: AFI, Evaluation of Educational Resources

File: FB

FACILITIES PLANNING

The Board will follow a long-term building program to serve as a guide for capital improvements. This program will be subject to systematic study, revision and extension. The respective construction project will be acted upon individually when proposed for implementation.

The Board of Education building program will be designed to provide adequate facilities to conduct educational programs for all students residing in the district. The building program will be based upon specific board policies that have been and will continue to be modified to conform to changes in the curriculum, availability of construction funds, changes in enrollments and the results of annual evaluation of facilities. The Board will establish priorities using these and other relevant factors.

[Adoption date: July 1, 1991]

[Revision date: November 3, 1991]

LEGAL REFS: ORC 3313.37
3315.10
3315.18
3318
State Board of Education Minimum Standards, 3301-35-03 (c), 3301-35-06

File: FEB

SELECTION OF ARCHITECT

The Superintendent/designee will evaluate the services of the district architectural consultants annually and make a recommendation to the Board to retain those services for another year or to secure the services of another architectural consulting firm.

[Adoption date: July 1, 1991]

CONSTRUCTION CONTRACTS BIDDING AND AWARDS

Upon the approval of working drawings and specifications by the Board of Education 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 or 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 and payment bonds and forms of agreement between the Board and the successful bidder(s). Upon receipt of bids, they will be opened publicly and entered in the minutes of the Board. The architect or authorized individuals will assist the Board and school personnel in analyzing the bids. The Board will accept the lowest and best bid and the Board reserves the right to reject any or all bids.

[Adoption date: July 1, 1991]

LEGAL REFS: ORC 153.12 et seq.
 3313.37, 3313.46
 3318.08, 3318.10
 3319.04
 OAC see generally 4101 (Ohio Building Code)

CROSS REFS: DJC, Bidding Requirements

FACILITY - NAMING RIGHTS

Procedures for Naming Facilities

Board approval shall be required for the naming or renaming of all district facilities including schools or district portions thereof, such as the library or auditorium. Guidelines and procedures listed herein shall apply in all cases of naming or renaming of facilities or portions of facilities.

1. A facility may also be named for an individual or group when a major capital donation has been made to the district for the facility by or on behalf of the nominated individual or group. A major capital donation is defined as (i) the land for the facility, (ii) a significant donation toward the cost of constructing the facility, or (iii) renovating an existing facility.
2. A portion of a facility may also be named for an individual or group when a major capital donation has been made to the district for the facility by or on behalf of the nominated individual or group. A major capital donation for the naming or renaming of portions of facilities is defined as (i) the land for the facility, (ii) a significant donation toward the cost of constructing the facility or portion thereof, or (iii) renovating an existing facility.
3. Names shall be removed from district facilities if it comes to the attention of the Board that a named individual has been convicted of a felony or of any crime involving moral turpitude; conviction of a lesser included offense pursuant to a plea when the original charged offense is a felony; or deferred adjudication for a felony or any crime involving moral turpitude.
4. The nomination shall be presented in writing on a form provided by the district and shall consist of a brief three-paragraph statement that shall contain:
 - a. Biographical data.
 - b. The significant contribution.
 - c. An impact statement explaining why a facility, school or portion thereof should be named after the person.

Impact statements must show how services significantly impacted the lives of citizens. Examples may include:

- a. a healthy start in life
 - b. teaching marketable skills
 - c. enhanced learning opportunities
 - d. building stronger schools, homes, and/or churches
 - e. protecting the environment
 - f. providing a safe place with structured activities during after school, and non-school hours
 - g. contributions to justice
 - h. contributions to civil rights or human rights
 - i. contributions to the arts
5. Length of naming right: Length of naming right is established in advance per the agreement between the Board of Education and the donor.

Recommendations for the renaming of facilities or portions thereof shall be received from the school community involved including, where applicable, the booster group, the parent-teacher association (PTA), and a member of the administration.

Costs for Naming or Renaming Portions of Facilities

Where applicable, costs (i.e.; food, plaques, advertising, receptions, etc.) associated with the naming or renaming of portions of district facilities shall be borne by the Auxiliary Group, PTA, or private donor.

The Board of Education will have the responsibility of naming all facilities or portions thereof.

[Adoption date: August 6, 2007]

File: FF-E

GIFTS
DONATION AGREEMENT FORM

This form is to acknowledge the intention to donate the items listed below to the Oak Hills Local School District. We appreciate your interest in assisting us in providing the best educational experience possible for our children. Please be assured that your gift is valued and will be used wisely.

1. Items donated (*please check one and give details*):

_____ Equipment _____
_____ Supplies _____
_____ Funds _____

2. Purpose of donation (*please check one*):

_____ Use of donation is left to the discretion of the Oak Hills Local School District
_____ The intended purpose of this donation is _____

Donation made to (*School or Program Name*): _____

3. Donation is made by:

Individual/Organization Name _____
Address, City, State and Zip _____
Phone _____

Donor

Date

Approved by Principal or Program

Date

Board of Education Approval

Date

SECTION G: PERSONNEL

GBA	Equal Opportunity Employment
GBCA	Staff Conflict of Interest
GBCB	Staff Conduct
GBD/BG	Board-Staff Communications
GBE	Staff Health and Safety
GBE-R	Staff Health and Safety (Accident and Workers' Compensation Claims)
GBEB	General Safety/Risk Reduction Policies
GBG	Staff Participation in Political Activities
GBI	Staff Gifts, Solicitations and Employee Recognition for Long-Term Service
GBK	Smoke-Free Environment
GBL	Personnel Records
GBO	Verification of Employment Eligibility
GBO-R	Verification of Employment Eligibility
GBP	Drug-Free Workplace
GBPA	Drug and Alcohol Testing (Commercial Drivers License)
GBPA-R	Drug and Alcohol Testing (Commercial Driver's License)
GBPA-E	Drug and Alcohol Testing (Commercial Driver's License)
GBQ	Criminal Record Check
GBR	Family and Medical Leave Act
GCA	Certified Staff Positions (Administrative)
GCB	Certified Staff Contracts and Compensation Plans (Teachers)
GCB-1	Certified Staff Contracts and Compensation Plans (Teachers)
GCB-R-1	Certified Staff Contracts and Compensation Plans
GCB-R-2	Certified Staff Contracts and Compensation Plans (Administrators)
GCB-R-3	Certified Staff Contracts and Compensation Plans (Administrators)
GCBA	Certified Staff Salary Schedules and Initial Placement on Teacher Salary Schedule
GCBA-R	Certified Staff Salary Schedules (Salary Adjustments)
GCBB	Certified Staff Supplementary Pay Plans
GCBB-R	Certified Staff Supplemental Pay Plans
GCBC	Certified Staff Fringe Benefits
G CBD	Certified Staff Leaves
GCBE	Certified Staff Vacations and Holidays
GCC	Certified Staff Recruiting
GCD	Certified Staff Hiring
GCE	Substitute Certified Staff Employment
GCI	Certified Staff Assignments and Transfers
GCJ	Certified Staff Time Schedules
GCL	Staff Professional Learning Opportunities
GCN/AFC	Evaluation of Certified Staff (Certified and Classified Administrators)
GCN-1/AFC-1	Evaluation of Professional Staff (Ohio Teacher Evaluation System)
GCN-R/AFC-R	Evaluation of Certified Staff (Certified and Classified Administrators)
GCN-R-1/AFC-R-1	Evaluation of Certified Staff (Teachers)
GCN-R-2/AFC-R-2	Evaluation of Certified Staff (Teachers)
GCN-2-E/AFC-2-E	Teacher Evaluation Form
GCNA/AFCA	Standards Based Counselor Evaluation
GCPA	Reduction in Certified Staff Work Force
GCPA-R	Reduction in Certified Staff Work Force (Nonrenewal Due to Numerical Reductions – Staff Cuts)
GCPB	Resignation of Certified Staff Members
GCPD	Suspension and Dismissal of Certified Staff Members
GQAB	Tutoring for Pay
GDA	Classified Staff Positions
GDB	Classified Staff Contracts and Compensation Plans
GDBD	Classified Staff Leaves and Absences
GDBE	Vacation Schedules for Custodial Staff
GDC	Classified Staff Recruiting
GDD	Classified Staff Hiring
GDI	Classified Staff Assignments and Transfers
GDL	Classified Staff Professional Learning Opportunities

GDMA	Maintenance Review Committee
GDMA-R	Maintenance Review Committee
GDMA-E	Maintenance Custodial Recommendation
GDN/AFD	Evaluation of Classified Staff
GDN-R/AFD-R	Evaluation of Classified Staff
GDN-E-1/AFD-E-1	Classified Staff Evaluation Responsibilities
GDN-E-2/AFD-E-2	Classified Staff Evaluation Form

EQUAL OPPORTUNITY EMPLOYMENT

The Oak Hills Local School District will provide equal opportunities for employment, retention and advancement of all people regardless of race, color, creed, national origin, citizenship status, age, gender or sexual orientation.

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 people regardless of race, color, creed, national origin, citizenship status, age, sex or handicap.

[Adoption date: July 1, 1991]
[Revision date: November 2, 2015]

LEGAL REFS: Civil Rights Act of 1964, as amended in 1972, Title VI, Title VII
Executive Order 11246, 1965, as amended by Executive Order 11375
Equal Employment Opportunity Act of 1972, Title VII
Education Amendments of 1972, Title IX, Pub. L. No. 92-318 (1972)
45 CFR, Parts 81, 86 (Federal Register June 4, 1975, August 11, 1975)
Rehabilitation Act of 1973
Age Discrimination in Employment Act, Pub. L. No. 95-256
Immigration Reform and Control Act of 1986, Pub. L. No. 99-603 (1986)
ORC 4112.02

CROSS REFS: AC, Nondiscrimination
ACA, Nondiscrimination on the Basis of Gender
ACB, Nondiscrimination on the Basis of Handicap
GCD, Certified Staff Hiring
GDC, Classified Staff Recruiting
GDCA, Posting of Classified Staff Vacancies
GDD, Classified Staff Hiring

STAFF CONFLICT OF INTEREST

The Revised Code of the State of Ohio explicitly prohibits conflict of interest situations for all board members, employees and agents of the state and its political subdivisions.

The policy of the Board of Education regarding possible conflicts of interest of employees is based on the principle that decisions made by all employees in the performance of their school system responsibilities must be made in the best interests of the school system. In reaching these decisions, employees must not be influenced by personal considerations which might consciously or unconsciously affect judgments as to what is in the best interests of the school district.

A possible conflict of interest exists when any of the following occur:

1. when an employee has any personal interest, financial or otherwise, in any organization which might profit from his/her decision made in the execution of school system responsibilities,
2. when an employee has other employment or any responsibility for the operation of any business, or devotes substantial amounts of time to any other income-producing activity where such outside employment, responsibility or activity may interfere with the satisfactory performance of his/her duties with the school system,
3. when an employee solicits or receives any money in addition to that received from the school system for the performance of his or her school duties,
4. when an employee uses or discloses confidential information gained in the course of or by reason of his/her position or activities in any way that could result in personal advantage or financial gain for himself or herself or for any other person, or
5. when an employee knowingly authorizes or uses his/her office to secure authorization of any public contract or to secure the investment of public funds in any security in which he/she or a member of his/her family or a business associate has any interest.

If any employee perceives a possible conflict of interest, it should be discussed with the employee's immediate superior, who will be responsible for bringing questionable situations to the attention of the Superintendent through appropriate channels.

A question of possible conflict of interest must be regarded as a matter of major importance. The disclosure of such a conflict and the determination of whether it is material are necessary for the protection of both the employee and the school system.

[Adoption date: July 1, 1991]

LEGAL REFS:	ORC	2921.42
		3313.811
		3319.21
		3329.10
		4117.20

STAFF CONDUCT

All staff members have a responsibility to make themselves familiar with and compliant to applicable state law, the Licensure Code of Conduct for Ohio Educators, the policies of the Board of Education and the administrative regulations designed to implement them.

The Board expects staff members to conduct themselves in a manner that not only reflects credit to the District, but also presents a model worthy of emulation by students. Unless otherwise permitted by law, staff members are not permitted to bring a deadly weapon or dangerous ordnance into a school safety zone.

All staff members are expected to carry out their assigned responsibilities. Essential to the success of ongoing operations and the instructional program are the following specific responsibilities, which are required of all personnel:

1. faithfulness and promptness in attendance at work;
2. support and enforcement of policies of the Board and regulations of the administration;
3. diligence in submitting required reports promptly at the times specified;
4. care and protection of District property and
5. concern and attention toward their own and the District's legal responsibility for the safety and welfare of students, including the need to ensure that students are under supervision at all times.

[Adoption date: July 1, 1991]

[Revision date: June 2, 2008]

[Revision date: August 7, 2017]

LEGAL REFS: ORC 3319.31, 3319.36

CONTRACT REF: Certified Staff Negotiated Agreement

BOARD-STAFF COMMUNICATIONS

The Board of Education wishes to maintain open channels of communication with the staff. The basic line of communication will be through the Superintendent.

Staff Communications to the Board

All communications to the Board or any of its subcommittees from staff members will be submitted through the Superintendent. Staff members are also reminded that board meetings are public meetings and they provide an excellent opportunity to observe firsthand the board's deliberations.

Board Communications to the Staff

All official communications, policies and directives of staff interest and concern will be communicated to staff members through the Superintendent. The Superintendent will develop appropriate methods to keep staff fully informed of the Board's goals and official actions.

Board Subcommittee Communications

Board subcommittee communications outside of the committee will be by the committee chair or designee directly to the appropriate person in the area of concern.

Visit to the Schools

Board members will notify the principal's office of their presence in the building.

[Adoption date: July 1, 1991]

LEGAL REF: ORC 3313.20

CROSS REF: GBM, Staff Complaints and Grievances

STAFF HEALTH AND SAFETY

All applicants for positions in the school district may be asked to submit evidence of satisfactory health.

Through its overall safety program and various policies pertaining to school personnel, the Board attempts to ensure the safety of employees during their working hours and assist them in the maintenance of good health.

All employees are expected to observe commonly recognized practices which promote the health and safety of school personnel.

Bus drivers will have an annual physical examination in compliance with State law. The results of all such examinations are filed with the Superintendent/designee.

Employers who are required by State or Federal law to have respiratory protection are required to have two physical examinations. The first examination must take place prior to the individual's wearing a respirator. The second examination must take place after the individual's exposure to any hazardous material (within 30 days if it is a one-time exposure, and at least annually if it is ongoing exposure).

The Board may require an individual examination of an employee whenever, in its judgment, it is necessary to protect the health and safety of students or other employees. Whenever the Board requires an employee to submit to a physical examination other than those required by law, the Board assumes the cost of the examination. All health examinations required of employees are made by one of the physicians approved for this purpose by the Board.

Worker's 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 Worker's Compensation Act of Ohio.

Any employee who receives an injury while at work must immediately report this injury to his/her immediate supervisor, request the necessary forms and complete the accident report in order to make application for payment under this Act.

The injured employee may be requested to undergo chemical testing, as established by law and administrative regulations, in order to prove that the injury was not proximately caused by the employee being intoxicated, under the influence of a controlled substance not prescribed by a physician or under the influence of marihuana (marijuana). The results of or the employee's refusal to submit to any of the requested chemical tests may affect the employee's eligibility to receive workers' compensation benefits.

[Adoption date: July 1, 1991]
[Revision date: November 3, 2003]
[Revision date: November 2, 2015]
[Revision date: October 3, 2016]

LEGAL REFS: Asbestos Hazard Emergency Response Act of 1986, Pub. L. No. 99-519 (1986) (AHERA) Comprehensive Environmental Response Compensation and Liability Act of 1980, Pub. L. No. 99-499 (1980) (CIRCLA)
ORC 3313.643, 3313.71, 3313.711
3327.10
4113.23
4123.01 et seq.
OAC 3701-15-02(A); (B)

CROSS REFS: EB, Safety Program
GCBC, Certified Staff Fringe Benefits
GDBC, Classified Staff Fringe Benefits

STAFF HEALTH AND SAFETY
Accident and Worker's Compensation Claims

1. The employee shall complete an online accident report for all accidents. This is necessary because it may not be immediately obvious that the injury will require medical treatment.
2. If medical treatment is necessary and time permits, the employer shall send a Worker's Compensation packet with the employee when they go to the physician or hospital.
 - a. Part I is to be completed by the patient.
 - b. Part III is to be completed by the attending physician.
 - c. Part IV is completed by the emergency service.
 - d. When completed, the patient is to send the form to the Treasurer, who will complete Part II and mail to Worker's Compensation claim office.
3. If additional medications, x-rays, ambulance service, etc., are required, request from the Treasurer's office a form for this purpose (Fee Bill - General or Additional Physician Fees).

Bills are to be held until a claim number is given by Worker's Compensation. This number is provided both to the employer and to the employee.

4. If time is lost from work without pay, the employee shall call the Treasurer's Office and ask for an Application for Payment of Compensation. The employee is to complete Part I and return to the Treasurer, who completes Part II and forwards to Worker's Compensation.

Workers' Compensation Benefits Eligibility – Chemical Testing

Under Ohio's Workers' Compensation Law, every employee who is injured in the course of employment is entitled to benefits, if necessary, to compensate him/her for lost work time, payment for medical, nursing and hospital services, medicines and funeral expenses, unless the injury was proximately caused by the employee being intoxicated or under the influence of a controlled substance not prescribed by a physician.

Testing procedures

An injury is deemed to have been proximately caused by the employee being intoxicated or under the influence of a controlled substance not prescribed by a physician or under the influence of marihuana (marijuana) if any of the following apply:

1. Within eight hours of the injury, the employee's blood alcohol level tests equal to or greater than .08%*.
2. Within eight hours of the injury, the employee's breath alcohol level tests equal to or greater than .08%*.
3. Within eight hours of the injury, the employee's urine alcohol level tests equal to or greater than .11g/100ml*.
4. Within 32 hours of the injury, the employee tests above both the following levels established for an enzyme multiplied immunoassay technique screening test (EMIT) and above the following levels established for a gas chromatography mass spectrometry test, or in the alternative, above the levels established for a gas chromatography mass spectrometry test (GC/MS) along as follows, for substances not prescribed by a physician or marihuana (marijuana):
 - a. for amphetamines, 1000 ng/ml of urine for the EMIT test and 500 ng/ml of urine for the GC/MS test;
 - b. for cannabinoids, 50 ng/ml of urine for the EMIT test and 15 ng/ml of urine for the GC/MS test;
 - c. for cocaine, including crack cocaine, 300 ng/ml of urine for the EMIT test and 150 ng/ml of urine for the GC/MS test;
 - d. for opiates, 2000 ng/ml of urine for the EMIT test and 2000 ng/ml of urine for the GC/MS test, and
 - e. for phencyclidine, 25 ng/ml of urine for the EMIT test and 25 ng/ml of urine for the GC/MS test.

5. The employee, through a chemical test administered within 32 hours of the injury, is determined to have barbiturates, benzodiazepines, methadone or propoxyphene in the employee's system that tests above levels established by laboratories certified by the U. S. Department of Health and Human Services.

6. The employee refuses to submit to a requested chemical test

Legal Protections

All testing will be conducted by a qualified, federally-certified testing laboratory selected by the Board, and any positive test result will be confirmed by a medical review officer.

Confidentiality

All test results will remain confidential as between the employee, the Board, and the Bureau of Workers' Compensation.

*This represents the minimum testing level used to establish intoxication under current state law prohibiting the operation of a motor vehicle while intoxicated, otherwise known as the state "OMVI" law.

[July 1991]

[Revision date: November 3, 2003]

[Revision date: October 3, 2016]

GENERAL SAFETY/RISK REDUCTION POLICIES

INTRODUCTION

Safety and accident prevention is everybody's business and everyone's responsibility. The district will take every reasonable step to ensure compliance with all applicable safety laws and regulations. However, the best safety and accident prevention plan is only as effective as the administration and individual employees demand. If one employee fails to comply with a safety rule or regulation or to report an unsafe condition or practice, numerous employees may be at risk. Compliance with a particular rule or regulation may seem cumbersome or unnecessary in some situations. However, the district has an obligation to ensure compliance and expects compliance. To be successful, each employee must have a proper attitude towards safety and accident prevention. It requires cooperation in all safety and health matters, not only of the administration and employee, but between the employee and all co-workers. Only through such a cooperative effort can an effective safety and accident prevention program be established and maintained. Safety is no accident; think safety and the job will be safer.

THE DISTRICT'S RESPONSIBILITIES

1. The district will provide its employees a workplace free from recognized hazards that are causing or are likely to cause death or serious physical injury to its employees.
2. The district will comply with the employment risk reduction standards, rules and orders.
3. The district will establish safety rules and regulations and will modify these rules and regulations as is necessary to provide a safe work environment.
4. The district will take all reasonable steps to ensure it complies with its responsibilities.
5. The district will take appropriate steps to ensure its employees comply with all employment risk reduction standards, regulations and all safety rules.

EMPLOYEE'S RESPONSIBILITIES

1. Each employee must comply with the employment risk reduction standards and regulations.
2. Each employee must comply with the district's safety rules. Failure to do so will result in disciplinary action being taken against the employee. The discipline may include actions up to and including discharge.
3. Employees must immediately report any hazard or dangerous conditions to their immediate supervisor and building principal. Failure to do so may cause injury to the employee or others and may result in disciplinary action.
4. Employees will not be disciplined or suffer any retaliation for the good faith reporting of a hazard or dangerous condition or for reporting any perceived safety violation involving another employee or the administration.

EMPLOYEE'S RIGHTS

1. An employee has the right to refuse to work under conditions that he in good faith reasonably believes present an imminent danger of death or serious harm provided that the conditions are not ones that would normally exist or might reasonably be expected to exist in the employee's job classification.
2. Before an employee refuses to work, he must report the condition to his immediate supervisor or building principal and request that the condition be corrected and allow a reasonable time for the condition to be corrected.
3. The supervisor or building principal must immediately notify the Superintendent/designee of such a report.
4. The employee must also, as soon as possible, notify in writing the Chief of the Division of Occupational Safety and Health of the condition that he believes presents an imminent danger of death or serious harm.
5. If the Superintendent/designee determines that the employee (a) refused to work based upon a good faith, reasonable belief, (b) that the condition was not one which would normally exist or might reasonably be expected to exist in the employee's job classification, (c) that the employee notified his supervisor of the condition and gave the district an opportunity to correct the condition and (d) the employee notified the Chief of the Division of Occupational Safety and Health as required

by the statute, the employee will either be reassigned to another job or sent home or any combination thereof until the condition is corrected. Any employee determined to have complied with these requirements will not suffer any loss of pay as a result of being reassigned or sent home.

6. If the Superintendent/designee determines that the employee failed to meet any of these requirements, the employee will not be reassigned to another job and will not be paid if sent home. Additionally, the employee will be subject to discipline up to and including discharge.

SAFETY AND HEALTH COMMITTEE

An effective safety and health program requires employee participation and input. The district is committed to ensuring employee participation. To accomplish this, a safety and health committee has been established to help guide and direct the district's safety and health plan. It also serves as a forum to review and address employees' safety and health concerns. The committee consists of members of the teaching and non-teaching staff and is chaired by the Safety Coordinator. The committee shall meet on a regular basis. Any committee recommendation or finding will be forwarded to the Superintendent or designee for consideration. Committee members are encouraged to bring concerns of the individual members to the committee for consideration. The committee person should then report to the member the committee's response to the concern. Minutes shall be kept and maintained by the Safety Coordinator. The safety and health committee in no way limits the individual employee's right and responsibility to bring potential safety and health problems to the attention of the supervisor or building principal. To further encourage employee participation, safety suggestion boxes will be placed at various work sites. The suggestions will be reviewed by the safety and health committee and appropriate action taken. The committee may recommend to the Superintendent or designee that an employee be recognized for a suggestion.

[Adoption date: March 6, 1995]
[Revision date: November 2, 2015]

LEGAL REFS: ORC 4167.01(A), 4167.04, 4167.05, 4167.06, 4167.11
Occupational Safety and Health Standards for General Industry
29 CFR Part 1910

CROSS REFS: EB, Safety Program
GBE, Staff Health and Safety

STAFF PARTICIPATION IN POLITICAL ACTIVITIES

Employees of the district 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 will be determined in compliance with law.

In connection with campaigning, no employee will use school district time, monies, facilities, equipment or supplies nor will the employee discuss the campaign with school personnel or students during the working day.

[Adopted: December 20, 1993]

LEGAL REFS: ORC 124.57
 5 U.S.C. § 1501-1508 [Hatch Act]
 Intergovernmental Personnel Act of 1970, Pub. Law No. 95-454, § 4728 (1970)

STAFF GIFTS, SOLICITATIONS AND
EMPLOYEE RECOGNITION FOR LONG-TERM SERVICE

Solicitations

The Superintendent/designee will approve all solicitations that are to be permitted in the schools. No organization may solicit funds of staff members in the schools, nor may anyone distribute flyers or other materials related to fund drives through the school without the approval of the Superintendent/designee.

Staff will not solicit any student activity for personal gain.

This policy does not prevent the showing of films or slides or of having discussions on the merits of the United Way Campaign. Staff members may be encouraged to participate, but pressure in any form will not be used.

Employees may not be engaged in the sale of products to the schools, even if the proceeds of such sales are intended for charitable or civic purposes; nor will staff members collect any money or distribute any fund-raising literature without the express approval of the Superintendent/designee.

[Revised date: November 7, 1994]

[Revision date: November 2, 2015]

SMOKE-FREE ENVIRONMENT

The Board is dedicated to providing a healthy, comfortable and productive environment for its staff, students and citizens. Health professionals have determined that smoking poses health hazards not only for the smoker, but for the nonsmoker as well.

Recognizing these health issues, the Board prohibits smoking in all district-owned, leased or contracted buildings and premises.

The Board also prohibits the use of electronic cigarettes and/or vapor devices in all District-owned, leased or contracted buildings, vehicles and premises.

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 smoking and, if needed, resources available to those who wish to discontinue their smoking habit.

A notice to this effect is posted at the entrance to all school buildings and in a visible place in all school vehicles.

[Adoption date: September 20, 1993]
[Revision date: September 14, 1998]
[Revision date: October 7, 2002]
[Revision date: January 8, 2007]
[Revision date: April 7, 2014]
[Revision date: November 2, 2015]

LEGAL REFS: ORC 3313.20
3313.47
3791.031
3794.06(A)

CROSS REF: JFCG, Tobacco Use by Students

PERSONNEL RECORDS

The Superintendent will develop and implement a comprehensive and efficient system of personnel records, under the following guidelines:

1. Personnel folders will contain records and information relative to compensation, 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 will not be placed in a staff member's file.
2. A personnel folder for each employee will be 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.
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 responsible for maintenance of the public records is required to make copies available at cost, within a reasonable period of time.
4. The public will have 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. Records of which the release is prohibited by state or federal law
5. Each employee will have the right, upon request, to review the contents of his/her own personnel file. Requests will be made to the Superintendent/designee and scheduled for a time convenient for the parties involved.
6. Employees may make written objections to any information contained in the file. Any written objection must be signed by the staff member and will become 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 the file, may compel the school district to investigate the current status of the information.
7. Personnel records should be reviewed only in the confines of the Oak Hills administrator's office.

[Adoption date: July 1, 1991]

LEGAL REFS: ORC 9.01
 9.35
 149.41, 149.43
 1347.01 et seq.
 3317.061
 3347.08, 3347.09
 4113.23
 State Board of Education Minimum Standards 3301-35-03(A)(10)

CROSS REF: KBA, Public's Right to Know

CONTRACT REF: Certified Staff Negotiated Agreement

VERIFICATION OF EMPLOYMENT ELIGIBILITY

The Oak Hills Board of Education will comply with all aspects of the Immigration Reform and Control Act of 1986. The Board will delegate to the Superintendent the responsibility of establishing procedures to assure compliance with this Act.

Federal law requires that all employers and employees, hired after November 6, 1986, complete an Employment Eligibility Verification Form (Form I-9) provided by the U.S. Immigration and Naturalization Service. Applicants are given a separate written statement informing them that the Board may use a criminal records check as part of the initial hiring process and at various times during the employment career. This notice must be on a separate document which only contains this notice. The applicant's written authorization to obtain the criminal records check will be obtained prior to obtaining the criminal records check. Prior to taking an adverse action against an applicant or employee (such as declining to employ, reassigning an employee, denying a promotion, suspension, non-renewal, or termination) based in whole or in part on a criminal records check, the applicant or employee will be given a written pre-adverse action disclosure statement which will include a copy of the criminal records 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 records check from BCII upon request within sixty (60) days.

All such employees must provide documents that establish both identity and employment eligibility in order for Form I-9 to be completed and signed by both the employee and the school district official. The Employment Eligibility Verification Form (Form I-9) must be retained for three years or for one year past the end of the employment of an individual, whichever is longer. Such forms must be made available for inspection to an Immigration and Naturalization Service (INS) or Department of Labor (DOL) officer upon request.

LEGAL REFS: Immigration Reform and Control Act of 1986, Pub. L. No. 99-603 (1986)
Fair Credit Reporting Act, 15 U.S.C. Section 1681 et seq.

CROSS REF: AC, Nondiscrimination

[Adoption date: July 1, 1991]

[Adoption date: September 14, 1998]

VERIFICATION OF EMPLOYMENT ELIGIBILITY

In order to comply with federal law the following verification of employment eligibility procedures will apply:

Completion of Form I-9

The Superintendent/designee will have the following employees complete Form I-9. Persons hired after May 31, 1987 - Form I-9 must be completed within three business days of the date of the hire. If an individual is employed for less than three days, the form must be completed before the end of the employee's first working day.

The following individuals do not need to complete Form I-9:

1. Persons hired before November 7, 1986
2. Persons hired after November 6, 1986, who left your employment before June 1, 1987
3. Persons who provide labor to you who are employed by a contractor providing contract services
4. Persons who are independent contractors.

The Superintendent/designee is also responsible for re-verifying employment eligibility of employees whose employment eligibility documents carry an expiration date.

Acceptable Documents for Verifying Employment Eligibility

All employees hired after November 6, 1986 will need to provide a document or documents that establish identity and employment eligibility. The following lists identify acceptable documents.

Documents That Establish Identity and Employment Eligibility

LIST A

1. United States Passport
2. Certificate of United States Citizenship (INS Form N-560 or N-561)
3. Certificate of Naturalization (INS Form N-550 or N-570)
4. Unexpired foreign passport which:
 - a. Contains an unexpired stamp which reads "Processed for I-551. Temporary Evidence of Lawful Admission for permanent residence. Employment authorized" or
 - b. Has attached thereto a Form I-94 bearing the same name as the passport and contains an employment authorization stamp, so long as the period of endorsement has not yet expired and the proposed employment is not in conflict with any restrictions or limitations identified on the Form I-94
5. Alien Registration Receipt Card (INS Form I-151) or Resident Alien Card (INS Form I-551), provided that it contains a photograph of the bearer
6. Temporary Resident Card (INS Form I-688A)
7. Employment Authorization Card (INS Form I-688A)

Documents That Establish Identity

LIST B

For individuals 16 years of age or older:

1. State-issued driver's license or state-issued identification card containing a photograph. If the driver's license or identification card does not contain a photograph, identifying information should be included, such as name, date of birth, sex, height, color of eyes and address
2. School identification card with a photograph
3. Voter's registration card
4. United States Military card or draft record
5. Identification card issued by federal, state or local government agencies
6. Military dependent's identification card
7. Native American tribal documents
8. United States Coast Guard Merchant Marine card
9. Driver's license issued by a Canadian government authority

For individuals under age 16 who are unable to produce one of the documents listed above:

10. School record or report card
11. Clinic doctor or hospital record
12. Daycare or nursery school record

Documents That Establish Eligibility

LIST C

1. Social Security number card, other than one which has printed on its face "not valid for employment purposes"

Note: This must be a card issued by the Social Security Administration; a facsimile (such as a metal or plastic reproduction that people can buy) is not acceptable.
2. An original or certified copy of a birth certificate issued by a state, county or municipal authority bearing an official seal
3. Unexpired INS employment authorization
4. Unexpired re-entry permit (INS Form I-327)
5. Unexpired Refugee Travel Document (INS Form I-571)
6. Certification of Birth issued by the Department of State (Form FS-545)
7. Certification of Birth Abroad issued by the Department of State (Form DS-1350)
8. United States Citizen Identification Card (INS Form I-197)
9. Native American tribal document
10. Identification Card for use of Resident Citizen in the United States (INS Form I-179)

Retention of Employment Eligibility Verification Form (Form I-9)

The Superintendent/designee must retain Form I-9 for three years or for one year past the end of the employment of the individual, whichever is longer. Such forms will be retained in a separate file and shall be considered to be confidential and used only for employment eligibility verification purposes.

Preparation of Documents for Inspection

U.S. Immigration and Naturalization Service (INS) or Department of Labor (DOL) Officers are required to give employers three days' advance notice before an inspection. The Superintendent/designee will assemble the I-9 forms in preparation for the inspection. Failure to provide the I-9 forms could result in civil money penalties for each employee for whom the form was not completed, retained or presented.

[July 1991]

DRUG-FREE WORKPLACE ACT

It is the intent of the Oak Hills Local Board of Education to establish a drug-free workplace. Drug abuse in the workplace is dangerous and can lead to harm to not only the person abusing drugs, but also to fellow employees and students. It is especially important that employees not use drugs in the workplace in view of the fact that, as employees within the schools, the conduct of all Board of Education employees can potentially influence children within the schools.

For these reasons the Oak Hills Board of Education is committed to maintaining a drug-free workplace, and will enforce the following policy.

1. All employees (teachers, administrators, classified staff and other employees) must refrain from the use, sale, purchase, possession, or being under the influence of illegal drugs while on the job, on school premises or at a school-sponsored event or activity, or while using school equipment. The Board also prohibits the use and possession of legally acquired medical marijuana in the workplace.
2. Any employee arrested for a violation of a criminal drug statute in the workplace must:
 - a. report his/her conviction to the administration no later than five working days after the conviction; and
 - b. satisfactorily participate in a drug abuse assistance rehabilitation program approved by the Board and the carrier of the employee's health insurance.

When the District has reasonable suspicion an employee is under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcohol or any other controlled substance, as defined in State and/or Federal law, the employee may be subject to testing in accordance with prescribed administrative regulations, local, State and Federal law and/or the negotiated agreement and may be considered in violation of this policy.

All employees will be provided with a copy of this policy as a standard employment practice. Compliance is mandatory. Failure of any employee to abide by the terms of this policy may result in suspension without pay, non-renewal or termination at the discretion of the Board.

The Board of Education does not maintain a drug rehabilitation counseling or re-entry program. Employees should reference their medical plan documents.

[Adoption date: July 1, 1991]
[Revision date: June 7, 1993]
[Revision date: November 2, 2015]
[Revision date: October 3, 2016]

LEGAL REFS: Drug-Free Workplace Act of 1988,
Pub. L. No. 100-690, 41 U.S.C. 701 et seq.; 20 U.S.C. 3474, 1221e-3(a)(1) (1988)
Drug-Free Workplace Act, 34 C.F.R § 85 (1988)

DRUG AND ALCOHOL TESTING
(Commercial Driver's License)

Employees of the Oak Hills Local School District who are required to hold a Commercial Driver's License (CDL) as a condition of employment will be required to undergo random, reasonable suspicion, and post accident alcohol and controlled substance testing as required by the United States Department of Transportation as specified in the Omnibus Transportation Testing Act of 1991. Any applicant for a position that requires a Commercial Driver's License must undergo pre-employment alcohol and controlled substance abuse testing.

[Adoption date: January 2, 1996]

DRUG AND ALCOHOL TESTING
(Commercial Driver's License)

1. GENERAL

- a. It is the policy of the Oak Hills Local Board of Education to establish a program which is designed to aid in the prevention of accidents and injuries resulting from the misuse of alcohol or the use of controlled substances by employees who are drivers of commercial motor vehicles/school buses.
- b. The misuse of alcohol and the use of controlled substances can cause grave harm to not only the person using the substance but also to fellow employees, students, and citizens. The effects of alcohol misuse or drug use are magnified when the individual is responsible for the safety-sensitive functions involved with operating a commercial motor vehicle and/or school bus.
- c. Federal law prohibits any alcohol misuse that could affect the performance of driving a commercial motor vehicle. This includes:
 - 1) Use on the job
 - 2) Use during the four hours before driving a commercial motor vehicle
 - 3) Having prohibited concentrations of alcohol in the system while driving a commercial motor vehicle
 - 4) Use during eight hours following an accident, and
 - 5) Refusal to take a required test
- d. Federal law prohibits any controlled substance use without a licensed physician's written prescription.
- e. Federal law requires employers to implement certain drug and alcohol testing procedures in accordance with the requirements of 49 C.F.R., Article 382. The law mandates that drivers of commercial motor vehicles, which includes school buses, be subject to pre-employment testing, reasonable suspicion testing, post-accident testing, return to duty and follow up testing.
- f. The testing procedures utilize an evidential breath device for alcohol testing and urine specimen collection for controlled substance testing. The testing procedures shall be implemented in accordance with the federal requirements contained in 49 C.F.R., Part 40. Every effort will be made to protect the driver and the integrity of the testing processes, to safeguard the validity of the test results, and to insure that the results are attributed to the correct driver.
- g. Before performing alcohol or controlled substance test under this policy, the district will notify a driver that the alcohol or controlled substances test is required under the policy and federal law.
- h. Any questions regarding the language, implementation or consequences of this policy shall be brought to the attention of the Director of Operations.

2. PROHIBITIONS

- a. Alcohol concentration. No driver shall report to duty requiring the performance of driving a commercial motor vehicle while having an alcohol blood concentration of 0.02 or greater.
- b. Alcohol possession. No driver shall be on duty or operate a commercial motor vehicle while the driver possesses alcohol.
- c. On-duty use. No driver shall use alcohol while driving a commercial motor vehicle.
- d. Pre-duty use. No driver shall drive a commercial motor vehicle within four hours after using alcohol.
- e. Use following accident. No driver required to take a post-accident alcohol test under this policy shall use alcohol for eight hours following an accident, or until he/she undergoes a post accident alcohol test, whichever occurs first.
- f. Controlled substance use. No driver shall report for duty or remain on duty requiring the performance of driving a commercial motor vehicle when the driver uses any controlled substance, except when the use is pursuant to the instructions of a physician who has advised the driver that the substance does not adversely affect the driver's ability to safely operate a commercial motor vehicle. A commercial motor vehicle driver may be required by the Board to inform the Board of any therapeutic drug use.

- g. Controlled substance testing. No driver shall report for duty, remain on duty or drive a commercial motor vehicle if the driver tests positive for controlled substances.
- h. Refusal to submit to required alcohol or controlled substances test. No driver may refuse to submit to a required alcohol or controlled substance test. A driver refusing to undergo such test will not be permitted to operate a commercial vehicle and will be treated as having failed the prescribed alcohol or drug test.

3. TEST REQUIRED

- a. Pre-employment. Prior to the first time a driver performs safety sensitive functions for the employer, the driver must undergo testing for alcohol and controlled substances. This requirement pertains to all new hires and existing employees transferred to a commercial driver's position. The Board is under no obligation to hire an applicant who fails a drug or alcohol test. As soon as practical after an accident involving a commercial motor vehicle, a driver may be tested for alcohol and controlled substances. An accident is defined as one which involves the loss of human life or the driver receives a citation under state or local law for a moving violation arising from the accident.
- b. Random testing. At a minimum, 25% of the average number of driving positions in the district will undergo annual alcohol testing. The minimum annual percentage rate for random controlled substance testing is 50% of the average number of driving positions.
- c. Reasonable suspicion testing. Drivers are required to submit to testing based on "specific, present, obvious observations concerning the appearance, behavior, speech or body odors of the driver." Reasonable suspicion testing is authorized by the regulations during, just preceding, or after a period of the work day the driver is required to be drug or alcohol free.

The required observation for reasonable suspicion testing will be made by the Transportation Supervisor/designee who is trained in accordance with the requirements of the federal regulations.

- d. Return to duty testing. After a driver fails to pass an alcohol or controlled substance test, the driver will be required to undergo and pass another test before the driver is permitted to operate a commercial motor vehicle.
- e. Follow-up testing. Drivers who are reinstated after problems associated with alcohol misuse and/or use of controlled substances shall be subject to unannounced follow-up testing as directed by a substance abuse professional.

4. CONSEQUENCES FOR VIOLATING ALCOHOL AND DRUG PROHIBITIONS

- a. Alcohol. Following a determination that the employee has violated the alcohol prohibitions, including having a test result of 0.04 BAC or greater, the driver must be removed from, and cannot be returned to, a driving position until, at a minimum:
 - 1) The employee undergoes evaluation, and where necessary, rehabilitation at employee's expense;
 - 2) A substance abuse professional determines that the employee has successfully complied with any required rehabilitation; and
 - 3) The employee undergoes return-to-duty tests with the result of less than 0.02 BAC.

In addition, an employee with an alcohol concentration of 0.02 or greater, but less than 0.04, will not be permitted to drive a commercial motor vehicle for a minimum of 24 hours.

- b. Drugs. Following a determination that an employee through testing, this policy requires that a driver be removed from operating a commercial motor vehicle until, at a minimum:
 - 1) The employee undergoes evaluation, and where necessary, rehabilitation at employee's expense;
 - 2) A substance abuse professional determines that the driver has successfully complied with any required rehabilitation, and the employee takes a return-to-duty test with a verified negative test result.

[Adoption date: January 2, 1996]

DRUG AND ALCOHOL TESTING
(COMMERCIAL DRIVER'S LICENSE)

CERTIFICATE OF AUTHORITY

I have received a copy of the foregoing Commercial Drivers Alcohol and Drug Policy, have read its contents and understand that I may be disciplined, up to and including termination from employment, for failure to comply with the foregoing policy.

EMPLOYEE'S SIGNATURE

EMPLOYEE'S NAME

EMPLOYER OR SUPERVISOR

DATE

[January 2, 1996]

CRIMINAL RECORD CHECK

The Board shall request from the Superintendent of the Bureau of Criminal Identification and Investigation (BCII) criminal records checks of all candidates under final consideration for employment or appointment in the District. The BCII criminal records checks include information from the Federal Bureau of Investigation (FBI).

The Board may employ persons on the condition that the candidate submits to and passes a BCII criminal records check in accordance with State law. Any person conditionally hired who fails to pass a BCII criminal records check is released from employment. Applicants are given a separate written statement informing them that the Board uses a criminal records check as part of the initial hiring process and at various times during the employment career. This notice must be on a separate document which only contains this notice. The applicant's written authorization to obtain the criminal records check will be obtained prior to obtaining the criminal records check.

After taking an adverse action, the applicant or employee will be provided with a verbal or written adverse action notice which includes the name, address and telephone number of the BCII, a statement that the 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 the BCII and the individual's right to an additional free criminal records check from the BCII upon request within 60 days.

An applicant for employment may provide a certified copy of a BCII criminal records check to the District in compliance with State law. The District may accept this criminal records check in place of its own records check if the date of acceptance by the District is within one year after the date of issuance by the 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. Criminal records checks are not public records for purposes of the Public Records Law. Any applicant not hired because of information received from the records check shall be assured that all records pertaining to such information are destroyed.

Effect of Guilty Plea and/or Conviction of Enumerated Crimes

Certificated staff members determined by virtue of a criminal records check to have pled guilty to or have been convicted of any offense enumerated under R.C. 3319.39(B)(1), including a judicial finding for intervention in lieu of conviction and/or participation in a pre-trial diversion program relating to any of the offenses listed therein, or who are otherwise determined to have engaged in conduct unbecoming the teaching profession under certain specific circumstances are subject to mandatory State reporting requirements in addition to the initiation of an action by the Board to terminate their employment.

Suspension From Duties Involving Care, Custody, or Control of a Child

In accordance with state law, the Superintendent shall immediately suspend a licensed certificated staff member from all duties that require the care, custody, or control of a child during any pending criminal action for which that staff member has been arrested, summoned and/or indicted for any crimes set forth in R.C. 3319.39(C).

Volunteers

The District notifies current and prospective volunteers who have or will have unsupervised access to students on a regular basis that a criminal records check may be conducted at any time.

Contractors

Criminal records checks are required for contractors who meet the following four criteria: (1) the contractor is an employee of a private company under contract with the District to provide "essential school services"; (2) the contractor works in a position involving routine interaction with a child or regular responsibility for the care, custody or control of a child; (3) the contractor is not licensed by ODE and (4) the contractor is not a bus driver.

[Adoption date: March 5, 2012]

[Revision date: November 2, 2015]

LEGAL REFS: Fair Credit Reporting Act; 15 USC 1681 et seq.
ORC 109.57; 109.572; 109.575; 109.576
2953.32
3301.074
3319.088, 3319.22, 3319.222, 3319.29, 3319.291, 3319.302, 3319.302
3319.303; 3319.304, 3319.311, 3319.313, 3319.315, 3319.39; 3319.391; 3319.392
OAC 3301-27-01; 3301-83-06

CROSS REFS: EEAC, School Bus Safety Program
GBL, Personnel Records
GCBB, Professional Staff Supplemental Contracts
GCD, Professional Staff Hiring
GCPD, Suspension and Termination of Professional Staff Members
GDBB, Support Staff Pupil Activity Contracts
GDD, Support Staff Hiring
GDPD, Suspension and Termination of Support Staff Members
IIC, Community Instructional Resources (Also KF)
IICC, School Volunteers
KBA, Public's Right to Know
LEA, Student Teaching and Internships

FAMILY AND MEDICAL LEAVE

The Board provides leave to eligible employees consistent with the Family Medical Leave Act (FMLA). Eligible employees are entitled to up to 12 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: February 28, 1994]

[Re-adoption date: April 19, 2010]

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, Professional Staff Leaves and Absences
GDBD, Support Staff Leaves and Absences

CONTRACT REFS: Teachers' Negotiated Agreement
Support Staff Negotiated Agreement

FAMILY AND 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. birth and care of a newborn child;
2. placement with an employee of a son or daughter for adoption or foster care;
3. care for a spouse, child, 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 Board 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 for which the leave could not normally be used.

Spouses Employed by the District

If spouses 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.

If spouses eligible for leave are employed by the District, their combined amount of leave to care for a covered service member is limited to 26 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 for the employee’s own serious health condition; to care for a seriously ill spouse, child or parent; to care for a covered service member’s serious injury or illness or for leave taken due to a qualifying exigency. Such leave may be used for the birth or adoption/placement of a child only if the Board agrees.

If an employee needs leave intermittently or on a reduced leave schedule for planned medical treatment, the employee must make a reasonable effort to schedule the treatment so as not to unduly disrupt the employer's operations.

The Board may provide such leave for medical purposes, but the Superintendent may transfer the employee to a position which is equivalent, but more suitable for intermittent periods of leave. The employee must furnish the Board 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 group health insurance plan during the period of FMLA leave. Prior to the beginning of the FMLA leave, the employee should make arrangements with the Treasurer to pay the employee's share of health insurance (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 unpaid 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 pre-scheduled medical leave, the employee must make reasonable attempts to schedule treatment so as not to disrupt the District's operations.

The Board may deny the leave if the employee does not meet the notice requirements.

Certification

The Board 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 Board may request 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 Board restores 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 Board may deny restoration to a key employee. The Board complies with the notice requirements of the FMLA in denying restoration. A key employee is one who is among the highest paid 10 percent 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 in an individual setting. This term includes teachers, athletic coaches, driving instructors and special education assistants such as signers for the hearing impaired. It does not include teacher assistants or aides who do not have as their principal job actual teaching or instructing, nor does it include auxiliary personnel such as counselors, psychologists or curriculum specialists. It also does not include cafeteria workers, maintenance workers or bus drivers.

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. 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.

In all cases, only the period of leave until the employee is ready and able to return to work shall be charged against the employee's FMLA leave entitlement. Any additional leave required by the Board is not counted as FMLA leave. However, the Board is required to maintain the employee's group health insurance and restore the employee to the same or equivalent job upon the conclusion of the leave.

Failure to Return

The Board is entitled to recover health care premiums paid during the leave if the employee fails to return from leave. Recovery cannot occur if the employee fails to return because of the continuation, recurrence or onset of a serious health condition or due to circumstances beyond the control of the employee.

[Adoption date: April 19, 2010]
[Revision date: June 1, 2015]
[Revision date: November 2, 2015]

CERTIFIED STAFF POSITIONS

(ADMINISTRATIVE)

Upon the advice and consent of the Board of Education, the Superintendent will be responsible for interviewing and the selection procedures for administrative positions reporting directly to him/her. For administrative positions which report to another administrator other than the local superintendent, interviewing and selection procedures will ensure that the immediate supervisor to whom the position is responsible will, to the extent possible, have an opportunity to aid in the selection; however, the final selection for recommendation to the Board will be made by the local superintendent.

Although a position may remain temporarily unfilled or the number of persons holding the same type of position be reduced in the event of staff reduction, only the Board may abolish a position it has created.

[Adoption date: July 1, 1991]

[Revision date: November 2, 2015]

LEGAL REFS: ORC 3319.02, 3319.03, 3319.09, 3319.16, 3319.17, 3319.22
4117.01
State Board of Education Minimum Standards 3301-35-01, 3301-35-03

CERTIFIED STAFF CONTRACTS AND COMPENSATION PLANS
(Teachers)

The Board of Education believes that fair teacher compensation plans - which include competitive salary schedules and employee benefits -- are necessary to attract and retain highly qualified professionals to provide a high quality education program in the Oak Hills Local School District.

1. Teacher Contracts

Written contracts of employment shall be issued to all professional teaching personnel. Contracts are by and between the staff member and the Board of Education.

The basic types of contracts are as follows:

a. Limited Contract

All teachers new to the Oak Hills Local School District will be employed on a limited contract for one year. They will continue on limited contracts until qualified for and awarded, continuing contract status.

If the teacher has not received Professional Certification but he/she is to be re-employed, a one-year contract will be offered.

b. Continuing Contract

In accordance with section 3319.08 of the Ohio Revised Code, a continuing contract is a contract that remains in effect until the teacher resigns, elects to retire, or is retired pursuant to former section 3307.37 of the Revised Code, or until it is terminated or suspended and shall be granted only to teachers who have provided notice of their eligibility by November 1st of the year the teacher becomes eligible for a continuing contract and who have met of the following criteria:

For teachers initially issued a teacher's certificate or educator license prior to January 1, 2011, the following rules apply:

- The teacher held a professional, permanent, or life certificate or a professional, senior professional, or lead professional educator license.
- Has taught three (3) of the last five (5) years within the Oak Hills Local School District, or having attained continuing contract status elsewhere in Ohio (provided written verification has been provided from the previous Ohio district), have served at least two (2) years in the Oak Hills Local School District.
- Held a master's degree at the time of initially receiving a teacher's certificate under former law or an educator license, six (6) semester hours of graduate coursework in the area of licensure or in an area related to the teaching field since the initial issuance of such certificate or license.
- If the teacher did not hold a master's degree at the time of initially receiving a teacher's certificate under former law or an educator license, thirty (30) semester hours of coursework in the area of licensure or in an area related to the teaching field since the initial issuance of such certificate or license.

For teachers initially issued a teacher's certificate or educator license on or after January 1, 2011, the following rules apply:

- The teacher holds a professional educator license, senior professional educator license, or lead professional educator license.
- Has taught three (3) of the last five (5) years within the Oak Hills Local School District, or having attained continuing contract status elsewhere in Ohio (provided written verification has been provided from your previous Ohio district), have served at least two (2) years in the Oak Hills Local School District.
- The teacher has held an educator license for at least seven (7) years.
- If the teacher did not hold a master's degree at the time of initially receiving an educator license, thirty (30) semester hours of coursework in the area of licensure or in an area related to the teaching field since the initial issuance of that license.
- If the teacher held a master's degree at the time of initially receiving an educator license, six (6) semester hours of graduate coursework in the area of licensure or in an area related to the teaching field since the initial issuance of that license.

Teachers who have obtained continuing contract status elsewhere in Ohio, become eligible for a continuing contract upon employment but must be considered for tenure after two years' service in the Oak Hills Local School District. Teachers who meet all legal qualifications for a continuing contract but who are not recommended by the Superintendent and approved by

the Board for a continuing contract, must be notified of the Board's action to not re-employ in writing by the Treasurer on or before April 30. The Superintendent may recommend re-employment of such teacher if continuing service status has not been attained in another district, under a limited contract, with the reasons directed at professional improvement of the teacher. Written notification of the Superintendent's recommendation as well as the Board's action to issue a one year contract must be received by the teacher on or before April 30 of the year of contract expiration. If the teacher accepts the limited contract then the subsequent contract, if granted, must be a continuing contract.

c. Supplemental Contracts

Supplemental contracts will be entered into with each teacher who performs assigned supplemental duties for which compensation is authorized. Such contracts are awarded for one year and will be separate from the teaching contract. Elimination or creation of assignments for extra duties will be made at the discretion of the administration, subject to approval by the Board.

The Superintendent's recommendation will be considered in all contract renewals.

2. Professional Certification

At the conclusion of each contract the question of professional certification must be determined. If the teacher has obtained professional certification and is to be re-employed a decision will be made whether to grant tenure or award a limited contract of one year with reasons directed at professional improvement.

If Professional Certification has not been achieved but the teacher is to be re-employed, another one-year contract will be offered.

Nothing in the Board ruling is intended to abrogate the rights of the Board of Education as established under Ohio Revised Code.

[Adoption date: July 1, 1991]

[Revision date: November 2, 2015]

LEGAL REFS: ORC 3317.13, 3317.14
3319.07, 3319.08, 3319.09, 3319.11, 3319.12, 3319.24

CROSS REFS: GCBB, Certified Staff Supplementary Pay Plans

CONTRACT REF: Certified Staff Negotiated Agreement

CERTIFIED STAFF CONTRACTS AND COMPENSATION PLANS
(Teachers)

1. The Board of Education recognizes its responsibility in the employment of personnel to ensure that an employee is properly certificated when employed and assigned. It shall be the employee's responsibility to have the proper certification on file in the personnel office in areas of upgrading, renewals and additions of new teaching areas.
2. Newly employed personnel shall have their certification on file no later than September 15th of the year in which they are employed, or within 30 days after employment if hired after the beginning of the school year.
3. Employees whose certificates expire at the end of any given school year shall have the certificate on file, applied for, or written assurance on file in the Personnel Office that all qualifications will be met for the issuance of the certificate. This action will be taken by March 30th of the year the certificate expires.
4. Any exception to the above must be approved by the Director of Personnel.

The Board may offer an employment contract to a qualified individual with a resident educator license, issued by the State Board of Education (SBOE), in the Teach For America program. Teach For America is a national program that recruits recent college graduates to teach for two years in urban and rural public schools.

Applicants for a resident educator license must satisfy four minimum the following qualifications for the duration of the program.: The qualifications are:

1. hold a bachelor's degree from an accredited institution of higher education;
2. maintain a cumulative undergraduate grade-point average of at least 2.5 out of 4.0, or its equivalent;
3. passage an examination prescribed by the of a State Board-prescribed SBOE in the subject area to be taught; examination (Praxis II) and
4. successfully completion complete of the summer training institute operated by Teach For America. And
5. remain an active member of the Teach for America two-year support program.

Prior to being placed in a classroom, participants in the Teach For America program must complete a five-week summer training seminar that covers such topics as instructional planning and delivery, classroom management and culture, and learning theory and literacy development.

Participants must also receive ongoing professional development in an accredited four-year institution of higher learning during their two-year teaching commitment.

In addition, the SBOE is required by law to issue a resident educator license to an applicant who has completed at least two years of teaching in another state as a participant in the Teach For America program and credit him/her with two years of the four-year Ohio Teacher Residency Program.

In addition, the SBOE is required by law to revoke a resident educator license issued to a Teach for America Program participant who is assigned to teach in the state if the participant resigns or is dismissed from the program prior to completion of the two-year Teach for America support program.

[Revision date: April 6, 2015]
[Revision date: November 2, 2015]

CERTIFIED STAFF CONTRACTS AND COMPENSATION PLANS
(ADMINISTRATORS)

The Board of Education believes that 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 will be reviewed annually and determined by the Board. Annual salary information is available to all administrators through the district's online system.

All administrators shall be issued written limited contracts. The contract will specify 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 less than two nor more than five years; however, 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.

Except by mutual agreement between the Board and administrator, no assistant superintendent, principal, assistant principal or other administrator shall be transferred during the life of the contract to a position of lesser authority.

The salaries and compensation prescribed by contract shall not be reduced by the Board of Education unless the reduction by the Board of Education is part of a uniform plan affecting the entire district and no contract may be terminated or suspended except pursuant to state law.

An administrator who has earned teacher tenure in the school district will retain such status while serving as administrator; furthermore, any administrator who previously obtained teacher tenure in another district will achieve teacher tenure in this district after re-employment with two or more years' experience as administrator in this district.

The Superintendent's recommendation will be considered in all contract renewals and non-renewals. All administrators whose contracts will expire at the end of the school year will receive a completed written evaluation at least sixty (60) days prior to any action of the Board on their contract of employment. Before March 31, all such employees will be notified by the Board of Education of the date of 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 non-renewal of the contract.

Also prior to March 31 of the year in which the contract of employment expires, any administrator whom the Board intends to non-renew will receive written notification of the Board's action to not re-employ.

[Adoption date: July 1991]
[Revision date: November 3, 1991]
[Revision date: November 2, 2015]

LEGAL REFS: ORC 3319.02, 3319.11, 3319.12, 3319.225
4117.01
State Board of Education Minimum Standards 3301-35-03 (A) (8)

CERTIFIED STAFF CONTRACTS AND COMPENSATION PLANS
(ADMINISTRATORS)

The Board may request the State Board of Education to issue an alternative Educator License valid for employing a Superintendent or any other administrator as specified by the Board for a period of two years.

The State Board of Education may issue the Alternative Educator License if the Board has determined that the individual:

1. is of good moral character, and
2. holds a Master's degree from an accredited institution of higher education in a field related to finance or administration or has five years of recent work experience in education, management or administration.
3. maintained a Grade Point Average (GPA) of 3.0 or higher.

A two-year alternative Educator License is valid only in this district. The State Board of Education may renew the license annually upon request of the Board.

Additional requirements to renew the alternative Educator License shall be completed in accordance with current Ohio Department of Education guidelines.

[Revision date: November 2, 2015]

CERTIFIED STAFF SALARY SCHEDULES & INITIAL PLACEMENT ON TEACHER SALARY SCHEDULE

It will be the policy of the Oak Hills Local School District to establish and implement a district-wide salary schedule in accordance with any applicable agreements in the negotiated agreement between the Oak Hills Local School District Board of Education and the Oak Hills Education Association. This policy shall ensure equivalency among schools and teachers, administrators and classified personnel and help to ensure equivalency among the schools in the provision of curriculum materials and instructional supplies.

1. Placement on Teachers' Salary Schedule (For New Teachers and Returning Retirees)

The Superintendent/designee shall have the discretion to recommend to the Board of Education the years of service credit to be granted for initial hiring of teachers by the Board. The Superintendent/designee shall not be precluded from recommending more than ten (10) years of actual teaching experience.

Returning retirees shall be placed on Step 1 of the current Bachelor's salary schedule at the educational level achieved at the time of retirement.

In determining the amount of service credit to be recommended for an initial placement on the teachers' salary schedule, the Superintendent/designee may consider the following criteria:

- a. All years of service credit in the Oak Hills Local School District regardless of training level with each year consisting of at least 120 days under a teacher's contract.
- b. Years of teaching service in a charter, non-public school located in Ohio as a teacher certified pursuant to Section 3319.22 of the Ohio Revised Code, or in another public school regardless of training level with each year consisting of at least 120 days under a teacher's contract.
- c. Years of active military service in the United States Armed Forces as defined in Section 3307.22 of the Ohio Revised Code for a maximum of five (5) years. For the purpose of this calculation, a partial year of active military service of eight (8) continuous months or more in the Armed Forces shall be counted as a full year.
- d. The Superintendent/designee shall not be prohibited from granting service credit for teaching experience in schools outside Ohio or outside the United States, or for prior experience which is related to the teaching profession. The Superintendent/designee shall also have the discretion to grant a full-year's credit for certain teaching service even though service may consist of less than 120 days.
- e. Salary schedule placement for teachers who have retired from the Oak Hills Local School District shall be determined in accordance with this policy and any applicable collective bargaining agreement provisions.
- f. The Superintendent/designee shall have the right to make adjustments to the salary schedule of any individual in accordance with the needs of the school system providing that such adjustment complies with the minimum salary schedule placements required by Section 3317.13 of the Ohio Revised Code.

2. Training

As per current Board policy language.

[Adoption date: July 1, 1991]
[Revision date: July 14, 1997]
[Revision date: January 8, 2000]
[Revision date: February 5, 2001]
[Revision date: November 2, 2015]

LEGAL REFS: ORC 3317.13, 3317.14
3319.12

CONTRACT REFS: Certified Staff Negotiated Agreement

CERTIFIED STAFF SALARY SCHEDULES
SALARY ADJUSTMENTS

1. One Time Error

If an error is made on the current paycheck, the employee will immediately notify the Treasurer's office. The check will be rewritten upon return of the incorrect check or an adjustment made on the next check with the employee's approval. If the error in question stems from an employee's request to modify a deduction, the Treasurer will determine whether an error actually exists, or if there is a timing difference of more than one pay for the change to appear. Adjustments will not be made due to timing differences.

2. School Year Correction

Should an error be found regarding the proper placement on a salary schedule for the current school year, upon verification of the error the employee's pay records will be changed accordingly. If it is determined that an employee has been incorrectly paid for one or more paychecks as a result of being misplaced on a salary schedule, the Treasurer will calculate the salary correction for the affected pay period(s) within the current school year only. The Treasurer reserves the right to grant a lump sum payment or to distribute the payment or employee reimbursement among the remaining pay periods of the current school year.

In case of an overpayment of salary, the Treasurer and the employee shall work out a repayment commencing 30 days after notification, or until the final check is issued, of the overpayment.

3. Multiple Year Correction

Should an error be found regarding the proper placement on a salary schedule prior to the current school year, upon verification of the error the employee's current pay records will be changed accordingly. Salary corrections which include pay periods prior to the current school year and which result in back pay require approval by the Board of Education and will be limited to the number of years allowed by statute. Limitations stated herein will apply accordingly if the error has resulted in an overpayment to an employee. Distribution of payment or reimbursement will be handled as in item 2.

[July 1991]

CERTIFIED STAFF SUPPLEMENTARY PAY PLANS

Certain positions assigned to professional staff members may require extra responsibility or extra time beyond that required of all professional staff members. When the Board and administration determine the need, qualified staff selected for such positions, are provided supplemental contracts and additional compensation.

Supplemental contracts are limited contracts given for terms not to exceed one year. Supplemental contracts expire automatically at the end of their terms, with or without Board action.

The Board directs the Superintendent/designee to identify those supplemental contract positions that supervise, direct or coach student activity programs, which involve athletic, routine/regular physical activity or have health and safety considerations. Individuals accepting these contract positions must complete the requirements established by the Ohio Department of Education, and State law.

1. The Board may create a supplemental position without bargaining with the Oak Hills Education Association, but has a duty to bargain upon Association request concerning the supplemental salary for the position.
2. Pay for supplemental assignments will be based upon work performed beyond regular duties and beyond the regular work day.
3. In addition, department heads and teachers who work in more than one building, or whose circumstances are judged by the Superintendent/designee to warrant inclusion, shall be reimbursed for mileage on educational excursions at the prevailing board-approved rates.

[Adoption date: July 1, 1991]
[Revision date: November 3, 2008]
[Revision date: September 9, 2013]
[Revision date: November 2, 2015]

LEGAL REFS: ORC 3319.08, 3319.11

CROSS REFS: GCB, Certified Staff Contracts and Compensation
Plans Board Resolution 83-252

CONTRACT REF: Certified Staff Negotiated Agreement

CERTIFIED STAFF SUPPLEMENTAL PAY PLANS

EXTENDED SERVICE CONTRACTS

Any employee who is issued an extended service contract will be compensated at 75 percent of their school year per diem rate.

[July 1991]

[Revision date: November 2, 2015]

CERTIFIED STAFF FRINGE BENEFITS

1. Fringe benefits are available to all qualifying contracted employees.
2. Certified employees are employed as full-time or a percent of contract. This percent constitutes the amount of fringe benefits the Board of Education will pay. The employee pays the balance.
3. Substitutes in any classification are not eligible for coverage.
4. Payroll deductions for fringe benefits are made each pay period. Employee insurance dedications are for the current month's premium.

If the employee does not receive a check or it is too small to make the deduction, it is the employee's responsibility to pay by cash, personal check or money order before the first of the month. Money not in the Treasurer's office on the first of the month will result in the cancellation of the fringe benefit.

5. It is the employee's responsibility to ensure that payments, deductions, dependents and coverage are in accordance with his/her intent.
6. Anyone wishing to cancel or change a fringe benefit must submit his/her request in writing before the first of the month.

[Adoption date: July 1, 1991]
[Revision date: November 2, 2015]

LEGAL REFS: ORC 9.83; 9.90
3313.20-3313.203, 3313.38
3917.04
3319.141
4123.01
Chapter 4141

CROSS REF: EI, Insurance Management

CONTRACT REF: Certified Staff Negotiated Agreement

CERTIFIED STAFF LEAVES

All certified staff leaves approved by the Oak Hills Local School District Board of Education are defined by the negotiated agreement. No other leaves will be granted.

[Adoption date: July 1, 1991]

[Revision date: September 10, 2001]

LEGAL REFS: ORC 124.38
 124.39
 3313.20, 3313.211
 3319.13, 3319.141, 3319.143

CROSS REF: EI, Insurance Management

CONTRACT REF: Certified Staff Negotiated Agreement

CERTIFIED STAFF VACATIONS AND HOLIDAYS

Vacations

Administrative personnel employed on a 12-month basis will receive a vacation during the contract year as specified in their individual contracts.

A written request for vacation will be submitted to the immediate supervisor for approval. Vacations will be allowed provided they do not hinder the operation of the schools.

[Adoption date: July 1, 1991]

LEGAL REFS: ORC 121.161
3313.20, 3313.63

CERTIFIED STAFF RECRUITING

An outstanding educational program in this school system is dependent upon the employment and retention of the best qualified professional personnel. This will be accomplished by giving careful consideration to qualifications and by providing reasonable salary schedules, adequate facilities and good working conditions.

1. Teacher recruitment and the providing of candidates for interviewing purposes is the responsibility of the Director of Personnel. Principals, supervisors or department chairpersons will assist in this task as needed.
2. Interviewing and the selection of personnel to be recommended to the Superintendent is the responsibility of the principal, the Director of Personnel, assistant superintendent, supervisors or department chairpersons will assist in this task as needed.
3. Factors which influence selection of professional personnel are as follows:
 - a. Training and certification
 - b. Professional competence
 - c. Personality and compatibility
 - d. Suitability for the position
 - e. Professional attitude
4. The Board and Superintendent shall follow in their respective legal functions the practice of employing professional personnel without regard to race, creed, national origin, sex, age or handicap.
5. All professional personnel selected for employment must be approved as set forth by state law.

[Adoption date: July 1, 1991]
[Revision date: November 2, 2015]

LEGAL REFS: ORC 3319.07
State Board of Education Minimum Standards 3301-35-03

CROSS REFS: GDC/GDCA/GDD, Classified Staff Recruiting/Posting of Vacancies/Hiring

CERTIFIED STAFF HIRING

The Superintendent/designee determines the District's personnel needs and recommends to the Board qualified candidates for employment. Through recruiting and evaluation procedures, the Superintendent/designee recruits and recommends to the Board the employment and retention of personnel.

It is the duty of the Superintendent/designee to see that persons nominated for employment in the schools meet all certification/licensure requirements and the requirements of the Board for the type of position for which the nomination is made.

The following guidelines are used in the selection of personnel.

1. There is no unlawful discrimination in the hiring process.
2. The quality of instruction is enhanced by a staff with widely varied backgrounds, educational preparation and previous experience. Concerted efforts are made to maintain a variation in the staff.
3. Interviewing and selection procedures ensure that the administrator who is directly responsible for the work of a staff member has an opportunity to aid in the selection process. The final recommendation to the Board is made by the Superintendent or by another individual designated by the Board in the event the Superintendent's nomination would create an unlawful interest in a public contract.
4. No candidate is hired without an interview. Candidates are hired pending receipt of a satisfactory criminal record check.
5. All candidates are considered on the basis of their merits, qualifications and the needs of the district. In each instance, the Superintendent/designee 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 is valid only if made with the recommendation of the Superintendent or by another individual designated by the Board in the event that the Superintendent's nomination would create an unlawful. In the case of a rejection, it is the duty of the Superintendent to make another recommendation.

Employment of Retired Personnel

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 staff whenever practical and when such action appears to be in the best interest of the district. Retired employees may be employed on a part-time or full-time basis.

For purposes of this policy, "retired personnel" is an individual who has retired pursuant to STRS or SERS rules and regulations.

Rehiring of Retirees

If any employee is retiring and seeks re-employment in the same position, then notice must be given sixty (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 fifteen to thirty days prior to employment.

[Adoption date: July 1, 1991]
[Revision date: January 12 2004]
[Revision date: November 4, 2013]

LEGAL REFS: ORC 3313.53
3319.02, 3319.07, 3319.11, 3319.21, 3319.22-3319.31
3323.0(6)
State Board of Education Minimum Standards 3301-35-03(A)
Fair Credit Reporting Act, 15 U.S.C. Section 1681 et seq.

CROSS REFS: AC, Nondiscrimination
GBA, Equal Opportunity Employment

SUBSTITUTE CERTIFIED STAFF EMPLOYMENT

The Oak Hills Board of Education recognizes its responsibility to procure services of substitute employees to ensure smooth operation of the schools.

The Board authorizes the Superintendent or designee to employ substitutes and/or utilize contracted services as required to replace temporarily absent regular staff members, fill new positions and maintain continuity of services in the District. Such assignment of substitutes may be terminated when their services are no longer required.

Substitutes must possess a valid Ohio professional license or substitute license. Under extreme circumstances if the Superintendent or designee believes the individual's application information indicates the individual has the qualifications to receive a teacher's license, such individual may be employed on a conditional basis for a period not to exceed sixty (60) days from the date the person submits a request for license to the Department of Education through the date the Superintendent receives the person's valid teaching license. If the license is not delivered within the time period, the person's employment is to be terminated.

Substitutes also must pass a background check performed by the Bureau of Criminal Identification and Investigation and the Federal Bureau of Investigation.

As needed, the Superintendent may recommend to the Board for approval the rate of pay for casual certificated staff substitutes. Daily substitute and temporary employees shall not earn sick leave nor be paid for days when students are not required to attend school.

A substitute employed for more than sixty (60) days in one (1) specific position will be placed on the salary of the current salary schedule and will be eligible for fringe benefits provided regular staff members.

Appointment as a substitute staff member carries no assurances of term of employment.

[Adoption date: July 1, 1991]
[Revision date: February 4, 2002]
[Revision date: November 2, 2015]

LEGAL REFS: ORC 3317.13
3319.08, 3319.10, 3319.13

CERTIFIED STAFF ASSIGNMENTS AND TRANSFERS

The assignment and transfer of teachers will be the responsibility of the Superintendent. Each teacher will be 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 school district.

Assignments to Community Schools

The district must grant a leave of absence of at least three years to each member of its teaching and support staff who is an employee at a community school. The district must reinstate a former employee after they are discharged from the community school unless the employee is terminated for a reason for which the Board itself would have sought to terminate the employee. In such cases, the Board may institute termination proceedings in compliance with state law and/or the negotiated agreement.

Persons employed by the district and assigned to a community school are considered employees of the district in all respects.

[Adoption date: July 1, 1991]
[Revision date: November 3, 1997]

LEGAL REFS: ORC 3314.10
3319.01, 3319.02, 3319.12
State Board of Education Minimum Standards 3301-35-03(A)

CONTRACT REF: Certified Staff Negotiated Agreement

CERTIFIED STAFF TIME SCHEDULES

Administrators

The nature of the duties and responsibilities of administrators and supervisors will require their hours of work to vary and extend as necessary to fulfill the requirements of their positions. The work year for administrators will be established individually through their contracts.

Teachers

Efforts will be made by the administration to provide a uniform work day for teachers. The work day for teachers will be established through the Professional Agreement between the Oak Hills Education Association and Oak Hills Board of Education.

The work year for teachers will be established in connection with the Board's adoption of the school calendar.

[Adoption date: July 1, 1991]

LEGAL REFS: ORC 3313.48, 3313.481, 3313.482
 3319.111
 State Board of Education Minimum Standards 3301-35-02(B) (11, 22, 13), 3301-35-03(A) (12)

CONTRACT REF: Certified Staff Negotiated Agreement

STAFF PROFESSIONAL LEARNING OPPORTUNITIES

Professional learning opportunities will be provided for all staff. The professional learning framework will have cooperative planning, implementation and evaluation. In most instances, professional learning will provide job embedded experiences designed to enhance teaching and learning. Orientation activities for new employees will be provided.

Records will be retained for five years in each building reflecting staff participation and program development.

[Adoption date: July 1, 1991]
[Revision date: August 3, 2015]
[Revision date: November 2, 2015]

LEGAL REFS: ORC 3313.20
3315.07
3319.131
State Board of Education Minimum Standards 3301-35-03

CROSS REF: CA, Administration Goals

CONTRACT REF: Certified Staff Negotiated Agreement

Standards-Based Teacher Evaluation

The Board of Education is responsible for a standards-based teacher evaluation policy which conforms to the framework for evaluation of teachers as approved by the State Board of Education and aligns with the “Standards for the Teaching Profession” as set forth in State law.

The Board adopts the Ohio Teacher Evaluation System (“OTES”) model as approved by the State Board of Education. The evaluation policy is intended to provide an evaluation model that is research-based, transparent, fair, and adaptable to the needs of the District. The Board believes in the importance of ongoing assessment and meaningful feedback as a powerful vehicle to support improved teaching performance and student growth, as well as promotion and retention decisions for teachers.

This policy shall be implemented as set forth herein and included in the collective bargaining agreement with the OHEA, and in all extensions and renewals thereof. This policy has been developed in consultation with teachers employed by the Board.

Given the dynamic nature of the mandated teacher evaluation process, the Board authorizes the Superintendent to establish and maintain an ongoing Evaluation Policy Consultation Committee, with continuing participation by District teachers represented by the OHEA, and for the express purpose of recommending necessary changes to the Board for the appropriate revision of this policy.

Definitions

“OTES” – stands for the Ohio Teacher Evaluation System as adopted by the Ohio State Board of Education in 2011, or as otherwise modified by the State Board of Education.

“Teacher” – For purposes of this policy, “teacher” means a licensed instructor who spends at least 50% of his/her time providing content-related student instruction and who is working under one of the following:

- a. A license issued under ORC Sections 3319.22, 3319.26, 3319.222 or 3319.226; or
- b. A permanent certificate issued under ORC Section 3319.222 as it existed prior to September, 2003; or
- c. A permanent certificate issued under ORC Section 3319.222 as it existed prior to September, 2006; or
- d. A permit issued under ORC Section 3319.301.

Substitute teachers and teachers not meeting this definition are not subject to evaluation under this policy. Bargaining unit members who do not meet the definition will be evaluated utilizing the evaluation procedures of the collective bargaining agreement in effect between the Board and the OHEA.

The Superintendent, Treasurer, and any “other administrator” as defined by ORC Section 3319.02 are not subject to evaluation under this policy.

“Credentialed Evaluator” – For purposes of this policy, each teacher subject to evaluation will be evaluated by a person who:

- a. Meets the eligibility requirements under ORC Section 3319.111(D); and
- b. Holds a credential established by the Ohio Department of Education for teacher evaluation; and
- c. Has completed state-sponsored evaluation training and has passed an online credentialing assessment.

The Board shall authorize the Superintendent/designee to approve and maintain a list of credentialed evaluators as necessary to effectively implement this policy.

“Core Subject Area” – means reading and English language arts, mathematics, science, foreign language, government, economics, fine arts, history and geography.

“Student Growth” – for the purpose of the District’s evaluation policy, student growth is defined as the change in the student achievement for an individual student between two or more points in time.

“Student Learning Objectives” (“SLO’s”) – include goals identified by a teacher or group of teachers which identify expected learning outcomes or growth targets for a group of students over a period of time.

“Shared Attribution Measures” – encompasses student growth measures which can be attributed to a group.

“Value-Added” – refers to the EVAAS Value-Added methodology provided by SAS, Inc., which provides a measure of student progress at the district and school level based on each student’s scores on state issued standardized assessments.

“Vendor Assessment” – student assessments approved by the Ohio Department of Education which measure mastery of the course content for the appropriate grade level, which may include nationally normed standardized assessments, industry certification exams, or end-of-course examinations for grade level and subjects for which the Value-Added measure does not apply.

Standards-Based Teacher Evaluation

Teacher evaluations will utilize multiple factors, with the intent of providing meaningful feedback to each teacher and assigning an effectiveness rating based in equal part upon teacher performance and student growth.

Each teacher evaluation will result in an effectiveness rating of:

- a. Accomplished;
- b. Skilled
- c. Developing; or
- d. Ineffective

The specific standards and criteria for distinguishing between these ratings/levels of performance shall be the same as those developed by the State Board of Education, which are incorporated herein by reference.

The Superintendent shall annually cause to be filed, a report to the Department of Education, the number of teachers for whom an evaluation was conducted, as well as the number of teachers assigned each rating as set forth above, aggregated by teacher preparation programs from which, and the years in which the teachers graduated.

Fifty percent (50%) of each evaluation will be based upon teacher performance and fifty percent (50%) on multiple measures of student growth as set forth herein.

Assessment of Teacher Performance

Teacher performance will be evaluated during formal observations and periodic informal observations also known as “classroom walkthroughs.” Such performance, which will comprise fifty-percent (50%) of a teacher’s effectiveness rating, will be assessed through a holistic process by trained and credentialed evaluators based upon the following *Ohio Standards for the Teaching Profession*:

- a. Understanding student learning and development and respecting the diversity of the students they teach;
- b. Understanding the content area for which they have instructional responsibility;
- c. Understanding and using varied assessment to inform instruction, evaluate and ensure student learning;
- d. Planning and delivering effective instruction which advances individual student learning;
- e. Creating learning environments which promote high levels of learning and student achievement;
- f. Collaborating and communicating with students, parents, other educators, district administrators and the community to support student learning; and
- g. Assuming responsibility for professional growth, performance and involvement.

Formal Observation and Classroom Walkthrough Sequence

- All instructors who meet the definition of “teacher” under R.C. 3319.111 and this policy shall be evaluated based on at least two formal observations and periodic classroom walkthroughs each school year.
- Teachers on a limited contract who are under consideration for renewal/nonrenewal shall receive at least three formal observations in addition to periodic classroom walkthroughs unless the Superintendent/designee waives the third observation.
A teacher who has been granted a contract by the Board of Education and who receives a rating of “Accomplished” on his/her most recent evaluation may be evaluated every other school year.

Evaluations will be completed by May 1st and each teacher will be provided a written report of the results of his/her evaluation by May 10th. Written notice of nonrenewal will be provided by June 1st.

In evaluating teacher performance in these areas, the Board shall utilize the measures set forth by the Ohio Department of Education’s OTES “Teacher Performance Evaluation Rubric” for instructional planning, instruction and assessment, and professionalism.

Each teacher evaluated under this policy shall annually complete a “Self-Assessment,” utilizing the Self Assessment Summary Tool.

Formal Observation Procedure

- a. The first formal observation shall be preceded by a conference between the evaluator and the employee prior the observation in order for the employee to explain plans and objectives for the classroom situation to be observed. All subsequent observations will be unannounced.
- b. A post-observation conference shall be held after each formal observation.

Informal Observation/Classroom Walkthrough Procedure

- a. Classroom walkthroughs shall not unreasonably disrupt and/or interrupt the learning environment.
- b. Data gathered from the walkthrough will be shared with the teacher within a reasonable period of time.

Assessment of Student Growth

In determining student growth measures, the Board adopts the Ohio Department of Education's Ohio Teacher Evaluation System (OTES), which calculates student growth by assessing achievement for an individual student occurring between two points in time. It is important to note that a student who has forty-five or more absences (excused or unexcused) for the school year will not be included in the determination of student academic growth.

In general, the Board will utilize the following categories to determine this aspect of a teacher's evaluation, depending upon the instructor involved:

A1: Teachers instructing in value-added subjects exclusively.

A2: Teachers instructing in value-added courses, but not exclusively;

For these teachers, value-added will be used for the student academic growth factor in proportion to the part of a teacher's schedule of courses or subjects for which the value-added progress dimension is applicable. Teachers with multiple subjects that have value-added data will be issued reports for a composite of reading and math; for other assessments (approved vendor and local measures), the assessment data measures should be representative of the teacher's schedule.

B. Teachers instructing in areas with Ohio Department of Education approved vendor assessments with teacher-level data available; or

C. Teachers instructing in areas where no teacher-level value-added or approved vendor assessment available.

Where value-added methodologies exist for A1 and A2 teachers, the Board will utilize them in the evaluation process. Teachers instructing in value-added courses, but not exclusively, will utilize teacher value-added and locally determined measures proportionate to the teacher's schedule.

When an approved Ohio Department of Education vendor assessment is utilized in the measurement of student growth, it will be included in the evaluation process for B teachers.

When neither teacher-level value-added data, nor Ohio Department of Education-approved assessments are available, the District shall use locally-determined Student Growth Measures for C teachers. Student Growth Measures may be comprised of SLO's, shared attribution, and/or non-Value-Added vendor data.

An SLO must be based upon the following criteria: Baseline and Trend Data, Student Population, Interval of Instruction, Standards and Content, Assessment(s), Growth Targets, and Rationale for Growth Targets. When new SLO's are developed or revised, the process will include consultation with teachers employed by the Board.

Data from these approved measures of student growth will be scored on five (5) levels in accordance with the Ohio Department of Education/OTES guidance:

- a. Most Effective
- b. Above Average
- c. Average
- d. Approaching Average
- e. Least Effective

³. If used, only one "shared attribution" measure can be utilized per instructor.

Each teacher's performance rating will be combined with the assessment of student growth measures to produce the summative evaluation rating, based upon the current evaluation matrix in use by the Ohio Department of Education.

The evaluator shall provide that each evaluation is submitted to the teacher for his/her acknowledgement by written receipt.

Professional Growth Plans and Professional Improvement Plans

Based upon the results of the annual teacher evaluation as converted to the “Evaluation Matrix”, each teacher must develop either a professional growth plan or professional improvement plan as follows:

- a. Teachers whose performance rating indicates above expected levels of student growth will develop a professional growth plan.
- b. Teachers whose performance rating indicates expected levels of student growth will develop a professional growth plan collaboratively with his/her credentialed evaluator.
- c. Teachers whose performance rating indicates below expected levels of student growth will develop a professional improvement plan with their credentialed evaluator. The administration will assign the evaluator for the subsequent evaluation cycle and approve the professional improvement plan.

Core Subject Teachers – Testing for Content Knowledge

Beginning with the 2015-16 school year, core subject area teachers must register for and complete all written examinations of content knowledge selected by the Ohio Department of Education if the teacher has received an effectiveness rating of “Ineffective” on his/her annual evaluation for two (2) of the three (3) most recent school years.

If a teacher passes the examination set forth above and provides proof of that passage to the Board, the teacher will be required, at the teacher’s expense, to complete professional development that is targeted to the deficiencies identified in the teacher’s evaluations conducted under this policy.

Any teacher passing the examinations set forth above will not be required to take the examination again for three (3) years, regardless of the teacher’s evaluation ratings or the performance index score ranking of the building in which the teacher teaches.

No teacher shall be responsible for the cost of taking an examination set forth above.

Board Professional Development Plan

In accordance with the Ohio State Board of Education’s statewide evaluation framework, the Board has adopted a specific plan for the allocation of financial resources to support the professional development of teachers covered by this policy. The plan will be reviewed annually.

Retention and Promotion Decisions/Removal of Poorly Performing Teachers

It is the purpose of this Standards-Based Teacher Evaluation Policy to improve the quality of instruction, enhance student learning and strengthen professional competence through meaningful feedback and targeted professional development. In addition, the evaluations produced will serve to inform the Board on employment decisions, i.e. retention, promotion of teachers, renewal of teaching contracts, and the removal/nonrenewal of poorly performing teachers.

The removal of poorly performing teachers shall be in accordance with the Ohio Revised Code and any applicable provisions of a Collective Bargaining Agreement.

Nothing in this policy will be deemed to prevent the Board from exercising its rights to non-renew, terminate, or suspend a teaching contract as provided by law and the terms of the collective bargaining agreement in effect between it and the OHEA. The evaluation system and procedures set forth in this policy shall not create an expectation of continued employment for teachers on a limited contract that are evaluated under this policy. The Board reserves the right to non-renew a teacher evaluated under this policy in accordance with R.C. 3319.11 notwithstanding the teacher’s summative rating.

[Adoption date: June 3, 2013]
[Revision date: August 5, 2013]
[Revision date: November 2, 2015]

LEGAL REFS: RC 3319.02, 3319.11, 3319.111, 3319.112, 3319.22, 3319.222, 3319.226, 3319.26, 3319.58, 3333.0411
AC 3301-35-03(A)

Oak Hills Local School District
Teacher Evaluation Handbook

Evaluation Procedures

1. The Board and the Association agree to implement the OTES Model in place of the current Collective Bargaining Agreement Evaluation System for all members who meet the definition of “teacher” in ORC 3319.111.
2. A “teacher” means a licensed instructor who spends at least 50% of his/her time providing content-related student instruction and who is working under one of the following:
 - a. A license issued under ORC Sections 3319.22, 3319.26, 3319.222 or 3319.226; or
 - b. A permanent certificate issued under ORC Section 3319.222 as it existed prior to September, 2003; or
 - c. A permanent certificate issued under ORC Section 3319.222 as it existed prior to September, 2006; or
 - d. A permit issued under ORC Section 3319.301.
3. Bargaining unit members who do not meet the definition will be evaluated utilizing the evaluation procedures of the Collective Bargaining Agreement in effect between the Board and the Association.
4. All evaluators participating in the OTES Model will be certified/licensed administrators trained in the OTES Model and credentialed by the Ohio Department of Education. The Superintendent/designee shall approve and maintain a list of credentialed evaluators.
5. Unless otherwise addressed by Board policy, all teachers shall be evaluated once annually. The minimum requirements for each evaluation will consist of at least one 30-minute observation and one classroom walkthrough during the first semester of school and one 30-minute observation and one classroom walkthrough during the second semester of school.

No evaluation will be required for teachers who have had their retirement accepted by the Board of Education prior to December 1 of the current school year or for teachers who are absent for 50% of the school year for an approved leave of absence.

Teachers on a limited contract who are under consideration for renewal/nonrenewal shall receive at least three formal observations in addition to periodic classroom walkthroughs unless the Superintendent/designee waives the third observation.

A teacher who has been granted a contract by the Board of Education and who receives a rating of “Skilled” or “Accomplished” on his/her most recent evaluation may be evaluated every two (2) or three (3) years.

6. All teachers shall receive a Final Summative Rating report no later than May 10th. Fifty percent (50%) of each Final Summative Rating report will be based upon teacher performance and fifty percent (50%) on multiple measures of student growth.
7. All teachers shall be evaluated annually between September 1 and May 1 in accordance with the Teacher Evaluation Timeline (attachment 1).
8. All formal observations will be unannounced with the exception of the first observation of the school year which will be preceded by a pre-conference interview between the evaluator and the employee in order for the employee to explain plans and objectives for the classroom situation being observed.
9. A post-observation conference shall be held after each formal observation.
10. All formal or informal observations and ratings shall be referenced to the Ohio Teacher Evaluation System Rubric for Evaluation included in the Assessment of Teacher Performance. All informal or formal observations, including walkthroughs shall be conducted openly and with full knowledge of the member.

11. Only documents properly placed in the member's personnel file in accordance with the Collective Bargaining Agreement may be used as evidence for inclusion in the Assessment of Teacher Performance.
12. Classroom walkthroughs shall not unreasonably disrupt and/or interrupt the learning environment. Data gathered from the walkthrough must be attached on the Classroom Walkthrough and Informal Observation. The completed form must be shared with the employee within a reasonable amount of time.
13. The member shall have the right to make a written response to the evaluation and to have it attached to the Assessment of Teacher Performance or the Final Summative Rating report.

Improvement and Professional Growth Plans

1. Any member not receiving a recommendation for an Improvement Plan will complete the Professional Growth Plan. Completion of the Plan/Non Completion of the Plan shall not result in any adverse inclusion in any future Assessment of Teacher Performance or Final Summative Rating report of any member.
2. Should the Assessment for Teacher Performance or the Final Summative Rating report indicate that an Improvement Plan is recommended for a member, the evaluator and the member shall collaborate on such plan.
3. The plan shall include a plan of action and the evidence that will be used to document completion of the Improvement Plan.
4. If the evaluator and the employee cannot agree on a plan, then either the evaluator or the member may request the assistance of another district employee to facilitate further discussion.

Assessment of Student Growth

1. In general, the Board will utilize the following categories to determine this aspect of a teacher's evaluation, depending upon the instructor involved:

A1: Teachers instructing in value-added subjects exclusively;

A2: Teachers instructing in value-added courses, but not exclusively;

B: Teachers instructing in areas with Ohio Department of Education approved vendor assessments with teacher-level data available; or

C: Teachers instructing in areas where no teacher-level value-added or approved vendor assessment available.

For teachers identified as B or C, five percent (5%) of their student growth rating will be a shared attribute for both building level reading and math where state value-added data is available.

2. The state definition of "Teacher of Record" shall be utilized in determining which students are included in a teacher's measures. Teachers will not be linked to students for whom the teacher does not provide direct instruction.
3. Any teacher that has a student growth measure that requires the Link Roster Verification Process will sign off on the roster verification.
4. Students with forty-five or more absences (excused or unexcused) from that teacher's class are to be excluded from the student growth measure of that teacher.
5. Teachers must have a minimum of six (6) students to receive value added data.
6. For the 2013-2016 school years, student growth measures will not be used exclusively for determining the non-renewal of a teaching contract.
7. Student Learning Objectives may be created in accordance with Board Policy. If a dispute arises as to the contents and/or setting of growth targets of the SLO, it shall be processed through the Student Learning Objectives Committee.
8. The Student Learning Objectives Committee shall have the authority to make decisions regarding the implementation of Student Learning Objectives, including resolving any disputes arising from the contents and/or setting of growth targets of a

Student Learning Objective. The committee shall meet and jointly develop governing and dispute resolution procedures before the beginning of the 2013-2014 school year. The committee shall be comprised of an equal number of employees, appointed by the Association, and administrators, as appointed by the Superintendent.

Final Evaluation Procedures

Each teacher's performance rating will be combined with the assessment of student growth measures to produce the Final Summative Rating report:

[Revision date: November 2, 2015]

EVALUATION OF PROFESSIONAL STAFF (Ohio Teacher Evaluation System)

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

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

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

Credentialed Evaluators

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

Effectiveness Rating

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

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

Teacher Performance Calculation

Teachers are evaluated via two formal observations and periodic classroom walk-throughs. The teacher performance measure is based on the Ohio Standards for the Teaching Profession. Teachers rated skilled or accomplished may receive an off-cycle evaluation in accordance with HB 64.

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

Student Growth Calculation

For the purpose of this policy, student growth means the change in student achievement for an individual student between two or more points in time. Student growth is evaluated by a combination of: (1) Value-added data or an alternative student academic progress measure if adopted under RC 3302.03(C)(1)(e); (2) ODE-approved assessments and/or (3) Board-determined measures.

Value-added data based on the results of state assessments administered in the 2014-2015 and 2015-2016 school years will not be used to assess student academic growth. Such data also will not be used when making dismissal, retention, tenure or compensation decisions. The Board may administer ODE-approved assessments and/or local measures of student growth using state-designed criteria and guidance for teachers of subjects where value-added scores from state assessments are not available.

Evaluations for teachers of grade levels and subject areas for which the value-added progress dimension is applicable, and where no other measure is available to determine student academic growth, shall be based solely on teacher performance.

Students with 45 or more excused or unexcused absences during the full academic year will not be included in the calculation of student academic growth. Data from Board-determined multiple measures will be converted to a score of: (1) Most effective, (2) Above average, (3) Average, (4) Approaching average, (5) Below average.

Professional Growth and Improvement Plans

Teachers with a final summative rating student growth of most effective Accomplished must develop professional growth plans and choose their credentialed evaluators from the Board-approved evaluator list.

Teachers with average and above average student growth ratings a final summative rating of Skilled must develop professional growth plans collaboratively with their credentialed evaluators from the Board-approved evaluator list and will have input on their credentialed evaluator.

Teachers with a final summative rating of Developing must develop professional growth plans with their credentialed evaluators. The Superintendent/designee approves the professional growth plan and assigns the credentialed evaluator.

Teachers with a final summative rating of Ineffective approaching average and least effective student growth ratings must develop an improvement plan with their credentialed evaluators. The Superintendent/designee approves the improvement plan and assigns the credentialed evaluators to teachers with approaching average or least effective student growth ratings.

Evaluation Time Line

District administrators evaluate teachers annually. Annual evaluations include two formal observations at least 30 minutes each and periodic classroom walk-throughs. Teachers, who are on limited or extended limited contracts pursuant to State law and under consideration for nonrenewal, receive at least three formal observations during the evaluation cycle, unless the third observation has been waived for individual teachers at the discretion of the superintendent/designee.

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

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

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

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

Testing for Ineffective Teachers in Core Subjects

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

Retention and Promotion

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

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

Poorly Performing Teachers

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

Professional Development

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

[Adoption date: October 6, 2014]
[Revision date: November 2, 2015]
[Revision date: March 7, 2016]
[Revision date: September 11, 2017]

LEGAL REFS.:	ORC	3319.11; 3319.111; 3319.112; 3319.114; 3319.16; 3319.58 Chapter 4117
	OAC	3301-35-05
CROSS REFS.:		AF, Commitment to Accomplishment GBL, Personnel Records GCB, Professional Staff Contracts and Compensation Plans
CONTRACT REF.:		Teachers' Negotiated Agreement

EVALUATION OF PROFESSIONAL STAFF
(Administrators Both Professional and Support)

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

The purpose of administrator evaluations is to assess the performance of administrators, to provide information upon which to base employment and personnel decisions and to comply with State law. All administrators are evaluated annually. In the year an administrator's contract does not expire, the evaluation is completed by the end of the contract year, and a copy is given to the administrator. In the year an administrator's contract does expire, two evaluations are completed, one preliminary and one final. The preliminary evaluation is conducted at least 60 days prior to June 1 and prior to any Board action on the employee's contract. A written copy of the preliminary evaluation is given to the administrator at this time. Evaluations are considered by the Board in determining whether to re-employ administrators.

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

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

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

Ohio Principal Evaluation System (OPES)

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

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

Principals and assistant principals are evaluated as set forth by Ohio Revised Code Section 3319.02(D). The 50% principal and assistant principal performance measure is based on the Ohio Standards for Principals. Proficiency on the standards includes consideration of professional goal setting, communication and professionalism, and skills and knowledge.

Student academic growth is evaluated by a combination of: (1) Value-added data; (2) ODE approved assessments and/or (3) Board determined measures. When available, value-added data shall be included in the multiple measures used to evaluate student growth. Resulting data from Board-determined multiple measures will be converted to a score of: (1) Most effective, (2) Above average, (3) Average, (4) Approaching average, (5) Below average.

Value-added data based on the results of state assessments administered in the 2014-2015 and 2015-2016 school years may be used to assess student academic growth where such data is available. Such data also may be used when making dismissal, retention, tenure or compensation decisions.

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

The Superintendent/designee evaluates all principals and assistant principals annually.

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

[Adoption date: September 9, 2013]

[Revision date: April 6, 2015]

[Revision date: September 14, 2015]

[Revision date: November 2, 2015]

[Revision date: March 7, 2016]

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

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

EVALUATION OF PROFESSIONAL STAFF
(Administrators Both Professional and Support)

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

1. An initial meeting is held by the Superintendent prior to the school year with the assistant superintendents and administrators to discuss specific measurable objectives and plans for their achievement. A statement of these objectives and plans is submitted by each administrator to the Superintendent/designee at a time specified. These objectives and plans are written and maintained in each administrator's personnel file.
2. The evaluator employs the evaluation criteria which are designed to measure the administrator's effectiveness in performing the duties set forth in his/her written job description. All administrators will be evaluated prior to the end of their contract year. The evaluator will also assess the administrator's progress in meeting plans and objectives set for that school year. Areas of outstanding, satisfactory and poor performance will be noted. The Superintendent/designee will meet with each administrator to discuss the written evaluation. The evaluatee is given a copy of the evaluation and has an opportunity to discuss it with the evaluator at this second meeting.
3. An ongoing dialogue concerning the administrator's objectives will continue and the evaluator and evaluatee will meet as needed or requested.
4. For those administrators whose contracts are expiring at the end of the current school year, two evaluations must be completed. A written copy of the preliminary evaluation must be received by the employee at least 60 days prior to any Board action on the employee's contract. A final evaluation must include the Superintendent's intended recommendation for the contract of the administrator. A written copy of the final evaluation must be provided to the administrator at least five days prior to the Board's action to renew or nonrenew the administrator's contract.
5. The employee may request a meeting with the Board prior to any Board action on his/her contract. The employee may have a representative of his/her choice at the meeting.
6. Assistant superintendents, business managers, principals, assistant principals and other administrators are automatically re-employed for a period of one year, or for two years if such person has been employed by the District for three or more years, if they are not evaluated according to State law or provided a meeting, if requested, to discuss their renewal or nonrenewal.
7. All evaluation criteria, procedures and written job descriptions are reviewed annually by the Superintendent/designee and revised as necessary.

[September 9, 2013]

[Revision date: November 2, 2015]

Oak Hills Local School District
Teacher Evaluation Timeline 2013-2014

On or prior to:	Teacher (where applicable)	Administrator	SLO District Committee
August 26 - August 30	Administer pre-test for Student Learning Objective (SLO) assessments for full year and 1st semester courses		
September 1		Begin Cycle 1 for teacher evaluations	
September 3 - September 6	Make-up week for pre-test for SLO assessments for full year and 1st semester courses Score pre-tests for SLO assessments for full year and 1st semester courses		
October 1	Complete Professional Growth Plan Applications for continuing contracts due	Improvement Plans for teachers completed (where applicable)	
October 15	SLOs due		
October 30	Receive approval or need for revision of SLOs		SLOs returned to teachers
November 8	Revised SLOs due		
November 15	Receive final approval for SLOs		Final approval for all SLOs
January 6 - January 10	Administer post-test for SLOs assessments for 1st semester courses		
January 13 - January 17	Make-up week for post-test for SLO assessments for 1st semester courses Score post-tests for 1st semester courses		
January 16		Complete Observation & Walkthroughs for Cycle 1 Complete performance rubric	

		Share copies of all evaluation forms with teachers	
April 1		Recommendations for continuing contract due to superintendent as per negotiated agreement Requests for waiver of third observation of limited contract teachers due to director of human resources	
March 31 - April 4	Administer post-test for SLO assessments for full year courses		
April 7 - April 11	Make-up week for post-test for SLO assessments for full year courses Score post-tests for SLO assessments for full year courses		
April 11	SLO final document due *^Calculate growth measure for Vendor Assessments	*^Add student growth measures to summative rating form	
May 1		Complete Observation & Walkthroughs for Cycle 2 and, for teachers on limited contract or non-renewal, Cycle 3 Complete performance rubric Share copies of all evaluation forms with teachers	
May 10	Receive final summative rating	Deliver final summative rating reports to all teachers (assign rating of Accomplished, Skilled, Developing, or Ineffective).	
June 1	#Where applicable, receive non-renewal letters		

Notes

*Value-added data and vendor assessment data included on the teacher final summative evaluation may be in arrears, therefore some testing may occur after the deadline of April 11. This assessment data would apply for the following year's evaluation cycle.

*Some vendor assessments (for example, AIMSweb, ACT EXPLORE, ACT PLAN, Guided Reading Levels) may be administered after the deadlines listed in the timeline but would still be included in the current year's evaluation cycle.

*Superintendent makes the recommendation for non-renewal of a teacher contract to the board of education. This process begins following the May 10 deadline.

Additional Information

Teachers on a continuing contract, who receive the rating of accomplished on their most recent final summative rating report, are evaluated every other year.

Student Learning Objectives (SLOs) will not be created for 2nd semester courses.

For value-added calculations, students must enroll prior to or during October count week and have less than 45 excused or unexcused absences to have their score results included in final student growth measure calculations.

For SLO calculations, students must attend at least 75% of the class days for a full year and 1st semester course to have their score results included in the final student growth measure calculations.

Version of SLO	time period and number of class days	Minimum number of class days (excused absences are considered a day of attendance) students must attend to have their score results included in SLO final student growth measure calculations.
1st semester	August 21 - January 10 / 85 days	64 days
Full year	August 21 - April 4 / 140 days	105 days

For teachers of specials (Art, Music, Fitness Ed) courses in the elementary schools where the students meet once every three days, students must attend 75% of the class meetings for these full year courses.

Note: With very few exceptions, all students shall be given the pre-test and post-test for a course using a SLO regardless of when the student enrolls in the course or exceeds the minimum number of days rule for inclusion in the final calculations. When the final score is calculated for the SLO any student who does not qualify for inclusion in these calculations because of attendance reasons will be removed at that point in the scoring process.

Note

For 2013-2014 no student growth measures for online courses

4/15/2013	Oak Hills Local School District - Student Growth Measures - Oak Hills High School	
*pending Board approval		
	SLO #1	SLO #2
Business		
MS Office and Apps	Options: Content Specific or Performance Based	Options: Content Specific or Performance Based
Web Design I		
Personal Finance		
Marketing		
Business Law		
Accounting II		
Sports Mgmt and Marketing		
Accounting I		
English	All Courses Pre/Post PLAN or ACT	AP Literature & Composition, AP Language & Composition, English 1, English 2, English 3, English 3 BLC, Performance & Production -- Pre/Post Writing Focus
Mathematics	All Courses Pre/Post PLAN or ACT	Algebra I, Algebra II, Geometry, Pre-Calculus, AP Calculus - Pre/Post Content Focus
Science	All Courses Pre/Post PLAN or ACT	Biology, Chemistry, Physics, Physical Science, Chemistry and Societal Issues - Pre/Post Content Focus
Social Studies		
AP US History	Pre/Post Objective Focus	Pre/Post Writing Focus
AP Government		
AP European		
AP Human Geography		
AP World History		
AP Psychology		
World History	Pre/Post Objective Focus	Pre/Post Writing Focus
Honors World History		
American History		
Government		
Special Education	Link with English/Mathematics	Link with English/Mathematics
Art	SLOs created by Hamilton County Consortium; All SLOs approved through OHLSD Approval Process	SLOs created by Hamilton County Consortium; All SLOs approved through OHLSD Approval Process
Design		
Fitness Education		
Music		
World Languages		

Standards-Based Counselor Evaluation

Ohio School Counselors Evaluation System (OSCES) is a standards-based integrated model that is designed to foster the professional growth of school counselors in knowledge, skills and practice. In OSCES, each school counselor is evaluated based upon multiple factors including performance on all areas identified by the standards and the ability to produce positive student outcomes using metrics in order to determine the holistic final summative rating of effectiveness according to ODE requirements. The choice of metrics for student outcomes will be determined locally and approved by the board of education.

Counselor evaluations will utilize multiple factors, with the intent of providing meaningful feedback to each counselor and assigning an effectiveness rating based in equal part upon counselor performance and the metric of student outcomes.

Each teacher evaluation will result in an effectiveness rating of:

- a. Accomplished;
- b. Skilled
- c. Developing; or
- d. Ineffective

The specific standards and criteria for distinguishing between these ratings/levels of performance shall be the same as those developed by the State Board of Education, which are incorporated herein by reference.

The Superintendent shall annually cause to be filed, a report to the Department of Education, the number of counselors for whom an evaluation was conducted, as well as the number of counselors assigned each rating as set forth above.

Assessment of Counselor Performance

Counselor performance will be evaluated during formal observations and periodic informal observations also known as “walkthroughs.” Such performance, which will comprise of “Ohio Standards for Counselors” and the metric of student outcomes approved by the board of education.

Formal Observation and Classroom Walkthrough Sequence

- All counselor who meet the definition of “counselor” under R.C. 3319.113 and this policy shall be evaluated based on at least two formal observations and periodic walkthroughs each school year.
- Counselors on a limited contract who are under consideration for renewal/nonrenewal shall receive at least three formal observations in addition to periodic walkthroughs unless the Superintendent/designee waives the third observation.
- A counselor who has been granted a contract by the Board of Education and who receives a rating of “Skilled” or “Accomplished” on his/her most recent evaluation may be evaluated every two (2) or (3) years, so long as the metric for of student outcomes, for the most recent school year for which data is available, is skilled or higher on the evaluation rubric.

Evaluations will be completed by May 1st and each counselor will be provided a written report of the results of his/her evaluation by May 10th. Written notice of nonrenewal will be provided by June 1st.

In evaluating counselor performance in these areas, the Board shall utilize the measures set forth by the Ohio Department of Education’s OSCES “Ohio School Counselors Evaluation System”.

Each counselor evaluated under this policy shall annually complete a “Self-Assessment,” utilizing the Self Assessment Summary Tool, and/or a Growth / Improvement Plan.

Professional Growth Plans and Professional Improvement Plans

Based upon the results of the annual counselor evaluation, each counselor must develop either a professional growth plan or an improvement plan as follows:

- a. Counselor whose final summative performance rating indicates “Accomplished” will develop a Growth plan.
- b. Counselor whose final summative performance rating indicates “Skilled” will develop a Growth plan.
- c. Counselor whose final summative performance rating indicates “Developing” will develop a Growth plan.
- d. Counselor whose final summative performance rating indicates “Ineffective” will develop an Improvement plan.

Board Professional Development Plan Retention and Promotion Decisions/Removal of Poorly Performing Teachers

It is the purpose of this Counselor Evaluation Policy to improve the quality of counseling, enhance student learning and strengthen professional competence through meaningful feedback and targeted professional development. In addition, the evaluations produced will serve to inform the Board on employment decisions, i.e. retention, promotion of counselors, renewal of employment contracts, and the removal/nonrenewal of poorly performing counselors.

The removal of poorly performing counselors shall be in accordance with the Ohio Revised Code and any applicable provisions of a Collective Bargaining Agreement.

Nothing in this policy will be deemed to prevent the Board from exercising its rights to non-renew, terminate, or suspend a teaching contract as provided by law and the terms of the collective bargaining agreement in effect between it and the OHEA. The evaluation system and procedures set forth in this policy shall not create an expectation of continued employment for counselors on a limited contract that are evaluated under this policy.

The Board reserves the right to non-renew a counselor evaluated under this policy in accordance with R.C. 3319.11 notwithstanding the counselors final summative performance rating.

[Adoption date: June 6, 2016]

LEGAL REFS: RC 3319.02, 3319.11, 3319.111, 3319.112, 3319.113, 3319.22, 3319.222, 3319.226, 3319.26, 3319.58, 3333.0411
AC 3301-35-03(A)

REDUCTION IN CERTIFIED 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 or for financial reasons.

[Adoption date: July 1, 1991]
[Revision date: December 5, 2005]
[Revision date: March 5, 2012]

LEGAL REFS: ORC 3319.02; 3319.081; 3319.09(A); 3319.17; 3319.171; 3319.172; 3319.18

CONTRACT REF: Certified Staff Negotiated Agreement

REDUCTION IN CERTIFIED STAFF WORK FORCE
NON-RENEWAL DUE TO NUMERICAL REDUCTIONS - STAFF CUTS

When the Board of Education determines it necessary to reduce the number of professional staff positions, the following procedures will apply:

Certificated staff may be reduced for reasons of declining enrollment, boundary changes, shifting attendance, monetary consideration or closing of a building.

To the extent possible, the number of teachers reduced will be minimized by attrition. After attrition effects are registered, the principal of each school building may protect up to one-half of non-tenured teachers whose contracts are expiring, for any or no reason. After that, reductions will be based solely on seniority, beginning with non-tenured staff, with the exception of grades seven and eight only, where secondary subject matter certification will take priority over certification to teach any subject in grades one to eight (elementary classroom certification). Seniority is defined as years of continuous service in the district. Seniority is not interrupted by authorized leave of absence. All limited contract teachers will be placed on a separate seniority list for the district in each area of certification they possess.

Reductions in any of those areas will be made from the bottom of the seniority list for that area. A teacher may be on more than one list and may elect to displace a less senior teacher in another area of certification. (The special case noted above for grades seven and eight will be applied.) "Certification" for this purpose must be certification possessed and on file at the district office (not simply applied for) by March 15 of the year preceding the school year to be affected.

In the event of a tie in seniority between two teachers in the same area of certification, one who has taught in that certification area has not seniority over one who has not taught in that area. If a tie remains, seniority will be determined by years of previous teaching experience in chartered public or nonpublic schools in any state. Any remaining tie will then be determined considering unique performance responsibilities (in the judgment of the principal).

The administration will provide non-tenured staff and the OHEA with the seniority lists by areas of certification by January 30, and will make written notification of subsequent changes in the lists not later than March 30. Under this process, reasons for being protected, not protected or non-renewed will not be given. No hearings will be provided by the principal, the Superintendent or the Board of Education for teacher non-renewals.

[Adoption date: July 1991]

RESIGNATION OF CERTIFIED STAFF MEMBERS

A teacher who has a contract covering the ensuing school year will be permitted to resign prior to July 10, preceding that year. After that the consent of the Board of Education 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. Consent will be given if a suitable and acceptable replacement can be found. Resignations will be submitted to the Superintendent for presentation to the Board.

[Adoption date: July 1, 1991]

LEGAL REFS: ORC 3319.02, 3319.15

SUSPENSION AND DISMISSAL OF CERTIFIED STAFF MEMBERS

Suspension

The Board of Education 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 gross inefficiency or immorality; for willful and persistent violations of reasonable regulations of the Board of Education or for other good and just cause. Before terminating any contract the Board will furnish the teacher a written notice signed by the Treasurer, of its intention to consider termination of his/her contract, specification of the grounds for such consideration, and inform him/her of his/her right to request a hearing by the Board or an independent referee. At such a hearing, both parties may be represented by counsel and present and cross-examine witnesses. A record of the proceedings will be made. After the hearing, the Board will make its determination by majority vote. Any order of termination of a contract will state 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 teacher with pre-adverse action and adverse notices required by the Federal Credit Reporting Act.

[Adoption date: July 1, 1991]

[Revision date: September 14, 1998]

LEGAL REFS: ORC 124.36
3319.02, 3319.11, 3319.16, 3319.161, 3319.17
Fair Credit Reporting Act

CROSS REFS: GCP, Certified Staff Termination of Employment
GBO, Criminal Records Checks

TUTORING FOR PAY

During the school year, no teacher will tutor for pay a student who is a member of his/her class. Tutorial assistance to students will be considered a normal responsibility of the teacher, except in extenuating circumstances.

A teacher may not tutor students on school premises for pay or provide instruction of any kind to students on school premises for pay.

[Adoption date: July 1, 1991]

[Revision date: June 2, 2008]

[Revision date: November 2, 2015]

CLASSIFIED STAFF POSITIONS

This school district will employ classified staff in positions that function to support the educational program. All such positions will be established initially by the Board of Education.

The Director of Personnel will keep all job descriptions current and present recommended changes to the Board for approval.

[Adoption date: July 1, 1991]

LEGAL REFS: ORC 124.18
3319.081
State Board of Education Minimum Standards 3301-35-03

LEGAL REFS: ORC Chapter 124, 3317.12
3319.02, 3319.081, 3319.083, 3319.088

CLASSIFIED STAFF LEAVES AND ABSENCES

Leaves and absences granted to the classified staff will be for the purposes of helping them maintain their physical health, take care of family and other personal emergencies and discharge important and necessary obligations.

All requests for leaves of absence over 10 days will be submitted by the Superintendent, along with recommendations, to the Board for its action.

[Adoption date: July 1, 1991]

LEGAL REFS: ORC 124.38, 124.39, 3313.983
 3313.20, 3313.211
 3319.13, 3319.141, 3319.143

CONTRACT REF: Classified Staff Negotiated Agreement

VACATION SCHEDULES FOR CUSTODIAL STAFF

Following are the guidelines for custodial staff vacation schedules.

1. Requests for vacations must be made to the building principal in writing prior to May 1.
2. No more than one third of total staff will be on vacation at any given time (unless approved by the Director of Operations). In case of conflicts, seniority will be used to determine the assignment of vacation time.
3. No vacations will be permitted during the period of two weeks prior to the opening of the school year.
4. Normally, the custodial staff will not be permitted to take vacation on student days unless it can be arranged without the need for a substitute.
5. Head custodians should also plan vacations during the summer months. If taken during the school year, the "no substitute" guideline also applies.

[Adoption date: July 20, 1992]

CLASSIFIED STAFF RECRUITING

The recruitment and selection of suitable candidates for positions will be the responsibility of the Director of Personnel who may confer with appropriate district staff before making a selection.

All appointments to the classified staff will be made by the Superintendent subject to confirmation by the Board of Education. In making these appointments, the Superintendent will carefully observe all pertinent laws as well as any regulations that may be approved from time to time by the Board.

Conditions of employment for non-teaching staff members as well as wages, hours and other items of this nature will be fixed by the board upon the recommendation of the Superintendent or be determined by the negotiated agreement.

[Adoption date: July 1, 1991]

LEGAL REFS: ORC Chapter 124;
 3319.04, 3319.081 et seq.
 3327.10
 4141.29
 State Board of Education Minimum Standards 3301-35-03(A)

CROSS REFS: AC, Nondiscrimination
 GBA, Equal Opportunity Employment
 GCC, Certified Staff Recruiting
 GDD, Classified Staff Hiring
 GBO, Verification of Employment Eligibility

CONTRACT REF: Classified Staff Negotiated Agreement

CLASSIFIED STAFF HIRING

Equal opportunity employment practices will be followed in the hiring of personnel. Employees are to be selected on the basis of their qualifications to fill established specifications for the job. General criteria will include education, experience, mental and physical ability and willingness to work in a specific environment.

The Personnel Office will screen all applications for vacancies within the district. Those selected will be granted an initial interview by the principal, supervisor and/or immediate supervisor of the building or department where the vacancy exists. Candidates recommended for employment will have had the opportunity to review the personnel policies, salary, benefits and responsibilities of the job.

[Adoption date: July 1, 1991]

LEGAL REFS: ORC Chapter 124; 3317.10; 3319.04; 3319.081 et seq.; 4141.29
State Board of Education Minimum Standards 3301-35-03(A)

CROSS REFS: AC, Nondiscrimination
GBA, Equal Opportunity Employment
GDC, Classified Staff Recruiting

CLASSIFIED STAFF ASSIGNMENTS AND TRANSFERS

The assignment and transfer of all classified staff will be the responsibility of the Superintendent; however, promotional transfers will be made only by the Board of Education upon the recommendation of the Superintendent. A request for transfer may be made in writing to the Superintendent.

Assignments to Nonpublic Schools

Persons employed by the district and assigned to nonpublic schools will be considered employees of the district in all respects.

Such persons will fulfill and meet all regulations as are required for any other classified staff employees in the district. An employee may be re-assigned to serve in any other location, either in the public schools or nonpublic schools, so long as the person is qualified to perform such duties.

Assignments to Community Schools

The district must grant a leave of absence of at least three years to each member of its teaching and support staff who is an employee at a community school. The district must reinstate a former employee after they are discharged from the community school unless the employee is terminated for a reason for which the Board itself would have sought to terminate the employee. In such cases, the Board may institute termination proceedings in compliance with state law and/or the negotiated agreement.

Persons employed by the district and assigned to a community school are considered employees of the district in all respects.

Employment of Family Members in Same Building

Where members of the same family are employed in custodial and lunchroom services, normally such members are assigned to separate buildings.

All personnel assignments in effect on approval date will not be affected but, if a voluntary re-assignment takes place, the policy would then apply.

Family members shall be defined as husband, wife, father, mother, son, daughter, sister, brother, father-in-law, mother-in-law, son-in-law, daughter-in-law, sister-in-law, brother-in-law, nephew, niece, uncle, aunt, adopted child and a guardian relationship.

[Adoption date: July 1, 1991]
[Revision date: November 3, 1997]

LEGAL REFS: ORC 124.32
3314.10
State Board of Education Minimum Standards 3301-35-03(A)

CONTRACT REF: Classified Staff Negotiated Agreement

CLASSIFIED STAFF PROFESSIONAL LEARNING OPPORTUNITIES

Professional learning opportunities will be provided for classified staff. The professional learning framework will have cooperative planning, implementation and evaluation. In most instances, professional learning will provide job embedded training experiences designed to enhance operations or the educational program. Orientation activities for new employees will be provided.

Records will be retained for five years in each building or district office reflecting staff participation and program development.

[Adoption date: July 1, 1991]
[Revision date: August 3, 2015]

LEGAL REF: State Board of Education Minimum Standards 3301-35-03

CROSS REF: CA, Administration Goals

MAINTENANCE REVIEW COMMITTEE

The Maintenance Review Committee will consist of the district's electrician, plumber, carpenter, Oak Hills High School Building Manager, and a Principal/designee.

The purpose of this committee is to consider individuals placement on the maintenance salary schedule based upon the following criteria:

1. Recommendation of the Building Principal or Building Manager and Head Custodian. (Form File GDMA-E)
2. Completion of training from district electrician, plumber and carpenter.
3. Questions answered and task performed for Building Manager and District Operations Coordinator.

[Adoption date: July 1, 1991]

[Revision date: March 4, 2002]

MAINTENANCE REVIEW COMMITTEE

Procedures

1. The individual shall be recommended initially by either the night supervisor through the head custodian or through the head custodian to the principal. The final recommendation to the committee will be by both the head custodian and the principal. Their recommendation will be on the basis of the maintenance custodian job description and their judgment that the individual is capable of performing the role.
2. The District Operations Coordinator and Building Manager, in collaboration with the principals or his/her designee, must review the written recommendation of the principal and head custodian. A personal interview will be scheduled with the employee at which time the employee will perform tasks on training module and answer questions. This will be used to determine the employee's ability to fulfill the duties of the maintenance position.
3. The Building Manager and the District Operations Coordinator, in collaboration with the building principal, will decide the final recommendation. If the employee is not recommended, the District Operations Coordinator may hold a private conference with the individual to identify areas of deficiency.
4. A copy of the recommendation will be forwarded to the Director of Operations who shall forward the committee's recommendation and his/her own to the Superintendent. The Superintendent shall recommend the final action to the Board and notify the Director of Operations who shall notify the individual and the principal involved.
5. Salary placements will be made during July and/or January of each year for those individuals approved.

Guidelines

1. Review the current skills and performance of the individual. Does the applicant have the skills required by the custodial maintenance job description?
2. Check the following skills:
 - a. Use proper tools
 - b. Good knowledge of mechanical maintenance
 - c. Initiative
 - d. Ability to work without supervision
 - e. One skill in which he/she excels
 - f. Ability to follow through on a task
 - g. Leadership ability
3. Review all the above. Prepare to vote. If you were to vote "no," what specific suggestions would you have that this person should work on so he/she could be prepared as a maintenance worker?

[Adoption date: July 1991]

[Revision date: March 4, 2002]

MAINTENANCE CUSTODIAL RECOMMENDATION

NAME _____ SCHOOL _____ SHIFT _____

DATE OF DISTRICT HIRE _____ SERVICE TIME ON CURRENT JOB _____

RECOMMENDATIONS:

Principal

Building Manager

Head Custodian

REVIEW COMMITTEE ACTION _____

DATE

COMMENTS: (If appropriate)

Building Manager

Operations Coordinator

Principal

PERSONNEL RECOMMENDATION _____

Assistant Superintendent of Operations

EVALUATION OF CLASSIFIED STAFF

The classified employees of the Oak Hills Schools are vitally important to the overall success of the educational program within the school district. An ongoing system of evaluation allows each employee to develop a better understanding of his/her role within the system and should serve to motivate the employee to improve his/her own job performance.

OBJECTIVES

1. To provide a uniform and systematic instrument for continual evaluation which produces a permanent record of employee efficiency and growth.
2. To enable classified staff to understand their own performance in terms of their accomplishments and their potential for improvement.
3. To provide an orderly procedure for a supervisor to recommend improvements in specific area(s) of an employee's performance.
4. To promote a better working relationship between employees and their supervisors.

PROCEDURES

1. Who is to be evaluated?

A classified employee who holds a limited contract will be evaluated a minimum of two times during the contract year. A classified employee who holds a continuing contract will be evaluated a minimum of once every three years.* A contract year is defined as July 1 to the following June 30.

2. How will the evaluation process proceed during an evaluation year?

A written evaluation form will be completed by the evaluator and a conference held with the employee prior to December 15 of the contract year. A second written evaluation and conference will be held, when necessary, prior to March 31 of the contract year. Additional evaluations may be scheduled at the discretion of the evaluator.

3. Who will do the evaluation?

Evaluations shall be completed by the evaluator listed on the attached sheet titled "Responsibilities for Classified Evaluations" and may be done in conjunction with other supervisory personnel also listed on the sheet.

4. How will the form be used?

- a. A copy of the evaluation form which is based on job description will be reviewed with employees.
- b. Qualities and/or characteristics which are rated as "needs improvement" shall be substantiated with written comments by the evaluator who shall offer suggestions as to how the employee can correct the deficiency.
- c. Specific comments shall also substantiate categories in which the employee "exceeds expectations."
- d. The employee has the right to write any explanations or comments which he/she feels are relevant to the evaluation in the space provided.
- e. When complete, the original evaluation form shall be signed by the evaluator and the employee. Signatures show that a conference has been held and that the employee has seen, although not necessarily approved, the evaluation and discussed the items with the evaluator.
- f. The signed, original evaluation form shall go to the employee, with a copy kept by the evaluator. A copy shall also be sent to the Business Office for placement in employee's permanent file.

*An employee can be placed on an evaluation cycle during off year with written notification from their supervisor.

[Adoption date: July 1, 1991]

[Revision date: September 12, 2005]

LEGAL REFS: ORC 3319.081
3319.02

EVALUATION OF CLASSIFIED STAFF

GENERAL INFORMATION

1. Evaluation Improves Performance: The primary purpose of the evaluation process is to improve the work performance of an employee. Evaluations are essential for proper personnel actions.
2. Every Classified Employee is Evaluated Yearly: Every classified employee is to be appraised using the same form and procedures. A classified employee who holds a limited contract will be evaluated at least twice during the contract year. A classified employee who holds a continuing contract will be evaluated at least once during the contract year. A contract year is defined as July 1 to the following June 30.
3. Evaluations Should be Timely: A written evaluation form will be completed by the evaluator and a conference held with the employee prior to December 15 of the contract year. A second written evaluation and conference will be held, when necessary, prior to March 31 of the contract year. Additional evaluations may be scheduled at the discretion of the evaluator.
4. Immediate Administrative Supervisors are Evaluators: Evaluations shall be completed by the evaluator listed on the attached sheet titled "Responsibilities for Classified Evaluations" and may be done in conjunction with other supervisory personnel also listed on the sheet.

EVALUATION PROCESS

1. Evaluation of personnel is an on-going, day-to-day process, which should enable evaluators to make factual observations and recommendations.
2. The Classified Employee Evaluation Form identifies criteria expected of all employees. To identify areas where an employee exceeds expectations or needs improvement, circle the number of the criteria and provide specific observations and recommendations with factual statements that present an accurate description of the employee's job performance on the reverse side of the form. For example:

E-2 - This is an area of concern. You have missed _____ days of work in the last six months. If there is a specific problem, please

A-8 - You have exceeded my expectations during the recent water main break. I appreciated the extra effort you showed by staying overtime and working with outside contractors to expedite the repair.
3. If two or more needs improvements are noted, at least one additional evaluation will be completed during the contract year.
4. A conference to review the written evaluation should be scheduled. An important part of the conference is to explain the overall goals of the district and how they relate to the employee. Individual employees should see themselves as contributing members of the school system.
5. The employee has the right to write any explanations or comments, which he/she feels are relevant to the evaluation in the space provided.
6. When complete, the original evaluation form shall be signed by the evaluator and the employee. Signatures show that a conference has been held and that the employee has seen, although not necessarily approved, the evaluation and discussed the items with the evaluator.
7. The signed, original evaluation form shall go to the employee, with a copy kept by the evaluator. A copy shall be sent to the Director of Operations for review and placement in the employee's permanent personnel file.

CLASSIFIED STAFF EVALUATION RESPONSIBILITIES

EMPLOYEE	EVALUATOR	IN CONJUNCTION WITH
Cafeteria Manager/Assistant Manager	Food Service Supervisor	Building Administrators
Cafeteria Staff	Food Service Supervisor	Cafeteria Manager and Building Administrators
District Maintenance Staff	Maintenance Supervisor	Assistant Superintendent and Building Administrators
Head Custodian	Building Administrator	Maintenance Supervisor
Custodial Staff	Building Administrator	Maintenance Supervisor and Head Custodian
District Office Secretaries	Supervising Administrator	
Treasurer's Office Staff	Treasurer	
Building Secretaries	Building Administrator	Counselor(s)
Transportation Secretary	Transportation Supervisor	
Bus Drivers	Transportation Supervisor	Building Administrators
Mechanics	Transportation Supervisor	Assistant Superintendent
Pony Driver	Transportation Supervisor	Building Administrators
Instructional Assistant/Transportation	Transportation Supervisor	Building Administrator
Crossing Guards	Transportation Supervisor	Building Administrators
Instructional Assistant	Building Administrator	Appropriate Director
Health Room Aides	Building Administrator	Nurses
Attendance Clerk	Building Administrator	
System Support Tech	Service Tech Coordinator	Building Administrator
Nurse Attendant	Director of Special Programs	Nurse
Media		

OAK HILLS CLASSIFIED EMPLOYEE EVALUATION FORM

Oak Hills Classified Evaluation Form

Summative Performance Evaluation Rubric - Administrators and Supervisors will assess the level of overall performance in each of the 5 Rubric Standards (Collaboration/Communication, Stakeholder Relations, Resource Management, Professionalism, Job Skills/Performance). The final rating in each Standard provides the best description of the overall performance by the classified employee. **The final rating in each Standard provides the best description of the overall performance by the classified employee.**

Standard 1 - Collaboration / Communication

_____ Ineffective
 _____ Developing
 _____ Skilled
 _____ Accomplished

Standard 4 - Professionalism

_____ Ineffective
 _____ Developing
 _____ Skilled
 _____ Accomplished

Standard 2 - Stakeholder Relations

_____ Ineffective
 _____ Developing
 _____ Skilled
 _____ Accomplished

Standard 5 - Job Skills / Performance

_____ Ineffective
 _____ Developing
 _____ Skilled
 _____ Accomplished

Standard 3 - Resource Management

_____ Ineffective
 _____ Developing
 _____ Skilled
 _____ Accomplished

Final Summative Rating

_____ Ineffective
 _____ Developing
 _____ Skilled
 _____ Accomplished

Area(s) of Strength:**Area(s) for Growth / Improvement:**_____
Employee's Signature_____
Evaluator's Signature_____
Date

Oak Hills Classified Evaluation

Assessment of Classified Employees

Name:
Building:
Date/Time:

Classified Performance Evaluation Rubric

The Classified Evaluation Rubric is intended to be scored holistically. This means that evaluators will assess which level provides the best overall description of the classified employee. The evaluator is to consider evidence gathered from both formal and informal observations and the post-observation conference. When completing the performance rubric, please note that evaluators are not expected to gather evidence on all indicators for each observation. Evidence collected during post-observation conferences as well as information from the Professional Growth and/or Improvement Plan (if applicable) may be applied to the observation. Upon completion of the observation, the employee will receive a rating of Ineffective, Developing, Skilled, Accomplished for each of the Five Standards. A final summative rating of the employees overall observation will also be provided using one of the five ratings listed above.

1. Collaboration/Communication

	Ineffective	Developing	Skilled	Accomplished
1a. Effectively and clearly communicates with supervisor, students, staff, parents, community members both verbally and non-verbally	<p>_____</p> <p>Fails to communicate with supervisor, students, staff, parents and community members.</p>	<p>_____</p> <p>Communication (verbal, written, etc.) is not always appropriate or clear with supervisor, students, staff, parents and community.</p>	<p>_____</p> <p>Uses effective communication strategies with supervisor and all students, staff, parents and community members.</p>	<p>_____</p> <p>Utilizes a variety of communication strategies and consistently seeks out opportunities to communicate with all stakeholders, including supervisor, students, staff, parents and community members or groups.</p>
Evidence				
1b. Exhibits positive attitude in working with all staff, students, parents and community members/groups	<p>_____</p> <p>Fails to exhibit positive attitude in working with all staff, students, parents and community members/groups.</p>	<p>_____</p> <p>Seldom exhibits a positive attitude in working with all staff, students, parents and community members/groups.</p>	<p>_____</p> <p>Interactions are positive with all staff, students, parents and community members/groups.</p>	<p>_____</p> <p>Consistently seeks opportunities to interact in a positive manner with all staff, students, parents, community members/groups.</p>
Evidence				
1c. Remains flexible and adaptive to change.	<p>_____</p> <p>Fails to be flexible and adaptive to change/new ideas.</p>	<p>_____</p> <p>Complies to changes with some resistance.</p>	<p>_____</p> <p>Willingly accepts new challenges and adapts to change and new ideas.</p>	<p>_____</p> <p>An innovative thinker who suggests process improvements and takes initiative to implement change.</p>
Evidence				

2. Stakeholder Relations

Assessment of Classified Employees

	Ineffective	Developing	Skilled	Accomplished
2a. Exhibits friendly and respectful interactions with all staff, students, parents and community members/group	<p>_____ Fails to interact in a friendly and respectful manner.</p>	<p>_____ Seldom interacts in a friendly and respectful manner.</p>	<p>_____ Often interacts in a friendly and respectful manner.</p>	<p>_____ Consistently exhibits friendly and respectful interactions with all staff, students, parents, community members/groups.</p>
Evidence				
2b. Mentors and assists colleagues and/or other team members.	<p>_____ Fails to assist other colleagues and team members. Not a team player.</p>	<p>_____ Seldom assists colleagues and team members.</p>	<p>_____ Often seeks opportunities to mentor others and assist team members.</p>	<p>_____ Actively seeks opportunities to assist colleagues and other team members.</p>
Evidence				

3. Resource Management (1)

Assessment of Classified Employees

		Ineffective	Developing	Skilled	Accomplished
3a. Accessible and responsive to the needs of the district/school in a timely manner.		<p>_____</p> <p>Fails to respond to the needs of the district / school in a timely manner.</p>	<p>_____</p> <p>Responds to the needs of the district / school, however the response is not conducted in a timely manner.</p>	<p>_____</p> <p>Responsive to the needs of the district / building. Completes tasks / projects in a timely manner.</p>	<p>_____</p> <p>Is pro-active in analyzing the needs of the district / school. Identifies areas of need prior to issues arising.</p>
Evidence					
3b. Exercises good judgment in using supplies / equipment / technology.		<p>_____</p> <p>Fails to exercise good / proper judgement in using supplies / equipment / technology.</p>	<p>_____</p> <p>Understands the use of supplies, equipment / technology but doesn't always exercise appropriate judgement in using some supplies / equipment / technology.</p>	<p>_____</p> <p>Exercises good and appropriate judgement when using supplies / equipment / technology.</p>	<p>_____</p> <p>Actively seeks opportunities to assist colleagues and other staff in the use of supplies / equipment / technology.</p>
Evidence					
3c. Effectively and efficiently uses time.		<p>_____</p> <p>Fails to manage time effectively.</p>	<p>_____</p> <p>Seldom manages time effectively.</p>	<p>_____</p> <p>Manages time effectively.</p>	<p>_____</p> <p>Utilizes time management systems to effectively and efficiently complete job related tasks / responsibilities.</p>
Evidence					

3. Resource Management (2)

Assessment of Classified Employees

	Ineffective	Developing	Skilled	Accomplished
3d. Ensures safe, secure and clean working environment at all times.	<p>_____</p> <p>Fails to maintain a safe, secure and clean working environment.</p>	<p>_____</p> <p>Seldom maintains a safe, secure and clean working environment.</p>	<p>_____</p> <p>Maintains a safe, secure and clean working environment.</p>	<p>_____</p> <p>Initiates assessments and safety precautions to ensure a safe, secure and clean work environment at all times.</p>
Evidence				
3e. Responsible for maintaining, reporting and keeping equipment / supplies / technology in good working condition.	<p>_____</p> <p>Fails to keep equipment, supplies and technology in good working condition.</p>	<p>_____</p> <p>Seldom keeps equipment, supplies and technology in good working condition.</p>	<p>_____</p> <p>Equipment, supplies and technology remain in good working condition.</p>	<p>_____</p> <p>Reports all issues related to equipment, supplies and technology to maintain proper function.</p>
Evidence				
3f. Maintains applicable resources needed to complete job-related tasks.	<p>_____</p> <p>Fails to maintain job-related resources.</p>	<p>_____</p> <p>Seldom has appropriate resources to complete job.</p>	<p>_____</p> <p>Manages time effectively. Maintain appropriate and applicable resources to complete the job.</p>	<p>_____</p> <p>Seeks out new resources to improve job performance and assist others.</p>
Evidence				

4. Professionalism (1)

Assessment of Classified Employees

	Ineffective	Developing	Skilled	Accomplished
4a. Regularly attends work, arrives on time and exhibits minimal absenteeism.	<p>_____</p> <p>Fails to arrive at work on time and / or displays a pattern of absenteeism.</p>	<p>_____</p> <p>Occasionally arrives late to work and is often absent.</p>	<p>_____</p> <p>Consistently arrives at work on time and has regular attendance with minimal absenteeism.</p>	<p>_____</p> <p>Arrives to work prepared to begin on time and complete job related responsibilities. Demonstrates a strong work ethic and commitment to job.</p>
Evidence				
4b. Maintains outward professional demeanor while on the job and at school/district related functions.	<p>_____</p> <p>Fails to maintain outward professional demeanor while on the job and school/district related functions.</p>	<p>_____</p> <p>Occasionally displays negative professional demeanor while on the job and at school functions.</p>	<p>_____</p> <p>Acts professionally while on the job and at all school/district related functions.</p>	<p>_____</p> <p>Demonstrates loyalty and acts as an ambassador for the school/district.</p>
Evidence				
4c. Follows all school and district policies and procedures.	<p>_____</p> <p>Fails to follow school and district policies and procedures.</p>	<p>_____</p> <p>Occasionally follows school and district policies and procedures.</p>	<p>_____</p> <p>Follows all school and district policies and procedures.</p>	<p>_____</p> <p>Exhibits leadership in following all school and district policies and procedures which inspires others to emulate.</p>
Evidence				

4. Professionalism (2)

Assessment of Classified Employees

	Ineffective	Developing	Skilled	Accomplished
4d. Consistently attends professional development and safety training opportunities as related to job responsibilities.	<p>_____</p> <p>Fails to attend professional development and complete safety training related to the job.</p>	<p>_____</p> <p>Occasionally attends professional development and safety training opportunities.</p>	<p>_____</p> <p>Attends professional development and safety training opportunities related to the job.</p>	<p>_____</p> <p>Seeks additional professional development opportunities to enhance their own job performance.</p>
Evidence				
4e. Maintains professional appearance, adhere to professional dress standards and exhibit appropriate personal grooming.	<p>_____</p> <p>Fails to maintain a professional appearance. Does not adhere to professional dress and grooming standards.</p>	<p>_____</p> <p>Occasionally dresses inappropriately and fails to look professional.</p>	<p>_____</p> <p>Looks professional and well-groomed while on the job or while representing the school / district.</p>	<p>_____</p> <p>Exhibits pride in maintaining a professional appearance.</p>
Evidence				
4f. Demonstrates respect and care for students, staff parents and community.	<p>_____</p> <p>Fails to be respectful to students, staff, parents and community.</p>	<p>_____</p> <p>Occasionally acts disrespectful and uncaring to students, staff, parents and/or community.</p>	<p>_____</p> <p>Treats all students, staff, parents and community with respect.</p>	<p>_____</p> <p>Effectively utilizes communication techniques to determine logical conclusions to issues and / or opportunities.</p>
Evidence				

5. Job Skills / Performance (1)

Assessment of Classified Employees

	Ineffective	Developing	Skilled	Accomplished
5a. Self Assess and/or reflects on job completion and results.	<p>_____</p> <p>Fails to self assess and/or reflect on job completion and results.</p>	<p>_____</p> <p>Seldom self assess and/or reflects on job completion or results.</p>	<p>_____</p> <p>Initiates assessment and/or reflection on job completion and results.</p>	<p>_____</p> <p>Exhibits pride and ownership at job completion and results.</p>
Evidence				
5b. Completes all documents/forms in a timely manner.	<p>_____</p> <p>Fails to complete job related documents/forms.</p>	<p>_____</p> <p>Completes job related documents/forms but not in a timely manner.</p>	<p>_____</p> <p>Completes all job related documents/forms in a timely manner.</p>	<p>_____</p> <p>Is pro-active in completing all documents and forms ahead of deadline.</p>
Evidence				
5c. Accepts job responsibilities, follows directions and exhibits a strong work ethic.	<p>_____</p> <p>Fails to accept job responsibilities, follow directions or exhibit a strong work ethic.</p>	<p>_____</p> <p>Sometimes accepts job responsibilities, follows directions and exhibits a strong work ethic.</p>	<p>_____</p> <p>Accepts job responsibilities, follows directions and exhibits a strong work ethic.</p>	<p>_____</p> <p>A self-starter who takes on additional responsibilities and tasks without being assigned.</p>
Evidence				

5. Job Skills / Performance (2)

Assessment of Classified Employees	
Ineffective	Developing
Skilled	Accomplished
<p>5d. <i>Maintains necessary skills pertaining to field of expertise</i></p> <p>_____ Fails to maintain skills related to field of expertise.</p>	<p>_____ Seldom maintains necessary skills related to field of expertise.</p> <p>_____ Maintains the necessary skills related to field of expertise.</p> <p>_____ Attends professional development opportunities to acquire additional skills to enhance job performance.</p>
Evidence	
<p>5e. <i>Performs all other duties as assigned in the job description, as well as additional assignments.</i></p> <p>_____ Fails to perform duties outlined in job description or additional assignments.</p>	<p>_____ Seldom performs duties outlined in job description or additional assignments.</p> <p>_____ Performs all duties assigned in job descriptions and additional duties.</p> <p>_____ Willingly accepts additional tasks and volunteers to lead new projects and initiatives.</p>
Evidence	

SECTION H: NEGOTIATIONS

HO Strikes

STRIKES

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 and other conditions of employment.

Should a strike occur, the Board will make every effort possible to keep the schools open and operating. Precautions will be taken for the safety and health of the working staff and students.

The Board of Education shall direct the administration to develop a strike plan as a precautionary measure well in advance of any anticipated work stoppage.

[Adoption date: July 1, 1991]

LEGAL REF: ORC 4117.01

CONTRACT REFS: Professional Staff Negotiated Agreement
Classified Staff Negotiated Agreement

SECTION I: INSTRUCTION

IA	Instructional Goals
IAA	Instructional Objectives
IB	Academic Freedom
IC/	School Year/School Calendar
ICB	Student Participation in Extracurricular Activities
ICB-R	Athletic Participation Consent Form
ID	School Day
IE	Organization of Facilities for Instruction
IF	Curriculum Development
IFD	Curriculum Adoption
IFE	Curriculum Guides and Course Outlines
IGAB	Human Relations Education
IGAE	Health Education
IGAG	Drugs, Alcohol and Tobacco Education
IGAH	Family Life Education/Sex Education
IGBA	Programs for Disabled Students
IGBA-E	When to Provide Prior Written Notice, Informed Consent, and Procedural Safeguards Notice
IGBB	Programs for Gifted and Talented Students
IGBC	Special Education Policies and Procedures
IGBC-E	When to Provide Prior Written Notice, Informed Consent, and Procedural Safeguards Notice
IGBE	Remedial Instruction
IGBEA	Reading Skills Assessments and Intervention
IGBEA-R	Reading Skills Assessments and Intervention
IGBG	Home-Bound Instruction
IGBI	English as a Second Language
IGBJ	Title 1 Programs
IGBL	Parental Involvement in Education
IGBN	Language Immersion
IGCB	Experimental Programs
IGCD/LEB	Educational Options
IGCG	Preschool Program
IGCH /LEC	College Credit Plus
IGCH-R/LEC-R	College Credit Plus
IGD	Co-curricular and Extracurricular Activities
IGD-E	Co-curricular/Extracurricular Activities for Pay Notification Register
IGDA	Student Organizations
IGDC	Student Social Events
IGDD	Student Performances
IGDF	Student Fund-Raising Activities
IGDF-R	Student Fund-Raising Activities
IGDG	Student Activities Funds Management
IGDG-R	Student Activities Fund Management
IGDG-E	Student Activity Account, Organization Statement
IGDJ	Interscholastic Athletics
IGDK	Interscholastic Extracurricular Eligibility
IGDK-R	Participation in Interscholastic Activities
IGEE	Awarding of High School Diplomas to Veterans of War
IHA	Grouping for Instruction
IHB	Class Size
IHB-R	Class Size Guidelines
IHG	Independent Study

IIA	Instructional Materials
IIA-R	Viewing of Commercial Entertainment Movies
IIA-E	Request to Inspect Instructional Materials
IIAA	Textbook Selection and Adoption
IICAC	Library Materials Selection and Adoption
IIB	Network Use Policy
IIBA	Website
IIBH	District Website
IIC/KF	Community Instructional Resources
IICA	Student Trips
IICA-R-1	Student Trips
IICA-R-2	Private Trips
IICA-R-3	Transportation Administrative Regulations
IICA-E	Request for Permission for Student Trip
IICC	School Volunteers
IICC-R	School Volunteers
IICC-E-1	Exhibit A
IICC-E-2	Exhibit B
IJ	Guidance Program
IJ-R	Guidance Program
IJA	Career Advising
IK/IKA	Academic Achievement/Grading Systems
IKAB /IKAC	Student Progress Reports to Parents/Student Conferences
IKB	Homework
IKC	Class Rank
IKE	Promotion and Retention of Students
IKEB	Acceleration
IKF	Graduation Requirements
IKFA	Early Graduation
IL	Testing Programs
IL-R	Testing Programs
ILB	Ohio Proficiency Tests
IM	Evaluation of Instructional Programs
IND	School Ceremonies and Observances/Patriotic Exercises
IRN	Teaching Methods

INSTRUCTIONAL GOALS

The following goals of the Oak Hills instructional program are to be considered guides rather than limits, capable of wide interpretation, flexible enough to meet changing needs of both students and society and pervasive throughout the entire school district for all levels and subject areas:

1. To help meet the physical, intellectual and emotional needs of students, particularly the need to inquire, learn, think and create
2. To help students relate satisfactorily to others in situations involving their family, work, government and recreation
3. To give students a mastery of the basic skills of learning, thinking, problem solving, reading, writing and computation
4. To teach students to use the various media of self-expressions
5. To instill in students a knowledge of the social and natural sciences
6. To acquaint students with the richness of our heritage
7. To stimulate students to work productively in the various areas of human endeavor.

[Adoption date: July 1, 1991]

LEGAL REFS: Ohio Constitution, Article VI, § 2
State Board of Education Minimum Standards 3301-35-02, 3301-35-03

CROSS REFS: ADA, Mission Statement
AE, Vision Statement & Core Beliefs
AFE, Evaluation of Instructional Programs (Also IM)
AFI, Evaluation of Educational Resources

INSTRUCTIONAL OBJECTIVES

Instructors will employ those methodologies as needed to assure accomplishment of that 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 will be identified within each subject area and at each grade level.

A standards-based curriculum will be developed and implemented in reading, mathematics, science and English composition.

The educational program of the district will be the result of systematic planning, articulation, implementation and evaluation.

Courses of study will be evaluated on a rotating basis every five years under the supervision of the Superintendent/designee. This evaluation will consider the achievement of learning objectives and learning outcomes. This evaluation will promote and guide appropriate revision and updating.

[Adoption date: July 1, 1991]

[Revision date: May 2, 2016]

LEGAL REF: State Board of Education Minimum Standards 3301-35-02

CROSS REFS: ADA, Mission Statement
AE, Vision Statement & Core Beliefs
AFE, Evaluation of Instructional Materials (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 of education where such subjects or methods are deemed by the board and/or district administrators to be educationally unsound, inappropriate for the age or 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: September 12, 2011]

CROSS REFS: AC, Nondiscrimination
 EDE, Computer/Online Services (Acceptable Use and Internet Safety)
 INB, Teaching About Controversial Issues
 JB, Equal Educational Opportunities

CONTRACT REF: Teachers' Negotiated Agreement

SCHOOL YEAR/SCHOOL CALENDAR

The school calendars for the following two school years are prepared every other year by the Superintendent/designee and a calendar task force and presented to the Board in the second semester of that given year. The number of days scheduled for students meets or exceeds the requirements of State law.

The calendar sets forth the days and hours schools are in session, holidays, vacation periods, in-service training days, professional learning days, teacher orientation days and days of reports to parents.

In preparing the calendar, the Superintendent/designee consults with other administrators in districts in the geographical area. He/She may provide opportunities for members of the staff or community to offer suggestions before recommending a calendar to the Board for final consideration and adoption.

In accordance with State law, prior to making any changes to scheduled days or hours, the Board works with career-technical schools in which any of the District's high school students are enrolled, and community schools and chartered nonpublic schools to which the District is required to transport students.

The number of hours in each school year that school is scheduled to be open for instruction will not be reduced from the number of hours per year school was open for instruction during the previous school year, unless the reduction is approved by a Board-adopted resolution.

At least 30 days before adoption, the Board holds a public hearing on the school calendar, addressing topics including the total number of hours in the school year, length of the school day, and beginning and end dates of instruction.

[Adoption date: July 9, 2007]
[Revision date: April 7, 2014]
[Revision date: May 2, 2016]

LEGAL REF: ORC 3313.48; 3313.481; 3313.482; 3313.483; 3313.62; 3313.63
3317.01

CROSS REF: EBCD, Emergency Closings

STUDENT PARTICIPATION IN EXTRACURRICULAR ACTIVITIES

Pursuant to 3313.664 of the Ohio Revised Code, students may be suspended by the Superintendent/designee from participating in extracurricular activities for a period of time not to exceed the end of the school year for any violation of the Student Code of Conduct, General Code of Conduct for Athletes, or violations of posted rules and regulations established by individual coaches and sponsors.

Before a suspension is imposed pursuant to this policy, the Superintendent/designee shall provide notice to the student of his/her intent to suspend the student from participation in extracurricular activities, which notice shall include the reason for the intended suspension. The student shall be given the opportunity to appear before the Superintendent/designee to present any reasons the student may wish to offer as to why he/she should not be suspended. After the meeting, the Superintendent/designee shall provide the student and his/her parent or legal guardian with written notification of the result of the hearing and if suspended, the reason(s) for the suspension, and the length of the suspension.

This policy shall be posted in a central location in each school building. In addition, copies of this policy shall be provided to students and parents in the same manner as the Student Code of Conduct.

[Adoption date: November 3, 1997]
[Revision date: April 11, 2005]
[Revision date: June 6, 2005]

LEGAL REFS: ORC 3301.0710, 3301.0711
3313.608, 3313.609
State Board of Education Minimum Standards 3301-35-02

CROSS REFS: AFI, Evaluation of Educational Resources
IGCD, Educational Options

ATHLETIC PARTICIPATION CONSENT FORM

Oak Hills Local School District ("Board of Education") policy, in accordance with Ohio High School Athletic Association Regulations and Ohio Revised Code, requires that the Participation Consent Form be signed and returned to the athletic department before students may try out or participate in any Board sponsored athletic activity. This Participation Consent Form is valid for one school year (August 1 - July 31).

General Code of Conduct for Athletes

Violation(s) of any of the following rules may lead to the denial of the privilege of participating with a team.

1. All participants in athletic programs must meet the eligibility requirements set forth by the Ohio High School Athletic Association and the Board of Education.
2. Athletes are expected to exemplify good sportsmanship and follow the district code of regulations for conduct of students, however, the following prohibitions are expanded to cover all times that a student is a team member.
 - a. Possession of or under the influence of narcotics, alcoholic beverages, dangerous drugs or other potentially dangerous substances.
 - b. Possession of or use of tobacco.
 - c. Acts of vandalism.
 - d. Possession of a weapon.
3. Participants are expected to follow all rules and regulations that have been developed by the coaches/sponsors and approved by the athletic director.
4. Students shall not wear clothing or jewelry that promotes alcohol, drugs, or other harmful substances, nor shall students wear jewelry that creates a danger to the wearer or others. Students shall not wear articles of clothing that are adorned with sexually suggestive slogans, profanity, lewd pictures, or that which may be offensive to a student's religion, race or national origin.
5. Hair must be kept clean and worn in a style which does not create a distraction to the educational environment and learning climate.
6. All participants in athletic programs are to be transported to and from away events only by school approved transportation. District transportation regulations will be in effect during all trips.
7. Students absent from school for more than a half-day will not be permitted to participate in extracurricular activities held during that day. Exceptions may be made by the building principal on a case-by-case basis.
In the case of a Saturday event, the student must have been present for more than a half-day ~~for all classes~~ on Friday. Exceptions may be made by the building principal on a case-by-case basis.
8. Any student disciplinarily removed from or quitting an athletic team after the season has begun forfeits the right to all awards and participation fees connected with the program, and is ineligible to participate in other athletic activities or conditioning programs until the end of that sport season.
9. Participants are financially responsible for participation fees and for equipment and uniforms issued. Participants must return equipment and uniforms promptly after the end of the season. Those who fail to meet this obligation will have their awards and credits held and will not be permitted to try out for another team.
10. Neither the school nor Oak Hills Local School District is responsible for money, clothing and other personal items lost, stolen or damaged while in the locker room.
11. Students must report all injuries to their coach/sponsor.
12. A doctor's release is necessary before a student will be permitted to participate after sustaining an injury or a health problem requiring a doctor's care.
13. Participants must remain on the sidelines (or bench) if there is an altercation on the field (or court, mat, etc.)

14. These rules and the coach's/sponsor's rules for each team or group will be:

- a. Given to each member of the team or group
- b. Discussed with participants
- c. Posted in respective locker rooms

*Ohio High School Athletic Association scholarship by-law requires a high school student to receive passing grades "in a minimum of five one-credit courses or the equivalent" to maintain eligibility. A middle school student must earn passing grades in 75% of his/her classes in order to participate while in 7th or 8th grade.

Copies of Board of Education policies, Ohio High School Athletic Association Policies on Scholastic Eligibility and Athletic disciplinary Procedures are available upon request from secondary principals or athletic directors.

We acknowledge that we are aware that athletes may suffer serious injury, including but not limited to sprains, fractures, brain damage, paralysis or even death, by participating in any of the following sports/activities: football, soccer, volleyball, cross country, basketball, wrestling, track, baseball, softball, diving, swimming, golf, tennis, bowling, cheerleading, wrestlers, statisticians, managers, student trainers, weight training and in-season and out-of-season conditioning, or any other board approved activity.

With full knowledge and understanding of the risk of serious injury we grant permission to participate in any of the sports/activities mentioned above and available at school.

We understand that first aid or emergency treatment may be provided by designated athletic trainers. We also have adequate insurance to cover any injuries incurred by the student while participating in an athletic program. We are aware that a policy is offered through the school at the beginning of the year. Furthermore, we will not hold any school organization responsible for injuries received while participating as a member of an athletic program.

By signing this form, the parent(s) and student are acknowledging that they have read, understand and agree to follow the General Code of Conduct, are aware of the inherent dangers of participation in athletics and are giving permission for the student to travel with the athletic group. The parent and student also give permission for the student's name, photo and performance statistics to be shared with the media and to be posted on the school, district or league website.

Signature of Student

Signature of Parent/Guardian

Date

[June 2005]

[Revision Date: May 2, 2016]

SCHOOL DAY

It is the responsibility of the Board of Education to establish normal beginning and dismissal times at the various school levels. These hours will satisfy the time requirements established by Ohio law and the State Board of Education regulations.

The Superintendent is authorized to make changes in opening and closing times for emergency situations.

[Adoption date: July 1, 1991]

LEGAL REFS: ORC 3313.48 et seq.
State Board of Education Minimum Standards 3301-35-02(B)(11-13)

ORGANIZATION OF FACILITIES FOR INSTRUCTION

The Board recognizes that the grouping of grades and services within the facilities of the district can assist 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 the administrative staff and approved by the Board.

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: October 7, 2002]

LEGAL REFS: ORC 121.22
3311.29
3313.53-3313.531; 3313.641

CROSS REFS: IGBJ, Title I Programs
JECBD, Intra-District 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 professional staff to work together in evaluating the educational program and recommending additions and changes in courses, programs and instructional approaches. All staff members have a professional obligation to the educational program, including responsibility for working on curriculum committees. The professional staff is expected to play an active role in curriculum development.

The Superintendent/designee provides the Board with reports on the curriculum and on the work of curriculum committees and recommends courses and programs for adoption by the Board.

[Adoption date: September 10, 2012]

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
BCF, Advisory Committees to the Board

CONTRACT REF: Teachers' Negotiated Agreement

CURRICULUM ADOPTION

An effective curriculum requires continuous development, implementation, evaluation and improvement. The Board expects the professional 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: September 10, 2012]

LEGAL REFS: ORC 3301.07

3313.60; 3313.602; 3313.90

OAC 3301-35-02; 3301-35-03; 3301-35-04; 3301-35-06

CURRICULUM GUIDES AND COURSE OUTLINES

All subject areas will have a written course of study.

A graded course of study shall be adopted by the Hamilton County Board of Education for each course taught. Each graded course of study will:

1. comply with the provisions of state law,
2. be based on the philosophy of education and educational goals,
3. prescribe what is to be taught,
4. specify subject matter objectives,
5. establish a scope and sequence,
6. provide a basis for student evaluation, and
7. be reviewed every five years.

[Adoption date: July 1, 1991]

[Revision date: May 2, 2016]

LEGAL REFS: ORC 3313.60
State Board of Education Minimum Standards 3301-35-03

HUMAN RELATIONS EDUCATION

This Board fosters good human relations dealing with race, color, national origin, citizenship status, ancestry, religion, sex, economic status, age, disability or military status through its instructional programs, its student activities and the classroom environment.

The Board encourages and supports the following approaches to human relations education.

- 1) The curriculum for all students in grades kindergarten through 12 presents in context the accomplishments and contributions of the races and cultures of our world.
- 2) Methods and techniques of classroom teaching emphasize the similarities and likenesses of people of various backgrounds and cultures.
- 3) The staff refreshes its awareness of the fact that the public schools are among the primary instruments for improving human relations through in-service training.
- 4) The schools work for an integration of ideas, people and material resources to provide the best education to meet the demands of our society.
- 5) The schools strive to develop a positive self-image in each student's thinking. They:
 - a) recognize the dignity and worth of the individual;
 - b) provide students with the opportunity to acquire as broad an education as the student's capacity permits and
 - c) stimulate the development of respect for the laws of this country.

[Adoption date: May 2, 2016]

LEGAL REFS: ORC Chapter 41 12
5903.01 (G)
ORC 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

HEALTH EDUCATION

The Board is committed to a sound, comprehensive health education program as an integral part of each student's general education. At a minimum, the health education program meets the requirements established by State law and includes instruction in nutrition; drugs, alcohol and tobacco; venereal disease; personal safety and assault prevention (grades K-6); and dating violence prevention (grades 7-12), prescription opioid abuse prevention and anatomical gifts.

The Board believes that the greatest opportunity for effective health education lies with the public schools because of the opportunity to reach almost all students at an age when positive, lifelong health, wellness and safety habits may be instilled.

The health education program emphasizes a contemporary approach to the presentation of health, wellness and safety information, skills and knowledge necessary for students to understand the functioning and proper care of the human body and tools for recognizing the characteristics of healthy relationships and the warning signs of dating violence.

In an effort to promote a relevant approach to the instruction of health education, the Board continues to stress the need for curricular, personnel and financial commitments to ensure a health education program of high quality in the public schools.

[Adoption date: April 6, 2015]
[Revision date: August 7, 2017]

LEGAL REFS.: ORC 3313.60; 3313.666, 3319.073
OAC 3301-35-04; 3301-35-06

CROSS REFS.: EB, Safety Program
EBC, Emergency Management and Safety Plans
EFG, Student Wellness Program
IGAF, Physical Education
IGAG, Drugs, Alcohol and Tobacco Education
IGAH, Family Life Education
IGAI, Sex Education
JFC, Student Conduct (Zero Tolerance)
JFCF, Hazing and Bullying (Harassment, Intimidation and Dating Violence)
JHF, Student Safety
JHG, Reporting Child Abuse

DRUGS, ALCOHOL AND TOBACCO EDUCATION

The Board of Education views with concern the serious implications of drug, alcohol and tobacco use by all individuals. In keeping with its primary responsibility - the education of youth - the Board charges the professional 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 professional staff will 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 and will support students and staff who are resisting such use.

Instructional units will include sessions about the causes and effects of drug, alcohol and tobacco abuse, especially in young people. These units will emphasize the position that the use of illicit drugs and the unlawful possession and use of alcohol is wrong and harmful.

[Adoption date: July 1, 1991]

[Revision date: June 7, 1993]

LEGAL REFS: ORC 2925.01, 2925.37
3313.60, 3313.95
State Board of Education minimum Standards 3301-35-03(H)

CROSS REF: JFCH/JFCI, Alcohol Use/Drug Abuse by Students

FAMILY LIFE EDUCATION/SEX EDUCATION

The Board believes that the purpose of family life and sex education is to help students acquire factual knowledge, attitudes and values, which results in behavior that contributes to the well-being of the individual, the family and society.

Helping students attain a mature and responsible attitude towards human sexuality is a continuous task of every generation. Parents have the primary responsibility to assist their children in developing moral values. The schools should support and supplement parents' efforts in these areas by offering students factual information and opportunities to discuss concerns, issues and attitudes.

In addition to the requirements listed below, the policies and regulations concerning the approval of new curriculum content, units and materials apply to any course(s) dealing with family life and sex education.

- 1) Instructional materials to be used in family life/sex education are available for review by parents during school hours.
- 2) If, after review of materials used and a conference with the instructor and principal, a parent requests his/her child not participate in a given aspect of the course, an alternate educational assignment is arranged for that student with the approval of the principal.
- 3) Teachers who provide age-appropriate instruction in family life-sex education have professional preparation in the subject area.
- 4) Instruction in sex education emphasizes the health benefits of abstinence.

[Adoption date: July 1, 1991]

[Revision date: May 2, 2016]

LEGAL REFS: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
ORC 3313.601
ORC 3301-35-04

CROSS REF.: IGAE, Health Education

PROGRAMS FOR STUDENTS WITH DISABILITIES

All students with disabilities living within the District are identified, evaluated and placed in appropriate educational programs. This includes children for whom the District is the district of residence who are being held or have been court ordered to juvenile detention centers or children who have been committed to community correctional facilities. Additionally, all parentally-placed private school children with disabilities who reside in a state other than Ohio and attend a private school within the District are located, identified and evaluated. Due process requirements, procedural safeguards and confidential treatment of information are adhered to as required by State and Federal law.

The Superintendent is expected to supervise all special education programs and to assign a member of the staff to coordinate efforts. The person designated is responsible for the identification of students with disabilities, the evaluation of disabilities and evaluation procedures, the design of Individualized Education Programs (IEP), plans and placement. All procedures are in accordance with State and Federal law.

The IEP determined for each identified student is developed in accordance with the student's individual needs. The plan provides for re-evaluation of the student's needs, progress and effectiveness of the program being offered.

Although the District requires all students with disabilities to be tested, each student with a disability is considered individually relative to his/her participation in the District's educational and testing programs. Alternative assessments may be required. Students must make yearly gains towards closing the achievement gap as defined by the State Board of Education performance targets.

The Board, by resolution, directs the administration to comply with and follow the Ohio Department of Education, Office of Exceptional Children's model special education policies and procedures.

[Adoption date: September 9, 2013]

[Revision date: June 6, 2016]

LEGAL REFS: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
Individuals with Disabilities Education Improvement Act; 20 USC 1400 et seq.
Rehabilitation Act; 29 USC 706(8), 794, 794a
504 Regulations 34 C.F.R. Part 104
504 Regulations 34 C.F.R.300.131
Americans with Disabilities Act Amendments Act of 2008; 42 USC 12101 et seq.
State Department of Education, Special Education Policies and Procedures,
Free Appropriate Public Education-101
ORC 3313.50
3323.01 et seq.
3325.01 et seq.
OAC Chapter 3301-51
3301-55-01

CROSS REFS: ACB, Nondiscrimination on the Basis of Disability
IGBJ, Title I Programs
IL, Testing Programs
JB, Equal Educational Opportunities
JGF, Discipline of Students with Disabilities
KBA, Public's Right to Know

PROGRAMS FOR STUDENTS WITH DISABILITIES

As an expression of its commitment to provide a Free Appropriate Public Education (FAPE) for students with disabilities in accordance with Federal and State laws, rules and regulations, the Board does hereby resolve to implement the following.

1. Child Identification

Ongoing efforts are made to identify, locate and evaluate children below 22 years of age who reside within the District and have a confirmed or suspected disability in accordance with all federal regulations and state standards. This includes children for whom the District is the district of residence who are being held or have been court ordered to juvenile detention centers or children who have been committed to community correctional facilities. Additional efforts are made to identify, locate and evaluate all parentally-placed school children who reside outside of the state, attend a private school within the District and have a confirmed or suspected disability.

2. Procedural Safeguards

The child with a disability and his/her parent(s) are provided with safeguards, as required by law, throughout the identification, evaluation and placement process and the provision of a FAPE to the child.

3. Multi-Factored Evaluation

The District provides a multi-factored evaluation for children with disabilities by ensuring that children are assessed in their native language or other mode of communication. Tests are used for their validated purposes. Children are evaluated in all areas related to their suspected disability. Testing is conducted by a multidisciplinary team. Testing materials and procedures are not racially or culturally biased. Tests are administered by trained personnel qualified in accordance with all federal regulations and state standards and in conformance with the instructions provided by the producer. Medical evaluation, when required as part of the multi-factored evaluation, is provided at no cost to the parent(s) by a licensed physician designated by the Superintendent/designee when other no-cost resources are not available.

4. Individualized Education Program

An Individualized Education Program (IEP) is developed for each child with a disability who needs special education. The IEP is designed to meet the unique educational needs of the child and developed in a planning conference. The parent(s) of the child are strongly encouraged to participate in the planning conference. The IEP is reviewed and revised as often as necessary, but at least annually.

5. Least Restrictive Environment

The education of children with disabilities occurs in the least restrictive environment. Special education programs and services are appropriate and designed to meet the unique needs of each child with a disability. To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who do not have disabilities. Special classes, separate schooling or other removal of children with disabilities from the regular educational environment occur only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

6. Confidentiality of Data

The confidentiality of personally identifiable data relating to children with disabilities and their parents and families is protected at collection, storage, disclosure and destruction. One official of the District is assigned the responsibility for protecting the confidentiality of personally identifiable data. The District follows all federal regulations and state standards related to the confidentiality of data.

7. Due Process

The District utilizes procedures that allow differences of opinion to be aired and resolved between parent(s) or agencies and the District. The procedures provide for utilization of case conferences, administrative reviews, impartial due process hearings, state-level appeals and appeals to the courts that involve the District's proposal or refusal to initiate or change the identification, evaluation or educational placement of the child or the provision of a FAPE to the child. Furthermore, the rights of children with disabilities are protected when the parents cannot be identified or located, when the child is a ward of the state or when the child is without a formally declared legal representative.

8. Surrogate Parent

Whenever the parent(s) of a child with a disability are not known or cannot be located, when the child is a ward of the state or when parents have otherwise lost legal decision-making abilities, the child's rights are protected through the assignment of an individual (who is not an employee of the state education agency, local education agency or other organization involved in the education or care of the child) who serves as the child's surrogate parent.

9. Testing Programs

Students with disabilities must participate in local and statewide testing programs. Individual exemptions, accommodations and participation in an alternate assessment are determined only during an IEP conference.

(Approval date: June 6, 2016)

When to Provide Prior Written Notice, Informed Consent, and Procedural Safeguards Notice

**PRIOR WRITTEN NOTICE, INFORMED CONSENT AND
NOTICE OF PROCEDURAL SAFEGUARDS****March 17, 2014**

Steps in the Special Education Process	Action Required		
	Notification or Informed Consent	Prior Written Notice to Parents PR-01	Whose IDEA Is This?
1. Procedural safeguards must be provided to the parents once a year (see narrative for exceptions to this requirement)			X
2. Initial referral by parents for a suspected disability	Informed consent (Parent Consent for Evaluation Form PR-05)	X	X
3. Initial referral by district for a suspected disability	Informed consent (Parent Consent for Evaluation Form PR-05)	X	X
4. Initial evaluation and parents want services	Parent Invitation (PR-02)		
5. Initial evaluation and parents refuse services		X	
6. IEP meeting	Notification (Parent Invitation to Meeting Form PR-02)	Provide after the IEP meeting but before the implementation of the new IEP	
7. IEP Amendment		Provide after the IEP amendment but before the implementation of the new IEP	
8. Reevaluation with assessments conducted	Informed consent (Parent Consent for Evaluation Form PR-05)	Provide before in all instances, and provide after the reevaluation if the district proposed or refused to change the category of disability or the child's eligibility	
9. Reevaluation without further assessments conducted	Notification	Provide before in all instances, and provide after the reevaluation if the district proposed or refused to change the category of disability or the child's eligibility	

**PRIOR WRITTEN NOTICE, INFORMED CONSENT AND
NOTICE OF PROCEDURAL SAFEGUARDS**

March 17, 2014

Steps in the Special Education Process	Action Required		
	Notification or Informed Consent	Prior Written Notice to Parents PR-01	Whose IDEA Is This?
10. Parents and district agree, without holding an IEP meeting, that no reevaluation will be conducted.	Notification	Not required, but may be provided	
11. Transfers from out-of-state and team determines to evaluate	Informed consent (Parent Consent for Evaluation Form PR-05)	Provide before in all instances, and provide after the evaluation if the parent refuses an IEP meeting	X
12. Transfers from another district in state and team determines to reevaluate	Informed consent (Parent Consent for Evaluation Form PR-05)	Provide before in all instances, and provide after the reevaluation if the district proposed or refused to change the category of disability or the child's eligibility	X
13. Exit from special education (child ages out/graduates)	Notification (Summary of Performance OP-8)	Provide after the IEP meeting but before exiting the child from services	
14. Exit from special education (evaluation done/no longer eligible)		Provide after the meeting to review the evaluation, but before exiting the child from services	
15. Releasing personally identifiable information	Informed consent (written consent)		
16. Destruction of personally identifiable information	Notification prior to destruction		
17. Transfer of parental rights	Statement included in IEP Form PR-07		X
18. Mediation or Resolution Session when Parent files for hearing		Provide before the implementation of a changed IEP	
19. Mediation when District files for hearing		Provide before the mediation and before the implementation of a changed IEP	
20. Upon receipt of the first due process complaint or upon receipt of first state complaint in school year			X

**PRIOR WRITTEN NOTICE, INFORMED CONSENT AND
NOTICE OF PROCEDURAL SAFEGUARDS**

March 17, 2014

21. Parent files due process complaint and district has not provided parent PVVN on topic of complaint		X	
22. Disciplinary change in placement		X	X
23. Revocation of consent		X	

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: March 5, 2012]

LEGAL REFS: ORC 3324.01-07
OAC 3301-51-15

CROSS REF: JB, Equal Educational Opportunities

SPECIAL EDUCATION POLICIES AND PROCEDURES

The Oak Hills Local Board of Education, as an expression of its commitment to provide appropriate public education for children with disabilities in accordance with state and federal laws, rules, and regulations, does hereby resolve to implement the following special education policies and procedures. By adopting these Model Policies and Procedures, the Oak Hills Local School District (the "District") is adopting written policies and procedures regarding the manner in which the District fulfills its obligations under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) and the *Ohio Operating Standards for Ohio Educational Agencies Serving Children with Disabilities* (hereafter referred to as the "Operating Standards"). The Operating Standards require that the District adopt written policies and procedures in a number of different areas, and the District has chosen to adopt the model policies and procedures promulgated by the Ohio Department of Education's Office for Exceptional Children (ODE-OEC) in order to satisfy these requirements of the Operating Standards.

This document, while comprehensive, does not include every requirement set forth in the IDEA, the regulations implementing IDEA, the Operating Standards, the Ohio Revised Code (ORC) and/or the Ohio Administrative Code (OAC). The District recognizes its obligation to follow these laws, regardless of whether their provisions are restated in the Model Policies and Procedures.

I. FREE APPROPRIATE PUBLIC EDUCATION (FAPE)

The District ensures that a free appropriate public education (FAPE) is made available to all children with disabilities between the ages of 3 and 21, inclusive, in accordance with IDEA and the Operating Standards.

A. RESIDENTIAL PLACEMENT

If the District places a child with a disability in a public or private residential program deemed necessary to provide special education and related services to a child with a disability, the program, including non-medical care and room and board, is at no cost to the parents of the child.

B. ASSISTIVE TECHNOLOGY

The District makes assistive technology available if required as part of the child's special education, related services or supplementary aids and services.

C. EXTENDED SCHOOL YEAR (ESY) SERVICES

The District ensures that extended school year services are provided if a child's individualized education program (IEP) team determines that the services are necessary for the provision of FAPE to the child. If a child is transitioning from Part C services, the District considers extended school year (ESY) services as part of the IEP process.

D. NONACADEMIC SERVICES

The District takes steps, including the provision of supplementary aids and services determined appropriate and necessary by the child's IEP team, to provide nonacademic and extracurricular services and activities in the manner necessary to afford children with disabilities an equal opportunity for participation in those services and activities as provided to students without disabilities.

Nonacademic and extracurricular services and activities include counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the school district, referrals to agencies that provide assistance to individuals with disabilities and employment of students, including both employment by the school district and assistance in making outside employment available.

E. PROGRAM OPTIONS AND PHYSICAL EDUCATION

The District takes steps to ensure that children with disabilities served by the District have available to them the variety of educational programs and services available to nondisabled Special Education Model Policies and Procedures July 1, 2009 Page 3 of 40 children served by the school district, including art, music, industrial arts, consumer and homemaking education and vocational education.

The District ensures that a child with a disability receives appropriate physical education services. The District affords each child with a disability the opportunity to participate in a regular physical education program available to non-disabled children, unless the child is enrolled full time in a separate facility or needs specially designed physical education, as prescribed in the child's IEP. The District provides a specially designed physical education program if prescribed by the IEP.

For preschool children, the District considers adapted physical education or related services, as appropriate, in conjunction with center-based or itinerant teacher services, and considers the factors set forth in 3301-51-11(F) of the Operating Standards.

F. TRANSPORTATION

The District provides, as a related service, transportation service in accordance with IDEA and the Operating Standards.

II. CONFIDENTIALITY

The District safeguards the confidentiality of personally identifiable information at use, collection, storage, retention, disclosure and destruction stages. In the District, the Treasurer is responsible for maintaining the confidentiality of personally identifiable information. The District ensures that all persons collecting or using personally identifiable information receive training and instruction regarding the District's policies regarding that information. The District maintains for public inspection a current listing of the names and positions of those employees within the agency who may have access to personally identifiable information.

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The District gives notice to all parents of students receiving special education and related services that is adequate to fully inform parents about confidentiality requirements, in accordance with 3301-51-04(C) of the Operating Standards. The District also ensures that its contractors adhere to applicable confidentiality requirements.

A. ACCESS RIGHTS

The District permits parents (or a representative of a parent) to inspect and review any education records relating to their children that are collected, maintained, or used by the District. If any education record includes information on more than one child, the parents of those children have the right to inspect and review only the information relating to their child or to be informed of that specific information. The District does not charge a fee to search for or retrieve information. The District may charge a fee for copies of records, but does not charge a fee for copies of records that will effectively prevent the parents from exercising their right to inspect and review records.

The District complies with a request to access records without unnecessary delay and before any meeting regarding an IEP, or any hearing pursuant to 3301-51-05 of the Operating Standards, and any resolution session pursuant to 3301-51-05 of the Operating Standards, and in no case more than 45 days after the request has been made.

The District responds to reasonable requests for explanations and interpretations of the records, provides copies if failure to provide copies would effectively prevent the parent from exercising the right to inspect and review the records and permits a representative of a parent to inspect and review records.

The District presumes that a parent has the authority to inspect and review records relative to that parent's child unless the District has been advised that the parent does not have the authority under applicable state law governing such matters as guardianship, separation and divorce.

Upon request, the District provides parents a list of the types and locations of education records collected, maintained or used by the District.

The District keeps a record of parties obtaining access to education records collected, maintained or used under Part B of the IDEA (except access by parents and authorized employees of the participating agency), including the name of the party, the date access was given and the purpose for which the party is authorized to use the records.

B. AMENDMENT OF RECORDS/HEARING PROCESS

If a parent requests the District to amend the information in the education records collected, maintained or used in the provision of special education or related services, the District decides whether to amend the information in accordance with the request within a reasonable period of time. If the District decides to refuse to amend the information in accordance with the request, it informs the parent of the refusal and advises the parent of the right to a hearing as set forth below and in 3301-51-04 of the Operating Standards.

(1) HEARING PROCEDURE

If the parent requests a hearing to challenge information in education records, the hearing is conducted in accordance with the procedures in 34 Code of Federal Regulations (C.F.R.) 99.22 (July 1, 2005) and within a reasonable period of time after the District receives the request.

The hearing is conducted in accordance with the following procedures:

- (a) The parents shall be given notice of the date, time and place reasonably in advance of the hearing;
- (b) The records hearing shall be conducted by any individual, including an official of the District, who does not have a direct interest in the outcome of the hearing;
- (c) The parents shall be afforded a full and fair opportunity to present evidence relevant to the child's education records and the information the parent believes is inaccurate or misleading or violates the privacy or other rights of the child;
- (d) The parents may, at their own expense, be assisted or represented by one or more individuals of their choice, including an attorney;
- (e) The District makes its decision in writing within a reasonable period of time after the hearing; and
- (f) The decision is based solely upon the evidence presented at the hearing and includes a summary of the evidence and the reasons for the decision.

(2) RESULTS OF HEARING

If the District, as a result of the hearing, decides that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the child, it amends the information accordingly and informs the parent in writing. If the District, as a result of the hearing, decides that the information is not inaccurate, misleading or otherwise in violation of the privacy or other rights of the child, it must inform the parent of the parent's right to place in the child's records a statement commenting on the information or setting forth any reasons the parents disagree with the decision of the District.

Any explanation placed in the records of a child are:

- (a) Maintained by the District as part of the records of the child as long as the record or contested portion is maintained by the District; and
- (b) Disclosed any time the records of the child or the contested portion is disclosed by the District to any party.

C. PARENTAL CONSENT PRIOR TO DISCLOSURE OF RECORDS

The District obtains parental consent before personally identifiable information is disclosed to parties, other than officials of participating agencies in accordance as defined by 3301-51-04(B)(3) of the Operating Standards, unless the information is contained in education records and the disclosure is authorized without parental consent under the Family Educational Rights and Privacy Act of 1974, August 1974, 20 U.S.C. 1232g (FERPA).

The parent's consent must be in writing, signed and dated and must:

- (1) Specify the records to be disclosed;
- (2) State the purpose of the disclosure; and
- (3) Identify the party or class of parties to whom the disclosure may be made.

The District obtains parental consent, or the consent of an eligible child who has reached the age of majority under Ohio law, before personally identifiable information is released:

- (1) To officials of participating agencies providing or paying for transition services in accordance with 3301-51-07 of the Operating Standards;
- (2) To officials in another district or school in connection with the child's enrollment in a nonpublic school; and/or
- (3) For purposes of billing insurance and/or Medicaid.

D. TRANSFER OF RIGHTS AT AGE OF MAJORITY

The District affords rights of privacy to children similar to those afforded to parents, taking into consideration the age of the child and type or severity of disability.

The rights of parents regarding education records under FERPA transfer to the child at age 18. If the rights accorded to parents under Part B of the IDEA are transferred to a child who reaches the age of majority (which is 18 in Ohio), the rights regarding education records also transfer to the child. See Chapter IV, Procedural Safeguards, Section G, regarding the transfer of rights under IDEA at the age of majority.

Once a child reaches the age of 17, the IEP must include a statement that the child has been informed regarding this transfer of rights.

E. DISCIPLINARY INFORMATION AND REPORTS TO LAW ENFORCEMENT

The District includes in the records of a child with a disability a statement of any current or previous disciplinary action that has been taken against the child and transmits the statement to the same extent that disciplinary information is included in, and transmitted with, the records of nondisabled children.

When a child transfers from the District, the transmission of any of the child's records includes both the child's current IEP and any statement of current or previous disciplinary action that has been taken against the child.

A statement of disciplinary action shall:

- (1) Specify the circumstances that resulted in the disciplinary action and provide a description of the disciplinary action taken if the disciplinary action was taken because the child:
 - (a) Carried a weapon to or possessed a weapon at school, on school premises or to or at a school function;
 - (b) Knowingly possessed or used illegal drugs, or sold or solicited the sale of a controlled substance, while at school, on school premises or at a school function; or
 - (c) Inflicted serious bodily injury upon another person while at school, on school premises or at a school function; and
- (2) Include any information that is relevant to the safety of the child and other individuals involved with the child.

A statement of disciplinary action may include a description of any other behavior engaged in by the child that required disciplinary action, and a description of the disciplinary action taken.

If the District reports a crime to the appropriate law enforcement officials, the District transmits copies of the special education and disciplinary records of the child to those officials only to the extent that the transmission is permitted by FERPA and any other applicable laws.

F. DESTRUCTION OF RECORDS

The District informs parents when personally identifiable information is no longer needed to provide educational services to the child. If the parents request, the information is then destroyed. However, a permanent record of a student's name, address, telephone number, grades, attendance record, classes attended, grade level completed and year completed is maintained without time limitation.

III. CHILD FIND

In accordance with federal law, the District assumes responsibility for the location, identification and evaluation of all children birth through age 21, who reside within the district, and who require special education and related services.

This includes students who are:

- (1) Advancing from grade to grade;
- (2) Enrolled by their parents in private elementary or private secondary schools, including religious schools, located in our District (regardless of the severity of their disability);
- (3) Wards of the state and children who are highly mobile, such as migrant and homeless children; and
- (4) Home-schooled.

A. RESPONSIBILITY FOR DETERMINING ELIGIBILITY

In the District, the Evaluation Team ensures that the student meets the eligibility requirements of IDEA and state regulations.

In all cases, the Evaluation Team will not determine that a student has a disability if the suspected disability is because of a lack of instruction in reading or math. If the student is not proficient in English, the District will not identify the student as disabled if the limited English proficiency (LEP) is the cause of the suspected disability.

B. CHILD IDENTIFICATION PROCESS

(1) GENERAL

The District has a child identification process that includes the location, identification and evaluation of a child suspected of having a disability. The Special Programs Department coordinates the child identification process. The department and its staff use a variety of community resources and systematic activities in order to identify children requiring special services. District staff members consult with appropriate representatives of private school students attending private schools located in the District in carrying out this process. The District ensures that this process for students attending private or religious schools located in the District is comparable to activities undertaken for students with disabilities in the public schools.

(2) IDENTIFICATION OF CHILDREN BETWEEN THE AGES OF BIRTH TO AGE 3.

When the District becomes aware of a child between the ages of birth to 3 who has or may have a disability, it either:

- (a) Makes a child referral directly to the county family and children first council responsible for implementing the “Help Me Grow” (HMG) early intervention services under Part C of the IDEA; and/or
- (b) Provides the parents with the information so that they can make the referral themselves. Parents may opt out of and/or opt not to be referred for Part C services. They may request an evaluation from the District to determine if their child has a disability that may require special education. These parents are entitled to an evaluation from the District, even if the child is between the ages of birth to 3. The District is responsible for providing an evaluation but is not responsible for the provision of FAPE for an eligible child until the child is age 3.

(3) TRANSITION TO SPECIAL EDUCATION FROM HELP ME GROW (HMG).

The District and the county family and children first council responsible for HMG have a current interagency agreement that includes processes for the referral of children from HMG to the District. The District has an assigned transition contact, Early Childhood School Psychologist, who is the primary person responsible for contact with HMG regarding children transitioning from that program.

- (a) If invited by a representative of HMG (and with parent permission), a District representative attends a transition conference to discuss transition from early intervention services to preschool for a child suspected of having a disability.
- (b) If the parents request, the District invites the Part C service coordinator to the initial IEP meeting. If there is a suspected disability and the child is eligible for special education and related services as a preschool child, the District works to ensure that an IEP is in place and implemented by the child’s third birthday. In the case of children who are 45 days or less from their 3rd birthdays and who are suspected of having disabilities, an evaluation is completed within 60 days of parental consent, but an IEP is not required by their third birthdays. As part of the IEP process, the IEP team determines if extended school year services are required for the preschool child.

(4) COORDINATION WITH OTHER AGENCIES.

The District has interagency agreements with Head Start programs within the school district’s service delivery that provide for:

- (a) Service coordination for preschool children with disabilities, 3 through 5 years of age, in a manner consistent with the state interagency agreement for service coordination with Head Start; and
- (b) Transition of children eligible for special education and related services as a preschool child at age 3.

The District also has interagency agreements with the relevant county board(s) of MR/DD for identification, service delivery and financial responsibilities to adequately serve preschool children with disabilities 3 through 5 years of age.

C. DATA COLLECTION

The District maintains an education management information system and submits data to ODE pursuant to rule 3301-14-01 of the Administrative Code. The District’s collection of data includes information needed to determine if significant disproportionality based on race and ethnicity is occurring in the District with respect to the identification of children as children with disabilities, the placement of children in educational settings and the incidence, duration and type of disciplinary actions.

IV. PROCEDURAL SAFEGUARDS

A. PRIOR WRITTEN NOTICE

The District provides prior written notice as required by IDEA and Operating Standards. See IGBC-R/IGBC-E (Appendix A) which summarizes the situations in which prior written notice is required. The District uses the form required by ODE-OEC Prior Written Notice PR-01.

(1) CONTENT OF PRIOR WRITTEN NOTICE

The prior written notice, in accordance with the IDEA regulations and the Operating Standards, includes the following information to ensure that parents are fully informed of the action being proposed or refused:

- (a) A description of the action proposed or refused by the District;
- (b) An explanation of why the District proposes or refuses to take this action;
- (c) A description of other options that the IEP team considered and the reasons why those options were rejected;
- (d) A description of each evaluation procedure, assessment, record or report that the District used as a basis for the proposed or refused action;
- (e) A description of other factors that are relevant to the District's proposal or refusal;
- (f) A statement that the parents of a child with a disability have procedural safeguards and, if the notice is not an initial referral for evaluation, the means by which a copy of the description of procedural safeguards can be obtained; and
- (g) Sources for parents to contact to obtain assistance in understanding the provisions of Ohio's rule regarding procedural safeguards.

(2) COMMUNICATION OF THE PRIOR WRITTEN NOTICE

The District provides the notice in the native language of the parents or other mode of communication used by the parents unless it is clearly not feasible to do so. If the native language or other mode of communication is not a written language, the District takes steps to have the notice translated orally or by other means to the parent in the parent's native language or other mode of communication.

The District takes steps to ensure that such parents understand the content of the notice and maintains written evidence that both requirements set forth in this paragraph, if applicable, have been met. The District may provide the prior written notice, procedural safeguards notice and the notification of a due process complaint by e-mail if the parents choose to receive the notices electronically.

B. PROCEDURAL SAFEGUARDS NOTICE

Parents of a child with a disability are entitled to specific procedural safeguards under IDEA and the Operating Standards.

Whose IDEA Is This? A Parent's Guide to the Individuals with Disabilities Education Improvement Act of 2004, developed by ODE-OEC, includes a full explanation of these procedural safeguards as required by IDEA and 3301-51-02, 3301-51-04 and 3301-51-05 of the Operating Standards.

The District provides parents with a copy of *Whose IDEA Is This?* at least once a year.

This includes:

- (1) Providing a copy to the parents of a child who transfers into the District from out-of-state; and
- (2) Providing a copy to the parents of a child who transfers into the District from an in-state school if the sending District has not provided a copy to the parents during the current school year.

In addition, the District provides parents with a printed copy of this procedural safeguards notice in each of the following circumstances:

- (1) The initial referral or parental request for evaluation;
- (2) The receipt of the first due process complaint in a school year;
- (3) A change in placement for disciplinary action; and
- (4) When requested by the parents or the child who has reached the age of majority.

In providing *Whose IDEA is This?*, the District follows the procedures for communication that are described above under Prior Written Notice.

C. PARENTAL CONSENT

Consent means that the parents:

- (a) Have been fully informed, in the parents' native language or other mode of communication, of all information relevant to the activity for which consent is sought;
- (b) Understand and agree in writing to the carrying out of the activity for which the consent was asked. The consent describes that activity and lists the records (if any) that will be released and to whom they will be released; and
- (c) Understand that the granting of consent is voluntary and may be revoked at any time.

(1) ACTIONS REQUIRING INFORMED WRITTEN PARENTAL CONSENT

The District obtains written consent from the parents before:

- (a) Conducting an initial evaluation to determine if a child is eligible for special education;
- (b) Initially providing special education and related services;
- (c) Conducting a reevaluation when assessments are needed;
- (d) Making a change in placement on the continuum of alternative placement options (i.e., regular classes, special classes, special schools, home instruction and instruction in hospitals and institutions); and
- (e) Releasing personally identifiable information about the child to any person other than a person authorized to obtain those records without parental consent pursuant to FERPA.

For example, parental consent is obtained prior to releasing records to a representative of an agency that is likely to be responsible for providing or paying for transition services or for the purposes of billing Medicaid. The District uses the ODE-OEC required Consent

for Evaluation PR-05 form to obtain written parental consent for evaluation and reevaluation and the required IEP PR-07 form to obtain written parental consent for the initial provision of special education and related services and for making a change in placement. The District does not obtain written parental consent when reviewing existing data as part of an evaluation or reevaluation or when administering a test or evaluation that is given to all children, unless consent is required of all parents.

(2) CHANGE IN PLACEMENT

Once the District receives the initial parental consent for special education and related services, the District must obtain consent only for a change in placement. A “change of placement” means a change from one option on the continuum of alternative placements to another (instruction in regular classes, special schools, home instruction and instruction in hospitals and institutions). If the District cannot obtain parental consent, it may file a due process complaint requesting a due process hearing or engage in conflict resolution to obtain agreement or a ruling that the placement may be changed.

(3) PARENTS’ FAILURE TO RESPOND OR REFUSAL TO PROVIDE CONSENT

The District makes “reasonable efforts” to contact parents and obtain written parental consent that may include:

- (a) Written correspondence;
- (b) Phone calls;
- (c) Electronic mail communications, to include but not limited to e-mail and password protected parent pages; and/or
- (d) Visits to the home or parents’ places of employment.

The District documents its attempts. If the parents fail to respond or refuse to provide consent, the District proceeds as follows:

(4) INITIAL EVALUATION

If the parents fail to respond to the District’s efforts to obtain consent or refuse consent for the initial evaluation, the District may:

- (a) Request a due process hearing and engage in conflict resolution (e.g., resolution meeting and/or mediation) to convince the parents to provide their consent; or
- (b) Decide not to pursue the initial evaluation and provide the parents with prior written notice.

If the child is being home schooled or has been placed in a private school at the parents’ expense, the District cannot file a due process complaint or request the parents to participate in a resolution meeting and/or mediation.

(5) REEVALUATION

If the parents fail to respond to the District’s efforts to obtain consent for a reevaluation when assessments are needed, the District proceeds with the reevaluation.

If the parents expressly refuse consent for a reevaluation when assessments are needed, the District may:

- (a) Agree with the parents that a reevaluation is unnecessary;
- (b) Conduct a reevaluation by utilizing data and/or documentation that the District already possesses;
- (c) Request a due process hearing and engage in conflict resolution (e.g., resolution meeting and/or mediation) to convince the parents to provide their consent; or
- (d) Decide not to pursue having the child reevaluated.

The District continues to provide FAPE to the child if the District agrees with the parents that a reevaluation is unnecessary.

(6) INITIAL PROVISION OF SPECIAL EDUCATION AND RELATED SERVICES

If the parents do not attend the IEP meeting to develop the IEP for the initial provision of services, the District attempts to obtain written parental consent through other methods such as calling the parents, corresponding with the parents and or visiting the parents.

If the parents expressly refuse consent, as evidenced by their signatures on the IEP indicating that consent is not given, the District maintains a copy of the signed IEP showing that the District offered FAPE. If the parents fail to respond or refuse consent, the District provides the parents with prior written notice and continues to provide the child with appropriate interventions in the regular education classroom. The District may not request a due process hearing or engage in conflict resolution to obtain agreement or a ruling that services may be provided to the child. The District does not use the parents’ refusal to consent to one service or activity to deny the parents or the child any other service, benefit or activity in the District, except in those instances in which IDEA authorizes that denial.

(7) REVOCATION OF CONSENT

The parents may revoke consent for and remove the child from special education and related services. Once the District receives written revocation of consent, it provides the parents with prior written notice and continues to provide the child with appropriate interventions through the regular education environment. The District is not required to amend the child’s education records to remove any references to the child’s receipt of special education and related services because of the revocation of consent. If a parent has provided written revocation of consent, the District does not file a due process complaint or engage in conflict resolution to attempt to obtain agreement or a ruling that special education and related services may be provided to the child.

D. INDEPENDENT EDUCATIONAL EVALUATION

Parents who disagree with an evaluation that was completed or obtained by the District may request an independent educational evaluation at public expense. Parents are entitled to request only one independent educational evaluation at public expense each time the District conducts an evaluation with which the parents disagree.

(1) INDEPENDENT EDUCATIONAL EVALUATION AT PUBLIC EXPENSE

If the parents request an independent educational evaluation at public expense, the District either:

- (a) Ensures that an independent evaluation is provided at public expense; or
- (b) Files a due process complaint requesting a hearing to show that the District’s evaluation is appropriate.

If the District files a due process complaint and the final decision is that the District’s evaluation is appropriate, the parent still has the right for an independent educational evaluation, but not at the public expense.

(2) PARENT INITIATED EVALUATIONS

If a parent obtains an independent educational evaluation at public expense or shares with the District an evaluation obtained at private expense, the District considers that evaluation, if it meets District criteria, in any decision made with respect to the provision of FAPE to the child.

(3) DISTRICT CRITERIA

If an independent educational evaluation is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria which the District uses when it initiates an evaluation, to the extent those criteria are consistent with the parent's right to an independent educational evaluation. Except for the above-mentioned criteria, the District does not impose conditions or timelines related to obtaining an independent educational evaluation at public expense.

E. CONFLICT RESOLUTION

(1) ADMINISTRATIVE REVIEWS

Within 20 days of receipt of a complaint from a child's parents or another educational agency, the District's superintendent, or the superintendent's designee, conducts a review, may hold an administrative hearing and notifies all parties of the decision in writing.

- (a) All parties have the right to invite others, including legal counsel, to participate in the review.
- (b) The review is conducted at a time and place convenient to all parties.
- (c) Every effort is made to resolve any disagreements at the administrative review.

(2) MEDIATION

At its discretion, the District participates in the resolution of disputes with other parties through the voluntary mediation processes available through ODE-OEC.

(3) IMPARTIAL DUE PROCESS HEARING/RESOLUTION MEETINGS

Due process complaints filed against the District proceed in the manner set forth in 3301-51-05(K) of the Operating Standards.

The District convenes a resolution meeting before the initiation of a due process hearing. The resolution meeting:

- (a) Occurs within 15 days of the receipt of notice of the parents' due process complaint;
- (b) Includes a representative of the District who has decision-making authority on behalf of the District;
- (c) Does not include the District's attorney unless the parents are accompanied by an attorney;
- (d) Provides an opportunity for the parents to discuss their due process complaint and the facts the complaint is based on; and
- (e) Provides the District an opportunity to resolve the dispute.

The District does not hold a resolution meeting if the parents and the District agree in writing to waive the meeting or agree to use the mediation process. Also, if the District files the due process complaint, it is not required to hold a resolution meeting.

The District, if it is the child's school district of residence, is responsible for conducting the impartial due process hearing utilizing the hearing officer appointed by ODE-OEC. The District follows the procedures required by 3301-51-05(K)(10)–(15) of the Operating Standards when conducting a hearing at a time and place that is reasonably convenient to the parents and the child involved. If the parents request to inspect and review any education records relating to their child, the District replies without unnecessary delay and makes the records available before the hearing.

The District provides the parents with one copy of the written, or at the option of the parents, an electronic verbatim record of the hearing and findings of fact and decision at no cost. The decision is final except that any party to the hearing may appeal the decision to ODE-OEC. The District pays for the costs incurred for the hearing except for expert testimony, outside medical evaluations, witness fees, subpoena fees and cost of counsel requested by the other party to the hearing and compensates the hearing officer as provided in 3301-51-05(K)(16)(d) of the Operating Standards. If the hearing was requested by another agency, the District shares the costs of the hearing except for the costs identified in the preceding sentence.

Any further appeals or actions proceed in accordance with 3301-51-05 of the Operating Standards.

F. CHILD'S STATUS DURING DUE PROCESS PROCEEDINGS/CODE OF CONDUCT VIOLATIONS

(1) CHILD'S STATUS DURING DUE PROCESS PROCEEDINGS

The District ensures that a child remains in the current educational placement during the pendency of any administrative or judicial proceeding regarding a due process complaint, unless the state or the District and the parents of the child agree otherwise. If the state level review officer agrees with the child's parents that a change in placement is appropriate, that placement is treated as an agreement between the state and the parents. If the complaint involves an application for initial admission to the District, the child, with the consent of the parents, is placed in the District until the completion of all proceedings. If the complaint involves an application for services from a child who is transitioning from Part C to Part B, the District provides those special education and related services that are not in dispute, if the child is found eligible for special education and related services under Part B and the parent consents to the initial provision of special education and related services.

(2) DISCIPLINARY PROCEEDINGS

The District may consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with the other requirements of 3301-51-05 of the Operating Standards, is appropriate for a child with a disability who violates a code of student conduct.

- (a) Changes in placement less than 10 consecutive school days**

The District may remove a child with a disability who violates a code of student conduct from the child's current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than 10 consecutive school days (to the extent those alternatives are applied to children without disabilities), and for additional removals of not more than 10 consecutive school days in that same school year for separate incidents of misconduct (as long as those removals do not constitute a change of placement). The District considers on a case-by-case basis whether a pattern of removals constitutes a change of placement. A change in placement occurs if:

- (1) The removal is for more than 10 consecutive school days, **or**
- (2) The child has been subjected to a series of removals that constitute a pattern:
 - (a) Because the series of removals totals more than 10 school days in a school year;
 - (b) Because the child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals; and
 - (c) Because of such additional factors as the length of each removal, the total amount of time the child has been removed and the proximity of the removals to one another.

(b) Services during removal from current placement

The District provides services to a child removed from the child's current placement as follows:

- (1) If the child has been removed from the child's current placement for 10 school days or less in the school year, services are provided only to the extent that services are provided to a child without disabilities who is similarly removed;
- (2) After a child with a disability has been removed from the child's current placement for 10 school days in the same year (under circumstances in which the current removal is for not more than 10 consecutive days and is **not** a change in placement), the District provides services, as determined by school personnel in consultation with at least one of the child's teachers, so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP;
- (3) If the removal is a change in placement, the child's IEP team determines appropriate services; and
- (4) If a child with a disability is removed from the child's current placement for either more than 10 consecutive days for behavior that is determined **not** to be a manifestation of the child's disability or under circumstances that constitute special circumstances, as defined below, the District ensures that the child:
 - (a) Continues to receive educational services so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and
 - (b) Receives, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.

(c) Manifestation determination

Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the school district, the parent and relevant members of the child's IEP team (as determined by the parent and the school district) must review all relevant information in the child's file, including the child's IEP, any teacher observations and any relevant information provided by the parents to determine if the conduct was a manifestation of the child's disability.

The District determines that the conduct is a manifestation of the child's disability:

- (1) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- (2) If the conduct in question was the direct result of the school district's failure to implement the IEP.

If the District, parents and relevant members of the IEP team determine that the conduct in question was the direct result of the school district's failure to implement the IEP, the District takes immediate steps to remedy those deficiencies.

 - (1) If the conduct was a manifestation of the child's disability, the IEP team either:
 - (a) Starts to conduct a functional behavioral assessment within 10 days of the manifestation determination and complete the assessment as soon as practicable, unless the school district had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implemented a behavioral intervention plan for the child; **or**
 - (b) If a behavioral intervention plan already has been developed, within 10 days of the manifestation determination, reviews the behavioral intervention plan and the implementation of the plan, and modifies it, as necessary, to address the behavior subject to disciplinary action; **and**
 - (2) Returns the child to the placement from which the child was removed, unless the parent and the District agree to a change of placement as part of the modification of the behavioral intervention plan.

(d) Special circumstances.

The District may remove a child to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability, if the child:

- (1) Carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of ODE or a school district;
- (2) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of ODE or a school district; or
- (3) Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of ODE or a school district.

The District defines the terms controlled substance, weapon, illegal drug and serious bodily injury in accord with 3301-51-05(K)(20)(h)(i) of the Operating Standards. On the date on which the decision is made to make a removal that constitutes a change of

placement of a child with a disability because of a violation of a code of student conduct, the school district must notify the parents of that decision and provide the parents with the procedural safeguards notice described in Section B above.

(e) Expedited Due Process Hearing

The District or the parents may submit a due process complaint requesting an expedited due process hearing to appeal a decision made during disciplinary procedures.

- (1) The District may request an expedited due process hearing if it believes that maintaining the current placement of a child is substantially likely to result in injury to the child or to others.
- (2) The parents may request an expedited due process hearing to appeal decisions regarding placement for disciplinary removals or the manifestation determination.

The District is responsible for conducting the expedited due process hearing utilizing the hearing officer appointed by ODE-OEC. The District follows the procedures that apply for other due process hearings except that the expedited due process hearing must occur within 20 school days after the date the due process complaint is filed and no extensions of time shall be granted. The hearing officer then must make a determination within 10 school days after the hearing. The District follows the expedited timelines and the procedures set forth in 3301-51-05(K)(22)(c)-(d) of the Operating Standards.

G. TRANSFER OF PARENTAL RIGHTS AT AGE OF MAJORITY/STUDENT NOTIFICATION

Once a child reaches the age of majority, the District sends all required notices to both the student and parent, unless the student has been determined incompetent under state law. If a child with a disability is incarcerated in an adult or juvenile correctional institution, prior written notices are provided to both the parents and the student. One year before the child's 18th birthday, the District notifies both the parents and the child of the parental rights that will transfer to the child upon reaching the age of majority (age 18) and provides the child with a copy of *Whose IDEA Is This?* The District documents this notice on the child's IEP PR-07 form. Once the child turns 18, the District obtains informed written consent, as required by the Operating Standards, from the student, unless the student has been determined incompetent under state law.

H. SURROGATE PARENTS

The District ensures that the rights of a child are protected when:

- (1) No parent, as defined in 3301-51-01 of the Operating Standards, can be identified;
- (2) The District, after making reasonable efforts, cannot locate a parent;
- (3) The child is a ward of the state; or
- (4) The child is an unaccompanied homeless youth as defined by 3301-51-05(E)(1)(d) of the Operating Standards.

One way in which the District protects the rights of such children is through the assignment of surrogate parents where appropriate. The District has a method for determining when a child needs a surrogate parent and for assigning a surrogate parent to the child, and complies with the requirements of 3301-51-05(E) of the Operating Standards regarding surrogate parents.

V. EVALUATION

The District ensures that initial evaluations are conducted and that reevaluations are completed for children residing within the District. The District uses a referral process to determine whether or not a child is a child with a disability. The District also provides interventions to assist a child who is performing below grade-level standards. The provision of intervention services is not used to unnecessarily delay a child's evaluation for purposes of determining eligibility for special education services.

A. INITIAL EVALUATION

1. TIMING AND INITIATION

The District conducts an evaluation before the initial provision of special education and related services. Either a parent of a child or a public agency may initiate a request for an initial evaluation to determine if the child is a child with a disability. Within 30 days of receipt of a request for an evaluation, the District either obtains parental consent for an initial evaluation or provides to the parents prior written notice stating that the school district does not suspect a disability and will not be conducting an evaluation.

The initial evaluation:

- (a) Is conducted within 60 days of receiving parental consent for the evaluation unless the exception set forth in 3301-51-06(B)(5) of the Operating Standards applies; and
- (b) Consists of procedures:
 - (i) To determine if the child is a child with a disability as defined in 3301-51-01(B)(10) of the Operating Standards; and
 - (ii) To determine the educational needs of the child.

The District obtains parental consent before conducting an evaluation. See Chapter IV, Section C, regarding parental consent requirements. The evaluation team consists of the IEP team and other qualified professionals.

2. THE EVALUATION PLAN AND EVALUATION TEAM REPORT

As part of the initial evaluation, if appropriate, and as part of any reevaluation, the evaluation team shall develop an evaluation plan that will provide for the following and be summarized in an evaluation team report:

- (a) Review of existing evaluation data on the child, including:
 - (i) Evaluations and information provided by the parents of the child;
 - (ii) Current classroom-based, local or state assessments and classroom-based observations;
 - (iii) Observations by teachers and related services providers;

- (iv) Data about the child's progress in the general curriculum, or, for the preschool-age child, data pertaining to the child's growth and development;
- (v) Data from previous interventions, including:
 - (a) Interventions required by rule 3301-51-06 of the Operating Standards and
 - (b) For the preschool child, data from early intervention, community, or preschool program providers; and
- (vi) Any relevant trend data beyond the past twelve months, including the review of current and previous IEPs; and (b) On the basis of that review and input from the child's parents, identify what additional data, if any, are needed to determine:
 - (i) Whether the child is a child with a disability, as defined in 3301-51-01 of the Operating Standards, and the educational needs of the child;
 - (ii) In the case of a reevaluation of a child, whether the child continues to have such a disability and the educational needs of the child;
 - (iii) The present levels of academic achievement and related developmental needs of the child;
 - (iv) Whether the child needs special education and related services; or
 - (v) In the case of a reevaluation of a child, whether the child continues to need special education and related services; and
 - (vi) Whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the IEP of the child and to participate, as appropriate, in the general education curriculum.

The District administers such assessments and other evaluation measures as may be needed to produce the data identified above. The District provides prior written notice to the parents of a child with a disability that describes any evaluation procedures the school district proposes to conduct.

3. CONDUCT OF EVALUATION

In conducting the evaluation, the District:

- (a) Uses a variety of assessment tools and strategies to gather relevant functional, developmental and academic information about the child, including information provided by the parent, that may assist in determining:
 - (i) Whether the child is a child with a disability as defined in 3301-51-01(B)(10) of the Operating Standards; and
 - (ii) The content of the child's IEP, including information related to enabling the child to be involved in and progress in the general education curriculum (or for a preschool child to participate in appropriate activities);
- (b) Does not use any single measure or assessment as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child; and
- (c) Uses technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.

The District ensures that:

- (a) Assessments and other evaluation materials used to assess a child:
 - (i) Are selected and administered so as not to be discriminatory on a racial or cultural basis;
 - (ii) Are provided and administered in the child's native language or other mode of communication and in the form most likely to yield accurate information about what the child knows and can do academically, developmentally and functionally, unless it is clearly not feasible to so provide or administer;
 - (iii) Are used for the purposes for which the assessments or measures are valid and reliable;
 - (iv) Are administered by trained and knowledgeable personnel; and
 - (v) Are administered in accordance with any instructions provided by the producer of the assessments.
- (b) Assessments and other evaluation materials include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient.
- (c) Assessments are selected and administered so as best to ensure that if an assessment is administered to a child with impaired sensory, manual or speaking skills, the assessment results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure rather than reflecting the child's impaired sensory, manual or speaking skills (unless those skills are the factors that the test purports to measure);
- (d) A school age child is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status and motor abilities;
- (e) Preschool children are assessed in the following developmental areas: adaptive behavior, cognition, communication, hearing, vision, sensory/motor function, social-emotional functioning and behavioral function.
- (f) Assessments of children with disabilities who transfer from one school district to another school district in the same school year are coordinated with the children's prior and subsequent schools, as necessary and as expeditiously as possible, consistent with 3301-51-06(B)(5)(b) and (B)(6) of the Operating Standards, to ensure prompt completion of the full evaluations.
- (g) In evaluating each child with a disability under 3301-51-06(E)-(G) of the Operating Standards, the evaluation is sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified.
- (h) Assessment tools and strategies that provide relevant information that directly assists persons in determining the educational needs of the child are provided.
- (i) Medical consultation shall be encouraged for a preschool or school-age child on a continuing basis, especially when school authorities feel that there has been a change in the child's behavior or educational functioning or when new symptoms are detected; and

- (j) For preschool-age children, as appropriate, the evaluation shall include the following specialized assessments:
 - (i) Physical examination completed by a licensed doctor of medicine or doctor of osteopathy in cases where the disability is primarily the result of a congenital or acquired physical disability;
 - (ii) Vision examination conducted by an eye care specialist in cases where the disability is primarily the result of a visual impairment; and
 - (iii) An audiological examination completed by a certified or licensed audiologist in cases where the disability is primarily the result of a hearing impairment.

B. ELIGIBILITY DETERMINATION AND EVALUATION TEAM REPORT

1. COMPLETION OF THE EVALUATION TEAM REPORT

The following occurs upon completion of the administration of assessments and other evaluation measures:

- (a) The IEP team and other qualified professionals and the parent of the child determines whether the child is a child with a disability, in accordance with the Operating Standards; and
- (b) The District provides a copy of the evaluation report and the documentation of determination of eligibility at no cost to the parent.

The written evaluation team report shall include:

- (a) A summary of the information obtained during the evaluation process; and
- (b) The names, titles and signatures of each team member, including the parent, and an indication of whether or not they are in agreement with the eligibility determination. Any team member who is not in agreement with the team's determination of disability shall submit a statement of disagreement.

The District provides a copy of the evaluation team report and the documentation of determination of eligibility or continued eligibility to the parents prior to the next IEP meeting and in no case later than 14 days from the date of eligibility determination.

2. DETERMINATION OF ELIGIBILITY

A child is not determined to be a child with a disability:

- (a) If the determinant factor for that determination is:
 - (i) Lack of appropriate instruction in reading, including the essential components of reading instruction as defined in Section 1208(3) of the Elementary and Secondary Act of 1965, as amended and specified in the No Child Left Behind Act of 2002, January 2002, 20 U.S.C. 6301 (ESEA);
 - (ii) Lack of appropriate instruction in math; or
 - (iii) LEP; and
- (b) If the child does not otherwise meet the eligibility criteria under 3301-51-01(B)(10) of the Operating Standards.

The District, in interpreting evaluation data for the purpose of determining if a child is a child with a disability, does the following:

- (a) Draws upon information from a variety of sources, including aptitude and achievement tests, state and district wide assessments, parent input and teacher recommendations, as well as information about the child's physical condition, social or cultural background and adaptive behavior; and
- (b) Ensures that information obtained from all of these sources is documented and carefully considered.

If a determination is made that a child has a disability and needs special education and related services, the District develops an IEP for the child.

C. REEVALUATIONS

The District conducts reevaluations of a child with a disability:

- (a) If the District determines that the child's educational or related services needs, including improved academic achievement and functional performance, warrant a reevaluation; or
- (b) If the child's parent or teacher requests a reevaluation; or
- (c) When a child transitions from pre-school to school-aged services; or
- (d) In order to make a change in disability category.

A reevaluation may not occur more than once a year, unless the parent and the District agree otherwise.

A reevaluation must occur at least once every three years, unless the parent and the District agree that a reevaluation is unnecessary.

The District evaluates a child with a disability before determining that child is no longer a child with a disability, although this evaluation is not required if the child's eligibility terminates due to graduation from secondary school with a regular diploma or due to exceeding the age eligibility for FAPE under state law. If a child's eligibility terminates for one of these reasons, the District provides the child with a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's postsecondary goals.

D. IDENTIFYING CHILDREN WITH SPECIFIC LEARNING DISABILITIES (SLD)

The District has written procedures for the implementation of the evaluation process the District uses to determine the existence of a specific learning disability (SLD). In addition, the District uses the form required by ODE-OEC, Evaluation Team Report PR-06 and completes Part 3:

Documentation for Determining the Existence of a Specific Learning Disability of PR-06 when the District suspects the child has a SLD.

(1) DETERMINING THE EXISTENCE OF A SPECIFIC LEARNING DISABILITY

The parents, the IEP team, and a group of qualified professionals from the District determine that a child has a SLD if:

- (a) The child does not achieve adequately for the child's age or to meet state-approved grade-level standards in one or more of the following areas, when the District provides learning experiences and instruction appropriate for the child's age or state-approved grade-level standards:
 - (i) Oral expression;
 - (ii) Listening comprehension;
 - (iii) Written expression;
 - (iv) Basic reading skill;
 - (v) Reading fluency skills;
 - (vi) Reading comprehension;
 - (vii) Mathematics calculation; or
 - (viii) Mathematics problem-solving;

AND

- (b) The child does not make sufficient progress to meet age or state-approved grade-level standards in one or more of the areas identified in number 1, above, when the District uses an evaluation process to determine the child's response to scientific, research-based intervention;

OR

- (c) The child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, state-approved grade-level standards, or intellectual development, when the District uses appropriate assessments consistent with 3301-51-06(E) and (F) of the Operating Standards that the group has determined to be relevant to the identification of a SLD. Alternatively, the District may choose a third method of evaluation, for determining if a child has a SLD. The District seeks prior approval from ODE-OEC if it chooses to use an alternative research-based assessment procedure to determine if a child has a SLD.

(2) USE OF AN EVALUATION PROCESS BASED ON THE CHILD'S RESPONSE TO SCIENTIFIC, RESEARCH-BASED INTERVENTION FOR SLD DETERMINATION

If the District uses an evaluation process based on the child's response to scientific, research-based intervention to determine whether a child has a SLD. The District ensures that this process:

- (a) Begins when the District has gathered and analyzed sufficient data from scientifically-based instruction and targeted and intensive individualized interventions that provide evidence that the child's needs are unlikely to be met without certain specialized instruction, in addition to the regular classroom instruction;
- (b) Employs interventions that are scientifically-based and provided at appropriate levels of intensity, frequency, duration and integrity, relative to the child's identified needs;
- (c) Is based on results of scientifically-based, technically adequate assessment procedures that assess ongoing progress while the child is receiving scientifically-based instruction and the results of these procedures have been reported to the child's parents; and
- (d) Includes the analysis of data described in 3301-51-06(H)(3)(b)(i) and (H)(3)(b)(ii) of the Operating Standards to determine whether a discrepancy is present between the child's actual and expected performance, in both the child's rate of progress in developing skills, and in the child's level of performance on measures assessing one or more of the academic areas listed in 3301-51-06(H)(3)(a)(i) of the Operating Standards.

The District will not use this process to delay unnecessarily a child's referral for a comprehensive evaluation to determine eligibility for special education services.

(3) ADDITIONAL REQUIREMENTS FOR SLD DETERMINATION

The District ensures that the following additional requirements are satisfied when determining if a child has a SLD:

Inclusion of additional required group members for SLD determination

The group that determines that a child suspected of having a SLD is a child with a disability includes the child's parents and a group of qualified professionals consisting of, but not limited to:

- (a) In the case of a school-age child, the child's regular teacher (or if the child does not have a regular teacher, the District includes a regular classroom teacher qualified to teach a child of the child's age);
 - (b) In the case of children less than school-age, an individual qualified by ODE to teach a child of the child's age; and
- At least one person qualified to conduct individual diagnostic examinations of children, such as a school psychologist, speech-language pathologist or remedial reading teacher.

Observation requirements

The District ensures that the child is observed in the child's learning environment, including the regular classroom setting, to document the child's academic performance and behavior in the areas of difficulty.

The group of qualified professionals identified by the District conducts the observation by:

- (a) Using information from an observation of the child's performance conducted during routine classroom instruction, including monitoring of the child's performance during instruction, that was done before the child was referred for an evaluation; or
- (b) Having at least one member of the group conduct an observation of the child's academic performance in the regular classroom after the child has been referred for an evaluation and parent consent has been obtained.

In the case of a child of less than school-age or a child who is out of school, the District ensures that a group member observes the child in an environment appropriate for a child of that age.

Ensuring the child's underachievement is not due to a lack of appropriate instruction in reading and math

In order to ensure that underachievement in a child suspected of having a SLD is not due to lack of appropriate instruction in reading or math, the District considers:

- (a) Data demonstrating that prior to, or as part of, the referral process, the child received appropriate instruction in regular education settings delivered by qualified personnel; and
- (b) Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of the child's progress during instruction, the results of which were provided to the child's parents.

Obtaining parental consent to evaluate

The District promptly requests parental consent to evaluate a child to determine if the child needs special education and related services:

- (a) If prior to the referral, the child does not make adequate progress after an appropriate period of time when provided with appropriate instruction. To make this determination, the District considers:
 - (i) Data demonstrating that prior to, or as part of, the referral process, the child received appropriate scientifically-based instruction in regular education settings delivered by qualified personnel; and
 - (ii) Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of the child's progress during instruction, the results of which were provided to the child's parents; and
- (b) Whenever a child is referred for an evaluation.

Consideration of exclusionary factors

When determining that a child has a SLD, the District ensures that the findings from the evaluation process are not primarily the result of:

- (a) A visual, hearing, or motor disability;
- (b) Mental retardation;
- (c) Emotional disturbance;
- (d) Cultural factors;
- (e) Environmental or economic disadvantage; or
- (f) LEP.

If the District determines that one of these factors is the primary reason for the child's suspected disability, the District does not identify the child as having a SLD.

VI. INDIVIDUALIZED EDUCATION PROGRAMS (IEPs)

The District ensures that an IEP is developed and implemented for each child with a disability, ages 3 through 21, inclusive, who requires special education and related services and who resides in the district. For all children with disabilities for whom our district is the district of residence, the District is responsible for ensuring that the requirements of 3301-51-07 of the Operating Standards are met regardless of which district, county board of MR/DD, or other educational agency implements the child's IEP.

The meeting to develop an IEP is conducted within 30 days of a decision that a child needs special education and related services.

The initial IEP is developed within whichever of the following time periods is the shortest:

- (a) Within 30 calendar days of the determination that the child needs special education and related services;
- (b) Within 90 days of receiving informed parental consent for an evaluation; or
- (c) Within 120 calendar days of receiving a request for an evaluation from a parent or school district (unless the evaluation team has determined it does not suspect a disability).

The District ensures that the parents receive a copy of the child's IEP at no cost to the parents. The parents may receive a copy of the IEP either at the conclusion of the IEP meeting or within 30 calendar days of the date of the IEP meeting.

A. MEMBERS OF THE IEP TEAM

The IEP team includes:

- (1) The child's parents;
- (2) Not less than one of the child's regular education teachers, if the child is or may be participating in the regular education environment;
- (3) Not less than one special education teacher of the child or, where appropriate, not less than one special education provider of the child;
- (4) A representative of the school district who:
 - a) Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;
 - b) Knows the general education curriculum; and
 - c) Knows about the availability of resources of the school district.
- (5) Someone who can interpret the instructional implications of the evaluation results, who may be one of the team noted previously;
- (6) At the discretion of the parents or the school district, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and
- (7) The child, whenever appropriate. The child must be invited if a purpose of the meeting is the consideration of postsecondary goals for the child and the transition services needed to assist the child in reaching those goals.

A member of the IEP team, other than the parent and the child if appropriate, is not required to attend an IEP team meeting, in whole or in part, if the parent and the District agree, in writing, that the attendance of that member is not necessary because the member's area of the curriculum or related services is not being modified or discussed at the meeting or portion of the meeting.

B. PARENTAL PARTICIPATION

The District takes steps to ensure that one or both of the parents of a child with a disability are present at each IEP team meeting or are afforded the opportunity to participate, including:

- (1) Notifying the parents of the meeting early enough to ensure that they will have an opportunity to attend; and
- (2) Scheduling the meeting at a mutually-agreed upon time and place.

A Notice to a Parent Regarding an IEP meeting:

- (1) Indicates the purpose, time and location of the meeting and who will be in attendance; and
- (2) Informs the parents of the provisions of the Operating Standards regarding the participation of other individuals who have knowledge or special expertise about the child and the participation of the Part C service coordinator or other representatives of the part C system at the initial IEP team meeting for a child previously served under Part C.

See 3301-51-07(J)(2)(a)(ii) of the Operating Standards.

Beginning no later than the first IEP to be in effect when the child turns 14, the Notice also:

- (1) Indicates that a purpose of the meeting will be the development of a statement of the transition needs of the child; and
- (2) Indicates that the District will invite the child.

Beginning no later than the first IEP to be in effect when the child turns 16, the Notice also:

- (1) Indicates that a purpose of the meeting will be the consideration of the postsecondary goals and transition services for the child;
- (2) Indicates that the school district will invite the child; and
- (3) Identifies any other agency that will be invited to send a representative, if the parents consent.

The District conducts IEP team meetings without a parent in attendance only if it cannot convince parents that they should attend. Before an IEP team meeting is held without a parent, the District makes multiple attempts to contact a parent to arrange a mutually agreed on time and place, and records its attempts to do so.

C. CONTENTS OF AN IEP

The District uses ODE's required form, PR-O7, for its IEPs.

In developing each child's IEP, the IEP team considers:

- (1) The strengths of the child;
- (2) The concerns of the parents for enhancing the education of their child;
- (3) The results of the initial or most recent evaluation of the child;
- (4) The results of the child's performance on any state or district-wide assessment programs, as appropriate; and
- (5) The academic, developmental and functional needs of the child.

Further, the IEP team considers the following special factors:

- (1) In the case of a child whose behavior impedes the child's learning or that of others, the use of positive behavioral interventions and supports, and other strategies, to address that behavior;
- (2) In the case of a child with LEP, the language needs of the child as those needs relate to the child's IEP;
- (3) In the case of a child who is blind or visually impaired, the instruction of that child in accordance with the Operating Standards and section 3323.011 of the Revised Code;
- (4) The communication needs of the child, including those of a child who is deaf or hard of hearing; and
- (5) Whether the child needs assistive technology devices and services.

(1) CONTENTS OF EVERY IEP

The District's IEPs are written, and are developed, reviewed and revised in IEP meetings. The District's IEPs include all of the following:

- (a) A statement that discusses the child's future and documents planning information;
- (b) A statement of the child's present levels of academic and functional performance, including:
 - (1) How the child's disability affects the child's involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled children); or
 - (2) For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;
- (c) A statement of measurable annual goals, including academic and functional goals and benchmarks or short-term objectives designed to:
 - (1) Meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum; and
 - (2) Meet each of the child's other educational needs that result from the child's disability;
- (d) A description of:
 - (1) How the child's progress toward meeting the annual goals described in the IEP will be measured; and
 - (2) When periodic reports on the progress the child is making toward meeting the annual goals will be provided;
- (e) A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided to enable the child:
 - (1) To advance appropriately toward attaining the annual goals;
 - (2) To be involved in and make progress in the general education curriculum in accordance with the Operating Standards, and to participate in extracurricular and other nonacademic activities; and
 - (3) To be educated and participate with other children with disabilities and nondisabled children, as appropriate, in the activities described in 3301-51-07(H)(1)(e) of the Operating Standards;
- (f) An explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular classroom and in activities;

- (g) A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on state and district-wide assessments consistent with Section 612(a)(16) of the IDEA;
- (h) If the IEP team determines that the child must take an alternate assessment instead of a particular regular state or district-wide assessment of student achievement, a statement of why:
 - (1) The child cannot participate in the regular assessment; and
 - (2) The particular alternate assessment selected is appropriate for the child; and
 - (i) The projected date for the beginning of the services and modifications described in the IEP and the anticipated frequency, location and duration of those services and modifications.

(2) TRANSITION SERVICES

The District's IEPs address transition services as follows:

- (a) For children age 14 or over (or younger, if determined appropriate by the IEP team), the IEP includes a statement, updated annually, of the transition service needs of the child under the applicable components of the child's IEP that focuses on the child's courses of study (such as participation in advanced-placement courses or a vocational education program.); and
- (b) Beginning not later than the first IEP to be in effect when the child turns 16 (or younger if determined appropriate by the IEP team), the IEP includes:
 - (1) Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment and, where appropriate, independent living skills; and
 - (2) The transition services (including courses of study) needed to assist the child in reaching those goals.

(3) TRANSFER OF RIGHTS AT AGE OF MAJORITY

Beginning not later than one year before the child reaches 18 years of age, the IEP includes a statement that the child has been informed of the child's rights under Part B of the IDEA that will transfer to the child on reaching the age of majority.

(4) NONACADEMIC SERVICES, PHYSICAL EDUCATION, EXTENDED SCHOOL YEAR AND TRANSPORTATION

If appropriate, the IEP includes the services to be provided in each of these areas.

D. REVIEW AND AMENDMENT OF AN IEP

The District ensures that the IEP team:

- (1) Reviews the child's IEP periodically, but not less than annually, to determine whether the annual goals for the child are being achieved; and
- (2) Revises the IEP, as appropriate, to address:
 - (a) Any lack of expected progress toward the annual goals and in the general education curriculum;
 - (b) The results of any reevaluation;
 - (c) Information about the child provided to, or by, the parents as part of an evaluation or reevaluation;
 - (d) The child's anticipated needs; or
 - (e) Other matters; and
- (3) Reconvenes if an agency, other than the school district, fails to provide the transition services described in the IEP.

Changes to the IEP may be made either at an IEP team meeting, or by a written document amending or modifying the IEP, if the parent of the child and the District agree not to convene an IEP team meeting for the purposes of making those changes. If the IEP is amended by written document, without a meeting of the IEP team, the District ensures that the IEP team is informed of the changes made. When an IEP is amended, the District sends a copy of the amended IEP to the parent within thirty days of the date the IEP was amended.

VII. LEAST RESTRICTIVE ENVIRONMENT (LRE)

The District ensures that, to the maximum extent appropriate, children with disabilities, including children in public or nonpublic institutions or other care facilities, are educated with children who are nondisabled. Placement of students with disabilities in special classes, separate schooling or other removal from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services, modifications and/or accommodations cannot be achieved satisfactorily.

The District ensures that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services in the least restrictive environment (LRE). The District determines the placement of a child with a disability at least annually, and the placement is based on the child's IEP, and is as close as possible to the child's home. Unless the IEP of a child with a disability requires some other arrangement, the child is educated in the school that the child would attend if nondisabled. In selecting the LRE for a child with a disability, the IEP team considers any potential harmful effect on the child or on the quality of the services that the child needs. A child with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general education curriculum.

VIII. PARENTALLY PLACED NONPUBLIC SCHOOL CHILDREN

A. CHILD FIND

(1) GENERALLY

The District locates, identifies and evaluates all children with disabilities who are enrolled by their parents in chartered and non-chartered nonpublic schools, including religious elementary and secondary schools located within the District's geographical boundaries.

The District consults with the nonpublic school representatives and representatives of parents of parentally placed nonpublic school children with disabilities regarding the child find process, including:

- (a) How parentally placed nonpublic school children suspected of having a disability can participate equitably; and
- (b) How parent, teachers and nonpublic school officials will be informed of the child find process.

After timely and meaningful consultation with representatives of nonpublic schools, the District carries out child find activities for parentally placed nonpublic school children, including children whose parents live out-of-state.

These activities are similar to the child find activities the District conducts for its public school children and ensures an accurate count of children with disabilities. The District completes these activities in a time period comparable to that for children attending its public schools, including completing any evaluations within 60 days of receiving parental consent. See Chapter V, Section A(1).

The District follows all IDEA and FERPA confidentiality requirements when serving children with disabilities attending nonpublic schools located within the District's boundaries and obtains parental consent before releasing any personally identifiable information about a child to officials of the child's district of residence or the nonpublic school in which the child is enrolled. The District conducts, either directly or through contract, a full and individual initial evaluation of any parentally placed nonpublic school child suspected of having a disability who is enrolled in a nonpublic school within the district's boundaries. The District obtains written parental consent before conducting an initial evaluation.

- (a) If the parents of a parentally placed nonpublic school child do not provide consent or fail to respond to the District's request for consent to evaluate the child, the District may not use mediation or due process procedures to pursue the evaluation. The District does not have to consider this child as eligible for services.
- (b) If the parents do not make clear their intent to keep their child enrolled in the nonpublic school, the District provides the parents of a child who is determined to be eligible for special education services written documentation stating that the child's school district of residence is responsible for making FAPE available to the child.
- (c) The District sends a copy of this documentation to the child's district of residence, provided the District obtains written parental consent to release the information.

The District conducts reevaluations of parentally placed nonpublic school children with disabilities receiving special education and any related services to determine continued eligibility for services. The District conducts reevaluations no more than once a year, unless the parents and the District agree otherwise, and at least once every three years, unless the parents and the District agree that a reevaluation is unnecessary.

(2) AUTISM SCHOLARSHIP PROGRAM PARTICIPANTS

The District assumes responsibility for the initial evaluations and re-evaluations of children who reside in the District and desire to participate in the Autism Scholarship Program. The district where the nonpublic school is located conducts all reevaluations for children with disabilities participating in the Autism Scholarship Program. (See 3301-51-08(R)(1) of the Operating Standards). The District creates the IEP that is required for eligible children who reside within the District to participate in the Autism Scholarship Program.

B. CONSULTATION

The District consults with nonpublic school representatives and representatives of parents who have placed their children with disabilities in nonpublic schools in a timely and meaningful way during the design and development of special education and related services for the children regarding the following:

(1) CHILD FIND

See above requirements.

(2) PROPORTIONATE SHARE OF FUNDS

- (a) The determination of the proportionate share of federal IDEA Part B funds available to serve parentally-placed nonpublic school children with disabilities;
- (b) The determination of how the proportionate share of those funds was calculated; and
- (c) Consideration of the number of children and their needs and location.

"Proportionate share" refers to the amount of federal IDEA Part B funds the District must expend to provide the group of parentally-placed nonpublic school children with disabilities with equitable participation in services funded with federal IDEA Part B funds. The District follows the formula in 3301-51-05(E)(1)–(4) of the Operating Standards to calculate the proportionate amount.

(3) CONSULTATION PROCESS

- (a) How the consultation process will bring together District representatives, nonpublic school officials and representatives of parentally placed nonpublic school children with disabilities;
- (b) How the process will take place throughout the school year to ensure that parentally placed nonpublic school children with disabilities identified through the child find can meaningfully participate in special education and related services.

(4) PROVISION OF SPECIAL EDUCATION AND RELATED SERVICES

- (a) How, where and by whom special education and related services will be provided;
- (b) The types of services, including direct services and alternate service delivery mechanisms;
- (c) How special education and related services will be apportioned if funds are insufficient to serve all parentally placed nonpublic school children; and
- (d) How and when these decisions will be made.

(5) WRITTEN EXPLANATION BY THE SCHOOL DISTRICT

How the District will provide the nonpublic school officials a written explanation of the reasons why the District chose not to provide services directly or through a contract if the District disagrees with the views of the nonpublic school officials on the provision of services or the types of services.

The District obtains a written affirmation signed by representatives of the participating nonpublic schools that timely and meaningful consultation has occurred. If representatives of the participating nonpublic schools do not provide the affirmation within a reasonable period of time or choose not to participate under the proportionate share provisions of IDEA and engage in consultation, the District documents its consultation attempts and forwards the documentation to the ODE-OEC. If a nonpublic school located within the boundaries of the district chooses not to participate, the parents may contact the District to request services for the child.

C. RIGHTS TO SERVICES

The District is not required to pay for the cost of education, including special education and related services, of a child with a disability, enrolled at a nonpublic school or facility if:

- (1) The child's district of residence made FAPE available to the child; and
- (2) The parents elected to place the child in the nonpublic school.

The District includes these children and their needs in the population being considered when making decisions about services to be provided to parentally placed nonpublic school children with disabilities.

If the parents make clear their intention to keep their child with a disability enrolled in the nonpublic school, the child's district of residence does not need to develop an IEP for the child.

If the child with a disability re-enrolls in the District, the District makes FAPE available.

D. EQUITABLE SERVICES DETERMINED

The District makes the final decisions about the services to be provided through a services plan to eligible parentally placed nonpublic school children with disabilities who are attending nonpublic schools within the District's geographic boundaries. The District makes these decisions after consultation with nonpublic school representatives and parents of parentally placed nonpublic school children and through meetings to develop, review and revise services plans. A child with a disability attending a nonpublic school does not have an individual right to receive some or all of the special education and related services that the child would receive if enrolled in a public school.

E. EQUITABLE SERVICES PROVIDED

(1) THE SERVICES PLAN

- (a) The District, whether or not it is the child's school district of residence, convenes the services plan meeting, conference call, or video conference for each eligible child who will receive special education and any related services for children who attend nonpublic schools located within the District's geographical boundaries.
- (b) The District determines required participants at the services meeting.
- (c) The District ensures that a nonpublic school representative participates in the development or revision of the services plan.
- (d) The District conducts a meeting, conference call, or video conference at least annually to review and revise, if appropriate, each child's services plan.
- (e) The District uses the ODE required Services Plan PR-09 form for individually developing a services plan for each participating child that describes the specific special education and related services that the District will provide to the child. Parentally placed nonpublic school children with disabilities may receive a different amount of services than children with disabilities enrolled in the District.

(2) PROVISION AND LOCATION OF SERVICES

- (a) District personnel provide services to parentally placed nonpublic school children who attend nonpublic schools located within the District's geographical boundaries or the District provides services through a contract with an individual, association, agency, organization or other entity.
- (b) The District ensures that special education and related services, including materials and equipment, provided to parentally placed nonpublic school children with disabilities are secular, neutral and non-ideological.
- (c) The District, in consultation with the nonpublic school, will determine where services will be provided. Services may be provided on or off the premises of the nonpublic school. The District may provide services at the nonpublic school with the permission of that school.

(3) TRANSPORTATION

- (a) The District provides transportation to parentally placed nonpublic school children with disabilities who attend nonpublic schools located within the District's geographical boundaries if the services being provided under IDEA are being delivered at a location other than the nonpublic school the child is attending. The District provides transportation:
 - (1) From the child's nonpublic school or the child's home to the site other than the nonpublic school; and
 - (2) From the service site to the nonpublic school or to the child's home depending on the timing of the services;
- (b) The District may include the cost of transportation to special education and related services that are being delivered at a location other than the nonpublic school in calculating whether it has met the requirements of spending a proportionate amount of federal funds that it receives to serve children with disabilities; and
- (c) The District provides transportation to all children, with and without disabilities, who reside within the District and who are parentally placed in chartered nonpublic schools following the requirements in ORC 3327.01.

F. DUE PROCESS COMPLAINTS AND COMPLAINTS TO ODE

Due process rights do not apply to the provision of special education and related services the District has agreed to provide through a services plan. However, the parents of a child with a suspected disability, or a child identified as having a disability, who is enrolled in a nonpublic school, have the right to file a due process complaint against the District where the nonpublic school is located regarding that District's failure to meet the child find requirements, including location, identification, evaluation and reevaluation of the child.

If the District receives a due process complaint requesting a due process hearing from the parents of parentally placed nonpublic school child, the District follows the procedures that apply to other due process complaints. The parents of a child with a disability, who has been unilaterally placed in a nonpublic school, have the right to file a formal written complaint with ODE-OEC regarding a number of different issues, which are listed in 3301-51-08(L)(3) of the Operating Standards.

[Adoption: September 14, 2009]

When to Provide Prior Written Notice, Informed Consent, and Procedural Safeguards Notice

**PRIOR WRITTEN NOTICE, INFORMED CONSENT AND
NOTICE OF PROCEDURAL SAFEGUARDS****March 17, 2014**

Steps in the Special Education Process	Action Required		
	Notification or Informed Consent	Prior Written Notice to Parents PR-01	Whose IDEA Is This?
1. Procedural safeguards must be provided to the parents once a year (see narrative for exceptions to this requirement)			X
2. Initial referral by parents for a suspected disability	Informed consent (Parent Consent for Evaluation Form PR-05)	X	X
3. Initial referral by district for a suspected disability	Informed consent (Parent Consent for Evaluation Form PR-05)	X	X
4. Initial evaluation and parents want services	Parent Invitation (PR-02)		
5. Initial evaluation and parents refuse services		X	
6. IEP meeting	Notification (Parent Invitation to Meeting Form PR-02)	Provide after the IEP meeting but before the implementation of the new IEP	
7. IEP Amendment		Provide after the IEP amendment but before the implementation of the new IEP	
8. Reevaluation with assessments conducted	Informed consent (Parent Consent for Evaluation Form PR-05)	Provide before in all instances, and provide after the reevaluation if the district proposed or refused to change the category of disability or the child's eligibility	
9. Reevaluation without further assessments conducted	Notification	Provide before in all instances, and provide after the reevaluation if the district proposed or refused to change the category of disability or the child's eligibility	

**PRIOR WRITTEN NOTICE, INFORMED CONSENT AND
NOTICE OF PROCEDURAL SAFEGUARDS**

March 17, 2014

Steps in the Special Education Process	Action Required		
	Notification or Informed Consent	Prior Written Notice to Parents PR-01	Whose IDEA Is This?
10. Parents and district agree, without holding an IEP meeting, that no reevaluation will be conducted.	Notification	Not required, but may be provided	
11. Transfers from out-of-state and team determines to evaluate	Informed consent (Parent Consent for Evaluation Form PR-05)	Provide before in all instances, and provide after the evaluation if the parent refuses an IEP meeting	X
12. Transfers from another district in state and team determines to reevaluate	Informed consent (Parent Consent for Evaluation Form PR-05)	Provide before in all instances, and provide after the reevaluation if the district proposed or refused to change the category of disability or the child's eligibility	X
13. Exit from special education (child ages out/graduates)	Notification (Summary of Performance OP-8)	Provide after the IEP meeting but before exiting the child from services	
14. Exit from special education (evaluation done/no longer eligible)		Provide after the meeting to review the evaluation, but before exiting the child from services	
15. Releasing personally identifiable information	Informed consent (written consent)		
16. Destruction of personally identifiable information	Notification prior to destruction		
17. Transfer of parental rights	Statement included in IEP Form PR-07		X
18. Mediation or Resolution Session when Parent files for hearing		Provide before the implementation of a changed IEP	
19. Mediation when District files for hearing		Provide before the mediation and before the implementation of a changed IEP	
20. Upon receipt of the first due process complaint or upon receipt of first state complaint in school year			X

**PRIOR WRITTEN NOTICE, INFORMED CONSENT AND
NOTICE OF PROCEDURAL SAFEGUARDS**

March 17, 2014

21. Parent files due process complaint and district has not provided parent PVVN on topic of complaint		X	
22. Disciplinary change in placement		X	X
23. Revocation of consent		X	

(Appendix A) [Adopted: August 2011]
[Revision date May 2, 2016]

**When to Provide Prior Written Notice, Informed Consent, and Procedural Safeguards Notice
(Whose IDEA Is This?)**

Steps in the Special Education Process	Action Required		
	Notification or Informed Consent	Prior Written Notice to Parents PR-01	Whose IDEA is This?
1. Procedural safeguards must be —provided to the parents once a year (see narrative)			X
2. Procedural safeguards must be —provided upon request of the parents			X
3. Initial referral for a suspected disability		X	X
4. Initial evaluation	Informed consent (Parent Consent for Evaluation PR-04 form)	X	
5. Eligibility determination		X	
6. IEP meeting	Notification (Parent Invitation to Meeting PR-02 form)	Provide after an IEP, if parents do not agree or do not attend the meeting	
7. Reevaluation with assessments —conducted	Informed consent (Parent Consent for Evaluation PR-05 form)	Provide before, and provide after if the District proposed or refused to change the category of disability or the child's eligibility	
8. Reevaluation without further —assessments conducted	Notification	Provide before, and provide after if the District proposed or refused to change the category of disability or the child's eligibility	
9. Parents and District agree, no —reevaluation conducted		Not required, but may be provided	
10. Transfers from out of state or —transfers from out of district and team —determines to reevaluate	Informed consent (Parent Consent for Evaluation PR-05 form)	Provide prior to evaluation and after an IEP, if parents do not agree	If moved out of state
11. Change of placement	Informed consent (IEP PR-07 form)	Provide after an IEP, if parents do not agree	
12. Change in the type and amount of —services		Provide after an IEP, if parents do not agree	
13. Exit from special education	Notification (Summary of performance if graduating or aging out of special education)	X	
14. District refuses services requested by —parents		X	
15. District proposes/refuses to change —disability category		X	
16. Releasing personally identifiable —information	Informed consent (written consent)		
17. Destruction of personally identifiable —information	Notification prior to destruction		
18. Transfer of parental rights	Statement included in IEP PR-07 form		X
19. Upon receipt of the first due process —complaint or upon receipt of first			

— state complaint in school year			X
20. Disciplinary change in placement		X	X
21. Revocation of consent		X	

(Appendix A) August 2011

When to Provide Prior Written Notice, Informed Consent, and Procedural Safeguards Notice
(Whose IDEA Is This?)

1. Procedural safeguards must be provided to the parents once a year.

The school district must give a copy of the **procedural safeguards notice (Whose IDEA Is This?)** to the parents at least once a year, except as noted below:

- Upon initial referral or the parents request for evaluation
- Upon request by the parents
- Upon receipt of the first due process complaint or state complaint in a school year
- Upon a change in placement for disciplinary action

2. Procedural safeguards must be provided upon request of the parents.

The school district must give a copy of the **procedural safeguards notice (Whose IDEA Is This?)** to the parents whenever the parents request.

3. Initial referral for a suspected disability

On the date of the referral, the District must provide the parents with a copy of the **procedural safeguards notice (Whose IDEA Is This?)**. For a parental referral, the date of referral is the date that the District received either the verbal or written request from the parents to conduct an evaluation. For a district referral, the date of referral is the date that the screening or review team decided an evaluation should be conducted. See Evaluation – 6.2 Request and Referral for Initial Evaluation. Within 30 days of the date of initial referral by the parents for a suspected disability, the District must provide the **Prior Written Notice to Parents PR-01** form to the parents if the District does not suspect a disability.

4. Initial evaluation

Within 30 days of the date of initial referral by the parents for a suspected disability, the District must provide the **Prior Written Notice PR-01** form to the parents and receive written, **informed consent (Parent Consent for Evaluation PR-05** form) from the parents prior to conducting any assessments as part of an initial evaluation. A description of any evaluation procedures the District proposes to conduct must also be provided to the parents. (If the notice relates to an action proposed by the District that also requires parental consent, the District may give notice at the same time it requires parental consent.)

5. Eligibility determination

If the evaluation team determines that a child is not eligible for special education and related services the District will provide the parents the **Prior Written Notice to Parents PR-01** form once this determination is made. If the evaluation team determines that a child is eligible for special education and related services, see Item number 6, IEP Meeting.

6. IEP Meeting

The District must use the required **Parent Invitation PR-02** form to notify and invite the parents to an IEP meeting. Districts must take steps to ensure that one or both parents are present at each IEP meeting or are afforded the opportunity to participate.

This requires that the District:

- Notify the parents of the IEP meeting early enough to ensure that they have an opportunity to attend; and
- Schedule the meeting at a mutually agreed upon time and place.

A district must provide the **Prior Written Notice to Parents PR-01** form after an IEP meeting, if the parents do not agree with the IEP or any portion of the IEP or do not attend the meeting.

A district must provide **prior written notice** to the parents and receive **written, informed consent** from the parents before the initial placement of a child in special education. The **IEP PR-07** form serves as prior written notice unless the parents disagree with the IEP. Written informed consent to initiate special education and related services is provided through the parents' signature on the IEP form.

7. Reevaluation with assessments conducted

A district must provide the **Prior Written Notice to Parents PR-01** form and obtain **informed parental consent (Parent Consent for Evaluation PR-05** form) before conducting any tests or assessments as part of a reevaluation of a child with disabilities, unless the District has provided notice and the parents have failed to respond to reasonable attempts to obtain consent.

The District must provide the **Prior Written Notice to Parents PR-01** form after the reevaluation is completed, if the District proposed or refused to change the category of the disability or the child's eligibility.

8. Reevaluation without further assessments conducted

The District must provide Prior Written Notice to Parents PR-01 before conducting any reevaluation.

If the evaluation team determines that no additional data are needed to determine that the child continues to be a child with a disability and to determine the child's educational needs, the District must notify the child's parents that no further assessments are necessary. The notification must include:

- The team's determination and the reasons for the determination; and
- The right of the parents to request an assessment to determine whether the child continues to be a child with a disability and to determine the child's educational needs.

The **Prior Written Notice to Parents PR-01** form may be used for this notification as long as it includes the information listed directly above.

The District must provide the **Prior Written Notice to Parents PR-01** form after the reevaluation is completed, if the District proposed or refused to change the category of the disability or the child's eligibility.

9. No reevaluation conducted

If the IEP team, including the parents, agrees that a reevaluation of a child is unnecessary, the District must provide the **Prior Written Notice to Parents PR-01** form.

10. Transfers from out of state or transfers from out of district and team determines to reevaluate

Upon the enrollment of a child with an existing IEP from another district or state, the District must convene the IEP team and determine if the team will accept the existing IEP or change the existing IEP. If the parents disagree with the IEP team on the IEP that will be implemented by the District, the **Prior Written Notice to Parents PR-01** form must be provided to the parents. See IEP – 7.1 General.

Transfers from out of state

If the child moved into the district from another state, the District must provide the parents with a copy of the **procedural safeguards notice (Whose IDEA Is This?)**.

If the District determines that a new evaluation is necessary for a child who transfers from out of state, the evaluation is considered an initial evaluation and the District must provide the **Prior Written Notice to Parents PR-01** form and obtain written parental consent (**Parent Consent for Evaluation PR-05** form). See Evaluation – 6.2 Request and Referral for Initial Evaluation.

Transfers from out of district

If the child transfers into the district from another district in the state, the District provides the parents with a copy of the **procedural safeguards notice (Whose IDEA Is This?)** if the sending school district had not provided the parents with a copy during the current school year.

If the IEP team refers a child who transfers from another district in the state for additional evaluation, the evaluation is considered to be a reevaluation. The District must provide the **Prior Written Notice to the Parents PR-01** form and obtain written parental consent (**Parent Consent for Evaluation PR-05** form). See Evaluation – 6.5 Reevaluation.

11. Change of placement

The District must provide the **Prior Written Notice to Parents PR-01** form after an IEP meeting, if the parents do not agree with the IEP team's proposed change of placement on the continuum of alternative placement options. The district may not change the child's placement until the parents consent to the proposed change of placement.

12. Change in the type and amount of services

The District must provide the **Prior Written Notice to Parents PR-01** form after an IEP meeting, if the parents do not agree with the changes in the types and amount of services being proposed. The District may then proceed to implement the IEP.

13. Exit from special education

The District must provide the **Prior Written Notice to Parents PR-01** form whenever a child exits special education. In addition, for a child whose eligibility for special education terminates because the child is graduating with a regular diploma or exceeding the age eligibility for special education, the school district must provide the child with a **summary of the child's academic achievement and functional performance**, which shall include recommendations on how to assist the child in meeting the child's postsecondary goals.

14. District refuses services requested by parents

The District must provide the **Prior Written Notice to Parents PR-01** form to the parents any time the District refuses the request of the parents to provide special education and related services to the child.

15. District proposes/refuses to change disability category

The District must provide the **Prior Written Notice to Parents PR-01** form to the parents any time the District proposes or refuses to change the child's disability category. The ETR and the documentation of eligibility can be considered a prior written notice if all the elements required in a prior written notice are present in the ETR and determination of eligibility.

16. Releasing personally identifiable information

The District must obtain **written parental consent** prior to releasing any personally identifiable information about the child to any person or agency not entitled by law to see it, and to a representative of any participating agency that is likely to be responsible for providing or paying for transition services.

17. Destruction of personally identifiable information

The school district must inform the parents when personally identifiable information collected, maintained and used is no longer needed to provide educational services to the child. The information must be destroyed at the request of the parents. However, a permanent record of a child's name, address, telephone number, grades, attendance record, classes attended, grade level completed and year completed shall be maintained without time limitation. This **notification may be in writing or provided verbally**. If provided verbally, the school district should document this notification in the child's education record.

18. Transfer of parental rights

One year before the child's eighteenth (18th) birthday, the District must notify both the child and the parents of the parental rights, under Part B that will transfer to the child upon reaching the age of majority and provide the child with a copy of the procedural safeguards notice (**Whose IDEA Is This?**). This notification is documented on the child's **IEP PR-07** form.

19. Upon receipt of the first due process complaint or upon receipt of the first state complaint in the in the school year

The school district must give the parents a copy of the **procedural safeguards notice (Whose IDEA Is This?)** upon receipt of the parents' first due process request. The Ohio Department of Education, Office for Exceptional Children gives the parents a copy of the **procedural safeguards (Whose IDEA Is This?)** upon the parents' filing of the first state complaint within the school year.

20. Disciplinary change in placement

Whenever a change of placement occurs due to disciplinary action, a copy of the **procedural safeguards notice (Whose IDEA Is This?)** and **Prior Written Notice PR-01** form must be provided.

21. Revocation of consent (must be in writing)

The parents may revoke consent for and remove the child from all special education and related services. The revocation of consent for the continued provision of special education and related services must be in writing.

Actions the school district takes when consent is revoked:

- Continue to implement the child's IEP as written, until the District provides the parents with prior written notice.
- Provide PRIOR Written Notice to Parents PR-01 form that includes the following:
 - A summary of the educational needs of the child;
 - A summary of all of the supports and services the child will no longer receive; and
- A statement that none of the rights and protections provided to children with disabilities will be provided to the child once the child is exited from special education; and
- Once prior written notice is provided to the parents, the District will no longer implement the child's IEP and will treat that child as any child without a disability.

The school district does not need to provide *Whose IDEA is This?* when a parent revokes consent.

Note: The parents may not revoke consent for only a part of an IEP. The parents must revoke consent for the entire IEP. If the parents disagree with any part of an IEP, they must follow conflict resolution procedures; i.e., administrative review, mediation, IEP facilitation, complaint or due process hearing.

Actions the school district will NOT take when consent is revoked:

- A three-year reevaluation;
- An annual IEP meeting; and
- Discipline procedures as outlined in IDEA.

Note: The school district will treat the child whose parents have revoked consent just as they would treat any child without a disability and will not be liable for providing the child a free appropriate public education (FAPE), per the new federal regulation.

The District will continue to conduct child find activities on a regular basis and will include all children whose parents have revoked consent for special education and related services. This means the district will continue to periodically ask the parents if they would like the District to evaluate their child for a suspected disability. This would be considered an initial referral. If the parents agree to the evaluation and the child is found eligible for services, the District will create an IEP and serve the child.

The school district is not required to amend the child's education records to remove any references to the child's receipt of special education and related services because of the revocation of consent.

Appendix A

[November 2011]

REMEDIAL INSTRUCTION

The Superintendent is directed to maintain remedial instructional programs which assist all students in making satisfactory progress toward attainment of statewide academic standards, to institute procedures for collecting student performance data, to ensure the use of this data in evaluating the effectiveness of intervention services, and to modify such services as necessary.

[Adoption date: November 3, 1997]
[Revision date: January 12, 2004]
[Revision date: July 9, 2007]
[Revision date: September 14, 2015]
[Revision date: May 2, 2016]

LEGAL REFS: ORC 3301.07
3313.608
OAC 3301-35-02

CROSS REFS: IKE, Promotion and Retention of Students

READING SKILLS ASSESSMENTS AND INTERVENTION
(Third Grade Reading Guarantee)

The Board believes in the importance of the development of English language skills. As a result the Board promotes the importance of reading skills through English diagnostic assessments and reading intervention services in order to provide a meaningful tool to identify and assist students in achieving proficiency in English language arts.

The District annually evaluates the English reading skills of each K-3 student and identifies students who are reading below their grade level. The reading skills assessment is completed by September 30 for students in grades one through three, and by November 1 for students in kindergarten. The District uses a diagnostic assessment to measure English proficiency that is appropriate for the grade level and is adopted under State law or is a comparable tool approved by the Ohio Department of Education. The student's classroom teachers are involved in the assessment and identification of students reading below grade level. The assessment may be administered electronically using live, two-way video and audio connections whereby the teacher administering the assessment may be in a separate location from students.

The District provides written notification to the parents or guardian of students who are reading below their grade level. Intensive reading instruction is provided to students immediately after they are identified as having a reading deficiency. The District develops a reading improvement and monitoring plan within 60 days of receiving the student's diagnostic results.

For students who have been retained at the end of third grade, the District provides intense remediation services that include intensive interventions that address the student's specific areas of deficiency. Further, the District provides each retained student with a high performing teacher and, upon request of the parent, offers the option for such students to receive applicable services from one or more providers other than the District.

Students who have been retained and who have demonstrated proficiency in a specific academic field as defined by State law are provided with instruction which is commensurate to their achievement level.

The Board designates the Superintendent/designee to establish a district policy for the mid-year promotion of students who were retained but who now are reading at or above their grade level.

[Adoption date: September 10, 2012]

[Revision date: September 14, 2015]

[Revision date: May 2, 2016]

LEGAL REFS: ORC 3301.07; 3301.0710; 3301.0711(D); 3301.0715; 3301.079
3313.608; 3313.609; 3313.6010; 3313.6012; 3324.01
OAC 3301-35-04; 3301-35-06

CROSS REF: IGBE, Remedial Instruction
IGBI, Limited English Proficiency
IKE, Promotion and Retention of Students

READING SKILLS ASSESSMENTS AND INTERVENTION
(Third Grade Reading Guarantee)

The District is required annually to assess the reading skills of each K-3 student, except those students with significant cognitive disabilities or other disabilities as authorized by the Ohio Department of Education (ODE) on a case-by-case basis. The reading skills assessment is completed by September 30 for students in grades one through three, and by November 1 for students in kindergarten. The District uses the diagnostic assessment to measure reading ability either approved under State law or a comparable tool that has been approved by ODE

If the diagnostic assessment shows that a student is not reading at grade level, the District will provide written notification to the parents or guardian that includes:

1. Notice that the school has identified a substantial reading deficiency in their child;
2. A description of current services provided to the student;
3. A description of proposed supplemental instruction services and supports;
4. Notice that the diagnostic assessment for third grade reading is not the sole determinant of promotion and that additional evaluations and assessments are available; and
5. Notice that unless the student attains the appropriate level of reading competency by the end of third grade, the student will be retained.

For a student not reading at grade level, the District will provide intensive reading instruction immediately following the identification of a reading deficiency. This instruction must:

1. Include research-based reading strategies that have been shown to be successful in improving the reading skills of low-performing readers, and
2. Be targeted at the student's identified reading deficiencies.

For each student receiving required reading intervention, the District will develop a reading improvement and monitoring plan. This plan will be developed within 60 days of receiving the student's results on the diagnostic assessment. The plan will include all of the following:

1. Identification of the student's specific reading deficiencies;
2. A description of proposed supplemental instruction services that will target the student's identified reading deficiencies;
3. Opportunities for the student's parents or guardians to be involved in the instructional services;
4. A process to monitor the implementation of the student's instructional services;
5. A reading curriculum during regular school hours that assists students to read at grade level, provides for reliable assessments, and provides ongoing analysis of each student's reading progress; and
6. A statement that unless the student attains the appropriate level of reading competency by the end of third grade, the student will be retained.

For a student with a reading improvement and monitoring plan entering the third grade for the first time on or after July 1, 2013, the District provides a teacher who has at least one year of teaching experience and who satisfies one or more of the following criteria:

1. holds a reading endorsement on the teacher's license and has attained a passing score on the corresponding assessment for that endorsement, as applicable;
2. has completed a master's degree program with a major in reading;

3. was rated “most effective” for reading instruction consecutively for the most two recent two years based on assessments of student growth measures developed by a vendor and that in on the list of student assessments approved by the State Board of Education (SBOE);
4. was rated “above expected value-added,” in reading instruction, as determined by ODE for the most recent consecutive two years;
5. has earned a passing score on a rigorous test of principles of scientifically research-based reading instruction as approved by the SBOE or
- 6 holds an educator license for teaching grades pre-kindergarten through third or grades four through nine issued on or after July 1, 2017.

For a student with a reading improvement and monitoring plan entering the third grade for the first time on or after July 1, 2013, the District may provide a teacher who:

1. has less than one year of teaching experience provided that the teacher meets one or more of the criteria listed above and is assigned to a mentor teacher who has at least one year of teaching experience and meets one or more of the criteria above or
2. holds an alternative credential approved by ODE or who has successfully completed training that is based on principles of scientifically research-based reading instruction that has been approved by the department. Beginning July 1, 2014, the alternate credentials shall be aligned with the reading competencies adopted by the SBOE.

For a student with a reading improvement and monitoring plan entering the third grade for the first time on or after July 1, 2013, the District may provide:

1. reading intervention or remediation services under this section from an individual employed as a speech-language pathologist who holds a license issued by the Board of speech-language pathology and audiology and a professional pupil services license as a school speech-language pathologist issued by the SBOE and/or
2. a teacher, other than the student’s teacher of record, to provide any services required under this section, so long as that other teacher meets the assigned teacher criteria above and the teacher of record and the school principal agree to the assignment. This assignment is documented in the student’s reading improvement and monitoring plan.

For any student who is an English language learner and who has been in the U.S. for three years or less or for a student who has an individualized educational plan, a teacher may teach reading if the teacher holds an alternative credential approved by ODE or who has successfully completed training that is based on principles of scientifically research-based reading instruction that has been approved by ODE. Beginning July 1, 2014, the alternate credentials shall be aligned with the reading competencies adopted by the SBOE.

The District has specific responsibilities for a student who has been retained at the end of third grade. The District must:

1. Establish a district policy for the mid-year promotion of a student who is reading at or above grade level that provides that a student who participates in remediation services and who demonstrates the required reading proficiency prior to the start of fourth grade will be promoted to that grade.
2. Provide intensive remediation that addresses the student’s areas of deficiencies. This must include, but not be limited to, not less than ninety minutes of daily reading. In addition, the remediation may include any of the following:
 - a. Small group instruction
 - b. Reduced teacher-student ratios
 - c. More frequent progress monitoring
 - d. Tutoring or mentoring
 - e. Transition classes containing third and fourth grade students
 - f. Extended school day, week or year

- g. Summer reading camps
3. Provide a teacher who satisfies one or more of the criteria set forth above.
 - a. Offer the student the option to receive applicable services from one or more providers other than the District. These providers will be screened and approved by the District or by ODE.
 - b. Provide instruction that is commensurate to the achievement level for a retained student who has a demonstrated proficiency in a specific academic field as defined by State law.
 4. Offer the student the option to receive applicable services from one or more providers other than the District. These providers will be screened and approved by the District or by the Ohio Department of Education.
 5. Provide instruction that is commensurate to the achievement level for a retained student who has a demonstrated proficiency in a specific academic field as defined by State law.

Districts required to submit staffing plans do so in accordance with State law.

[Adoption date:	September 10, 2012]
[Revision date:	October 15, 2013]
[Revision date:	September 14, 2015]

HOME-BOUND INSTRUCTION

The Board of Education will provide instruction, as appropriate, for students confined to home in accordance with the following:

1. Home instruction teachers will be provided for students at the request of parents only after such instruction is approved by the Superintendent/designee and verified by a licensed physician. Home instruction teachers who are provided by the school will be paid at the appropriate current hourly rate; however, payment will not exceed five hours per week for any one student.
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 certified teachers, holding a valid State Department of Education certificate.
4. All work must meet the standards of the State Department of Education and be done under the supervision of the Superintendent/designee. If the home instruction teacher is not the student's regular classroom teacher, the building principal's office will arrange cooperative communications between the teachers to ensure a proper program of instruction for the student.
5. The duration and time of any home instruction program will be determined by the Superintendent/designee, on the basis of information received from teachers, parents, medical personnel and the building principal.

[Adoption date: July 1, 1991]

LEGAL REFS: Rules for the Education of Handicapped Children, July 1, 1982
ORC 3313.56, 3313.64
3317.024
3321.04
3323.05, 3323.12
3331.08
OAC 3301-51-06

CROSS REFS: JEA, Compulsory Attendance Ages
JECBC, Admission of Students from Non-Chartered or Home Schooling

LIMITED ENGLISH PROFICIENCY

The Board recognizes the need to provide equal educational opportunities for all students in the District. Therefore, if the inability to speak and understand the English language excludes a student from effective participation in the educational programs offered by the District, the District shall take appropriate action to rectify the English language deficiency in order to provide the student equal access to its programs. Students in a language minority or who have limited English proficiency are identified, assessed and provided appropriate services.

The Board directs the administration to develop and implement instruction programs that:

1. appropriately identify language minority students;
2. provide the appropriate instruction to limited English proficient students to assist them in gaining English language proficiency, as well as content knowledge, in reading/language arts and mathematics and
3. annually assess the English proficiency of students and monitor their progress in order to determine their readiness for the mainstream classroom environment.

The District requires all students with limited English proficiency to be tested. Alternative assessments may be required. Students must make yearly gains towards closing the achievement gap as defined by the State Board of Education performance targets.

Limited English proficient students who have been enrolled in U.S. schools for less than one full year are exempt from one administration of the reading/language arts assessment administered to their grade levels. However, students who choose to take these tests are permitted to do so. (Assessments in math, science and social studies are not exempt.)

The District provides parents with notice of and information regarding the instructional program as required by law. Parental involvement is encouraged and parents are regularly apprised of their child's progress.

[Adoption date: September 9, 2013]

LEGAL REFS: 42 USC 2000d

The Elementary and Secondary Education Act; 20 USC 1221 et seq.

34 CFR 200

ORC 3301.0711

3302.01; 3302.03

3313.61; 3313.611; 3313.612

3317.03

3331.04

OAC 3301-35-04; 3301-35-06; 3301-35-07

CROSS REFS: AC, Nondiscrimination

IE, Organization of Facilities for Instruction

IGBJ, Title I Programs

IGBL, Parental Involvement in Education

JB, Equal Educational Opportunities

JK, Employment of Students

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 includes, but is not limited to, parental contribution to the design and implementation of programs under this title, participation by parents in school activities and programs, and training and materials which build parents' capacity to improve their children's learning in both the home and the school. To build a partnership between home and school, the district:

1. informs the parents of the program; the reasons for their children's participation and the specific instructional objectives,
2. trains parents to work with their children to attain instructional objectives,
3. trains teachers and other staff involved in programs under this title to work effectively with the parents of participating students,
4. develops partnerships by consulting with parents regularly,
5. provides opportunities for parents to be involved in the design, operation and evaluation of the program, and
6. provides opportunities for the full participation of parents who lack literacy skills or whose native languages is not English.

Title I funds are used only to augment, not to replace, state and local funds. The Board uses these funds to provide equivalent or comparable educational services in all schools receiving Title I assistance.

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 will be 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.

[Adoption date: January 8, 2007]

LEGAL REFS: The Elementary & Secondary Education Act; 20 U.S.C. 1221 et seq.
OAC 3301-35-04; 3301-35-05; 3301-35-06; 3301-35-07

CROSS REFS: AC, Nondiscrimination
IE, Organization of Facilities for Instruction
IGBA, Programs for Students with Disabilities
IGBI, Limited English Proficiency
IGBL, Parental Involvement in Education
JB, Equal Educational Opportunities

PARENTAL INVOLVEMENT IN EDUCATION

The Board believes that parental involvement is an important part of the educational program. Current research indicates that a home-school partnership and greater involvement on the part of parents in the education of their children generally result in higher achievement scores, improved student behavior and reduced absenteeism. All parents and foster caregivers are encouraged to take an active role in the education of their children or foster children.

The Board directs the administration to develop along with parents and foster caregivers the necessary regulations to ensure that this policy is followed and the parental involvement is encouraged. The regulations are to:

1. encourage strong home-school partnerships,
2. provide for consistent and effective communication between parents or foster caregivers and school officials,
3. offer parents or foster caregivers ways to assist and encourage their children or foster children to do their best, and
4. offer ways to parents or foster caregivers can support classroom learning activities.

In addition, building administrators/designees of school receiving Title I funds will jointly develop with and distribute to parents of children 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: January 8, 2007]

LEGAL REFS: The Elementary & Secondary Education Act; 20 U.S.C. 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 course work;
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: June 7, 2010]
[Revision date: May 2, 2016]

LEGAL REFS.: Carnegie Design Team Report to the State Board of Education, *New Emphasis on Learning: Ohio’s plan for credit flexibility shifts the focus from “seat time” to performance* (March 2009)

ORC 3313.60; 3313.603; 3313.609; 3313.6013; 3313.611; 3313.613;
3313.614; 3313.90
3321.04
Chapter 3324
Chapter 3365
OAC Chapter 3301-34
3301-35-06
Chapter 3301-46
Chapter 3301-51
Chapter 3301-61

CREDIT FLEXIBILITY

In accordance with State law, the District's plan for credit flexibility must:

1. identify the multiple methods of communication and frequency of each method the District will use to communicate the aspects of the credit flexibility policy and plan to students and parents on an ongoing basis;
2. allow for demonstrated proficiency options on an ongoing basis;
3. allow for graded options for demonstrated proficiency;
4. allow demonstration of proficiency to count towards course requirements for graduation;
5. determine credit equivalency for a Carnegie unit;
6. prohibit capping or limiting the number of courses or credits earned through credit flexibility;
7. allow for both simultaneous credit and/or partial credit to be earned;
8. not prohibit access to online education, postsecondary options or services from another district, as approved by the Board;
9. allow, if so desired, for the acceptance of credit from other districts and educational providers;
10. establish provisions for instances when students do not or cannot complete requirements and
11. establish a review process and submit data to the Ohio Department of Education (ODE) about the methods and frequency of communication with students and parents.

In addition, the Superintendent/designee collects performance data including, but not limited to, the number of participating students, total credits earned and extent to which student participation reflects diversity of the student body.

ODE recommends that the Superintendent maintain a "library" of courses that were previously accepted to assist students, parents and teachers with understanding available options (or those unique to local contexts and regional economic development interests).

[Adoption Date: June 2010]

[Revision Date: May 2, 2016]

Language Immersion

Students participating in the Oak Hills Language Immersion program become bilingual by experiencing a one-way immersion course of study in which they learn the target language as they receive content-based instruction (e.g., math and science) in that target language.

Eligibility

Eligibility requirements for entrance into the Language Immersion program include:

- Student must be
 - a resident and enrolled in the district at the time of application for admittance
 - entering 1st grade at the time of admittance
- Student's parent/guardian must
 - attend a parent orientation meeting or a scheduled meeting with the principal
 - sign a document that outlines the specific expectations about the program
 - complete a program application by the posted deadline and return the completed form to the student's home school

Enrollment

Enrollment guidelines include:

- 30 seats will be allotted for each incoming 1st grade cohort of students at the schools which offer the program.
- Once a student has been selected for entrance into the program, the student's parent/guardian has seven calendar days to notify the school about their decision to accept their child's entrance into the program.
- The district will use a sibling preference procedure in the selection process based on the following guidelines:
 - a sibling seeking admittance into the immersion program has another sibling in the program at the same building when making application to the program (for example, a student is seeking entrance into the program as a 1st grader at JF Dulles elementary and his/her sibling is in the language immersion program and will continue in the program the following school year at JF Dulles elementary).
 - 5 seats are available for sibling preference. A randomized lottery process will also be used for sibling preference.
 - A sibling shall be defined as a sister, half-sister, step-sister, brother, half-brother, step-brother, or student under legal guardianship living in the same residence and applying for enrollment in the same school so students will attend concurrently the following year.

The Lottery Process:

- The lottery process is a random selection of the 30 slots.
- For purposes of the lottery, siblings in the same grade level (for example, twins both entering the 1st grade) will count as one application. If the application is selected, all siblings in that grade will be accepted.
- The wait list is a continuation of the lottery up to the total number of interested applicants. If the student is selected off the waitlist, parents have 48 hours to respond.
- Assuming there are available slots and the wait list is exhausted, students at the schools without an immersion program can apply to one program where there are available slots. A randomized lottery process will also be used for placing students in this situation.
- Sibling preference will be honored at the student's home school only. (For example, if a student was granted a slot into the program from a non-immersion school, the sibling preference clause does not apply to the students' siblings).
- If a student from a non-immersion school enters an immersion program, parents must provide transportation.

Entrance After First Grade

If a student did not gain admittance into the language immersion program at the beginning of the 1st grade school year, the student may gain entrance into the program based on the following:

- If there are seats available in the cohort group and the student is next in line on the waitlist that has been established at each school offering the language immersion program. The waitlist option is dissolved at the beginning of the 2nd semester of first grade. Entrance into the language immersion program after the first semester of the student's first grade year is dependent upon an entrance exam.

Like all programs in the Oak Hills Local School District, the district reserves the right to not offer the program at a specific school or grade-level.

[Adoption date: May 1, 2017]

EXPERIMENTAL PROGRAMS

Experimental programs may be implemented in this district subject to the approval of the Board of Education of the school district and the Ohio Department of Education, in accordance with procedures they prescribe. Such experimental programs must meet identified needs of students and require detailed narrative statements from the recommending administrator or supervisor.

[Adoption date: July 1, 1991]

LEGAL REF: State Board of Education Minimum Standards 3301-35-02(D)

CROSS REF: IGCD, Educational Options

EDUCATIONAL OPTIONS

The Board recognizes that an effective educational program is one that provides opportunities for students to learn both within the classroom and, for specific reasons, beyond the traditional classroom and school day. These expanded opportunities are viewed as educational options to supplement the regular school program.

The intent of educational options is to allow educators, other professionals, parents and others to work together to provide opportunities for students to learn in an independent or individual setting and to study or work with recognized experts in specific fields. Educational options are seen as additional curricular opportunities to improve, expand and enrich student learning experiences and perspectives.

Customized study, distance learning, tutoring, educational travel, internships, mastery assessment and study abroad programs are representative of experiences which the Board views as educational options supplementing the regular school program.

For students opting to participate in an educational option with any associated cost, the associated cost will be the responsibility of the parent/student.

The Superintendent/designee develops regulations and processes for educational options.

[Adoption date: August 2, 2010]

LEGAL REFS: OAC 3301-35-01(B)(6); 3301-35-06

CROSS REFS: IGCB, Experimental Programs
IGCH, College Credit Plus (Also LEC)
IHG, Independent Study
IKE, Promotion and Retention of Students
IKF, Graduation Requirements
JN, Student Fees, Fines and Charges

EDUCATIONAL OPTIONS

When initiated, educational options must adhere to the following criteria.

1. The parent(s) must provide written approval for students under 18 years of age to participate. A copy of the written approval must be retained in the school files. Students 18 years of age or older must submit a written request to participate. This request is kept on file.
2. An instructional plan that contains written measurable objectives must be submitted to, and approved by, the Superintendent. Instructional objectives must align with the District's curriculum requirements.
3. The instructional plan includes an outline specifying major instructional activities and identifying materials, resources, facilities and equipment needed to achieve instructional objectives.
4. Promotion and retention decisions for students, kindergarten through eighth grade, participating in an optional instructional plan are based on student performance relative to the objectives of the option.
5. The instructional plan includes a written plan for the evaluation of student performance.
6. In tutorial and independent study programs, a certificated/licensed teacher provides both the instruction and evaluation of students. In all other cases, a certificated/licensed teacher provides only the evaluation of student progress.
7. The written instructional plan includes a time for the evaluation of the educational option. Continuance of the option is determined by the results of evaluation.

[Adoption date: August 2010]

[Revision date: May 2, 2016]

PRESCHOOL PROGRAM

The preschool program is guided by curriculum, written policies and regulations of the District that are consistent with applicable statutory requirements contained in State law. Resources of the preschool program include, but are not limited to:

1. Staff;
2. Cumulative records
3. Health and safety;
4. Admission;
5. Attendance and discipline;
6. Selection and use of developmentally appropriate materials, equipment and resources that meet the intellectual, physical, social and emotional needs of the preschool student;
7. Management of communicable diseases and
8. Transportation and field trips.

[Adoption date: May 2, 2016]

LEGAL REFS.: ORC 3301.53
 3313.646
 3323.02
 OAC Chapter 3301-37
 3301-69-09

CROSS REFS.: EB, Safety Program
 EBC, Emergency Management and Safety Plans
 EEA, Student Transportation Services
 IIA, Instructional Materials
 IICA, Field Trips
 JEC, Student Admission
 JG, Student Discipline
 JHC, Student Health Services and Requirements
 JHCC, Communicable Diseases
 JHF, Student Safety
 JO, Student Records

COLLEGE CREDIT PLUS

State law provides for student participation in the College Credit Plus (CCP) program for the purposes of promoting rigorous academic pursuits and exposing students to options beyond the high school classroom. Therefore, eligible 7th through 12th grade students may enroll at any public college/university and any participating nonpublic college/university on a full- or part-time basis and complete nonsectarian, non-remedial courses for transcribed high school and/or college credit.

The Board directs the Superintendent/designee to develop and establish the necessary administrative guidelines to ensure that the CCP program is operating in accordance with state requirements.

[Adoption date: August 1, 1994]
[Revised date: November 15, 1993]
[Revised date: February 5, 1998]
[Revised date: August 2, 2010]
[Revised date: April 11, 2011]
[Revised date: June 1, 2015]

LEGAL REFS: ORC 3365
ORC 3333-1-65 through 3333-1-65-10

CROSS REFS.: IGBM, Credit Flexibility
IGCD, Educational Options (Also LEB)

COLLEGE CREDIT PLUS

District Obligations

The District is required to notify all 6th through 11th grade students and their parents about the College Credit Plus (CCP) program through multiple, easily accessible resources by February 1 of each school year. The notice includes all information required by State law. The District promotes the CCP program on the District website, including details of current agreements with partnering colleges.

Students and/or parent(s) are required to submit written notice of intent to participate to the principal by April 1 of the year in which the student wishes to enroll and may submit written notice as early as February 15. Failure to inform the principal of intent to participate by the April 1 deadline of intent to participate shall result in the student having to secure written permission from the principal in order to participate in the program. If the principal denies a student's request for written permission, the student may appeal to the Superintendent. The Superintendent's decision is final.

The District holds an annual informational session between October 1 and February 15 to which partnering colleges located within 30 miles of the school (or the closest college if none are located within 30 miles) are invited. The informational session includes information on benefits and consequences of participation in CCP, and outlines any changes or additions to program requirements.

The District is required to provide counseling services to students prior to their participation in the program. Counseling services include but are not limited to:

1. program eligibility;
2. any necessary financial arrangements for tuition, textbooks and fees;
3. process of granting academic credits;
4. criteria for any transportation aid;
5. available support services;
6. scheduling;
7. the effect of the grade attained in the course being included in the student's grade-point average, if applicable;
8. consequences of failing or not completing a course under the program, including the effect on the student's ability to complete District graduation requirements;
9. benefits to the student of successfully completing a course under the program, including the ability to reduce the overall cost of, and the amount of time required for, a college education;
10. academic and social responsibilities of students and parents relative to this program;
11. information about and encouraging the use of college counseling services and;
12. the standard program information packet developed by the Ohio Board of Regents.

The District develops both a 15-credit hour and a 30-credit hour model course pathway for courses offered under CCP in consultation with a partnering college. Each pathway must include courses, which once completed, apply to at least one degree or professional certification offered at the college. The pathways may be organized by desired major or career path, or may include various core courses required for a degree or professional certification by the college. The pathways are published among the school's official list of course offerings for participant selection. No participant is required to enroll only in courses included in a model pathway.

The District implements a policy for awarding grades and calculating class standing for CCP courses that is equivalent to the school's policy for other advanced standing programs or District-designated honors courses. Any grade weighting or class standing enhancements applicable to advanced standing programs or District-designated honors courses are similarly applied to CCP courses.

Student Enrollment

To participate in CCP, a student must apply to, and be accepted by, a participating college in accordance with the college's established procedures for admission. The student also must meet the college's and relevant academic program's established standards for admission, enrollment and course

placement, including any course specific capacity limits. The student and his/her parent also must sign a form acknowledging receipt of the required counseling and understanding of their responsibilities under the program.

The student may opt to receive college credit only or both college and high school credit. The student must designate his/her choice at the time of enrollment.

If a student completes a college course, the Board shall award him/her appropriate credit toward high school graduation if, at the time of enrollment, he/she elects to receive credit for courses toward fulfilling the graduation requirements.

High school credit awarded for courses successfully completed counts toward graduation requirements and subject area requirements.

1. The Board awards comparable credit for the course/courses completed at the college.
2. If no comparable course is offered, the Board grants an appropriate number of elective credits.
3. Any disputes between the student and the Board regarding high school credits granted for a course may be appealed by the student to the State Board of Education. The State Board's decision on these matters is final.
4. The student's records must show evidence of successful completion of each course and the high school credits awarded. The record must indicate that the credits were earned as a participant in CCP, and include the name of the college at which the credits were earned.
5. Credits earned through CCP are included in the student's grade-point average. College credits count as the equivalent District grade. If the District has a weighted grading system, CCP courses are treated in the same way as other advanced standing program or honors course.

High School/College Enrollment

1. A student who enrolls in CCP for the first time in:
 - A. grades 7, 8 or 9 may receive credit toward high school graduation for up to the equivalent of four academic school years.
 - B. 10th grade may receive credit toward high school graduation for up to the equivalent of three academic school years.
 - C. 11th grade may receive credit toward high school graduation for up to the equivalent of two academic school years.
 - D. 12th grade may receive credit for up to the equivalent of one academic school year.
2. Proportionate reductions are made for any student who enrolls in the program during the course of a school year.
3. For the purpose of this program, an academic year begins with the summer term. The maximum number of credits that may be earned during the academic year is the total of the high school courses and college courses. The total may not exceed 30 college credit hours per academic year.
4. College courses for which three-semester hours are earned are awarded one credit toward high school graduation credit. Fractional credits are awarded proportionally.

Student Eligibility

Students wishing to participate in CCP must meet all statutory eligibility requirements. To be eligible, students must be considered remediation-free on one of the Ohio Revised Code 3345.061(F) assessments. A student scoring within one standard error of measurement below the remediation-free threshold on one of the assessments is considered to have met this eligibility requirement if he/she either has a cumulative high school grade point average of at least 3.0 or receives a recommendation from a school counselor, principal or career-technical program advisor.

Summer Term Eligibility

A student who is scheduled or anticipated to graduate from high school may not participate in CCP for any term beginning after the student's scheduled or anticipated graduation date or in any course offered at a college during a summer term that begins during the student's last quarter of high school.

Financial Responsibilities

1. If a student elects to enroll for college credit only (Option A), the student is responsible for all costs associated with the course.
2. If a student elects to enroll for the combination high school/college credit (Option B), the District is responsible for all costs associated with the course at a public college/university. Students participating in CCP under Option B at a private college may be charged tuition and/or fees unless they are economically disadvantaged.
3. If a student fails a CCP course, the student or parent(s) are responsible for all costs associated with the course. The District may not seek reimbursement from a student who fails a course if he/she is economically disadvantaged, unless the student has been expelled.
4. Students enrolled for the combination of high school/college credit are not eligible for financial aid from the college.
5. Upon parental application and determination of need, an eligible student, as defined by State law, enrolling for the combination of high school and college credit in the program may receive full or partial reimbursement for the necessary costs of transportation between the secondary school that he/she attends and the college/university in which he/she is enrolled.

Other Considerations

1. A student enrolled in the program follows the District attendance policy, as well as the District code of conduct, for curricular and extracurricular activities. These policies and codes are applicable during the time the student is attending high school and is on school property for any class or activity.
2. If a student is expelled from the District, the Board will deny high school credit for college courses taken during the period of the student's expulsion.

The Superintendent must send written notice of a student's expulsion to the college where the student is taking courses to receive high school credit. The notice must state the date the expulsion is scheduled to expire and whether the Board has denied high school credit for postsecondary education courses taken during the expulsion. If the expulsion period is extended, the Superintendent must notify the college of the extension. The college may withdraw its acceptance of a student who has been expelled. Unless otherwise authorized by State law, the expelled student is ineligible to enroll in a college under CCP for subsequent college terms during the expulsion period.

3. The student enrolled in this program must recognize that the master schedule is not altered or adjusted in order to permit enrollment. Adjustments to individual schedules may be made by the school administration.
4. The District will not deny students the opportunity to participate in extracurricular activities because of their participation in CCP. The District adheres to the Ohio High School Athletic Association for eligibility to participate in athletics. In order to be eligible, the student must have passed five courses that count toward graduation during the prior grading period. The five courses may be a combination of high school and college courses. Students also must meet any additional District eligibility requirements.

[Adoption date: August 1994]
[Revised date: August 2, 2010]
[Revised date: June 1, 2015]
[Revise date: June 6, 2016]
[Revision date: August 7, 2017]
[Revision date: December 4, 2017]

CO-CURRICULAR AND EXTRACURRICULAR ACTIVITIES

The purpose of education is to develop the whole person of the student. For this reason, an educational program must embody as an essential element, activities that involve students beyond the classroom and foster the values that come 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 of Education has established the criteria for co-curricular 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 co-curricular and extracurricular activities.

The following guidelines will govern the student activity programs.

1. Student activities are those school-sponsored activities that are voluntarily engaged in by students, have the approval of the school administration and do not carry credit toward promotion or graduation.
2. Each school, under the direction of the principal and professional staff, will have a student activity program designed to stimulate student growth and development by supplementing and enriching the curricular activities. All receipts and expenditures will be 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 will receive the similar attention in terms of philosophy, objectives, social setting, organization and evaluation that is given the regular school curriculum.
5. There will be written guidelines and procedures regulating the creation, organization, administration and dissolution of student activity programs.
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 where the expenses of participating creates exclusion.
7. Activities must be open to all students, regardless of race, religion, sex or national origin.
8. Activities must not place undue burdens upon students, teachers or schools.
9. Activities should be held on non-school time or at an appropriate designated school time.
10. Students participating in co-curricular 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 co-curricular and extracurricular activities.
11. Activities at any level should be unique, not duplications of others already in operation.
12. Students suspended or expelled from school are banned from extracurricular activities during the period of suspension or expulsion. 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.
13. Students absent from school for more than a half-day will not be permitted to participate in extracurricular activities held during that day. Exceptions may be made by the building principal on a case-by-case basis.
14. 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, State law and the Ohio Administrative Code. Prior to coaching and/or promoting athletic or artistic camps, off-season leagues or other events involving district students for pay/compensation, a teacher must notify the building principal and complete the “Co-curricular/Extracurricular Notification Form” (IGD-E). The building principal will keep a copy of this form and send a copy to the Director of Human Resources, who will keep the notification on file for one year.

15. 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.
16. Resident students enrolled in community schools are permitted to participate in the District’s extracurricular activities, including interscholastic athletics, at the school to which the student would be assigned. Students must be of the appropriate age and grade level as determined by the Superintendent, and must fulfill the same academic, nonacademic and financial requirements as any other participant.
17. Resident students attending STEM schools are permitted to participate in the District’s extracurricular activities, including interscholastic athletics, at the school to which the student would be assigned. Students must be of the appropriate age and grade level as determined by the Superintendent, and must fulfill the same academic, nonacademic and financial requirements as any other participant.
18. Resident students attending a nonpublic school are permitted to participate in the District’s extracurricular activities, including interscholastic athletics, at the school to which the student would be assigned if the nonpublic school the student is enrolled in does not offer the extracurricular activity. Students must be on the appropriate age and grade level as determined by the Superintendent and must fulfill the same academic, nonacademic, and financial requirements as any other participant.
19. Resident students receiving home instruction in accordance with State law are permitted to participate in the District’s extracurricular activities, including interscholastic athletics, at the school to which the student would be assigned. Students must be of the appropriate age and grade level as determined by the Superintendent and must fulfill the same academic, nonacademic, and financial requirements as any other participant.
20. Nothing will detract from the authority of school principals or other school officials exercising their regular authority over these matters.

A student attending a nonpublic, community, or STEM school who is not entitled to attend school in the District may be authorized by the Superintendent to participate in an extracurricular activity offered by a school of the District. The activity must be one the school the student is enrolled in does not offer and may not be interscholastic athletics or interscholastic contests or competitions in music, drama or forensics.

A student receiving home instruction in accordance with State law who is not entitled to attend school in the District may be authorized by the Superintendent to participate in an extracurricular activity offered by a school of the District. The activity must be one that the district the student is entitled to attend does not offer.

A student attending a nonpublic school located in the District who is not entitled to attend school in the District may be authorized by the Superintendent to participate in an extracurricular activity offered by a school of the District that is interscholastic athletics or interscholastic contests or competitions in music, drama or forensics when:

1. the activity is one the school the student is enrolled in does not offer;
2. the student is not participating in the activity in the student’s district of residence;
3. the superintendent of the student’s district of residence certifies the student has not participated in any extracurricular activity that is interscholastic athletics or interscholastic contests or competitions in music, drama or forensics in the district for that school year and
4. the Superintendent and the superintendent of the student’s district of residence mutually agree in writing to allow the student to participate in the activity.

[Adoption date: July 1, 1991]

[Revision date: February 7, 2005]

[Revision date: June 2, 2008]

[Revision date: September 14, 2009]

[Revision date: November 4, 2013]

[Revision date: October 6, 2014]

[Revision date: August 7, 2017]

LEGAL REFS: ORC 3313.53, 3313.58, 3313.59, 3313.66, 3313.661
3315.062, 3319.16

State Board of Education Minimum Standards 3301-35-02, 3303-35-03

CROSS REFS: IGDC, Student Social Events
AFI, Evaluation of Educational Resources
DJ, Purchasing
IGDB, Student Publications
IGDC, Student Social Events
IGDF, Student Fundraising Activities
IGDG, Student Activities Funds Management
IGDJ, Interscholastic Athletics
IGDK, Interscholastic Extracurricular Eligibility
JECBC, Admission of Students from Non-chartered or Home Schooling
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

CO-CURRICULAR/EXTRACURRICULAR ACTIVITIES FOR PAY
Notification Register

School Year: _____

[illegible]

STUDENT ORGANIZATIONS

A good student activities program is a necessary facet of the total educational program of the school. The Board of Education has an obligation to provide its students with an activities program that is both meaningful and worthwhile. A well-planned program will ultimately enrich the curriculum, provide new learning experiences and promote interest in classroom work. A student activities program provides varied opportunities for students to grow in areas such as leadership, group interaction, individual responsibility and management, project organization and completion and social development; further, a student activities program helps individual students toward self-actualization, greater understanding of human relations and an acceptance of responsibility.

The Board of Education delegates the responsibility for the development and control of the student activities program to the Superintendent and the establishment and functioning of the student activities fund to the Treasurer. The Board of Education directs the Superintendent and the Treasurer to develop and disseminate student activities fund guidelines incorporating requirements of the appropriate sections of the Ohio Revised Code and the directives of the Auditor of the State of Ohio. The Superintendent and the Treasurer shall review the student activities fund guidelines annually and revise, as necessary, to keep them in compliance with current directives.

In order for a student activity to be established and approved by the Board of Education, its written purposes statement must first be reviewed and recommended by the Superintendent. Approved activity groups shall prepare annually a fiscal budget itemizing sources of revenue and anticipated expenditures.

An organization statement shall be developed by the sponsor and authors of each student activity program. This will describe the policy and purpose of the organization, source of revenue and the rationale for expenditures of monies collected. On or before September 1 of each year, the sponsors and officers of a student activity organization shall review the organization statement, making what changes they deem necessary and submit it to the principal for endorsement. By September 15, an updated copy of the organization statement shall be sent to the Treasurer's office for approval. After the Treasurer's approval, copies shall be sent to the clerk-custodian of the student activity programs, principal, sponsor of the activity and treasurer of the student activity.

If during the school year it is determined by the sponsor and officers and endorsed by the principal, modifications may be made to the organization statement by submitting a revision to the Superintendent for approval.

Student activity groups that require loss of instructional time shall be approved only if the following conditions are met:

1. the benefits of the activity cannot be obtained within the scheduled instructional program,
2. the activity contributes to the development of important skills or interests of the students involved,
3. the total length of time does not significantly impair the curricular achievement of the students involved,
4. the students be given the opportunity and take responsibility for making up work,
5. operation of student activity programs in accordance with its adopted Philosophy of Education and Educational Goals and to safeguard the interests of the school, participants and spectators,
6. accounting procedures for these programs shall be in accordance with guidance issued by the Ohio State Examiner's Office and/or State Auditor, and
7. no student in grades kindergarten through six shall participate in interscholastic athletic programs or events.

[Adoption date: July 1, 1991]

[Revision date: May 2, 2016]

CROSS REF: IGDG, Student Activities Funds Management

STUDENT SOCIAL EVENTS

All student functions held in the name of the school district must be approved by the principal and supervised by one or more faculty members or approved lay advisors.

All school functions such as parties, dances, etc., will be held in the school building unless otherwise approved by the principal and/or Superintendent.

Outsiders will not be permitted to attend such functions unless so permitted by the building principal. Students present, along with chaperones, will be held liable for proper care of facilities used.

Parties in Elementary Schools

All parties are to be held outside of school hours except two per year in grades one through five and three per year in kindergarten. Party expenses are not to be charged to the students or the Board of Education. These parties shall normally be held in the homerooms during the last hour or so of the school day. Refreshments are permitted. Christmas trees are permitted.

Assemblies relating to holidays should consume only a small portion of the instructional time in a day.

[Adoption date: July 1, 1991]
[Revision date: May 2, 2016]

LEGAL REFS: ORC 3313.53, 3313.58, 3313.59, 3315.062
State Board of Education Minimum Standards 3301-35-02, 3301-35-03

CROSS REF: IGD, Co-curricular and Extracurricular Activities

STUDENT PERFORMANCES

The Board of Education recognizes the benefits of students being involved in productions; further, the Board recognizes that all aspects of these productions, including but not limited to materials, costumes, music practices and performances, must have prior approval of the building principal.

[Adoption date: July 1, 1991]

STUDENT FUND-RAISING ACTIVITIES

The Board believes in providing opportunities for students to participate through co-curricular activities in fund-raising projects which contribute to their educational growth and which do not conflict with the instructional program. Since the Ohio Revised Code and the Auditor's office mandate careful accounting of the receipt and expenditure of such funds, all fiscal operations of student groups must be in compliance with the following guidelines. All such related activities must be:

1. conducted by a recognized student group for the purpose of contributing to educational objectives,
2. appropriate to the age or grade level,
3. activities in which schools may appropriately engage,
4. conducted under the supervision of teachers, advisors or administrators,
5. conducted in such a manner and at such times as not to encroach upon instructional time or interfere with regularly scheduled school classes and activities,
6. scheduled so as not to be unduly demanding on secretarial, teacher and principal time or work,
7. evaluated annually by teachers, advisors, administrators and students,
8. limited in number so as not to become a burden or nuisance to the community, and
9. sensitive to direct competition with fund-raising efforts sponsored by recognized groups and organizations within the community.

The application of the above criteria for student sales and activities is supervised by the building principal with the approval of the Treasurer/designee. Each principal submits to the Treasurer/designee a list of the proposed sales or fund drives which the school plans to conduct during the school year and the purpose for which the funds are going to be used. The Treasurer/designee then indicates his/her approval or disapproval within the limitations of the above criteria and submits the activities to the Board of Education for approval along with the student activity budgets.

Funds derived from approved student fund-raising activities are handled by the Treasurer's office in accordance with the State Auditor's requirements.

[Adoption date: February 7, 2005]

LEGAL REFS: ORC 3313.51, 3313.53, 3313.811
3315.062

CROSS REFS: IGD, Co-curricular and Extracurricular Activities
IGDG, Student Activities Funds Management
IICA, Field Trips
JL, Student Gifts and Solicitations

STUDENT FUND-RAISING ACTIVITIES

The following guidelines must be followed for any activity that involves fund raising by or from students.

Any fund-raising activities involving students must meet the following conditions:

1. All student fund-raising activities must be in compliance with state law and the requirements of the Ohio Auditor's Office.
2. Use of instructional time is to be limited in planning, conducting, assessing or managing a fund-raising activity, unless such an activity is part of an approved course of study.
3. Fund-raising activities conducted in a school or on other district premises are not to interfere with the conduct of any co-curricular or extracurricular activity. Students involved in the fund raiser are not to interfere with students participating in other activities in order to solicit funds.
4. In accordance with Board policy, each fund-raising activity occurring on or off district premises must be approved by the Treasurer/designee prior to the start of the event. In order to be approved, the group leader or advisor must submit a proposal which is in compliance with the Ohio Auditor's requirements.
5. Each recognized school-sponsored student group must submit in writing to the Treasurer a statement which identifies the purpose of the fund-raising activity and the reason for raising the money as well as all other items required by the Ohio Auditor.
6. All fund-raising activities must stop when the total projected budget has been met or within two weeks from the start of the project, whichever comes first. Exceptions may be granted with the approval of the Superintendent or Treasurer.
7. Notice of fund-raising activities may be posted in school newsletters for parental information.
8. Requests for purchases from student activities funds can be made only by faculty advisors coaches or teachers assigned to an activity.
9. All prizes, awards and incentives must be approved by the principal.
10. Contracts with outside suppliers for merchandise to be sold in a fund-raising activity are to be reviewed by the principal and by the staff advisor in charge, and signed by the Treasurer, who shall be personally responsible for the merchandise sold and monies collected.
11. Fund-raising activities off district premises shall be voluntary. If an activity involves the students providing a service in return for money, such as a car wash, a member of the professional staff shall supervise the activity at all times. His/her responsibility is to ensure that the service is provided in a proper manner, and also to ensure the safety and well-being of the students and the property of both the purchaser and the owner of the site.
12. Any fund raisers that require students to exert themselves physically beyond their normal pattern of activity, such as runs for charity, must be monitored by a staff member who has the necessary knowledge and training to recognize and deal appropriately with a situation in which one or more students may be overexerting themselves to the point of potential injury.
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 thirty 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 fund-raising activities must be approved by the Board or its designee.

15. Failure to follow these regulations could result in the suspension or loss of fund-raising approval.
16. Fundraising involving games of chance (such as Split the Pot or raffle baskets) are prohibited.

School and Community Service Project Definitions

1. Fund-Raising Activities

- a. Any donation, product or service solicited from and/or sold to community service organizations, businesses or the general public.
- b. Any awards, prizes or incentives offered as part of a student selling activity. Examples:
 - 1) candy sales
 - 2) magazine sales
 - 3) carnival for profit

2. School Service Projects

- a. Any project done to service or benefit students, teachers or parents which involves no soliciting of donations, products or services from community service organizations, businesses or the general public. Examples:
 - 1) skate parties
 - 2) pizza parties
 - 3) Mother's Day gifts
 - 4) carnival for nonprofit
- b. Any profit intended project, completed in-house, which principally involves students, teachers or parents requiring no soliciting of donations, products or services from community service organizations, businesses or the general public. Examples:
 - 1) concession stands
 - 2) school pictures
 - 3) book fairs
 - 4) sale of miscellaneous items (caps, tee 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

[Adoption date: February 7, 2005]

[Revision date: May 2, 2016]

STUDENT ACTIVITIES FUNDS MANAGEMENT

The school district recognizes the need for various groups and activities to generate and expend funds in the course of their operation. The purpose of the student activity funds shall be to promote the general welfare, education, and morale of all the students and to finance the approved activities of the student body organizations.

Per Auditor of State regulations, all student activities funds are prohibited from ending the fiscal year with a negative balance. In the event a student activities fund ends a fiscal year with a negative balance, reimbursement from the student activity advisor is required, unless the Board of Education approves an advance or transfer.

The Board of Education hereby adopts the State Auditor's Office Circular 819 as its general guideline for operation of activity funds, except as indicated in this policy statement or later revisions thereof, and delegates the responsibility to the Superintendent to execute this policy.

[Adoption date: July 1, 1991]

[Revision date: May 2, 2016]

LEGAL REFS: ORC 3313.20, 3313.51, 3313.53, 3313.811
3315.062
3319.08
5705.41, 5705.412

CROSS REFS: IGDA, Student Organizations
IICA, Field Trips
JL, Students Gifts and Solicitations

STUDENT ACTIVITIES FUND MANAGEMENT

The Oak Hills Board of Education shall encourage the formation of student extracurricular activities, within the parameter established by the State Board of Education and the State Auditor's office, which promote the general welfare, education, and morale of all students.

The Board recognized the need for the various groups and activities to generate and expend funds to fulfill their purposes. The Board will, with the annual approval of activity purpose statements and budgets, designate all approved expenditures as meeting the public purpose intent of the Ohio Constitution (Article VIII, Section R and Section 6) for the expenditure of public funds. The Board will also support these activities to the extent which finances allow, but in no instance to exceed five-tenths (0.005) of one per cent of the annual operating budget.

The Board delegates the responsibility for the development and control of activity programs to the Superintendent/designee and the establishment, functioning, and internal controls of the activity funds to the Treasurer.

The dissemination and revision of Board of Education adopted activity fund guidelines shall be the responsibility of the Superintendent and the Treasurer.

In view of the large amounts received from and expended for student activities, the demand has developed for efficient, thorough, and safe management of these funds. The Oak Hills Board of Education shall adopt rules, regulations and procedures for the accountability of activity funds.

OTHER FUND MANAGEMENT

FUND 007 (SPECIAL TRUST)

A fund used to account for assets held by a school system in a trustee capacity or as an agent for individuals, private organizations, other governmental and/or other funds.

Examples: Scholarships, Teachers' Fund, Corporate Grant

FUND 008 (ENDOWMENT)

A fund used to account for money, securities or lands which have been set aside as an investment for public school purposes. The income from such a fund may be expended, but the principal must remain intact. Such funds are also identified as Non-Expendable Trust Funds.

Example: Scholarship Funds

FUND 009 (UNIFORM SCHOOL SUPPLIES)

A rotary fund provided to account for the purchase and sale of school supplies. Items for resale are to be priced to cover the cost of items ordered. The General Fund will supplement the fund if a deficit balance is incurred. Any profit derived from such a sale is to be used for school purposes.

FUND 018 (PUBLIC SCHOOL SUPPORT FUND)

A fund provided to account for specific local revenue sources, other than taxes or expendable trusts (i.e., profits from vending machines, sales of pictures, etc.) that are restricted to expenditures for specified purposes approved by board resolution. This fund will be used for such purposes as, but not limited to, assemblies, book fairs, field trips and student incentives.

PETTY CASH

The Oak Hills Board of Education may establish a petty cash rotary fund to be used for payment of minor miscellaneous items, but it is required under provisions of ORC 3313.31 that such petty cash funds be held or controlled by the Treasurer. All disbursements for such petty cash must be supported by proper receipts. The Treasurer shall submit to the Board annually, the locations and amounts of each petty cash fund that is to be established.

VENDING MACHINE PROCEDURES

Each building principal shall submit a list of all vending machines annually to the Superintendent with locations of each machine and where the profits are to be credited.

The Board delegates the responsibility for the development and establishment of internal controls to the Superintendent and the Treasurer.

[Adoption date: July 5, 1994]
[Revision date: May 2, 2016]

ORC 3315.062

OAK HILLS LOCAL SCHOOL DISTRICT
STUDENT ACTIVITY ACCOUNTS

ORGANIZATION STATEMENT

NAME _____ SPONSOR _____

1. POLICY OR PURPOSE OF ORGANIZATION

2. SOURCE OF REVENUE

3. RATIONALE FOR EXPENDITURE OF MONEY

DATE _____

APPROVED:

Superintendent

INTERSCHOLASTIC ATHLETICS

Participation in athletic competition will be in accordance with Board of Education policies and regulations. While the Board of Education takes great pride in winning, it does not condone "winning at any cost" and discourages any pressures that might tend to submerge good sportsmanship and good mental health beneath the desire to win.

The Superintendent/designee and administrative staff will schedule conferences with all coaches and athletic directors to develop a constructive approach to athletics throughout the school 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 will consult with the athletic directors and coaches on various aspects of the interscholastic athletic program; furthermore, it is the responsibility of the principal and his/her staff to ensure the proper management of public attendance at all athletic and programs and the safety of students and the public.

The Board may require that students pay reasonable fees to participate in an extracurricular activity.

Coaches will be required to complete courses in cardiopulmonary resuscitation, fundamentals of coaching, first aid and concussion training to serve as a coach.

In the conduct of interscholastic athletic programs, the rules, regulations and limitations outlined by the Ohio High School Athletic Association (OHSAA) and State law must be followed. It will be the responsibility of the district's voting delegate to OHSAA to advise the management team of all pending changes in OHSAA regulations.

Eligibility requirements for participating in athletic programs must conform with regulations of the OHSAA. They will include the requirements that a student have the written permission of his/her parent or guardian to participate and shall have been determined as physically fit for the 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 make him/her an efficient member of a team and a worthy representative of his/her school.

Any student may be denied participation in an athletic team practice and competitions for a period of time, designated by the principal, athletic director or coach, for infraction of either school rules and regulations, the Athletic Code of Conduct or rules and regulations established by the coach.

Students in grades 9-12 are ineligible for athletics for the first 50% of the maximum allowable regular season contests in the sports the student participated in during the 12 months immediately preceding the transfer, until the one-year anniversary date of enrollment in the school the student transferred to. If the transfer takes place during the sport season in which a student has participated in a regular season interscholastic contest, the student is ineligible for the remainder of that sport's season. Exceptions to the ineligibility provisions are outlined in the OHSAA Bylaws.

Resident students enrolled in community schools are permitted to participate in the District's interscholastic athletics program at the school to which the student would be assigned. Students must be of the appropriate age and grade level as determined by the Superintendent, and must fulfill the same academic, nonacademic and financial requirements as any other participant.

Resident students attending STEM schools are permitted to participate in the District's interscholastic athletics program at the school to which the student would be assigned. Students must be of the appropriate age and grade level as determined by the Superintendent, and must fulfill the same academic, nonacademic and financial requirements as any other participant.

Resident students attending a nonpublic school are permitted to participate in the District's interscholastic athletic programs at the school to which the student would be assigned if the nonpublic school the student is enrolled in does not offer the activity. Students must be of the appropriate age and grade level as determined by the Superintendent and must fulfill the same academic, nonacademic and financial requirements as any other participant.

A student receiving home instruction in accordance with State law who is not entitled to attend school in the District may be authorized by the Superintendent to participate in interscholastic athletic programs offered by a school of the District. The activity must be one the district the student is entitled to attend does not offer.

A student attending a nonpublic school located in the District who is not entitled to attend school in the District may be authorized by the Superintendent to participate in an extracurricular activity offered by a school of the District that is interscholastic athletics or interscholastic contests or competitions in music, drama or forensics when:

1. the activity is one the school the student is enrolled does not offer;
2. the student is not participating in the activity in the student's district of residence;
3. the superintendent of the student's district of residence certifies the student has not participated in any extracurricular activity that is interscholastic athletics or interscholastic contests or competitions in music, drama or forensics in the district for that school year and
4. the Superintendent and the superintendent of the student's district of residence mutually agree in writing to allow the student to participate in the activity.

Students must be of the appropriate age and grade level as determined by the Superintendent and must fulfill the same academic, nonacademic and financial requirements as any other participant.

Foreign exchange students enrolled in a recognized visitor exchange program may be eligible to participate in interscholastic athletics in accordance with OHSA Bylaws.

[Adoption date: July 1, 1991]
[Revision date: December 1, 2003]
[Revision date: April 11, 2005]
[Revision date: November 4, 2013]
[Revision date: October 6, 2014]
[Revision date: May 2, 2016]
[Revision date: August 7, 2017]

INTERSCHOLASTIC EXTRACURRICULAR ELIGIBILITY

The definition of interscholastic extracurricular activities is defined as a school-sponsored student activity involving more than one school or school district.

The district adheres to the Ohio High School Athletic Association for eligibility to participate in athletics. In order to be eligible, a high school student must have passed five one-credit or equivalent 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 of the ninth grade after advancement from the eighth grade must have passed a minimum of five of all subjects carried the immediately preceding grading period in which the student was enrolled in the eighth grade.

A student enrolling in the seventh grade for the first time will be eligible for the first grading period regardless of the previous academic achievement. Thereafter, in order to be eligible, the student in grade seven or eight must be currently enrolled in school the immediately preceding grading period, and received passing grades during that grading period in a minimum of five of those subjects in which the student received grades.

Failure to comply with the grading period eligibility requirements results in extracurricular interscholastic ineligibility for the succeeding grading period.

In order to be eligible in grades nine through twelve, a student must be currently enrolled and must have been enrolled in school in the immediate preceding grading period. During the preceding grading period, the student must have received passing grades in a minimum of five (5) one-credit courses or the equivalent which counts toward graduation.

A student enrolling in the seventh grade for the first time will be eligible for the first grading period regardless of previous academic achievement. Thereafter, in order to be eligible, a student in grade seven or eight must be currently enrolled and must have been enrolled in school in the immediate preceding grading period and received passing grades during that grading period in 75% of those subjects in which the student received grades.

Failure to comply with the grading period eligibility requirements results in extracurricular interscholastic ineligibility for the succeeding grading period.

A student with an IEP may be exempt from the grading provisions in the area of disability set forth in this policy as per his/her IEP.

If a student received home instruction in the grading period preceding participation, the student must meet any academic requirements established by the State Board of Education for the continuation of home instruction to be eligible to participate in the program.

If a student did not receive home instruction in the grading period preceding participation, the student's academic performance during the preceding grading period must have met any academic standards established by the District for eligibility to participate in the program.

Any student who commences home instruction after the beginning of the school year and at that time was considered ineligible to participate in extracurricular activities for failure to meet academic requirements or any other requirements will be ineligible to participate in the same semester the student was deemed ineligible.

[Adoption date: May 4, 1998]
[Revision date: July 13, 1998]
[Revision date: January 12, 2004]
[Revision date: February 2, 2004]
[Revision date: April 11, 2005]
[Revision date: November 4, 2013]
[Revision date: October 6, 2014]
[Revision date: May 2, 2016]

LEGAL REFS: ORC 2305-23
2305.231
3313.535, 3313.66, 3313.661, 3313.062
OAC 3301-27, 3301-35(l)

CROSS REFS: IGD, Co-curricular and Extracurricular Activities
IGDJ, Interscholastic Activities

JFC, Student Conduct
JECBA, Admission of Exchange Students
JM, Student Extracurricular Participation

PARTICIPATION IN INTERSCHOLASTIC EXTRACURRICULAR ACTIVITIES

WHEREAS, the Ohio General Assembly passed, in 1997, Ohio Revised Code 3313.535 which, among other things, requires Boards of Education of Ohio's public schools to adopt policies establishing a minimum grade point average which students must attain, and a pass/fail policy as a prerequisite to participating in interscholastic extracurricular activities sponsored by the school district; and

WHEREAS, the Oak Hills Board of Education recognizes the values associated with and gained as a result of participation in those interscholastic extracurricular activities; and

WHEREAS, the Oak Hills Board of Education further recognizes the incentives which participation in interscholastic extracurricular activities provide to students to achieve success in the classroom;

NOW, THEREFORE, BE IT RESOLVED, that in order to be eligible to participate in any interscholastic extracurricular activities, students in grades seven through twelve must meet the following requirements:

1. STUDENTS ENROLLED IN GRADES 9-12

- a. In the immediately preceding grading period, a student must receive a passing grade in a minimum of five (5) one credit courses or the equivalent, which count toward graduation and
- b. Those grades must, when combined, be a total grade point average of at least 1.0 on a four point (4.0) scale
- c. A student enrolled in the first grading period after advancement from the eighth grade must have passed 75% of those subjects carried the preceding grading period in which the student was enrolled and
- d. Those grades must, when combined, be a total grade point average of at least 1.0 on the four point (4.0) scale.

2. STUDENTS ENROLLED IN GRADES 7-8

- a. A student enrolling in the seventh grade for the first time will be eligible for the first grading period regardless of previous academic achievement. Thereafter, in order to be eligible, a student in grade seven or eight must have received passing grades in 75% of those subjects carried the preceding grading period in which the student was enrolled and
- b. Those grades must, when combined, be a total grade point average of at least 1.0 on a four point (4.0) scale.

3. PASS/FAIL POLICY

Any student who received a failing grade for any class or course of study for the previous grading period may be eligible to participate in interscholastic extracurricular activities provided he/she meets all of the requirements of (A) or (B) above.

4. All other eligibility requirements of this Board and, in the case of interscholastic athletics, the Ohio High School Athletic Association, must be met in addition to those declared in this Resolution.

5. For purposes of this Resolution:

- a. Interscholastic extracurricular activities means a pupil activity program that a school or school district sponsors or participates in and that includes participants from more than one school or school district. Interscholastic extracurricular activity does not include any activity included in the school district's graded course of study.
- b. Grade point averages shall be calculated using the following scale:

A = 4.0	0 = 4.0
B = 3.0	S = 2.0
C = 2.0	U = 0.0
D = 1.0	
- c. "Preceding grading period" shall mean the first grading period for the current school year and, thereafter, the grading period immediately preceding the period of participation.
- d. Summer school grades earned may not be used to substitute for failing grades from the preceding grading period of the regular school year (relative to interscholastic athletic eligibility).

6. In addressing ORC 3313.535(D), the Board has adopted these policies and they shall apply to all students enrolled in the Oak Hills Local School District.

[May 4, 1998]

[Revision date: April 11, 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 either left a public or nonpublic high school located in any state prior to graduation:
 - A. in order to serve in the armed forces of the United States or
 - B. due to family circumstances and subsequently entered the armed forces of the United States.
2. The veteran received an honorable discharge from the armed forces of the United States.
3. The veteran has not been granted a diploma, honors diploma, a diploma of adult education or a diploma from another school.

The veteran is not required to take the high school equivalency tests approved by the Ohio Department of Education or any graduation test in order to qualify for a diploma.

The Governor's Office of Veterans' Affairs has developed and adopted an application form for use by all county veterans service offices. Upon verification that all requirements have been met, the application is forwarded to the Board and the diploma may be awarded.

The Board may grant a high school diploma to any woman who left high school in any state during World War II, the Korean Conflict or the Vietnam Conflict if the woman either:

1. left school to join the workforce to support her family or to join the war effort or
2. left school due to family circumstances and subsequently joined the workforce or war effort.

The woman must either be a current resident of the state of Ohio or have been previously enrolled in an Ohio high school.

Veterans' diplomas are presented in conjunction with appropriate events, programs or other occasions, as determined by the Superintendent.

[Adoption date: October 3, 2016]

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 of Education will strive to provide the appropriate class size for each learning situation, there will be times when temporary enrollment increases, differences in the organization of various schools and the number and size of available classrooms will affect the number of students that must be assigned to a room.

The Superintendent's recommendations for class size will be based on the following:

1. the type of student load that will help teachers be most effective,
2. the financial state of the school district and the willingness of district residents to provide for optimal class sizes; the particular requirements of the subject being taught, and/or
4. presence of students with special needs in the class.

Circumstances may prohibit the achievement of optimal class sizes in all cases.

[Adoption date: July 1, 1991]

LEGAL REFS: ORC 3317.02, 3317.023, 3317.024, 3317.03
State Board of Education Minimum Standards 3301-35-03

CLASS SIZE GUIDELINES

Following are the average class size guidelines for scheduling regular education classes with recommended minimum and maximum sizes indicated. (Special Education classes are governed by Ohio Department of Education Standards.)

<u>Class</u>	<u>Recommended*</u> <u>Minimum</u>	<u>Recommended*</u> <u>Maximum</u>
Kindergarten and Grade 1	15	29
Grade 2	16	31
Grades 3 - 6	17	33
Secondary Level 1 Classes	12	34
Secondary Level 2 and Level 3 Classes	16	34
Secondary Level 4 Classes	12	24

* Exceptions to the guidelines for any course whose average does not meet the guidelines must be made on an individual basis by the Superintendent/designee.

Elementary Classes:

When the average class size at a given grade level in a building exceeds 29 for kindergarten or grade one, 31 for grade two or 33 for grades three through five, assistance will be provided to that grade level in the form of a classroom aide(s).

Secondary Classes:

It is the responsibility of the secondary building principal to attempt to adjust average class size within the minimum and maximum parameters to be equitable for departments and teachers given the physical facilities of the buildings and the uniqueness of the classes.

For grades 6-12, the daily student load for a teacher shall not exceed one hundred seventy (170), excluding duty bells and advisory periods.

[Adoption date: July 1991]
[Revision date: May 2, 2016]

INDEPENDENT STUDY

The Board of Education recognizes that students are individuals and that different students will learn best in ways other than the conventional classroom. The Superintendent may make educational options available to students who are judged by district professionals to benefit from exception to the usual program of instruction.

The Superintendent will approve such options only when they meet or exceed the criteria established by the State Board of Education Minimum Standards. Only six units of credit can be applied to that required for graduation and only four can be applied toward the mandatory course requirements.

[Adoption date: July 1, 1991]

LEGAL REFS: State Board of Education Minimum Standards 3301-35-02(C)(3) 02(B)(GA) (B)(6)(F)

CROSS REF: IGCD, Educational Options

INSTRUCTIONAL MATERIALS

As the governing body of the District, the Board is legally responsible for the selection of instructional materials. Since the Board is a policymaking body, it delegates to the administrative and teaching staff of the District authority to recommend instructional and supplemental materials.

Materials for school classrooms are recommended by appropriate professional staff in consultation with the Superintendent and other sources as needed. Final decision relative to purchase rests with the Superintendent, subject to official adoption by the Board in the case of textbooks.

The Board believes that it is the responsibility of the District to provide:

1. materials that enrich and support the curriculum, taking into consideration the varied interests, abilities and maturity levels of the students served;
2. materials that stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards;
3. a background of information that enables students to make intelligent judgments in their daily lives;
4. diverse viewpoints so that young citizens may develop, under guidance, the practice of analytical reading and thinking and
5. materials representative of the many religions and ethnic and cultural groups, showing their contributions to our American heritage.

The above principles serve as guides in the selection of all instructional materials including, but not limited to, textbooks, supplementary books, library books, computer software, Internet access sites, films, video and audio recordings.

Parents are provided the opportunity to review the selection of textbooks and reading lists, instructional materials and academic curriculum used by the District. In addition, parents have the right to inspect any instructional materials used as part of the educational curriculum for their student.

Instructional materials means instructional content, regardless of format, that is provided to the student, including printed or representational materials, audiovisual materials and materials available in electronic or digital formats (such as materials accessible through the Internet).

Instructional material does not include academic tests or academic assessments.

[Adoption date: July 1, 1991]

[Revision date: December 5, 2005]

[Revision date: October 6, 2014]

[Revision date: May 2, 2016]

LEGAL REFS.: Family Educational Rights and Privacy Act; 20 USC Section 1232h
ORC 3313.21; 313.212
3313.642
3329.06; 3329.07; 3329.08
OAC 3301-35-04; 3301-35-06

CROSS REFS.: EDE, Computer/Online Services (Acceptable Use and Internet Safety)
EGAAA, Copyright
IIAA, Textbook Selection and Adoption
IIAC, Library Materials Selection and Adoption
INB, Teaching About Controversial Issues
KLB, Public Complaints About the Curriculum or Instructional Materials

VIEWING OF COMMERCIAL ENTERTAINMENT MOVIES

For common understanding, commercial entertainment movies will refer to those movies produced for profit and generally shown in movie theaters for entertainment purposes where patrons must purchase a ticket. Educational movies and documentaries are those movies that are produced explicitly for educational purposes and generally are not shown in movie theaters. These regulations listed below will apply to all classrooms with the exception of film classes at the high school.

1. It is the responsibility of the classroom teacher showing the commercial entertainment movie to ensure that the rating of the movie by the motion picture industry is appropriate for the age of the student in the classroom. For example, PG 13 movies should not be shown to students younger than the age of 13.
2. All movies shown in class must be in alignment with the academic content standards and the academic calendar.
3. To preserve instructional time, only excerpts of appropriate movies should be shown in class. Teachers should edit movies in advance to remove any inappropriate scenes that are not suitable for the age of viewing students.
4. Teachers are permitted to show full-length movies that are appropriately rated for viewing students. This should not exceed two showings during a calendar school year.

[May 2006]

[Revision date: October

REQUEST TO INSPECT INSTRUCTIONAL MATERIAL

As a parent of a child currently attending a public school in the district, I am requesting to review the following instructional materials used in my child's curriculum:

Title of Material_____

Grade Level_____

Author (if known)_____

Name_____

Child's Name_____

Date_____

This request should be submitted to the child's teacher or to the school office. All materials are the property of the district and must be returned within thirty (30) days.

For Office Use Only:

Date Received_____

By_____

Date Provided_____

Date Returned_____

TEXTBOOK SELECTION AND ADOPTION

In selecting textbooks for use in the District, the Board carefully considers the rights, freedoms and responsibilities of students, parents and teachers. Efforts are made to:

1. preserve each student's right to learn in an atmosphere of academic freedom;
2. support each teacher's responsibility to exercise professional judgments in his/her work and at the same time supply teachers with an awareness of their responsibility to meet the District's educational goals and objectives and
3. recognize the right of parents to influence the education of their children. (The Board does not, however, allow the wishes of an individual parent to infringe upon the rights of other students in any class.)

The Superintendent establishes textbook and/or curriculum committees that include representation of teachers who use the texts, administrators and other staff members. Students and parents may also be asked to serve on these committees. Parents are provided the opportunity to review the selection of textbooks and reading lists, instructional materials and academic curriculum used by the District.

The final decision on the recommendation of textbooks rests with the Superintendent, subject to official adoption by the Board.

[Adoption date: March 5, 2012]

[Revision date: October 6, 2014]

LEGAL REFS.: ORC 3313.21; 3313.212
3313.642
3329.01; 3329.06; 3329.07; 3329.08
OAC 3301-35-04; 3301-35-06

CROSS REFS: IIA, Instructional Materials
KLB, Public Complaints About the Curriculum or Instructional Materials

MEDIA CENTER/LIBRARY MATERIALS SELECTION AND ADOPTION

A media center/library will be provided at each school, and staffed or supervised by a media center specialist or certificated librarian. Media Center/Library services will be available throughout the school day and will include instruction of students in library skills and instruction of certified staff in the use of the media center/library services and the production of instructional materials.

Selection of materials for the media center/library will be made by a certificated staff committee chaired by the media center specialist or librarian, with the input of the building principal or assistant principal.

The media center/library selection shall include materials which support the attainment of the objectives specified in the graded courses of study, are appropriate to student ages, interests and educational needs and contain current reference materials.

The annual expenditure for media center/library materials and equipment will be at least one-half of one percent of the total general fund expenditure for regular instruction for the previous school year.

The media center specialist or librarian will be responsible for evaluation and recommendation of all library materials recommended to be included in the school media center/library. Students may also be encouraged to make suggestions. Initial purchase suggestions for media center/library materials may come from personnel.

Gifts of library books will be accepted in keeping with the above policy on selection as well as the Board's policy on accepting gifts. Complaints about library books will be handled in line with board policy on complaints about the curriculum or instructional materials.

[Adoption date: July 1, 1991]
[Revision date: May 2, 2016]

LEGAL REFS: ORC 3329.05, 3329.07
State Board of Education Minimum Standards 3301-35-03

CROSS REFS: IIA, Instructional Materials
KLB, Public Complaints about the Curriculum or Instructional Materials

OAK HILLS ACCEPTABLE USE POLICY
INFORMATION TECHNOLOGY RESOURCES IN THE SCHOOLS

We in the Oak Hills Local School District are pleased to be able to offer our students, staff and guests access to computer technology, including access to the Internet, certain online services, and the Oak Hills information technology network. We are dedicated to access and support of appropriate technology which unlocks our potential and connects us locally and globally. We envision a learning environment where technology is a part of us, not apart from us.

We believe that the tremendous value of technology and the information technology network as an educational resource far outweighs the potential risks. We will leverage existing and emerging technology as a means to learn and thrive in the 21st Century and prepare our students for success toward their goals in the competitive global, electronic age. We feel that access to the tools and resources of a world-wide network and understanding when and how these tools are appropriately and effectively used are imperative in each student's education. However, if parents feel they do not want their child to have Internet access, then they will be responsible for informing their child's teachers, in writing, before the end of the second week of school.

The school's information technology resources, including email and Internet access, are provided for educational purposes. If you have any doubt about whether a contemplated activity is acceptable, consult with your immediate teacher, supervisor, or director to help decide if a use is appropriate. Adherence to the following policy is necessary for continued access to the school's technological resources:

Users must respect and protect the privacy of others by:

1. Using only assigned accounts.
2. Only viewing, using, or copying passwords, data, or networks to which they are authorized.
3. Refrain from distributing private information about others or themselves.

Users must respect and protect the integrity, availability, and security of all electronic resources by:

1. Observing all district Internet filters and posted network security practices.
2. Reporting security risks or violations to a teacher or network administrator.
3. Not destroying or damaging data, networks, or other resources that do not belong to them, without clear permission of the owner.
4. Conserving, protecting, and sharing these resources with other users.
5. Notifying a staff member or administrator of computer or network malfunctions through the creation of a service request.

Users must respect and protect the intellectual property of others by:

1. Following copyright laws (not making illegal copies of music, games, or movies).
2. Citing sources when using others' work (not plagiarizing).

Users must respect and practice the principles of community by:

1. Communicating only in ways that are kind and respectful.
2. Reporting threatening or discomfoting materials to a teacher or administrator.
3. Not intentionally accessing, transmitting, copying, or creating material that violates the school's code of conduct (such as messages/content that are pornographic, threatening, rude, discriminatory, or meant to harass).
4. Not intentionally accessing, transmitting, copying, or creating material that is illegal (such as obscenity, stolen materials, or illegal copies of copyrighted works).

5. Not using the resources to further other acts that are criminal or violate the school's code of conduct.
6. Avoiding spam, chain letters, or other mass unsolicited mailings.
7. Refraining from buying, selling, advertising, or otherwise conducting business, unless approved as a school project.

Users may, if in accord with the policy above:

1. Design and post web pages and other material from school resources.
2. Communicate electronically via tools such as email, chat, text, or videoconferencing (students require a teacher's permission).
3. Install or download software, if also in conformity with laws and licenses, (students must be under the supervision of a teacher).
4. Use the resources for any educational purpose.

Consequences for Violation

Violations of these rules may result in disciplinary action, including the loss of a user's privileges to use the school's information technology resources. Further discipline may be imposed in accordance with the Board's Code of Conduct up to and including suspension or expulsion depending on the degree and severity of the violation.

Supervision and Monitoring

The use of District owned information technology resources is not private. School and network administrators and their authorized employees monitor the use of information technology resources to help ensure that uses are secure and in conformity with this policy. Administrators reserve the right to examine, use, and disclose any data found on the school's information networks in order to further the health, safety, discipline, or security of any student or other person, or to protect property. They may also use this information in disciplinary actions, and will furnish evidence of crime to law enforcement.

The district reserves the right to determine which uses constitute acceptable use and to limit access to such uses. The district also reserves the right to limit the time of access and priorities among competing acceptable uses.

Disclaimer of Liability

The district shall not be responsible for any material encountered on a computer network, including the Internet, which may be deemed objectionable to a user (or his/her parents, if a minor); for any inaccurate information disseminated over the network; for any hostile or injurious actions of third parties encountered through a computer network; for any charges incurred by the user of a computer or computer network without prior permission; or for any damage or loss incurred by a user or any subsequent party by the use of files or software obtained over a computer network. Due to the nature of electronic communications and Ohio public records law, it is also impossible for the district to guarantee confidentiality of e-mail sent and received over any computer network.

The district shall not warrant the functions of the system to meet any specific requirements the user may have, or that it would be error-free or uninterrupted; nor shall the district be liable for any direct or indirect, incidental, or consequential damages, including damage to personal devices, lost data, information or time sustained in connection with the use, operation or inability to use the system.

I ACKNOWLEDGE AND UNDERSTAND MY OBLIGATIONS:

[Adoption date: September 5, 1995]
[Revision date: January 12, 1998]
[Revision date: May 3, 1999]
[Revision date: April 11, 2005]
[Revision date: May 7, 2007]
[Revision date: September 13, 2010]

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 Gender
ACAA, Sexual Harassment
IB, Academic Freedom
IIA, Instructional Materials
IIBG, Computer-Assisted Instruction
JFC, Student Conduct (Zero Tolerance)
Staff Handbooks, Student Handbooks

OAK HILLS LOCAL SCHOOL DISTRICT
ACCEPTABLE USE POLICY

TEACHER/STAFF/SUPERVISOR AGREEMENT

I have read the Acceptable Use Policy of the Oak Hills Local School District relating to the use of the Internet and other computers and computer networks at school.

I would like to be given access to the Internet and other computers and computer networks accessible on the district's computers and computer networks at school.

I agree to comply with the provisions of the Acceptable Use Policy and to monitor students under my supervision to comply with such Policy when using computers and computer networks at school.

I will screen material furnished to students and not knowingly furnish any offensive, inappropriate or obscene material to students, or knowingly furnish illegal material to students.

Staff Member/Supervisor

Date

OFFICE USE ONLY

Login Name_____

Initial Password_____

[Adoption date: September 5, 1995]

[Revision date: January 12, 1998]

[Revision date: May 3, 1999]

WEB SITE
Site Maintenance and Creation of New Pages

Internet Access in the Oak Hills Local School District (OHLSD) provides an opportunity for students and staff to contribute to the district's presence on the World Wide Web. Our web site provides information to the public about school curriculum, instruction, school-authorized activities, and other general information relating to our schools. It supports our district's mission to communicate with the public. Creators of web pages need to familiarize themselves with and adhere to the following policies and responsibilities. Failure to follow these policies or responsibilities may result in the loss of authoring privileges or other disciplinary measures. Students are subject to disciplinary action as included in the Student Code of Conduct. Staff in violation of this policy will be subject to disciplinary action up to and/or including termination.

1. Oak Hills Acceptable Use Policy

All web site documents must conform to school board policies and regulations as well as established school guidelines. Copies of the Oak Hills Local School District Acceptable Use Policy (AUP) are available at all schools and in District Office. Anyone developing or maintaining web documents, is responsible for complying with these and other policies, including:

- a. Users may not violate copyright laws.
- b. Documents created for the web and linked to district web pages must be used for instructional or informational purposes only.
- c. Links to district web pages that are not specifically curriculum or information related must meet the criteria established in the district's AUP for Internet/Online Services/School District Computers and Networks. Any other materials should be limited to information about youth, school news, and activities. Agencies, organizations exclusively devoted to school or community interests, child welfare, and is non-profit and non-discriminatory, may also be included. Web site links may not include entities whose primary purpose is commercial or political advertising.
- d. All communications through the district web pages will comply with the AUP and the district Code of Conduct Policy. Items that promote religious, racial, and sexual harassment and/or violence are prohibited.
- e. Student information included on the web site will comply with policies on privacy and release of school records.

2. Oak Hills Board of Education Policy

All documents on the OHLSD web site must conform to school board policies and regulations as well as established school guidelines. Copies of board policies are available in all school offices. Persons developing or maintaining web documents are responsible for complying with these and other policies.

3. Student Safeguards

- a. Students will be identified by first name only, and photographs and student work will be published on the web site with signed permission from parent(s) or guardian(s). Consent forms are sent home in August and completed forms are on file with the district Communications Coordinator. *Exceptions will be considered on a case by case basis.*
- b. Telephone numbers, addresses or information that reveals the identity of relatives or friends must not be published.
- c. Grade levels for students published on the web must not be printed.
- d. Web pages must not contain student e-mail links.

4. Prohibitions

OHLSD web pages may not be used:

- a. to promote obscene, offensive or threatening materials,
- b. to intimidate or single out individuals or groups for degradation or harassment in violation of federal or state law, or Board of Education policies,
- c. for private financial gain or compensation not relevant to the mission of the district, or otherwise in violation of Board of Education policy,

- d. to provide materials whose nature or volume compromise the ability of the server to serve other users' documents,
- e. to engage in or promote any illegal activity,
- f. to publish home addresses and/or home telephone numbers of students or employees,
- g. to link to any e-mail accounts of students,
- h. to link to any employee e-mail account other than accounts granted by the district,
- i. to link to the personal home pages of students and/or employees not hosted within the district web site without prior approval,
- j. to publish evaluations of student work,
- k. to link to any site that is not specifically related to the district mission or specific to curriculum or school-related activities or news,
- l. to link to entities whose primary purpose is commercial advertising or political advertising,
- m. to publish content which violates district policies or state and federal laws regarding copyright of images, text or audio content, and
- n. to publish content which violates any district, state, or federal policies/laws regarding the dissemination of private information about individual students or employees. (In cases where there is a violation of these policies, regulations, or laws, a page may be removed from network access while the matter is referred to the appropriate authority.)

5. Copyright

Copyrighted information may not be posted without obtaining proper written permission from the owner. Each school must keep appropriate records of this permission.

6. Technical Standards

a. Links

Links may not be used to create web pages for personal gain or personal or political business. District web pages and links must relate to curriculum and instruction and activities and news tied to OHLSD. Pages must:

- 1) Contain accurate, up-to-date information and be free of spelling and grammatical errors.
- 2) Comply with current web authoring standards and be structured appropriately for online use.
- 3) Contain the author's name and link to the sponsor of the page.
- 4) Contain the date of the last revision
- 5) Adhere to all district policies and state or federal laws with regard to student and employee privacy issues.
- 6) Limit student information on these pages to a first name only. Photographs of students are permitted with written permission from parent or guardian.

Permission forms are distributed in August of each year, and renewed annually. Permission forms are available at the OHLSD Board of Education office, and are kept on file by the district Communications Coordinator.

b. Updates

Information contained on pages of the OHLSD web site, including links, must be kept current. Updates should occur at least once every two weeks and more frequently as the removal of outdated information or the addition of new material warrants. Failure to update pages will result in the removal of the page or link.

7. Disclaimers

OHLSD disclaims all responsibility for servers other than OHLSD official servers. No other servers may use the OHLSD name, logo or other symbols identified with the district or any of its units, nor imply an association with or sponsorship by the district unless such permission is granted in writing from the Superintendent of schools or designee.

[Adoption date: August 14, 2000]

DISTRICT WEBSITES

District websites and school Web pages provide opportunities to engage students, impact student learning and interact with the community. District websites:

1. give the Board opportunities to communicate its mission, goals, policies and plans with the community;
2. allow individual schools to provide current and complete information to its community at large;
3. give the community a means to communicate effectively with the Board and staff;
4. create expanded means for student expression;
5. provide avenues for teachers to help students meet high standards of performance and
6. provide opportunities for staff to communicate with students.

The Communications and Development Coordinator is responsible for maintaining the District's websites in accordance with the directives provided by the Superintendent. The principal/designee of each school shall ensure that the school's web page is maintained in such a way that the community receives current and accurate information.

The District may elect to have its websites serve additional purposes related to its educational mission. These include, but are not limited to:

1. publishing a student newspaper;
2. posting teacher—created class information or
3. publishing appropriate student class work.

When a school allows student publications on its Web page, the purpose of including such publications shall be clearly identified in that section of the page. These publications shall be consistent with the District's mission, goals, policies, programs and activities. All publications shall meet established District requirements related to student print publications and be in accordance with State and Federal law related to student expression.

Accessibility of Website

The District is committed to ensuring the accessibility of its website for students, parents, and members of the community, including individuals with disabilities, except where doing so would impose an undue burden or create a fundamental alteration.

Advertising or Sponsorships

Any use of advertising or sponsorships that appear on the District's website must be approved by the Superintendent/designee. Use must be consistent with District policies and guidelines for other District publications.

The Board directs the Superintendent to develop regulations to implement all the provisions of this policy. These regulations shall address staff and student privacy and content standards for website publications.

[Adoption date: April 3, 2017]

COMMUNITY INSTRUCTIONAL RESOURCES

Helping each student develop to his/her full potential and to become a citizen contributing to the welfare of the community are important objectives of the District's educational program. The Board encourages administrative and instructional personnel to rely on the community as one of its educational resources. The administration directs community instructional resources designed to involve the citizens, institutions and environment of our community in the education of its children.

The Superintendent has supervisory control over community relations, which includes school volunteer service. Members of the staff and of the community are encouraged to offer their ideas and services through the channels that the administration develops.

The Superintendent reports to the Board on the involvement and effectiveness of community relations.

[Adoption date: May 2, 2016]

LEGAL REFS: ORC 3315.07
 OAC 3301-35-02; 3301-35-04; 3301-35-06

CROSS REFS: GBQ, Criminal Records Check
 IICC, School Volunteers

STUDENT TRIPS

Learning is not limited to the classroom; therefore, student trips outside of the traditional classroom setting are beneficial to students and are encouraged when appropriate. Student trips sponsored by the schools will be enhanced learning experiences related to:

- Curriculum objectives
- Incentives for student achievement
- Altruistic activities to benefit the community
- Participation in student organizations, clubs, and/or athletic teams, or
- Participation in activities sponsored by district-recognized student-support organizations, such as PTAs or Boosters groups. (All such groups must follow district procedures and guidelines for student trips.)

OVERNIGHT STUDENT TRIPS

When a district-recognized school group wishes to take a student trip that involves at least one overnight stay, the trip requires prior approval by the building principal, the Superintendent/designee, and the Board of Education in accordance with established procedures.

1. Overnight trips must be related to specific curricular objectives appropriate to the students participating in the trip except as in (2) below.
2. Non-curricular student groups and teams may travel to events and competitions no more than 120 miles beyond the state boundaries, and may do so no more than one time per school year.

The Board will consider exceptions to these restrictions for recognized school groups on a case-by-case basis.

Any trip that does not meet these standards will be considered a non-school private trip.

DISTANCE AND DURATION

1. Regular student trips are those which take place within the community or to places near enough so that they can be accomplished during one school day.
2. Extended student trips are:
 - a. 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. within the state and involving more than one day's time while school is in session.

Permission for extended student trips must be secured from the Superintendent/designee and are subject to approval by the Board.

Student trips out of the state while school is in session are not normally approved. The Board will consider special requests for such trips when they are necessary to a curricular or co-curricular purpose, well-planned, adequately chaperoned and satisfactorily financed.

[Adoption date: July 1, 1991]
[Adoption date: June 3, 2002]
[Revision date: November 7, 2005]
[Revision date: May 7, 2012]

LEGAL REF: ORC 3327.15

CROSS REFS: IGDF, Student Fund-Raising Activities
JL, Student Gifts and Solicitations

STUDENT TRIPS

1. The trip should serve a function for which there is no satisfactory substitute experience.
2. The trip should be utilized for purposes which give the children experiences not common to their everyday lives.
3. Student trips should cause as little disruption to class schedules as possible.
4. There will be no announcement of the proposed student trip, either in writing or verbally, to students or parents until the trip has been approved in writing by the building principal.
5. Proper forms must be submitted no less than 15 days and check requests ten school days in advance of the proposed trip. (See IICA-E)
6. A parental permission and waiver of liability form and an emergency medical form will be obtained for each student and taken on each trip.
7. Adequate adult supervision, as determined by the building principal, shall always be provided. Parent chaperones should be considered.
8. All costs for the trip will be borne by students except in unusual circumstances.
9. Costs may be waived at the Superintendent or Treasurer discretion.

[Revision date: May 2, 2016]

PRIVATE TRIPS

Any district employee involved in a non-school, private trip involving children of school age must:

1. Distribute a memorandum to all potential participants (students and their parents) specifically stating that:
 - a. the trip is not a school function,
 - b. neither the school administration or the Board has approved the trip,
 - c. no school funds, including student activity accounts, will be used in any way, and
 - d. the trip is not covered under district insurance policies.

The memorandum must include a place for parents to sign that they understand that this is a private, non-school trip and that they specifically exempt the school district and the Board of Education from any liability for any occurrence as a result of their child's participation in the proposed trip.

2. Ensure that no school funds are used for the trip.
3. Receive approval in advance of distribution from the Superintendent/designee for all materials to be distributed regarding the proposed trip including the required memorandum. Permission to distribute materials does not convey or imply approval of the trip itself.
4. Follow established Board policies and regulations for the use of district facilities by outside groups.
5. Avoid any suggestion or appearance that the trip is Board approved.

[June 3, 2002]

TRANSPORTATION ADMINISTRATIVE REGULATIONS FOR OHLSD STUDENT TRIPS
(Educational, Clubs, Organizations & Athletics)

1. Student Trip Form shall be completed and approved by building principal and sent to Transportation for approval no less than 15 days prior to the trip for regular day trips and six weeks or earlier for overnight trips.
 - a. No funds should be collected until the principal and the Transportation Department have approved the trip.
2. Bus Availability
 - a. "School day" buses are available from 9:00 a.m. to 2:00 p.m. Occasionally, buses are available before and after those times. Special arrangements need to be made with the Transportation Department.
 - b. "Non-school day" buses are available depending on parochial school schedules.
 - c. "Weekend day" buses are available at most times.
 - d. "Overnight trip" buses transport to overnight destinations only when the bus is dropping off and picking up. All trips must meet state mileage guidelines and be approved by the Board of Education in advance. Otherwise, a commercial carrier must be used.
3. School transportation must be used for:
 - a. All student trips (including athletics, clubs, organizations and classrooms).
 - b. Exceptions:
 - 1) Parent may transport own child(ren) only and with prior written approval in the event of sickness, injury or co-curricular obligation. A letter should be on file at the school.
 - 2) When OHLSD transportation is not available, use commercial carrier such as Paul's and/or Klug bus service.
 - 3) Overnight trips (see 2d)
4. Length of Trips
 - a. School buses are permitted to travel anywhere in the state of Ohio.
 - b. Buses can travel no further than 120 miles from the Ohio border into another state.
5. Transportation Cost
 - a. Current cost is \$50.00 per hour, per bus.
 - b. There is a 2-hour minimum for each trip.
 - 1) Bus stays with the students. . .billed for each hour.
 - 2) Bus drops off/returns to depot/picks up. . .billed for 2 trips (4-hour minimum) if the trip is within reasonable distance.
6. Transportation Billing
 - a. Student trips (formerly field trips) are to be self-supporting.
 - b. Field Trips / Competitions – The club account or building 018 account shall pay for transportation needs (excluding Athletics, or an event in which a student grade will be affected based upon attendance).
 - c. Community Relations (in the Greater Cincinnati area) – The Board shall pay for transportation needs – 001-4590-480-500 (i.e. Band playing at Harvest Home Parade)
 - d. Account number for billing of transportation should be on all forms. Forms with no account number will be returned. This will cause delays in approval for a student trip.

The Superintendent reserves the right to deviate from this policy.

[January 2003]

[Revision date: April 2006]

[Revision date: May 3, 2010]

[Revision date: June 4, 2018]

Please Print

OAK HILLS LOCAL SCHOOL DISTRICT REQUEST FOR PERMISSION FOR STUDENT TRIP

Request must be submitted at least 15 school days in advance of trip. Trips during school hours must be between 9:00 a.m. and 2:00 p.m. if school transportation is to be used.

COMPLETE ALL INFORMATION AND SUBMIT TO PRINCIPAL FOR APPROVAL BEFORE ANNOUNCING STUDENT TRIP.

Building _____ Today's Date _____

Staff Member Responsible _____

Class/Organization/Club _____ Grade Level _____

Date(s) of Trip _____ Is this an overnight trip? ☐ Yes ☐ No
FOR OVERNIGHT STUDENT TRIP, BOTH SIDES OF FORM MUST BE COMPLETED FOR SCHOOL BOARD APPROVAL.

Time Leaving Building _____ Time Returning to Building _____

Destination _____

Description of Trip _____

Purpose/Objective of Trip _____

Please estimate:

_____ Number of Students Attending

Will students be charged a fee? ☐ Yes ☐ No

_____ Number of Adults Attending

How much per student? _____

Name(s) of Staff Member(s) Attending	Date(s) Substitute(s) Needed	Full Day/Half Day/Coverage
_____	_____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
_____	_____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
_____	_____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
_____	_____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
_____	_____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Food Service Planning: Will students have lunch at school?☐ Yes ☐ NoIf yes, indicate service needed: ☐ Full Service ☐ Drinks Only ☐ Other – Explain _____**Mode of Transportation:** ☐ OHLSD School Bus/Van ☐ Special Needs ☐ Pony Truck ☐ Commercial ☐ Walking

Comments _____

If Commercial, Name of Company _____

Contact Person _____ Phone No. (____) _____

For office use only**ACCOUNT TO BE CHARGED FOR THIS TRIP:**☐ Student Activity Account No. _____ ☐ Account No. 018 _____☐ Approved ☐ Not Approved Reason Not Approved _____

Signature of Principal _____ Date _____

☐ School Transportation Approved ☐ Alternate Source Needed

Signature of Transportation Director _____ Date _____

OVERNIGHT STUDENT TRIP – ADDITIONAL INFORMATION

This information must be submitted to the School Board for approval as early as possible but no less than 30 days prior to scheduled School Board meeting (normally, first Monday of every month). Exception to time deadline: Teams qualifying for regional or state competitions. (This student trip form must still be completed.)

Date Leaving _____ Time Leaving _____

Date Returning _____ Time Returning _____

How many chaperones? Staff _____ Other Adults _____

How much time will be spent away from the classroom? _____

Why was this time/date chosen? _____

Why are you planning an overnight student trip? _____

Were you invited to go or did you choose to make this trip? Explain _____

Accommodations

Name of Person or Group Reservation is Under _____ Name of Hotel/Facility _____

Address _____

City _____ State _____ Zip _____

Contact Person _____ e-mail _____

Phone (____) _____ FAX(____) _____

Transportation [Additional information that is not on the front of this form]

Will fundraising be done to help pay for this trip? ☐ Yes ☐ No

What organization(s) will sponsor the funding? _____

What type of fundraising? _____

Cost to Each Student [Itemize expenditures]

Lodging Cost Per Person _____ Based on how many per room? _____

Transportation Cost Per Person _____ Comments _____

Meals Per Person _____

Other Cost(s) Per Person _____

TOTAL _____

Please attach any appropriate literature/brochures, if available.

SCHOOL VOLUNTEERS

The Board encourages and supports a volunteer program so as to utilize talents existing in the community which can have a significant impact on providing expanded learning experiences for students.

Volunteers may provide additional support in the classroom, promote community-school cooperation in facilitating the learning process and provide individuals who have expertise in various areas to be used as resource personnel.

Volunteers:

1. serve in schools upon the request or approval of the building administrator;
2. function under the direction and supervision of school personnel;
3. respect the confidential nature of relationships with students and school personnel and;
4. may be required to have a criminal record check if they work directly with students.

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 volunteer will be considered when making assignments.

All volunteers shall be registered at the appropriate building. Standard procedures for record keeping include hours contributed by various volunteers, types of services performed, and an application kept on file at the local school for any volunteer who works directly with students, especially in tutorial relationships.

[Adoption date: March 5, 2001]

LEGAL REFS: ORC 2305.23; 2305.231
2744.01
3319.311; 3319.39
OAC 3301-9-01; 3301-32-22(E) (4)

CROSS REFS: GBO, Verification of Employment Eligibility

SCHOOL VOLUNTEERS

A volunteer may be any person from the community who, without monetary compensation, provides services for the district by contributing time, talent or materials to enrich and further the education of students. Volunteers may be parents or non- parents.

The duties and responsibilities of a volunteer must be clearly defined by school personnel and communicated to the volunteer. Volunteers will function only under the direction and supervision of school personnel.

Administrative Guidelines:

1. Copies of a volunteer brochure, background verification and criminal records check notification (exhibit A) will be distributed to the principal of each school.
2. The building principal, in cooperation with PTA units or other parent support groups, will help the school staff develop a program of recruiting, interviewing, orientation, training and recognition of volunteers for the individual school.
3. The building principal or his/her designee will help identify and coordinate the use of work areas and storage space needed by volunteers.
4. Any volunteer who has unsupervised access to a child and:
 - a. no other person eighteen years of age or older is present in the same room with the child, or
 - b. if outdoors, no other person eighteen years of age or older is within a thirty yard radius of the child or has visual contact with the child must be notified in writing (exhibit A) by the building administrator at the time of his/her initial application that the volunteer may be required to provide a set of impressions for fingerprinting purposes and that a criminals records check may be conducted with respect to the volunteer. This same procedure will be followed if a person is currently serving as volunteer, and the organization wishes to retain him/her or if the duties of the volunteer change to meet the criteria above.
5. The building principal or his/her designee will maintain volunteer files, which contain signed volunteer agreement, background verification and records check notification (exhibit A) for all volunteers, along with other records as determined by the building.
6. Background verifications may be checked by the Building Resource Officer or a copy may be sent to the Personnel office to be forwarded to the appropriate authorities.
7. If a volunteer is working in a capacity that requires a criminal records check or a request is made for such as permitted by state law, the building administrator will notify the volunteer of his or her responsibility to make an appointment with the Personnel Office to complete the appropriate criminal records check. No student contact should occur until after these results are obtained.
8. Unsatisfactory criminal records checks will be reported to the building administrator who will notify the volunteer and all parents and guardians of any child who has worked with that volunteer in an unsupervised setting (exhibit B).

Dear Volunteer:

Effective in 2001, Ohio law 109.574 R. C. requires that you be notified that the district may require you at any time to provide a set of impressions for fingerprinting purposes and that a criminal records check may be conducted regarding your background.

The law further provides that if you have been convicted of one of the offenses described in Section 109.572 (A) (1), R. C., and if you are working as a volunteer in our district, the district must notify the parent or guardian of a child of your conviction if you have unsupervised access to that child or, if outdoors, where no other adult is within a thirty yard radius of the child or has visual contact with the child.

Very truly yours,

Principal

School

Volunteer

Date

2903.01 = aggravated murder
 .02 = murder
 .03 = voluntary manslaughter
 .04 = involuntary manslaughter
 .11 = felonious assault
 .12 = aggravated assault
 .13 = assault
 .16 = failing to provide for functionally impaired person
 .21 = aggravated menacing
 .34 = patient abuse or neglect

2905.01 = kidnapping
 .02 = abduction
 .04 = sexual battery
 .05 = criminal child enticement

2907.02 = rape
 .03 = sexual battery
 .04 = corruption of a minor
 .05 = gross sexual imposition
 .06 = sexual imposition
 .07 = importuning
 .08 = voyeurism
 .09 = public indecency
 .12 = felonious sexual penetration
 .21 = compelling prostitution
 .22 = promoting prostitution
 .23 = procuring prostitution
 .25 = prostitution
 .31 = disseminating matter harmful to juveniles
 .32 = pandering obscenity
 .321 = pandering obscenity involving a minor
 .322 = pandering sexually oriented matter involving a minor
 .323 = illegal use of a minor in nudity-oriented material or performance

2911.01 = aggravated robbery
 .02 = robbery
 .11 = aggravated burglary
 .12 = burglary

2919.12 = abortion without informed consent
 .22 = endangering children
 .23 = interference with custody
 (child stealing) 2905.04 pre 7-1-96
 .24 = contributing to unruliness or
 delinquency
 .25 = domestic violence

2923.12 = carrying concealed weapons
 .13 = having weapons while under disability
 .161 = improperly discharging a firearm
 at or into habitation or school

2925.02 = corrupting another with drugs
 .03 = trafficking offenses
 .04 = illegal manufacture of drugs
 or cultivation of marijuana
 .05 = funding of drug or marijuana
 trafficking
 .06 = illegal administration or
 distribution of anabolic steroids
 .11 = drug possession offenses
 (see statute for exact violations
 – those violations which are not
 minor drug possession offenses)

3716.11 = adulteration of food

CROSS REF: GBO, Verification of Employment Eligibility

Name of Parent
Address
Address

Re: *Volunteer*

Dear Parent:

Ohio law requires that we notify you that a volunteer working in our school district has been convicted of a criminal offense as set forth in Section 109.574, Revised Code, et seq. That volunteer's name is _____. Ohio law does not permit us to identify the offense for which this volunteer has been convicted.

Thank you.

Very truly,

Oak Hills Local School District

By _____

CROSS REF: GBO, Verification of Employment Eligibility

GUIDANCE PROGRAM

A written guidance plan will be developed to provide systematic aid to students in kindergarten through twelfth grade regarding educational, career, civic, personal and social concerns including the harmful effects of drugs, alcohol and tobacco. This plan will provide for appraisal of student's academic abilities, a variety of counseling opportunities and approaches, educational and career planning, and, when necessary, appropriate referral. Counseling services will be provided by a certificated school counselor.

[Adoption date: July 1, 1991]

LEGAL REFS: ORC 3317.023
State Board of Education Minimum Standards 3301-35-02(B)(2)(c-d), (3301-35-03(H)

CROSS REF: AFI, Evaluation of Educational Resources

GUIDANCE PROGRAM

The purpose of the school district is to assist students to participate in their own development toward becoming self-directed persons in a changing society, having full respect for the worth and dignity of self and others, becoming the persons they desire to become and functioning as assets to society.

Dimension I - INFORMATION SERVICES

To provide for the collection, maintenance and dissemination of current educational, occupational, and personal-social information such as the following:

	Grade K-5	Grade 6-8	Grade 9-12
1. Curriculum	X	X	X
2. Scheduling of Course Selections		X	X
3. Testing	X	X	X
4. Orientation	X	X	X
5. Procedures & Policies		X	X
6. Handicapped Services	X	X	X
7. Referral Services	X	X	X
8. Personal Problems	X	X	X
9. College & Scholarship Information			X
10. Career - Vocational Information	X	X	X
11. Summer Schools		X	X

Dimension II - STUDENT APPRAISAL AND RECORD SERVICES

To evaluate student ability and achievement for the purpose of appropriate placement, including handicapped placement, by means of standardized testing and/or multi-factored evaluation:

	Grade K-5	Grade 6-8	Grade 9-12
1. Standardized Testing	X	X	X
2. Handicapped	X	X	X

To develop and maintain an up-to-date accumulative and/or psychological file for all students as they progress through school for the identification and exploration of their abilities, achievements, interests and aptitudes which will enable them to make more relevant educational career and personal/social decisions:

	Grade K-5	Grade 6-8	Grade 9-12
1. Record Request	X	X	X
2. Grades	X	X	X
3. Attendance	X	X	X
4. Career Surveys	X	X	X
5. Family Service Information	X	X	X
6. Test Results	X	X	X
7. Personal & Family Information	X	X	X
8. Special Services Provided	X	X	X
9. Custody	X	X	X

Dimension III - GROUP GUIDANCE SERVICES

A. To give students information for purposes of decision making in the social, emotional and academic areas such as:

	Grade K-5	Grade 6-8	Grade 9-12
1. Colleges & Scholarships			X
2. Study Skills	X	X	X
3. Orientation	X	X	X
4. Scheduling		X	X
5. Testing	X	X	X
6. Career Education	X	X	X
7. Sex Education	X	X	X

- B. To help students better understand themselves, their skills, abilities, social interactions and to improve decision making through group counseling:

	Grade K-5	Grade 6-8	Grade 9-12
1. Test Interpretation	X	X	X
2. Social Problems	X	X	X
3. Peer Relationships	X	X	X
4. Self-image & Awareness	X	X	X
5. Decision Making	X	X	X

Dimension IV - COUNSELING SERVICES

To assist students individually and/or in groups to adjust to situations and to minimize problems in the areas of:

	Grade K-5	Grade 6-8	Grade 9-12
1. Self-understanding	X	X	X
2. Hygiene	X	X	X
3. Family	X	X	X
4. Peer Relationships	X	X	X
5. Motivation	X	X	X
6. Attendance	X	X	X
7. Teacher Interaction	X	X	X
8. School Work	X	X	X

Dimension V - CONSULTATIVE SERVICES

To help students by consulting with one or more of the following concerned adults:

	Grade K-5	Grade 6-8	Grade 9-12
1. Teachers & Administrators	X	X	X
2. Parents	X	X	X
3. Community Services	X	X	X
4. Support Personnel	X	X	X
5. Career Coordinators	X	X	X

Dimension VI - PARENT CONFERENCE SERVICES

To provide conferences with parents and appropriate school personnel which may involve the following educational and/or personal concerns:

	Grade K-5	Grade 6-8	Grade 9-12
A. Educational	X	X	X
1. Grades	X	X	X
2. Scheduling		X	X
3. Testing & Class Placement	X	X	X
4. Handicaps	X	X	X
5. Attendance	X	X	X
6. Careers	X	X	X
7. College & Scholarships		X	X
8. Financial Needs	X	X	X
B. Personal			
1. Handicaps	X	X	X
2. Behavior	X	X	X
3. Hygiene	X	X	X
4. Custody	X	X	X
5. Community Service	X	X	X
6. Child Abuse	X	X	X
7. Family Problems	X	X	X
8. Financial Needs	X	X	X

Dimension VII - RESOURCE COORDINATION SERVICES

To meet the individual needs of students by identifying and/or coordinating community and school resources and services of one or more of the following:

	Grade K-5	Grade 6-8	Grade 9-12
A. Community Service	X	X	X
B. School-based Support Services	X	X	X
C. Career Activities	X	X	X
D. College/Scholarship			X

Dimension VIII - PLACEMENT SERVICES

To place students according to mental ability, physical limitations, and/or social needs in appropriate classes, levels within a class, curriculum areas, including out-of-home school placement if necessary:

	Grade K-5	Grade 6-8	Grade 9-12
A. Educational			
1. Class Placement	X	X	X
a. ability	X	X	X
b. social	X	X	X
c. gifted	X	X	X
2. Building Placement			
B. Handicapped Placement			
1. EMH	X	X	X
2. LD/BD	X	X	X
3. Speech & Language	X	X	X
4. Occupational Therapy	X	X	X
5. Hearing and/or Visually Impaired	X	X	X
6. Behavioral - Emotional	X	X	X
7. Physical Limitations	X	X	X
8. Trainable Mentally Retarded	X	X	X
C. Social Placement			
1. Court	X	X	X
2. Welfare	X	X	X
3. Child Protective	X	X	X

Dimension IX - EVALUATION AND PLANNING SERVICES

To determine if the objectives of the guidance department meet the needs of the students using the following methods:
(To make recommendations for modifications or changes if student's needs are not being met.)

	Grade K-5	Grade 6-8	Grade 9-12
1. Parent Survey	X	X	X
2. Follow-up Graduates			X
3. North Central/Pride		X	X
4. Guidance Practice Inventory - Teacher Survey	X	X	X
5. Analysis of Standardized Testing Results	X	X	X
6. Master Schedule		X	X
7. Student Scheduling	X	X	X
8. State Reports	X	X	X
9. Career Reports	X	X	X

[July 1991]

CAREER ADVISING

The Board views career advising as helping students understand themselves relative to their abilities, aptitudes, interests, attitudes, strengths and limitations. This process is meant to assist students in the development of their potential and their decisions relating to educational and career matters.

This policy is reviewed biennially and made available to students, parents, guardians/custodians, local postsecondary institutions and residents of the District. This policy is posted in a prominent location on the District website.

The District will do all of the following.

1. Provide students with grade-level examples linking schoolwork to one or more career field(s) through use of the State Board adopted career connections.
2. Create a plan to provide career advising to students in grades six through 12.
3. Provide additional interventions and career advising for students who are identified as at risk of dropping out of school using both research- and locally-based methods developed with input from classroom teachers and guidance counselors.
4. Train employees on advising students on career pathways, including the use of online tools.
5. Develop multiple, clear academic pathways students can use to earn a high school diploma.
6. Identify and publicize courses in which students can earn both traditional academic and career-technical credit.
7. Document career advising provided to each student.
8. Prepare students for their transition from high school to their postsecondary destinations.

Student success plans (SSP) are developed for students identified as at risk of dropping out of school. A SSP identifies the student's chosen academic pathway to graduation and the role of career-technical and competency based education and experiential learning, as appropriate in that chosen pathway. The student's parents, guardians or custodians are invited to assist in the development of the SSP. A copy of the SSP, a statement regarding the importance of a high school diploma and the academic pathways available to the student for successful graduation is provided to parents, guardians or custodians who do not participate in development of the student's SSP. Following SSP development, the District provides career advising aligned with the student's individual plan and the District's plan for career advising.

[Adoption date: April 6, 2015]

LEGAL REF.: ORC 3313.6020

CROSS REFS.: AFI, Evaluation of Educational Resources
IJ, Guidance Program
IL, Testing Programs
JK, Employment of Students

ACADEMIC ACHIEVEMENT/GRADING SYSTEMS

The Board recognizes that any grading system, however effective, is subjective in nature; therefore, there are fundamental principles that must guide all instructors in the assignment of marks and achievement.

1. The achievement grade in any subject should represent the best estimate by the teacher of the achievement of the individual in the subject. 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 consideration. An individual should not receive a failing grade unless he/she cannot meet stated minimum requirements.
3. Poor or failing grades should trigger a variety of instructional and intervention activities to assist the student to achieve better grades.
4. Insofar as possible, distinctions will be made between a student's attitude and academic performance.

[Adoption date: July 1, 1991]

LEGAL REF: State Board of Education Minimum Standards 3301-35-02(B)(4)

STUDENT PROGRESS REPORTS TO PARENTS/STUDENT CONFERENCES

The school year is divided into four grading periods for grades Kindergarten through 12 and student progress reports are made available to parents at the end of each of these grading periods.

In grades one through 12 progress reports are made available through an online reporting system to keep parents aware of their child's progress. Parents are sent an username and password at the beginning of the school year to access the online grading reporting system.

Conference days are scheduled into the school calendar, and parents are encouraged to conference on the days. Other conferences may be scheduled as needed. Parents will be alerted and conferred with as soon as possible when a child's performance or attitude becomes unsatisfactory or shows a marked or sudden deterioration.

[Adoption date: July 1, 1991]

[Revision date: May 2, 2016]

HOMEWORK

Students need to develop a strong sense of personal responsibility for completing tasks and for using time productively. Homework that is assigned by teachers and designed to promote academic excellence in student performance and achievement is one way of developing this responsibility; the time required to complete homework must be appropriate for the age of the student and the subject.

[Adoption date: July 1, 1991]

CLASS RANK

The Oak Hills Board of Education endorses class ranking based on weighted grades for varying difficulty level of the courses. Courses taken in grades nine through twelve are considered in class rank, and the points used in the calculation are assigned as shown in the weighted grade levels below.

<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>	<u>Level 4</u>
A = 8	A = 6	A = 4	A = 2
B = 6.25	B = 4.5	B = 3	B = 1.5
C = 4.5	C = 3	C = 2	C = 1
D = 2.75	D = 1.5	D = 1	D = 0.5
F = 0	F = 0	F = 0	F = 0

When a student transfers into the Oak Hills school system (in grades 9-12), the weighted grade level of courses transferred shall be determined by the high school principal. Levels cannot be assigned that would give the transferring student a class rank advantage over students attending Oak Hills for all four years of high school.

Students who achieve a GPA of 3.9 or better (on the 4.0 scale) will be recognized as "highest honors." Two students from this 'highest honors' group will be chosen to speak at Commencement to represent the class. Students wishing to be considered for this must submit a speech in writing to the principal and deliver the speech to a group of faculty members who will choose the two speakers.

[Adoption date: July 20, 1992]
[Revision date: August 3, 1998]

PROMOTION AND RETENTION OF STUDENTS

The promotion of each student is determined individually. The decision to promote or retain a student is made on the basis of the following factors. The teacher takes into consideration: reading skill, mental ability, age, physical maturity, emotional and social development, social issues, home conditions and grade average.

Promotion procedures demand continuous analysis and study of the cumulative student case history records. Administrative guidelines must be developed and reviewed and may include the following elements.

1. A student receiving passing grades in the core courses is promoted.
2. A student having failing grades in the core courses at the end of each year is evaluated by the teachers, guidance counselor and principal for placement.
3. No conditional promotions are permitted.
4. A student having failing grades may be assigned to the next higher grade with discretion only with approval of the principal.
5. No student having passing grades, "D" or above, throughout the year is failed.
6. No student should be retained more than twice in the elementary grades, kindergarten through eighth grade.
7. Documentary and anecdotal evidence should be available to justify retention.

Any student who is truant for more than 10% of the required attendance days of the current school year and has failed two or more of the required curriculum subject areas in the current grade is retained unless the student's principal and the teachers of the failed subject areas agree that the student is academically prepared to be promoted to the next grade level.

"Academically prepared," means that the principal, in consultation with the student's teacher(s), has reviewed the student's work and records and has concluded that, in his/her judgment as a professional educator, the student is capable of progressing through and successfully completing work at the next grade level.

Beginning with students who enter third grade in the 2013/2014 school year, any student who does not receive the minimum level of achievement on the Third Grade English Language Arts Assessment will not be promoted to fourth grade unless one of the following applies:

1. The student is a limited English proficient student who has been enrolled in United States schools for less than two full school years and has had less than two years of instruction in an English as a second language program.
2. The student is a child with a disability entitled to special education and related services under Chapter 3323 of the Revised Code and the student's individualized education program exempts the student from retention under this division.
3. The student demonstrates an acceptable level of performance on an alternative standardized reading assessment as determined by the Ohio Department of Education.
4. All of the following apply:
 - a. The student is a child with a disability entitled to special education and related services under Chapter 3323 of the Revised Code.
 - b. The student has taken the third grade English language arts achievement assessment prescribed under Section 3301.0710 of the Revised Code.

ACCELERATION

The Board recognizes that all students learn and progress at different rates and that the time it takes to reach academic standards varies among students. The Board believes students should be challenged and supported to reach their full potential and that the practice of educational acceleration is used to match appropriate learning opportunities with student abilities. The goals of acceleration are to adjust the pace of instruction to the student's capabilities, provide an appropriate level of challenge and to reduce the time period necessary for students to complete traditional schooling.

The District uses acceleration strategies in four academic areas.

1. Whole-grade acceleration: The practice of assigning a student on a full-time basis to a higher grade level than is typical, given the student's age, for the purpose of providing access to appropriately challenging learning opportunities.
2. Individual subject acceleration: The practice of assigning a student to a higher grade level than is typical, given the student's age, for the purpose of providing access to appropriately challenging learning opportunities in one or more subject areas.
3. Early admission to kindergarten: The practice of admitting a student to kindergarten who has not yet reached the typical age at which students are admitted to kindergarten, for the purpose of providing access to appropriately challenging learning opportunities.
4. Early high school graduation: The practice of facilitating completion of the high school program in fewer than four years, for the purpose of providing earlier than typical access to 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 to determine the most appropriate and available learning environment for the students.

1. The principal works directly with a team including, but not limited to, the assessor, core teachers and parents to determine acceleration. Parents have the right to appeal the final recommendation to the Superintendent/designee.

The principal/designee develops a written acceleration plan for any student who is admitted early to kindergarten, offered whole-grade acceleration or acceleration in one or more individual subject areas. The parents of the student are provided with a copy of the written plan.

The Board directs the administration to develop rules for referring and evaluating students who may qualify for service.

[Adoption date: April 19, 2010]

[Revision date: April 16, 2012]

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

REQUEST FOR ACADEMIC ACCELERATION PROCEDURES

Academic Acceleration, Early Entrance to Kindergarten, and Early High School Graduation

These procedures describe 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.

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 these procedures are available to District staff and parents at each school building. The principal/designee of each school building reviews 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 referred student's principal/designee convenes an evaluation team to determine using the IOWA Acceleration Scale the most appropriate available learning environment for the referred student. This team may be comprised of the following:
 1. a current teacher of the referred student
 2. a teacher at the grade level to which the student may be accelerated
 3. a parent/legal guardian or a representative designated by a parent/legal guardian
 4. a gifted education coordinator or gifted intervention specialist
 5. a school psychologist or guidance counselor
 6. a district administrator
4. A parent or legal guardian of the evaluated student is notified, in writing, upon conclusion of the team's decision.
5. The principal/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. 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 are evaluated for accelerated placement.
6. 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. 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.
7. A parent or legal guardian of the referred student may appeal in writing the decision of the evaluation committee to the Superintendent/designee within 30 days of being notified of the committee's decision. The Superintendent/designee 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.
8. The principal/designee issues a written decision to the student's parent or legal guardian, based on the outcome of the evaluation process.
9. The evaluation committee develops an appropriate, individualized accelerated placement plan for identified students.
10. The evaluation committee specifies an appropriate transition period for accelerated placement.
11. 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.
12. 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 accelerated placement plan is revised accordingly, and a new transition period is specified.

13. 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.

[April 19, 2010]

[Revision: April 16, 2012]

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
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JEBA, Early Entrance to Kindergarten
Student Handbooks

GRADUATION REQUIREMENTS

The Board desires that its standards for graduation meet or exceed the minimum standards of the Ohio Department of Education as well as State law and, further, that our high school compares favorably with other high schools in the state that are recognized for excellence.

The requirements for graduation from high school are as follows.

Subject	OHHS Students	Career Technical Students
	For students at Oak Hills High School, the following credit requirements must be met:	For Oak Hills High School students enrolled in career technical programs at Great Oaks Joint Vocational Schools, the following credit requirements must be met:
English	4 credits (½ semester Literature; ½ semester Composition for 4 th credit unless taking AP English)	4 credits
Social Studies	3 credits 1 credit World History, 1 credit American History, ½ credit Government, ½ credit social studies elective.	3 credits 1 credit World History, ½ credit American History, ½ credit Government, ½ credit social studies elective.
Science	3 credits 1 unit of physical sciences, 1 unit of life sciences and 1 unit advanced study	3 credits
Mathematics	4 credits Algebra II or equivalent is required	4 credits Algebra II or equivalent is required, except for students who are 1st time 9th graders in July 2015 who complete a career-based pathway math course as an alternative to Algebra II
Fitness Ed	1/2 credit Class of 2017-2018 – Fitness Ed. I required Class of 2019 and beyond- Fitness Ed 1 required or meet the requirements of the PE waiver option: 2 successfully completed seasons of interscholastic (OHHS) athletics, marching band, cheerleading or Junior Reserve Officer Training Corps (JROTC)	
Health	1/2 credit	
Electives	7 credits*	6 credits
Fine Arts	2 semesters of Fine Arts required in Grades 7 – 12. Note: If this requirement is completed in Grade 7 then the course will not count towards High School credit.*	Students following a career-technical pathway are exempted from the Fine Arts requirement.
Total Required	22 credits (19 credits must be earned in gr. 9–12)	21 credits (19 credits must be earned in gr. 9–12)

Testing Requirements	<p>For Class 2017: All sections (Reading, Math, Writing, Science and Social Studies) of the Ohio Department of Education’s Ohio Graduation Test (OGT) must be passed in order to receive a diploma. High school graduation requirements are not necessarily college entrance requirements. Students planning to attend college should exceed the stated minimum and check with specific colleges or universities for details.</p> <hr/> <p>For Class 2018 and Beyond -- End of year assessments in the following courses:</p> <ul style="list-style-type: none"> • Algebra I and Geometry • Biology (or Physical Science, Class of 2018) • American History and American Government • English I and English II <p>To graduate, meet one of the following three:</p> <ol style="list-style-type: none"> 1.Ohio’s State Tests: Students earn a cumulative passing score of 18 points, using seven end-of-course state tests. To ensure students are well rounded, they must earn a minimum of four points in math, four points in English and six points across science and social studies. 2.Industry Credential and Workforce Readiness: Students earn 12 points through a State Board of Education-approved, industry-recognized credential or group of credentials in a single career field and achieve a workforce readiness score on the WorkKeys assessment. The state of Ohio will pay one time for those who take the WorkKeys assessment. 3.College Admission Test: Students earn “remediation-free” scores in English language arts and mathematics on a nationally recognized college admission exam. The state of Ohio will pay one time for all 11th grade students in the classes of 2018 and beyond to take the exam free of charge. <p>4.If a student in the class of 2018 does not meet any of the above three pathways, Ohio law provides you two additional options to earn a high school diploma.</p> <ul style="list-style-type: none"> • Option 1 - A student must take and pass courses that are your curriculum requirements and take all seven end-of-course exams. If they receive a score of “1” or “2” on any math or English language arts test, they must retake the test at least once. Additionally, they must meet at least two of the below requirements: <ul style="list-style-type: none"> • Attendance rate of 93 percent during the 12th grade year; • Earn a GPA of 2.5 on a 4.0 scale in all courses completed during 12th grade (must complete at least four full-year courses); • Complete a capstone project during 12th grade that the district or school defines; • During 12th grade, complete a work or community service experience totaling 120 hours that the district or school defines; • Earn three or more College Credit Plus credits at any time during high school; • Earn credit for an Advanced Placement or International Baccalaureate course and earn an AP exam score of 3 or higher or IB exam score of 4 or higher at any time during high school; • Earn a WorkKeys exam score of 3 or higher on each of three test sections; • Earn a State Board-approved industry recognized credential or credentials that equal at least three points; • Meet OhioMeansJobs Readiness Seal requirements (under development). • Option 2- For a student in a career-technical program, they must take and pass courses that are your curriculum requirements, take all seven end-of-course tests and finish at least four career-technical courses in a single career pathway. And you must complete at least one of the options below: <ul style="list-style-type: none"> • Earn a total score of proficient or better based on all career-technical exams or test modules; • Earn an industry-recognized credential or credentials that equal 12 points; • Complete a workplace experience totaling 250 hours with evidence of positive evaluations. <p>Please refer to <u>Ohio Department of Education</u> for most up to date information on testing requirements.</p>
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The statutory graduation requirements also include:

1. student electives** of any one or combination of the following: foreign language, fine arts (must complete two semesters in any of grades 7-12 unless following a career-technical pathway), business, career-technical education, family and consumer sciences, technology, agricultural education or additional English language arts, math, science or social studies courses not otherwise required under the statutory graduation requirements;

2. Students entering ninth grade for the first time on or after July 1, 2015 who are pursuing a career-technical instructional track may complete a career-based pathway math course as an alternative to Algebra II.
3. units earned in social studies shall be integrated with economics and financial literacy and
4. passing all state-required examinations or completing state-approved alternative path.

Summer School

Summer school credits are accepted toward graduation, provided that administrative approval has been given prior to registration for the course.

Educational Options

High school credit is awarded to students who successfully complete Board-approved educational options that count toward the graduation requirements and subject area requirements.

College Credit Plus

Credit is awarded for courses successfully completed under the state College Credit Plus program. 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 is awarded. If no comparable course is offered, the District grants to the student an appropriate number of credits in a similar subject area.

Correspondence Courses

High school courses offered through correspondence courses are accepted for credit toward graduation only when they meet the following criteria.

1. Credits earned in correspondence schools directly affiliated with state universities are evaluated by the school administration for students who wish to qualify for graduation from high school.
2. Credits earned from correspondence schools not directly affiliated with an accredited college or university may not be applied toward graduation.
3. Credits earned from schools that have been established primarily for correspondence study, rather than an institution primarily for residence study, are not accepted toward graduation.

Course Work Prior to Ninth Grade

Student work successfully completed prior to the ninth grade is applied towards graduation credit if the course is taught by a teacher holding a license valid for teaching high school and is designated by the Board as meeting the high school curriculum requirements.

Physical Education Exemption

Beginning with the Class of 2019, a student who, during high school, has participated in interscholastic athletics, marching band or cheerleading for at least two full seasons is not required to complete any physical education courses as a condition to graduate. However, the student is required to complete one-half unit, consisting of at least 60 hours of instruction, in another course of study.

Junior Reserve Officer Training Corps (JROTC) Exemption

Beginning with the Class of 2019, a student who has participated in JROTC for at least two full school years is not required to complete any physical education courses as a condition to graduate. In addition, the academic credit received from participating in JROTC may be used to satisfy the one-half unit of Physical Education and completion of another course is not necessary for graduation.

Community Service

The District offers community service education, which acquaints students with the history and importance of volunteer service and with a wide range of existing community needs. Community service opportunities may be considered an elective towards graduation.

Graduation Requirements Opt Out

The District does not offer students the ability to participate in the Opt Out program.

[Revision date: April 10, 1995]
[Revision date: November 3, 1997]
[Revision date: February 5, 1998]
[Revision date: July 8, 2002]
[Revision date: September 10, 2012]
[Revision date: April 6, 2015]
[Revision date: May 4, 2015]
[Revision date: June 1, 2015]
[Revision date: September 14, 2015]
[Revision date: March 7, 2016]
[Revision date: May 2, 2016]
[Revision date: September 11, 2017]

LEGAL REFS: ORC
3301.07(D)(3)
3313.60; 3313.6014; 3313.603; 3313.605; 3313.61
3345.06
OAC
3301-35-04

CROSS REFS.: IGBM, Credit Flexibility
IGCA, Summer Schools
IGCD, Educational Options (Also LEB)
IGCH, College Credit Plus (Also LEC)
IGCI, Community Service
JN, Student Fees, Fines and Charges

EARLY GRADUATION

State law requires that a diploma be granted to anyone completing the curriculum (the required units of credit) without specifying that the graduate must be of a certain age or have been in school a certain number of years; therefore, any student who completes all graduation requirements by the end of the first semester of the senior year may, with parents' permission, leave school and be issued a diploma. Since there will not be a mid-year ceremony, the student may participate in the June commencement ceremony.

[Adoption date: July 11, 1991]

LEGAL REF: ORC 3301.0710

TESTING PROGRAMS

The Board of Education believes that a program of group testing can provide a meaningful source of information about the adopted curriculum and overall student achievement. The Board of Education, therefore, authorizes a program of group testing that includes all testing required by the Ohio Department of Education.

The Board believes that a program of group testing can provide a meaningful source of information about the adopted curriculum and overall student achievement. Therefore, the Board authorizes a program of group testing in order to:

1. evaluate strengths and weaknesses of current curriculum and instruction and to identify areas needing change;
2. compare achievement of District students with achievement of a sample population as one means of evaluating student growth;
3. provide a degree of diagnostic instructional information to teachers about the group(s) of students with whom they work;
4. provide general information about a student's probable aptitude for school-related tasks and
5. provide one basis for a longitudinal study of student achievement and proficiency.

Information gained through the use of group tests is used to design educational opportunities for students to better meet their individual and collective needs. The Board views such information gathering as a primary function of the public schools. Individual permission of parents is not required for the administration of these group tests.

The Board recognizes that all tests provide only a limited source of information about an individual student. Information drawn from group tests is therefore used only in conjunction with all other information available about a student in advising the student or assisting the student in improving his/her work.

Each student with a disability is considered individually as to his/her participation in the testing programs.

Records of the results of group tests are maintained in accordance with the Board's policy on student records.

The administration has developed guidelines for the secure storing of testing instruments.

[Adoption date: July 1, 1991]
[Revision date: August 7, 2017]

LEGAL REFS.: ORC 3301.0710 through 0713; 3301.0715; 3301.0717; 3301.0729
3319.32; 3319.321
OAC 3301-13-05
3301-35-02; 3301-35-03; 3301-35-04

CROSS REFS.: AFE, Evaluation of Instructional Programs (Also IM)
IGBA, Programs for Students with Disabilities
JO, Student Records

TESTING PROGRAMS

In accordance with State law, the District's plan for testing security must:

1. be in writing;
2. identify, by name and title, every person authorized to be present in the assessment room or to have access to secure assessment materials;
3. specify the procedure for handling, tracking and maintaining the security of assessment materials from the time they are received by the District or school to the time they are taken to the District's central collection location and shipped to a third-party scoring contractor;
4. specify the procedure for handling, tracking and maintaining secure testing materials on-site before, during and after assessment administration, including the accounting for and storing of all assessment materials;
5. specify the procedure for handling, tracking and maintaining secure testing materials after administration of the final assessment and final makeup assessment;
6. specify the appropriate procedure for investigating any alleged security violations or unethical practices, including, but not limited to, cheating by a student or any person assisting a student in cheating;
7. specify the procedure for determining whether to invalidate a student's assessment score;
8. specify that within 10 days after an investigation determining that an assessment security violation has occurred, the District will notify the director of the assessment or his/her designee in the Ohio Department of Education of such finding and
9. specify how each procedure established in accordance with the Ohio Administrative Code shall be communicated in writing and discussed every school year with all employees, students and any other persons authorized to be present during assessments or having access to secure assessment materials.

STATE OF OHIO ASSESSMENTS

The Oak Hills Local School District affirms its commitment to compliance with the administrative regulations of the Ohio Department of Education and the specific provisions of Ohio Revised Code regarding the administration of state assessments. Accordingly, the Board of Education authorizes the administration of all state assessments as specified in the Ohio Revised Code and the regulations of the Ohio Department of Education

[Adoption date: January 13, 1997]
[Revision date: May 2, 2016]

LEGAL REF: ORC 3301.0711 Division (M)

EVALUATION OF INSTRUCTIONAL PROGRAMS

Each year one of the following five phases of the education program shall be evaluated according to professionally recognized criteria and procedures: philosophy and educational goals, curriculum and instruction, evaluation procedures, educational options and pilot programs.

In this manner all five areas shall have been evaluated once in each five-year cycle. The date of each evaluation plus criteria and procedures followed and results of the evaluation shall be kept on file at district office.

[Adoption date: July 1, 1991]
[Revision date: January 5, 2015]

LEGAL REFS: ORC 3301.13
3313.60
3323.02
State Board of Education Minimum Standards 3301-35-02 (B) (1) (c), 3301-35-03 (k)

CROSS REFS: IA, Instructional Goals
IAA, Instructional Objectives
IL, Testing Programs
ILA, Competency-Based Education

SCHOOL CEREMONIES AND OBSERVANCES/PATRIOTIC EXERCISES

The Board believes that special recognition should be given to national holidays. The building principal should encourage a discreet observance of these holidays, which have become a part of the American heritage. These observances may, in some instances, be in the form of a school assembly while in other instances they are a part of the classroom work.

The Board directs the administration to develop specific activities within each building to convey the meaning and significance of Veterans Day. The observance must be at least one hour long, except in buildings that schedule class periods of less than an hour. In those buildings, the observance must be at least one standard class period in length.

Religious Holidays and Observances

The following guidelines govern the observance of, and teaching about, religious holidays in the schools.

1. The public schools must be neutral in matters of religion. The schools must show no preference for one religion over another. They must refrain from the promotion of any religion or all religions; consequently, no religious celebrations may be conducted by the public schools.

“Religious celebration” is defined as:

- A. a formal observance, including worship or religious services of any kind, whether or not conducted by a member of the clergy. Religious observances cannot be justified by the fact that the majority of students or individuals in a given community happen to approve of the practice or by the fact that individual students may absent themselves upon parental request;
 - B. the display of religious objects or symbols, except those that are integral parts of a short-term study in the curriculum, such as art, history, etc., or
 - C. the presentation of religious music, except to the extent that such music is presented for its musical rather than its religious content. Songs or music programs that have significance for a particular religion should not be sung or performed in the school during the period that coincides with the community celebration of the events portrayed in the music. Festive songs that cannot be associated with a religious celebration are permitted.
2. A program or observance related to a religious holiday in theme or timing should be evaluated as to its purpose and effect. If either the purpose or the effect is judged to be religious rather than secular, the activity should not be undertaken.
 3. The school should avoid any activity, display or exhibit that promotes or gives its approval to religious matters.

Patriotic Exercises

The Board does not require the daily recitation of the Pledge of Allegiance. However, the Board encourages reciting of the pledge on a regular basis as determined by the classroom teacher or building principal. The District is prohibited from preventing a teacher from having students recite the Pledge of Allegiance in the teacher’s classroom.

In addition, District administrators, staff and students are prohibited from altering the wording of the Pledge of Allegiance.

The Board recognizes that beliefs of some persons prohibit participation in the pledge, the salute to the United States flag or other opening exercises. Therefore, such persons are excused from participation.

The Board prohibits the intimidation of any student by other students or staff aimed at coercing participation in reciting the pledge.

School Prayer

The Board certifies that it does not have, nor will it adopt, any policies that deny or prevent participation in constitutionally protected school prayer. This certification is submitted annually to the Ohio Department of Education.

(Permissive language)

Moment of Silence

The Board may provide for a moment of silence with participation of students for prayer, reflection or meditation upon a moral, philosophical or patriotic theme.

The Board, administrators or any District employee shall not require a student to participate in a moment of silence.

Constitution Day

On September 17 of each year, the District may participate in the celebration of Constitution Day by reciting the Preamble of the Constitution at 2:00 p.m. EST. When the 17th falls on a weekend, the day of celebration will be announced.

[Adoption date: July 1, 1991]
[Revision date: October 7, 2002]
[Revision date: August 15, 2005]
[Revision date: May 2, 2016]

LEGAL REFS: US Constitution, Amendment I, Establishment C1.
The Elementary and Secondary Education Act; 20 USC 1221 et seq.
ORC 5.23, 3313.601, 3313.602, 3313.63, 3313.80

TEACHING METHODS
(Lesson Plans)

The Board believes that the instructional activity provided by district teaching staff members is an element essential to the attainment of district goals, objectives, and standards. Implementation of the instructional program requires that each teacher plan his/her program in advance in accordance with the rules of the district.

Teachers prepare instructional lesson plans at least weekly in advance of the class period of their implementation and must meet the requirements established by the Superintendent/designee.

[Adoption date: April 11, 2005]

SECTION J: STUDENT

JB	Equal Educational Opportunities
JC	School Attendance Areas
JDA	Declining Participation in the Inter-District Open Enrollment Program
JEA	Compulsory Attendance Ages
JEB	Entrance Age
JEBA	Early Entrance to Kindergarten
JEC	School Admissions
JECOA	Admission of Homeless Students
JECOA-R	Admission of Homeless Students (Enrollment Dispute Resolution Process)
JECB	Admission of Non-Resident Students
JECBA	Admission of Exchange Students
JECBA-R	Admission of Exchange Students
JECBC	Admission of Students (From Non-Chartered or Home Schooling)
JECBC-R	Procedures for Placement of Students Enrolling From Home Education
JECBD	Intra-District Open Enrollment
JECBD-R	Intra-District Open Enrollment
JECBD-E	Student Request for Building Transfer
JECE	Student Transfer/Withdrawal from School (Loss of Driving Privileges)
JED	Student Absences and Excuses
JEDA	Truancy
JEDB	Student Dismissal Precautions
JEE	Student Attendance and Accounting (Missing and Absent Children)
JEG	Exclusions and Exemptions from School Attendance
JEGA	Permanent Exclusion
JEGB	Gun-Free Schools
JEGC	Bomb Threats
JEGC-E	Report of Bomb Threat
JFB	Student Involvement in Decision Making
JFC	Student Conduct
JFC-R	Student Code of Conduct
JFCL	Unsafe Schools
JFCA	Student Dress Code
JFCA-R	Student Dress Code
JFCC/EEACC	Student Conduct on School Buses
JFCC-R/EEACC-R	Student Conduct on School Buses
JFCE	Secret Societies
JFCF	Hazing and Bullying
JFCF-R	Hazing and Bullying
JFCG	Tobacco Use by Students
JFCH/JFCI	Student Alcohol Use and Drug Abuse
JFCH-R/JFCI-R	Alcohol Use/Student Drug Abuse
JFCI/JFCH	Student Alcohol Use and Drug Abuse
JFCI-R/JFCH-R	Alcohol Use/Student Drug Abuse
JFCIA	Prevention of Chemical Abuse
JFCJ	Dangerous Weapons in the Schools
JFCK	Use of Electronic Pagers by Students
JFCL	Unsafe Schools
JFE	Pregnant Students
JFG	Interrogations and Searches
JFG-R	Interrogations and Searches
JGA	Corporal Punishment
JGB	Detention of Students
JGB-R	Detention of Students Procedures
JGD	Student Suspension
JGDA	Emergency Removal of Student

JGE	Student Expulsion
JHC	Student Health Services and Requirements
JHC-R	Student Health Services and Requirements (Pediculosis - Head Lice)
JHCA	Physical Examinations
JHCB	Immunizations
JHCC	Communicable Diseases
JHCD	Administering Medicines to Students
JHCD-R	Procedures for the Administration of Medication at School
JHCD-R-2	Administering Medicines to Students (Use of Asthma Inhalers)
JHCD-R-3	Administering Medicines to Students (Use of Epinephrine Autoinjectors)
JHCD-E	Record of the Administration of Prescription Drug
JHF	Student Safety
JHG	Reporting Child Abuse/And or Neglect
JHH	Notification about Sex Offenders
JK	Employment of Students
JL	Student Gifts and Solicitations
JM	Student Extracurricular Participation (Contingent Upon, Payment of Academic Fees)
JM-R	Student Extracurricular Fees
JN	Student Fees, Fines and Charges
JN-R	Student Fees, Fines and Charges
JO	Student Records
JO-R-1	Student Records (Definitions)
JO-R-2	Student Records/Parent Notification
JOA	Student Surveys
JOA-R	Student Surveys – Parent Notification
JP	Positive Behavioral Interventions and Supports (Restraint and Seclusion)

EQUAL EDUCATIONAL OPPORTUNITIES

All students of the school district will have equal educational opportunities.

Students have the right to be free from discrimination on the basis of race, sex, marital status, pregnancy, national origin, citizenship status, physical handicaps, criminal record, political activity, religion, creed or opinion 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 will be based on criteria reasonably related to that specific activity.

[Adoption date: July 1, 1991]

LEGAL REFS: Civil Rights Act of 1964, as amended in 1972, Title VI; Title VII
Executive Order 11246, 1965, amended by Executive Order 11375
Education Amendments of 1972, Title IX, Pub. L. No. 92-318 (1972)
45 CFR, Parts 81, 86 (Federal Register, June 4, 1975, August 11, 1975)
Education for All Handicapped Children Act of 1975, Pub. L No. 94-142 (1975)
Vocational Rehabilitation Act of 1973, § 504
ORC 3313.64
State Board of Education Minimum Standards 3301-35-02(a)(2)

CROSS REFS: AC, Nondiscrimination
ACA, Nondiscrimination on the Basis of Gender
ACB, Nondiscrimination on the Basis of Handicap
GBA, Equal Opportunity Employment
IGBA, Programs for Disabled Students
IGBB, Programs for Gifted and Talented Students
JFA, Student Due Process Rights

SCHOOL ATTENDANCE AREAS

The Board of Education will determine attendance areas for the various schools of the district. Boundary lines will be recommended by the Superintendent, who will take into consideration the best use of school facilities, the equalization of enrollments in classrooms, natural barriers and traffic hazards and patterns.

Students will normally attend school in their assigned attendance areas unless permission is given to transfer under policies and regulations related to intra-district enrollment. Any request for exception to this policy must be made, in writing, to the Superintendent/designee who may approve such assignments for periods of not more than one school year.

The considerations followed in granting these exceptions are listed below:

1. Will the parents be moving into the requested attendance area during the school year? Is there definite proof that a new the residence will be established?
2. If a request is made to change attendance area because of a move into that area within a short time, acceptable verification of the purchase or rental of the new residence must be forwarded to the Superintendent/designee's office. The approximate date of possession of residence must be indicated.

Transportation to the newly assigned school of attendance will normally be provided by the parents; however, if the student is to be located (i.e., baby sitter, grandparents, etc.) at an address within the newly assigned school attendance area which is more than two miles from the school, and the student was eligible for transportation to the originally assigned school's attendance area, then transportation will be provided on a space-available basis on school district vehicles.

[Adoption date: July 1, 1991]

[Revision date: March 15, 1993]

EARLY ENTRANCE TO KINDERGARTEN

State law establishes minimum age requirements for admission to kindergarten. A child who does not meet the age requirements for admittance to kindergarten or first grade, but who will be five or six years old, respectively, prior to January 1 of the school year in which admission is requested, shall be evaluated for early admittance in accordance with District policy upon referral by the child's parent or guardian, an educator employed by the District, a preschool educator who knows the child, or a pediatrician or psychologist who knows the child. Following an evaluation in accordance with such referral, the Board decides whether to admit the child.

If a child, for whom admission to kindergarten or first grade is requested, will not be five or six years of age, respectively, prior to January 1 of the school year in which admission is requested, the child is admitted only in accordance with the District's acceleration policy adopted under State law.

[Adoption date: September 10, 2012]

[Revision date: November 4, 2013]

LEGAL REF: ORC 3313.64
3314.08
3321.01
3324.01 et. seq.
OAC 3301-51-15

CROSS REF: IGBB, Programs for Gifted and Talented Students
IKEB, Acceleration
JEB, Entrance Age (Mandatory Kindergarten)

INTRA-DISTRICT OPEN ENROLLMENT

The Board of Education believes that students should be permitted to attend the school of their choice within the district. The Board will permit students to apply for attendance at a school of their choice based upon criteria established by the district administration. The specific criteria shall be consistent with state law and shall include:

1. Application procedures, including deadlines for application and for notification of acceptance of students by the Superintendent/designee. Only students wishing to attend a school other than their neighborhood school need apply.
2. Procedures for admitting applicants to schools other than their neighborhood schools include, but are not limited to, the following:
 - a. establishing district capacity limits by school building,
 - b. requiring that students enrolled in a school building or living in the attendance area of the school building established by the Board be given preference over applicants,
 - c. insuring that racial balance is not adversely affected in any district school, and
 - d. establishing that the student satisfies school residency requirements of ORC 3313.64.
3. Transportation will not be provided for intra-district enrollment of non-handicapped students unless those students meet the following criteria:
 - a. they must qualify for transportation from their home to their regular assigned school of attendance,
 - b. they must be able to be picked up and dropped off on the regular routes and bus stops of the intra-district school in which they have enrolled, and
 - c. parents must be responsible for the transportation to and supervision of their child/children at the assigned bus stop.
4. The procedures for admitting applicants to alternative buildings cannot include:
 - a. any requirement of athletic ability, or any level of athletic, artistic, or other extracurricular skill,
 - b. any limitations on admitting handicapped students, except that the Board may require a handicapped student to attend school where the services described in the student's individualized educational program are available,
 - c. any requirement that a student be proficient in the English language, or
 - d. any rejection of an applicant who has been subject to disciplinary proceedings, except that admission may be denied to any applicant who has been suspended for ten consecutive days or expelled in the semester for which admission is sought or the immediately preceding semester.

[Revision Date: June 3, 1996]

LEGAL REF: ORC 3313.64

INTRA-DISTRICT OPEN ENROLLMENT

State law mandates that district-wide open enrollment be provided for by boards of education. As a result, the Oak Hills Local Board of Education has adopted an intra-district open enrollment policy permitting students to apply for attendance at the school of their choice outside their assigned area, based upon criteria established by the district administration. Students assigned to a specific attendance area will be given first priority to attend their neighborhood school. Other criteria will include:

1. Only K-8 students who are residents and officially enrolled in Oak Hills School District schools are eligible for the intra-district open enrollment plan.
2. Optimal student capacities will be calculated for each elementary and middle school in the school district. No student transfer will be considered to a school of choice in which the projected enrollment exceeds the optimal student capacity as follows:
 - a. Elementary School - no more than an average of 25 students per class, per grade level.
 - b. Middle School - a grade level enrollment of no more than 205 students.
3. Students living in the school attendance area may not be excluded over an applicant outside the area.
4. Students receiving special education services are required to attend a school within the district where the services specified in the student's Individualized Educational Program are currently available.
5. The custodial parent of each student must apply in writing to the Superintendent/designee before the first day of school in a given school year.
6. The Superintendent/designee will make the decision whether to grant or to deny the intra-district enrollment transfer based on changing enrollment patterns.
7. Notification to parents as to whether the intra-district placement is granted or denied will be the responsibility of the Superintendent/designee.
8. The student, once reassigned, will remain in the school of choice for at least one full school year. After one year, the parents may apply for transfer to a different school in accordance with the procedures and time frames listed above.
9. Students residing within the school attendance area and previously enrolled students and their siblings from other attendance areas will be given preferential consideration over first-time applicants. Students living within an attendance area have first preference.
10. Students will not be considered for participation in the intra-district open enrollment plan if the student has been suspended for ten consecutive days or expelled in the current semester or the immediately proceeding semester.
11. Students who have applied for or have been accepted in the intra-district open enrollment plan will have in their student file folders, records that include the application, evidence of parental meetings (if any), and evidence of notification of parents.
12. Transportation will not be provided for intra-district enrollment of non-handicapped students unless those students meet the following criteria:
 - a. They must qualify for transportation from their home to their regular assigned school of attendance.
 - b. They must be able to be picked up and dropped off on the regular routes and bus stops of the intra-district school in which they have enrolled.
 - c. Parents must be responsible for the transportation to and supervision of their child/children at the assigned bus stop.

[Revision date: June 3, 1996]

[Revision date: March 3, 1997]

[Revision date: September 8, 2003]

[Revision date: March 9, 2004]

OAK HILLS LOCAL SCHOOL DISTRICT
STUDENT REQUEST FOR BUILDING TRANSFER

The transfer of students in the Oak Hills Local School District out of their attendance areas shall be in accordance with the district's intra-district open enrollment policy and regulations. The intra-district open enrollment policy and regulations are attached for your information. Please complete the following form and return it in person to the office of the building which you are requesting. You will be notified by the building principal of a decision.

1. Parent or Guardian _____ Date _____
Address _____ Zip Code _____
2. Child's name for whom transfer is being requested _____
3. Brothers and/or sisters (first and last names) of child requesting transfer and the school each attends:

4. School child currently attends _____
5. Grade level of child for next school year _____
6. School to which request is being made to transfer child _____
If this building is not available, do you have a second choice? _____ Yes _____ No
If yes, which school is your second choice? _____
7. Have you contacted the building principal where your child currently attends? _____ Yes _____ No
8. Have you had a conference with the current principal and teacher concerning the reason(s) for this transfer request? _____ Yes _____ No
9. Please state your reasons for requesting that your child be transferred. (Use other side of this form if needed.)

10. Is your child currently receiving Special Education Services from your neighborhood school?
_____ Yes _____ No (If yes, attach a copy of the most recent Individualized Educational Program (IEP).)

Signature of Parent/Guardian

Date

~~~~~  
(For office use only)

Received by \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_

Approved \_\_\_\_\_ Rejected \_\_\_\_\_

Reason(s) \_\_\_\_\_

Signature of Official \_\_\_\_\_

POLICY DECLINING PARTICIPATION IN THE INTER-DISTRICT OPEN ENROLLMENT PROGRAM

Section 3313.98(B) of the Ohio Revised Code required the Board of Education to enact a policy by July 31, 1993 either accepting or prohibiting the enrollment of students from adjacent school districts.

The district's lack of sufficient financial resources to fund educational programs severely impacts upon those students who are residents and currently attending schools of the district. These factors preclude the acceptance of students who reside in adjacent school districts.

Therefore, the Board of Education of the Oak Hills Local School District declines participation in the Inter-District Open Enrollment Program.

[May 8, 1995]

[Revised date: June 2, 2008]

LEGAL REF: ORC 3313.98(B)

## COMPULSORY ATTENDANCE AGES

Under law, children from the ages of five to 18 are of compulsory school age. Every person of compulsory school age must attend a school which conforms to the minimum standards prescribed by the State Board of Education until one of the following occurs:

1. the person receives a diploma granted by the Board of Education or other governing authority indicating such student has successfully completed the high school curriculum,
2. the person receives an age and schooling certificate, or
3. the person is excused from school under standards adopted by the State Board of Education pursuant to Ohio law.

The parent, guardian or any other individual having charge of any person that is of compulsory school age must send such person to school unless he is exempt as listed above.

[Adoption date: July 1, 1991]

[Revision date: December 7, 2015]

LEGAL REFS.: ORC 3313.61; 3313.617  
3321.01 et. seq.  
3331.02  
OAC 3301-35-04  
3301-41

CROSS REFS.: IGBG, Homebound Instruction  
JEB, Entrance Age (Mandatory Kindergarten)  
JEG, Exclusions and Exemptions from School Attendance  
JFE, Pregnant Students

## ENTRANCE AGE

Any child who is five years of age on or before September 30 is eligible to enter kindergarten at the beginning of school in that school year. A child whose birthday falls after September 30 would be considered a candidate for Early Entrance to Kindergarten. The criteria for early entrance is outlined in the acceleration policy IKEB-R.

[Adoption date: July 1, 1991]  
[Revision date: September 11, 2006]  
[Revision date: April 16, 2012]

LEGAL REFS: ORC 3321.01  
State Board of Education Minimum Standards 3301-35-03(F)(1)

ADMISSION OF STUDENTS  
FROM NONCHARTERED OR HOME SCHOOLING

Students seeking admission into the District's schools who have been enrolled in non-chartered schools or home schooling programs may be required to take competency examinations. The purpose of these examinations is to determine the proper grade placement for these students.

In making a placement decision, the Superintendent may consider:

1. the student's most recent annual academic assessment report;
2. whether to require the student to take any or all of the nationally normed, standardized achievement tests that are regularly scheduled for District students of similar age and
3. other evaluation information that may include interviews with the student and the parent.

Resident students attending a non-chartered nonpublic school are permitted to participate in the District's extracurricular activities at the school to which the student would be assigned if the non-chartered nonpublic school the student is enrolled in does not offer the extracurricular activity. Students must be of the appropriate age and grade level as determined by the Superintendent and must fulfill the same academic, nonacademic and financial requirements as any other participant.

Resident students receiving home instruction in accordance with State law are permitted to participate in District extracurricular activities at the school to which the student would be assigned. Students must be of the appropriate age and grade level as determined by the Superintendent and must fulfill the same academic, nonacademic and financial requirements as any other participant.

[Adoption date: September 9, 2013]

LEGAL REFS:   ORC   3313.535; 3313.537; 3313.5311; 3313.5312; 3313.664  
                      3321.04  
                  OAC   3301-34

CROSS REFS:   IGBG, Homebound Instruction  
                  IGCF, Home Instruction  
                  IGD, Co-curricular and Extra-curricular Activities  
                  IGDK, Interscholastic Extra-curricular Eligibility

## SCHOOL ADMISSION

The district provides free education to district residents between the ages of five through twenty-one 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 immunizations and copies of those records pertaining to him/her which are maintained by the school recently attended. A protected child, as defined by State law, may not be denied admission to the school solely because the child does not present a birth certificate or comparable document upon registration. A protected child or parent, guardian or custodian of the child must present this documentation within 90 days after the child's initial entry into the school. The District immediately enrolls homeless students and foster students and assists in obtaining the necessary enrollment documents.

A "protected child" is defined as a child placed in a foster home as defined by Ohio Revised Code Section (RC) 5103.02 or in a residential facility defined as a group home for children, a children's crisis care facility, children's residential center, residential parenting facility that provides 24-hour childcare, county children's home or district children's home.

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/designee has received all required documents provided by DYS. Forwarded documents are:

1. an updated copy of the student's transcript;
2. a report of the student's behavior in school while in DYS custody;
3. the student's current individualized education program (IEP), if developed, and
4. a summary of the institutional record of the student's behavior.

DYS has fourteen (14) days to send the documents to the Superintendent.

[Adoption date: July 1, 1991]  
[Revision date: July 17, 2000]  
[Revision date: October 7, 2002]  
[Revision date: February 7, 2005]  
[Revision date: April 6, 2015]  
[Revision date: April 3, 2017]

LEGAL REFS: ORC 2152.18 (D)(4)  
3109.52; 3109.53; 3109.66  
3313.48, 3313.64, 3313.67, 3313.671, 3313.672  
3317.08  
3319.321  
3321.01  
OAC 3301-35-03(F)

CROSS REFS: AFI, Evaluation of Educational Resources,  
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 equal educational opportunities. Accordingly, the District must enroll each homeless student in the District in the school determined to be in the student's best interest. A homeless student is defined as an individual who lacks fixed, regular and adequate nighttime residence including:

1. a "doubling up" or sharing the housing with another family due to loss of housing, economic hardship or a similar reason;
2. living in a motel, hotel, trailer park or campground due to the lack of alternative adequate accommodations;
3. living in emergency or transitional shelters;
4. abandonment in hospitals;
5. awaiting foster care placement;
6. a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
7. living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or similar settings and
8. migratory students.

In compliance with the McKinney-Vento Homeless Assistance Act, the District must make school placement determinations on the basis of the best interest of the student. To the extent feasible, homeless students are kept in the school of origin unless doing so is contrary to the wishes of the student's parent or guardian.

To the extent feasible, the District complies with a request made by a parent(s) regarding school placement regardless of whether the student lives with the homeless parent(s) or is temporarily residing elsewhere.

The Board ensures that:

1. it reviews and revises Board policies and regulations to eliminate barriers to the enrollment, retention and success in school of homeless students;
2. the District does not segregate homeless students into separate schools or separate programs within a school based on the student's status as homeless;
3. it appoints a District liaison who ensures that homeless students enroll and succeed in school and
4. homeless students are provided with education, nutrition and transportation services that are at least comparable to the services provided to non-homeless 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 students.

[Adoption date: October 7, 2002]

[Revision date: September 12, 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 HOMELESS STUDENTS  
(Enrollment Dispute Resolution Process)

The District is committed to facilitating the timely resolution of disputes regarding the educational placement of homeless children and youth. The process may address issues concerning: enrollment, transfer of records, transportation, comparable services, guardianship, medical records, residency, school of origin/school of choice issues along with any related homeless education concerns.

Should a dispute arise over school selection or enrollment in a school, the parents, guardians and unaccompanied youth may initiate the resolution process directly at the school they choose or with the District homeless liaison. Written and/or oral communication may be provided to support their views. Students are provided with all services for which they are eligible while the dispute is being resolved.

Disputes should be resolved at the District level, rather than the school level. The District makes the resolution process as informal and accessible as possible, allowing for impartial and complete review.

Written documentation from the District is complete, as brief as possible, simply stated and provided in a language the parent, guardian or unaccompanied youth can understand.

The following steps are taken when a dispute arises over school selection or enrollment in a school:

1. The District provides the parent/guardian with a written explanation of the school's decision regarding school selection or enrollment.
2. The District informs the parent/guardian in writing of their right to appeal the decision.
3. Should the dispute continue, the District refers the parent/guardian to the local homeless liaison who shall review the complaint and issue an opinion in writing to the parent/guardian.
4. Should the dispute continue, the local homeless liaison assists the involved parties in presenting the situation to the Ohio Department of Education homeless education coordinator.
5. The state homeless education coordinator recommends a decision for distribution to the parent, local Superintendent and District liaison.
6. Should the dispute continue, the final appeal is made to the State Superintendent of Public Instruction for review and disposition.

[Approval date: December 7, 2015]

### 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. 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 school district, the student is entitled to attend district schools and tuition is paid in compliance with State law.

In compliance with State law, students are exempt from paying tuition when:

1. the student is at least 18 but not yet 22 years of age and resides in the district, lives apart from his/her parent(s), supports himself/herself by his/her own labor and does not possess a high school diploma.
2. the student is under 18 years of age, resides in the district and is married, regardless of the residence of the parent(s).
3. the student has a medical condition which may require emergency attention and his/her parent is employed in the district.
4. 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.
5. 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/designee with a sworn statement revealing the location of the house and the parent(s) intention to reside there. The parent(s) must also provide a statement from a homebuilder, real estate broker or bank officer confirming that the house construction is planned or is awaiting approval of the mortgage loan. The period for tuition-free attendance in these cases may extend up to 90 days.)
6. the student resides with his/her parent(s) under the care of a shelter for victims of domestic violence.
7. 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, provided the Board has approved such a procedure.
8. 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, provided the Board has approved such a procedure.
9. the student is under the age of 22 and because of the death of a parent resides in a new school district (the student is entitled to finish the current school year in the district upon approval of the Board).

The Board may also permit the attendance of a student, tuition free, if certain requirements are met. This attendance is discretionary on the part of the Board and will be reviewed by the Superintendent/designee on a case by case basis. The attendance shall not extend beyond 60 calendar days from the date of first attendance. Should the adult resident fail to obtain custody within the 60 day time period, he/she will be responsible for tuition for the time of attendance. The requirements for such attendance are as follows:

1. An adult resident of the district submits a sworn and notarized statement that he/she has begun legal custody proceedings for the student and must have a court date within 60 days of the date of the application for attendance.

Although the Board does not normally allow the attendance of nonresident 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.

The Board does not waive the payment of tuition, except:

1. when the 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 or support staff employees of the district who meet the criteria established by the Board.

In all cases, specific Board permission to waive tuition must be obtained for each individual case.

The district may temporarily deny admittance to any student who is otherwise entitled to be admitted to the district, if the student has been expelled from the schools of another district and if the period of expulsion has not expired. The student and parent(s) will have an opportunity for a hearing before the Superintendent/designee to determine the admittance or non-admittance of the student.

[Adoption date: July 1, 1991]  
[Revision date: May 5, 1997]  
[Revision date: January 12, 2004]  
[Revision date: September 12, 2005]

LEGAL REFS:    ORC   3311.211  
                      3313.64, 3313.644, 3313.65,  
                      3317.08  
                      3327.04, 3327.06  
                  OAC   3301-42-01  
                      State Board of Education Minimum Standards 3301-35-03

CROSS REF:       JECBA, Admission of Exchange Students

CONTRACT REF: Certified 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 high school principal, as the Board's designee, 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.

The host family or sponsoring organization is responsible for providing all of the needs of the foreign exchange students (FES).

[Adoption date: July 1, 1991]  
[Revision date: January 12, 2004]

LEGAL REF: ORC 3313.64(G)

## 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 Ohio Association of Secondary School Administrators and/or National Association of Secondary School Principals. 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.
4. The Board reserves the right to restrict the number of foreign exchange students in any give academic year.
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. Exchange students shall receive pass/fail grades only for purposes of class GPA ranking. The coordinator shall keep a record of the students' actual grades for permanent records.
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 completing grade 12 will receive a standard diploma (marked honorary) granted to regular high school graduates. Exchange students are not eligible for an honors diploma.

To receive a standard diploma (marked honorary), the exchange students must successfully complete a program of study developed by the Principal/designee.

Those students who complete the program of study will be permitted to participate in graduation ceremonies with expenses borne by the student or sponsoring parents.

Exchange students may not be permitted to participate in the Ohio Proficiency/Graduation Testing Program

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.

[Revision date: January 12, 2004]

ADMISSION OF STUDENTS  
FROM NONCHARTERED OR HOME SCHOOLING

Students seeking admission into the District's schools who have been enrolled in non-chartered schools or home schooling programs may be required to take competency examinations. The purpose of these examinations is to determine the proper grade placement for these students.

In making a placement decision, the Superintendent may consider:

1. the student's most recent annual academic assessment report;
2. whether to require the student to take any or all of the nationally normed, standardized achievement tests that are regularly scheduled for District students of similar age and
3. other evaluation information that may include interviews with the student and the parent.

Resident students attending a non-chartered nonpublic school are permitted to participate in the District's extracurricular activities at the school to which the student would be assigned if the non-chartered nonpublic school the student is enrolled in does not offer the extracurricular activity. Students must be of the appropriate age and grade level as determined by the Superintendent and must fulfill the same academic, nonacademic and financial requirements as any other participant.

Resident students receiving home instruction in accordance with State law are permitted to participate in District extracurricular activities at the school to which the student would be assigned. Students must be of the appropriate age and grade level as determined by the Superintendent and must fulfill the same academic, nonacademic and financial requirements as any other participant.

[Adoption date: September 9, 2013]

LEGAL REFS:   ORC   3313.535; 3313.537; 3313.5311; 3313.5312; 3313.664  
                      3321.04  
                      OAC   3301-34

CROSS REFS:   IGBG, Homebound Instruction  
                      IGCF, Home Instruction  
                      IGD, Co-curricular and Extra-curricular Activities  
                      IGDK, Interscholastic Extra-curricular Eligibility

PROCEDURES FOR PLACEMENT OF STUDENTS  
ENROLLING FROM HOME EDUCATION

GRADES K-8

Students will receive an initial placement based on:

1. the age-appropriate grade level
2. results from the academic assessment report required by the superintendent of the Hamilton County Educational Service Center

If the assessment report is absent, incomplete, or unclear, the district may administer one or more competency tests to determine the student's readiness for a specific grade. Initial placements may be modified based on competency test results or based on recommendations from the classroom teacher(s) and building principal regarding the student's performance during the initial placement.

GRADES 9-12

1. Grade-level assignment is determined by the age-appropriate grade level and the number of credits a student has earned. The minimum number of credits required for assignments to each grade level above the ninth is as follows:

|          |                     |
|----------|---------------------|
| Grade 10 | 2 credits required  |
| Grade 11 | 7 credits required  |
| Grade 12 | 13 credits required |

The award of credits will be based on evidence included in the academic assessment report and other evaluation information as deemed necessary by the school district submitted no later than four weeks prior to actual enrollment.

2. Students may receive a maximum of 7 credits per year of home education.
3. Students who wish to graduate from Oak Hills High School must be enrolled for the entire final (grade 12) year and meet all Oak Hills graduation requirements, including passing the ninth grade proficiency test.
4. Credits received for home education will be so identified on the student's transcript.
5. There are two options available for awarding of credits based on work completed in home education.

Option A

Credit for all work completed will be awarded on a pass-fail basis. The student must submit assessment results for all desired credits. Such assessment results must be in written form by a properly certificated teacher, and must include a description of what has been studied, work completed, and quality of the student's work. It is the responsibility of the student or parents to make arrangements for this assessment and to pay for any costs. Students who select this option will not be given a grade-point-average or a class rank.

Option B

Credit for all work will be awarded on a letter grade basis. The student must submit a written assessment report as in Option A; in addition, the student must submit a sample of work for each desired credit, to be evaluated by one or more staff members, and the student must take an exam over the material in each appropriate course. All material and requests are to be submitted to the assistant superintendent, who will make arrangements with appropriate Oak Hills' staff members.

Students who select this option will receive a grade-point average and a class rank; however, no other student's class rank will be altered as the result of the entry of a home-educated student. Students will receive weighting for all credits based on the comparable class in the Oak Hills Local School District. A grade point average and class rank will be established for award purposes including, but not limited to valedictorian and salutatorian only after two consecutive semesters of attendance in the Oak Hills Local School District immediately preceding the last semester of attendance prior to graduation.

6. Students who request placement in honors level ("Level 1") courses will be required to provide evidence, as determined and/or readiness for the requested course.



7. Students without adequate academic assessment report records, as determined by the school district, will be temporarily placed in a grade and in classes. The student may not take any advanced level or mid-sequence courses during a temporary placement. During the temporary placement, the student's credits will be verified by more complete assessment records and/or by arranging for staff assessments.
8. Students can only enroll at the beginning of each semester.
9. Athletic eligibility will be determined by OHSAA guidelines and Oak Hills Local School District policy and regulations.

STUDENT TRANSFER/WITHDRAWAL FROM SCHOOL  
(Loss of Driving Privileges)

When the Superintendent/designee receives information that a student of compulsory school age has withdrawn from school, the Superintendent/designee may, 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 (GED) and is regularly employed.

Notification to the Registrar of Motor Vehicles and the county juvenile judge must comply with Ohio and Federal laws.

After receiving such information from the Superintendent/designee, the Registrar of Motor Vehicles is required to suspend the temporary instruction 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 eighteen (18) or until the denial of driving privileges is terminated for another reason allowable under the Ohio law.

In compliance with Ohio law, a student whose driving privileges have been denied can file a petition seeking his/her reinstatement with the juvenile court in whose jurisdiction he/she resides.

[Adoption date: July 1, 1991]  
[Revision date: September 2, 1997]  
[Revision date: January 6, 2003]

LEGAL REFS: ORC 3319.321  
3321.13  
4507.061  
Family Educational Rights and Privacy Act; 20 USC, 1232g

## STUDENT ABSENCES AND EXCUSES

Each school will be responsible for keeping an accurate attendance record for each student enrolled. When a student's absences become too frequent (irregular) the school administration will notify the parent or guardian with possible disciplinary action noted. If the condition continues the student could be referred to the County Attendance Officer which could result in court action.

Reasons for which absences may be excused include, but not limited to:

1. personal illness of the student,
2. illness in the student's family,
3. death in the family,
4. quarantine for contagious disease, or
5. religious reasons.
6. needed at home to perform necessary work directly and exclusively for parents or legal guardians (applies to students over 14 years of age only)
7. traveling out of state to attend a Board-approved enrichment activity or extracurricular activity (applies to absences of up to 24 school hours) 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 will be considered on its merits by the principal and the respective teacher(s). Notification must occur as early as possible the same day that the student is absent from school.

The Board does not believe that students should be excused from school for vacations or other non-emergency trips. The responsibility for such absences resides with the parent(s), and they must not expect any work missed by their child to be retaught by the teacher. If the school is notified in advance of such a trip, reasonable efforts are made to prepare a general list of assignments for the student to do while he/she is absent.

The Board authorizes the Superintendent to establish a hearing and notification procedure for the purpose of denying a student's driving privileges if that student of compulsory school age has been absent without legitimate excuse for more than 60 consecutive hours during a school month or a total of at least 90 hours during a school year.

### Tardiness/Late Arrival/Early Dismissal

If a student is not present or in an approved school activity, he/she shall be considered absent. The absence is to be excused absence when the reason relates to school bus transportation difficulties, inclement weather of a severe nature or other good reasons. Make up work will be permitted without penalty when an excused absence occurs. A student who misses all or any part of a school day to participate in a school-sponsored event will not be charged with the absence.

### Tardiness

1. Tardiness occurs when a student arrives at school after the designated starting time; however, due to the various modes of transportation involved in moving students from home to school, three classifications of tardiness will exist.
  - a. Non-chargeable Tardiness - This occurs when the delay is caused by the lateness of a yellow school bus, whether it is operated by the school district or a commercial company and for other good reasons common to many students in the school on a given day.

When non-chargeable tardiness occurs the students shall have the right to make up any work missed and no record of tardiness shall be made on the report card.

- b. Chargeable Tardiness - These are recorded on the report card:

- 1) Excused - When lateness is caused by inclement weather or other good reasons, the student shall have the right to make up work missed.
- 2) Unexcused - This would normally occur when a student moves from home to school by walking, driving or riding with friend or family and is late for school. Students who are tardy may or may not be permitted to make up the work.

Principals make the final determination whether a student is excused or unexcused.

2. Tardiness will be defined as being up to two hours late. When lateness extends beyond two hours but less than three and one-half hours, it is classified as an absence of one-half day. Absence of more than three and one-half hours will be counted as a full-day absence.
3. Interpretation of these regulations will give the benefit of doubt to the student unless abuse occurs, then strict interpretation shall be enforced.

[Adoption date: July 1, 1991]  
[Revision date: September 2, 1997]  
[Revision date: September 11, 2000]  
[Revision date: November 1, 2010]  
[Revision date: August 7, 2017]

LEGAL REFS:    ORC     3321.01  
                      3321.04  
                      3321.14  
                      3321.38  
                      45-7/061  
                  OAC     3301-35-02, 3301-35-03, 3301-51-13

CROSS REFS:    JHC, Student Health Services and Requirements  
                  JECE, Student Transfer/Withdrawal from School  
                  JFCH/JFCI, Student Alcohol Use and Drug Abuse  
                  JEDA, Truancy

## 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 ~~40~~ 60 consecutive ~~days~~ hours in a school month or a total of at least ~~15 days in any term or semester~~ 90 hours in a school year, the following procedure applies.

1. The Superintendent notifies, in writing, the student and his/her parent(s) and states that information regarding the student's absences has been provided to the Superintendent, and, as a result of that information, the student's driving privileges are denied. This notification also states that the student and his/her parent(s) may appear before the Superintendent/designee to challenge the information provided to the Superintendent.
2. The notice from the Superintendent to the student includes the scheduled time, place and date of the hearing, which is scheduled between three and five days after the notification is given. Upon the request of the student or parent(s), an extension may be granted by the Superintendent. The Superintendent must then notify the student and the parent(s) of the new hearing time, place and date.
3. At the hearing before the Superintendent/designee, the student has an opportunity to present evidence that he/she has not been habitually absent without legitimate excuse. State law defines "legitimate excuses" for absence from school to include, but not be limited to:
  - A. enrollment in another school or school district in Ohio or another state;
  - B. possession of an age and schooling certificate (work permit);
  - C. a bodily or mental condition that prohibits attendance or
  - D. participation in a home instruction program.
4. If a habitually absent student does not appear at a hearing before the Superintendent or designee, or if the student does not convince the Superintendent or designee that the absences were legitimate, the Superintendent must notify the registrar of motor vehicles and the juvenile judge. Such notification must be given to the registrar and the juvenile judge within two weeks of the receipt of the information regarding habitual absences or, if the hearing for the student is held, within two weeks after the hearing.

Notification to the registrar of motor vehicles and the county judge must comply with State and Federal law.

The registrar of motor vehicles is required to suspend the temporary instruction permit or driver's license of the student who is the subject of the notice. If a temporary permit or license has not been issued for that student, the registrar is prohibited from issuing a temporary permit or a license.

Denial of privileges remains in effect until the student reaches age 18 or until the denial is terminated for another reason allowed by State law. In accordance with State law, a student whose driving privileges have been denied can file a petition seeking their reinstatement.

(Approval date: August 7, 2017)

## TRUANCY

The Board endeavors to reduce truancy through cooperation with parents, diligence in investigating the causes of absence and use of strict guidelines in regard to tardiness and unexcused absence.

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 30 or more consecutive hours, 42 or more hours in one month or 72 or more hours in a school year.

The parent is required to have the child attend school immediately after notification. If the parent fails to get the child to attend school, the attendance officer or other appropriate officer, if directed by the Superintendent or the Board, must send notice requiring the child's parent to attend a parental education program.

Regarding "habitual" truants, the Board must take as an intervention strategy any appropriate action contained in Board policy

The Board directs the administration to develop intervention strategies that may include all of the following actions, if applicable:

1. providing a truancy intervention plan meeting State law requirements for any student who is excessively absent from school;
2. providing counseling for a habitual truant;
3. requesting or requiring a parent having control of a habitual truant to attend parental involvement programs;
4. requesting or requiring a parent of a habitual truant to attend truancy prevention mediation programs;
5. notification to the registrar of motor vehicles or
6. taking appropriate legal action.

The attendance officer provides notice to the parent of a student who is absent without excuse for 38 or more hours in one school month or 65 or more hours in a school year within seven days after the date of the absence triggering the notice. At the time of notice, the District may take any appropriate action as outlined in this policy as an intervention strategy.

### Absence Intervention Plan

Beginning with the 2017-2018 school year, when a student's absences surpass the threshold for a habitual truant, the principal or the Superintendent assigns the student to an absence intervention team within 10 days of the triggering event. The absence intervention team must be developed within seven school days of the triggering event and is based on the needs of the individual student. The team must include a representative from the student's school or District, a representative from the student's school or District who knows the student and the student's parent or their designee, and also may include a school psychologist, counselor, social worker or representative of an agency designed to assist students and their families in reducing absences. During the seven days while developing the team, the Superintendent or principal makes at least three meaningful, good faith attempts to secure participation of the student's parent. If the student's parent is unresponsive the District investigates whether the failure to respond triggers mandatory reporting to the appropriate children's services agency and instructs the absence team to develop the intervention plan without the parent.

Within 14 school days after a student is assigned to a team, the team develops a student specific intervention plan to work to reduce or eliminate further absences. The plan includes, at minimum a statement the District will file a complaint in juvenile court not later than 61 days after the date the plan is implemented if the student refuses to participate or fails to make satisfactory progress. The District makes reasonable efforts to provide the student's parent with written notice of the plan within seven days of development.

The absence intervention plan for a student may include contacting the juvenile court to have a student informally enrolled in an alternative to adjudication. The Board directs the Superintendent to develop written procedures regarding the use of and selection process for offering these alternatives to ensure fairness.

If the student becomes habitually truant within 21 school days prior to the last day of instruction of a school year, the District may either assign a school official to work with the student's parent to develop an intervention plan during the summer and implement the plan no later than seven days prior to the first day of instruction of the next school year, or reconvene the absence intervention process on the first day of instruction of the next school year.

#### Filing a Complaint with Juvenile Court

Beginning with the 2017-2018 school year, the attendance officer must file a complaint against the student in juvenile court on the 61st day after implementation of the absence intervention plan when:

1. the student's absences have surpassed the threshold for a habitual truant;
2. the District has made meaningful attempts to re-engage the student through the absence intervention plan, other intervention strategies and any offered alternatives to adjudication and
3. the student has refused to participate in or failed to make satisfactory progress on the plan or any offered intervention strategies or alternatives to adjudication as determined by the absence intervention team.

If the 61st day after intervention falls on a day during the summer months, the District may extend the implementation of the plan and delay the filing of the complaint for an additional 30 days after the first day of instruction of the next school year.

Unless the absence intervention team determines the student has made substantial progress on their absence intervention plan, the attendance officer must file a complaint against the student in juvenile court if the student is absent without legitimate excuse for 30 or more consecutive hours or 42 or more hours during a school month at any time during the implementation phase of the intervention plan or other intervention strategy.

[Adoption date: August 14, 2000]  
[Revision date: January 6, 2003]  
[Revision date: August 7, 2017]

LEGAL REFS.: ORC 3313.663; 3313.668  
3321.03 through 3321.04; 3321.07 through 3321.09; 3321.19; 3321.191;  
3321.22; 3321.38

CROSS REF: JED, Student Absences and Excuses  
JEG, Exclusions and Exemptions from School Attendance

#### STUDENT DISMISSAL PRECAUTIONS

Permission for a student to leave school when school is in session will require approval by the principal or a person specifically designated by him/her to exercise that authority. In evaluating requests for this permission, the authority will give primary consideration to the best interest of the student and/or public welfare. Requests will not be approved without a custodial parent's or guardian's permission. When a request originates from a person other than the parents or guardian, the authority will contact the custodial parent or guardian to obtain permission, except those students who are 18 years of age or older may sign for themselves.

[Adoption date: July 1, 1991]

LEGAL REF: ORC 3313.20



STUDENT ATTENDANCE ACCOUNTING  
(Missing and Absent Children)

The Board believes in the importance of trying to decrease the number of missing children, therefore, efforts are made to identify missing children and to notify the proper adults or agencies.

Except where required by State law, at the time of initial entry into school, a student shall present to the person in charge of admission an official copy of a birth certificate and copies of those records pertaining to him/her 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.

Except where required by State law, if the student does not present copies of the required documents, the principal shall call the school from which the student transferred and request the information. If that district has no record on file of the student or if that district does not send records within fourteen (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 Superintendent/designee shall develop informational programs for students, parents and community members relative to the subject of missing children in school handbooks.

[Adoption date: July 1, 1991]  
[Revision date: October 7, 2002]  
[Revision date: January 6, 2003]  
[Revision date: April 6, 2015]

LEGAL REFS: ORC 2901.30  
3301.25  
3313.205, 3313.672, 3313.96  
3319.321, 3319.322  
3321.12  
3705.05

CROSS REFS: JEC, Student Admissions  
JEEA, Student Photographs  
JHF, Student Safety

## EXCLUSIONS AND EXEMPTIONS FROM SCHOOL ATTENDANCE

A student of compulsory school age residing in the school district may be legally excused from full-time enrollment by:

1. holding an age and schooling certificate (work permit), being regularly employed and attending school on a part-time basis in a program approved by the Superintendent/Designee,
2. receiving approved home instruction,
3. attending a private or parochial school, or
4. having received a diploma or GED from an approved high school or a certificate of high school equivalency from the Ohio Department of Education.

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 school of another district in the State of Ohio or an out-of-state district and if the period of suspension **or** expulsion has not expired. The student and parent(s) will have an opportunity for a hearing before the Superintendent/designee to determine the admittance or non-admittance of the student.

[Adoption date: July 1, 1991]  
[Revision date: November 4, 1996]  
[Revision date: January 6, 2003]  
[Revision date: September 14, 2009]  
[Revision date: October 3, 2016]

LEGAL REFS: ORC 3321.03  
3321.04  
3321.07

CROSS REFS: 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, a determination will be made whether the student's continued attendance in the district endangers the health and safety of other students or school employees or whether the student's attendance poses a danger of disruption to the district's graded course of study. If the Superintendent determines that either danger exists, he/she may recommend that the Board adopt a resolution requesting the State Superintendent of Public Instruction to permanently exclude the student from attendance in any Ohio school. Written notice of the Superintendent's recommendation for permanent exclusion 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 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 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 items 7 or 8 of this section.

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 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 either 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 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: December 21, 1992]

[Revision Date: January 6, 2003]

LEGAL REF: ORC 3313.66; 3313.661; 3313.662

CROSS REF: JFCJ, Weapons in the Schools  
JGD, Student Suspension  
JGE, Student Expulsion

## GUN-FREE SCHOOLS

Any student who is determined to have brought to school a firearm as defined in Section 921 of Title 18, United States Code<sup>1</sup>, shall be expelled for not less than one year, subject to reduction of this term by the Superintendent on a case-by-case basis.

The Superintendent, in determining the term of expulsion on a case-by-case basis, shall consider all of the relevant facts and circumstances, including applicable Ohio law.

This policy shall take effect immediately upon passage.

[Adoption date: July 5, 1994]

LEGAL REF: ESEA, 1965 (20 U.S.C.S. § 2701 et seq.)

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<sup>1</sup> 18 USC § 921 et seq., defines firearm as:

" (A) Any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. (4) The term "destructive device" means: (A) (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses."

## BOMB THREATS

A student may be expelled for a period of up to 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. The period of expulsion shall extend as necessary into the next school year.

[Adoption date: February 5, 2001]

LEGAL REF.: ORC 3313.661 R. C.

CROSS REF: Dangerous Weapons, JFCJ

## REPORT OF BOMB THREAT

SCHOOL \_\_\_\_\_ DATE OF CALL \_\_\_\_\_ TIME \_\_\_\_\_

PERSON RECEIVING CALL \_\_\_\_\_

## 1. REPORT BY PERSON RECEIVING CALL

a. Ask the caller the following questions:

Where is the bomb (building, location)? \_\_\_\_\_

What time is it set to go off? \_\_\_\_\_

What kind of bomb is it? What does it look like? \_\_\_\_\_

b. Evaluate the voice of the caller and check the appropriate spaces below:

|               |       |                   |       |       |       |
|---------------|-------|-------------------|-------|-------|-------|
| Man           | _____ | Intoxicated       | _____ | Other | _____ |
| Woman         | _____ | Speech Impediment | _____ |       |       |
| Child         | _____ | Special Ethnic    | _____ |       |       |
| Age (Approx.) | _____ | Characteristics   | _____ |       |       |

c. Listen for any background noise. (Check appropriate spaces below, if applicable.)

|              |       |          |       |       |       |
|--------------|-------|----------|-------|-------|-------|
| Music        | _____ | Babies   | _____ | Other | _____ |
| Children     | _____ | Airplane | _____ |       |       |
| Conversation | _____ | Cars     | _____ |       |       |
| Trucks       | _____ | Machine  | _____ |       |       |
| Typing       | _____ | Noise    | _____ |       |       |

## 2. REPORT BY PRINCIPAL (File copies in principal's office, district office, with local police.)

a. The police were contacted by \_\_\_\_\_  
(Name of Person)

Date \_\_\_\_\_ Time \_\_\_\_\_

Police Personnel Taking Call \_\_\_\_\_

Officer Responding to Call \_\_\_\_\_

b. Was a search made for the bomb? Yes \_\_\_\_\_ No \_\_\_\_\_

If "yes," give details regarding search: \_\_\_\_\_

c. Remarks: \_\_\_\_\_

## STUDENT RIGHTS AND RESPONSIBILITIES

Students, like all citizens, have civil rights guaranteed by the Constitution of the United States. The First Amendment, which ensures the freedom of religion, speech, press, assembly and petition, and the Fourteenth Amendment, which guarantees due process and equal protection, apply in school environments.

The rights of an individual are preserved only by the protection and preservation of the rights of others. A student is responsible for the way rights are exercised and must accept the consequences of actions and recognize the boundaries of rights. Each exercise of an individual's rights must demonstrate respect for the rights of others.

These statements set forth the rights of students and the responsibilities that are inseparable from these rights, which include the right to:

1. equal educational opportunity and freedom from discrimination and the responsibility not to discriminate against others;
2. attend free public schools; the responsibility to attend school regularly and to observe school rules essential for permitting others to learn at school;
3. due process of law with respect to suspension and expulsion;
4. free inquiry and expression and the responsibility to observe rules regarding these rights and
5. privacy, which includes privacy with respect to the student's school records.

As part of the educational process, students should be made aware of their legal rights and of the legal authority of the Board to make rules and delegate authority to its staff to make rules necessary for the orderly operation of the schools.

A copy of the school discipline code is posted in each of the schools and given to each student. This code describes in detail the offenses, for which disciplinary action may be taken. Copies of the code are available to any parent in the principal's office.

[Adoption date: August 7, 2017]

LEGAL REFS.: U.S. Const. Amend. I  
U.S. Const. Amend. XIV, Section 1  
ORC 3313.20; 3313.66; 3313.661; 3313.662; 3313.668

CROSS REFS.: ABC, Student Involvement in Decision Making (Also JFB)  
IGDB, Student Publications  
JFC, Student Conduct (Zero Tolerance)  
JFG, Interrogations and Searches  
Student Handbooks



## STUDENT INVOLVEMENT IN DECISION MAKING

Students share a responsibility for developing a climate in the school that is conducive to wholesome learning and living. 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.

[Adoption date: July 1, 1991]  
[Revision date: January 5, 2015]

CROSS REFS: JF, Student Rights and Responsibilities  
JFC, Student Conduct

## STUDENT CONDUCT

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 to school regulations and accept directions from authorized school personnel. The Board has “zero tolerance” of violent, disruptive intimidating or other inappropriate behavior by its students.

A student who fails to comply with established school rules or with any reasonable request made by school personnel on school property and/or at school-related events is subject to approved student discipline regulations. Students are also subject to discipline, as outlined in the Student Code of Conduct for misbehavior that occurs off school property when the misbehavior endangers the health and safety of students within the District or adversely affects the education process. The Superintendent/designee develops regulations which establish strategies ranging from prevention to intervention to address student misbehavior.

Students and parents are notified at the beginning of the school year or upon entering during the year of 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 code of conduct, school personnel, students or parents should report the student to the appropriate principal. The administration cooperates in any prosecution pursuant to the criminal laws of the State of Ohio and local ordinances.

A student may be expelled for up to one year if he/she commits an act that inflicts serious physical harm to persons or property if it was committed at school, on other school property or at a school activity, event or program.

The Superintendent is authorized to expel a student from school for a period not to exceed one year for making a bomb threat to a school building, or to any premises at which a school activity is occurring at the time of the threat. Any expulsion under this provision extends, as necessary, into the school year following the school year in which the incident that gives rise to the expulsion takes place.

Matters which might lead to a reduction of the expulsion period include the student’s mental and/or physical characteristics or conditions, the age of the student and its relevance to the punishment, the prior disciplinary history of the student and/or the intent of the perpetrator.

The Student Code of Conduct is made available to students and parents and is posted in a central location within each building.

[Adoption date: July 1, 1991]  
[Revision date: November 3, 1997]  
[Revision date: April 11, 2005]  
[Revision date: January 10, 2011]

LEGAL REFS: ORC 3313.20, 3313.534, 3313.66, 3313.661, 3313.662  
OAC 3301-35-03  
State Board of Education Minimum Standards

CROSS REFS: JFB, Student Involvement in Decision Making  
EBC, Emergency Plans  
JFCA, Student Dress Code  
JFCJ, Dangerous Weapons in the Schools  
JG, Student Discipline

## STUDENT CODE OF CONDUCT

Ohio Revised Code §3313.66 requires that students are provided with a written notice of intent to suspend prior to being suspended. The statute also requires that students and parents are provided with a written notice of intent to expel. The notices shall include: (1) a statement of intent to discipline; (2) a description of the acts which were in violation of the student and/or athletic code of conduct; (3) specific rules of the Student Code of Conduct which were violated; and (4) the dates of the suspension, expulsion.

The written notice of intent to suspend shall be given to the student at an informal hearing. The notice of intent to expel shall be sent to the student and his/her parents and the students and parents will be provided an opportunity for an informal hearing prior to a decision to expel.

Students will receive an unexcused absence for each school day missed as a result of a suspension and/or expulsion.

A student, parent, guardian or legal custodian may appeal any decision of the Oak Hills Local School District administration to suspend a student from school to the Superintendent/designee. A student, parent, guardian or legal custodian may appeal an expulsion from school to the Board of Education or its designee. A student, parent, guardian or legal custodian must request an appeal in writing within 10 calendar days after receipt of the formal written notice of suspension or expulsion. Failure to timely file an appeal in this manner waives any rights to appeal the suspension or expulsion. The student, parent, guardian or legal custodian may be represented in all appeal hearings. Pursuant to Ohio law a student, parent, guardian or legal custodian may further appeal an expulsion, suspension to the Hamilton County Court of Common Pleas.

It is the policy of Oak Hills Local School District Board of Education that students shall not be permitted to return to school pending any appeal process with the administration or the court. The school district will make every effort to promptly hear all appeals to minimize a student's absence from school. Should the Board of Education or the Superintendent/designees reverse or modify a discipline decision and permit a student to return to school, such student shall be permitted ample time to make up all assignments and work missed as a result of his/her absence.

This Code of Regulations is adopted by the Board of Education of the Oak Hills Local School District pursuant to Sections 3313.661 and 3313.662, Ohio Revised Code.

Any student engaging in the following types of conduct listed below (either specifically or generally) is subject to expulsion, suspension, emergency suspension, removal or permanent exclusion from curricular activities pursuant to the Ohio Revised Code.

This Code of Regulations applies while a student is in the custody or control of the school, on school grounds or closely proximate thereto, while at a school-sponsored function, school organization function or activity, or on school-owned or provided transportation vehicles. In addition, the Student Code of Conduct governs student activities at all times on or off school property when such student conduct is reasonably related to the health, safety and welfare of students or such conduct would unreasonably interrupt the educational processes of the Oak Hills Local School District.

The Superintendent/designee may require a student to perform community service in conjunction with or in place of a suspension or expulsion. The guidelines under which this community service shall be performed are:

- a. The student and parent will execute a document agreeing to the community service in conjunction with or in place of a suspension or expulsion. If community service is not completed to the Superintendent/designee's satisfaction, all or part of the suspension or expulsion may be reinstated.
- b. Community service shall be performed at the place and time designated by the Superintendent/designee.
- c. Community service is an option to be utilized at the sole discretion of the Superintendent/designee and is not available at the discretion of the student and parent.
- d. Any failure to complete community service in a timely and acceptable manner shall result in the immediate cancellation of the community service option and the immediate imposition of suspension or expulsion. Prior to imposing a suspension/expulsion for failure to complete community service, the parent/guardian and student shall be sent a written notice of the Superintendent/designee's intention and shall have three (3) days from the mailing of the notice to request a meeting with the Superintendent to show cause why the suspension/expulsion should not be imposed.

The types of conduct prohibited by this Code of Regulations are as follows:

- |          |                                                                                                                                                                                                                                                                                                                         |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Rule #1: | Damage or destruction of school property, property of school employees, or property of other students, on or off of school premises.                                                                                                                                                                                    |
| Rule #2: | Damage or destruction of private property on school premises or in areas controlled by the school.                                                                                                                                                                                                                      |
| Rule #3: | Assault on a school employee, student or other person.                                                                                                                                                                                                                                                                  |
| Rule #4: | Harassment of school personnel or other students during school and/or non-school hours. Sexual harassment, bullying and/or any other type of acts of harassment of school personnel or students is prohibited. Any staff or student experiencing these acts should immediately report the behavior to an administrator. |

- Rule #5: Fighting.
- Rule #6: Hazing (to persecute or harass or humiliate another student and/or employee).
- Rule #7: Chronic misbehavior which disrupts or interferes with any school activity.
- Rule #8: Disregard of reasonable directions or commands by school authorities including school administrators and teachers.
- Rule #9: Abuse of another. No student shall in spoken or written form use or direct to, or about a school employee, or student, words, phrases, or actions which are considered to be slanderous, degrading or threatening in nature, and/or words or phrases which are obscene or profane as defined by the majority of our society. Name calling and negative, uncomplimentary and offensive remarks related to physical handicaps or defects, mental handicaps, race, religion, nationality, appearance or other reason are prohibited.
- Rule #10: Disrespect to a teacher or other school authority.
- Rule #11: Refusing to take detention or other properly administered discipline.
- Rule #12: Skipping detention.
- Rule #13: Falsifying of information given to school authorities in the legitimate pursuit of their jobs.
- Rule #14: Forgery of school or school related documents.
- Rule #15: Cheating or plagiarizing.
- Rule #16: Gambling.
- Rule #17: Extortion of a student or school personnel.
- Rule #18: Theft or possession of stolen goods.
- Rule #19: Arson or other improper use of fire.
- Rule #20: Possession of matches or lighters or other similar devices.
- Rule #21: Possession or use of dangerous weapons or ordnance or objects which look like weapons or ordnance, including but not limited to, guns, firearms, ammunition, knives, grenades, sling shots, bows, arrows, machetes, brass knuckles, chains, studs, etc.; or possession or use of objects which may render physical harm to another if improperly used, including, but not limited to, axes, hatchets, hammers, saws, ice picks, screwdrivers, knives, etc.
- Rule #22: Buying, selling, transferring, using or possessing any substance containing tobacco, including, but not limited to, cigarettes, cigars, a pipe, clove cigarette, chewing tobacco, snuff, and dip, or using tobacco in any other form.
- Rule #23: Buying, selling, transferring, using, possessing or being under the influence of any controlled substance (drugs, narcotics, marijuana, betel nuts etc.) or inhalants, or buying, selling, using, possessing or being under the influence of any counterfeit controlled substance (any substance that is made to look like a controlled substance, or is represented to be a controlled substance, or that is believed to be a controlled substance).
- Rule #24: Buying, selling, transferring, using, possessing or being under the influence of any drug, medication, inhalant or other controlled substance which can be taken internally where the students involved cannot show a legitimate health or other reason for the use of such substances.
- Rule #25: Buying, selling, transferring, using, or possessing any drug or alcoholic paraphernalia to include instruments, objects, papers, pipes, containers, etc.
- Rule #26: A student that carries a cell phone or any other electronic device must follow reasonable directions or commands by school authorities including school administrators and teachers. The student is responsible to secure any electronic device in the manner prescribed by the building administration. Misuse of an electronic communication device during the school day may result in confiscation of that device by a staff member or administrator. Students may not take photographs, record or videotape on school grounds without the permission of teachers or administrators.
- Rule #27: Buying, selling, transferring, using, possessing or being under the influence of any alcoholic beverage or intoxicant of any kind.
- Rule #28: Cursing.
- Rule #29: Use of indecent or obscene language in oral or written form.
- Rule #30: Publication of obscene, pornographic or libelous material.
- Rule #31: Placing of signs and slogans on school property without the permission of the proper school authority.
- Rule #32: Distribution on school premises of pamphlets, leaflets, buttons, insignia, etc., without the permission of the proper school authority.
- Rule #33: Demonstrations by individuals or groups causing disruption to the school program.
- Rule #34: Truancy.
- Rule #35: Tardiness.
- Rule #36: Leaving school during school hours without permission of the proper school authority.
- Rule #37: Upon initial arrival, leaving school property without permission.
- Rule #38: Presence in areas during school hours or outside school hours where a student has no legitimate business without permission of the proper school authority.
- Rule #39: Failure to abide by reasonable dress and appearance codes set forth in student handbooks or established by administration or the Board of Education. This includes the prohibition of all clothing, jewelry, signs, etc. which at the discretion of the administration is reasonably related to, or represents gang or gang-like activity.
- Rule #40: Improper or suggestive dress.
- Rule #41: Indecent exposure.
- Rule #42: Engaging in sexual acts, displaying excessive affection or other inappropriate behavior with a person of the same or opposite sex.
- Rule #43: Turning in false fire, tornado, bomb, disaster or other alarms, or any other activity that induces panic defined as:
- Initiating or circulating a report or warning of an alleged or impending fire, explosion, crime or other catastrophe, knowing that such a report or warning is false
  - Threatening to commit an "offense of violence" or

- c. Committing any offense with reckless disregard of the likelihood that its commission will cause serious public inconvenience or alarm.

- Rule #44: Presence on school property with a communicable disease.  
Rule #45: Failure to abide by rules and regulations set forth by administration for student parking.  
Rule #46: Disobedience of driving regulations while on school premises.  
Rule #47: Convey, attempt to convey or knowingly possess a deadly weapon or dangerous ordnance onto any property owned or controlled by or to any activity held under the auspices of the Board of Education.  
Rule #48: Sell, offer to sell, or possess a controlled substance on school premises or at a school related function (trafficking in drugs).  
Rule #49: Carrying concealed weapon.  
Rule #50: Aggravated murder.  
Rule #51: Murder.  
Rule #52: Voluntary manslaughter.  
Rule #53: Involuntary manslaughter.  
Rule #54: Felonious assault.  
Rule #55: Aggravated assault.  
Rule #56: Rape.  
Rule #57: Gross sexual imposition.  
Rule #58: Felonious sexual penetration.  
Rule #59: Any disruption or interference with school activities.  
Rule #60: Willfully aiding another person to violate school violations.  
Rule #61: Commission by a pupil of any crime in violation of the Ohio Criminal Code, Ohio Traffic Code or the Ohio Juvenile Code.  
Rule #62: Any other activity by a pupil which the pupil knows or should know will disrupt the academic process or a curricular or extracurricular activity.  
Rule #63: Failing to report the actions or plans of another person to a teacher or administrator where these actions or plans of another person, if carried out, could result in harm to another person or persons or damage property, when the student has information about such actions or plans.  
Rule #64: Violation of any board rule, regulation or policy.

[Revision date: March 3, 1997]  
[Revision date: September 2, 1997]  
[Revision date: May 4, 1998]  
[Revision date: August 3, 1998]  
[Revision date: March 6, 2000]  
[Revision date: January 8, 2001]  
[Revision date: April 16, 2001]  
[Revision date: April 11, 2005]  
[Revision date: May 23, 2006]  
[Revision date: September 10, 2007]  
[Revision date: April 28, 2008]  
[Revision date: August 5, 2013]  
[Revision date: October 2, 2017]

## STUDENT DRESS CODE

Students and their parents are responsible for students' proper dress and personal appearance while at school.

Wearing apparel should be chosen with the thought of health, safety and creating a favorable environment for the individual and all students for learning. The elementary and secondary dress codes are based on the following:

1. Attitude and behavior
2. Personal hygiene
3. Modesty
4. Health and safety factors
5. Building maintenance

Administrators at the different levels will implement dress codes exercising good judgment and appropriateness to the different levels in the school system.

[Adoption date: July 1, 1991]  
[Revision date: August 15, 2005]

LEGAL REFS: ORC 3313.66, 3313.661

CROSS REF: Student Handbook

## STUDENT DRESS CODE

This code presumes reasonable compliance as a privilege. If a disproportionate amount of time and effort are spent and/or if a general lack of cooperation exists, the dress code may be amended and upgraded at any time during the school year for immediate enforcement.

The school administration has the authority to make the final interpretation of the dress guidelines. Appropriate dress and groom are expected of students. Students are to maintain high standards of personal cleanliness and personal appearance. Students are to avoid styles of dress and grooming that distracts attention from the orderly pursuit of knowledge, disrupts the educational process, or constitutes a threat to individuals or group safety.

There are four basic areas where schools have been given full authority over dress codes by the courts: (1) disruption, (2) health and safety, (3) modesty based on community standards, (4) any item of clothing or dress which can damage furniture, floors, etc., may be prohibited. Drug and alcohol-related references and obscene or double-meaning slogans have been classified under (1) above. Since individuals have different values and standards it is, of course, most difficult to state when modesty, for example, has been violated. The "reasonable" treatment must be given in these cases.

Health and safety standards are more easily interpreted. It would be just as inappropriate to wear a necktie where working in heavy machinery as it would be to wear open shoes in a chemistry lab. Both present the potential for injuries to students.

Students in violation of the dress code will be asked to call parents to secure proper attire. Admission to class will be denied until standards are met. Any time out of class for this reason is unexcused. Repeat offenses of the dress code will result in more serious disciplinary consequences.

Appearance should be conducive to a student's good order and the school's educational atmosphere. First and foremost, neatness and cleanliness are the prime consideration for whatever is worn. In conjunction with this, students should practice good personal hygiene. While these are the general needs for dress, specific guidelines are necessary to ensure that students dress comfortably, yet do not detract from a serious approach to their education. Thus, in choosing clothing, due regard to modesty must prevail. Any garb of an inappropriate or disruptive nature may not be worn. To aid in the decision of what fits into these categories, the following guidelines must be followed:

1. Shorts - Appropriate shorts may be worn. Appropriateness is based upon length and decent fit. Appropriate length is mid-thigh. This also applies to skirts. Bicycle tights are not appropriate for school dress.
2. Tops - Tops should be respectable and non-revealing. Bare midriffs, cropped tops, see-through tops, are not acceptable, nor are shirts with no sides. Clothing with drug or alcohol-related slogans or symbols, suggestive slogans, violent or obscene messages are not permitted.
3. Jeans and other apparel - Clothing with rips, tears or holes may be judged inappropriate for school dress. All pants must be worn at the appropriate waist level.
4. Footwear - Appropriate footwear must be worn. Safety may preclude some items (e.g., open shoes in the labs).
5. No hats, sweatbands, bandannas, sunglasses or non-religious head coverings are to be worn in the school building.
6. Overcoats or out-of-doors coats are not to be worn in the building or during class time unless specifically authorized by the principal.
7. Accessories and Jewelry: Heavy chains, studded bracelets, and dog collars are not permitted. Excessive piercings or jewelry that is disruptive to learning will be deemed inappropriate.
8. Tattoos - Any tattoo that would be a disruption to the educational system including drug, tobacco, and alcohol related references, obscene or double-meaning tattoos, and modesty based on community standards must be covered in school and at all school activities.
9. Hair color: The color and/or style of hair must be such that it does not cause disruption to the educational program or extra-curricular activity.

Sponsors and teachers of elective classes or activities may require standards that are more strict regarding dress and appearance for participation in their programs or activities.

At special times, such as spirit week and homecoming, dress which is different from the standards may be approved. Students involved in student council, class activities and performance or support groups that wish to promote such special days, must obtain approval from the principal in advance (minimum 48 hours) so that a general announcement can be made.

Student cooperation in meeting reasonable standards will permit the time and effort of staff and students alike to be devoted to the educational process rather than the dress code.

[July 1, 1994]

[Revision date: July 8, 1994]

[Revision date: October 7, 2002]

[Revision date: August 15, 2005]

[Revision date: October 2, 2017]



## STUDENT CONDUCT ON SCHOOL BUSES

The Board furnishes transportation in compliance with State law. This fact does not relieve parents of students from the responsibility of supervision until such time as the student boards the bus and after the student leaves the bus at the end of the school day.

Students on a bus are under the authority of, and directly responsible to, the bus driver. The driver has the authority to enforce the established regulations for bus conduct. Disorderly conduct or refusal to submit to the authority of the driver is sufficient reason for refusing transportation services or suspending transportation services to any student once proper procedures are followed.

The Board authorizes the Superintendent or other administrators to suspend a student from school bus riding privileges for a period not to exceed one school year. The only due process required is the student must receive notice of an intended bus riding suspension, and an opportunity to appear before the Superintendent/Designee considering the suspension before the suspension is imposed. The administrator's decision is final.

[Adoption date: September 14, 2009]

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

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

## STUDENT CONDUCT ON SCHOOL BUSES

The need for strict adherence to school bus discipline is critical. The potential safety related problems that could arise are indefinable. The driver needs to have discipline in order to devote his/her full attention to the hazards of the road. A school bus traveling 30 miles per hour is covering 44 feet per second. The average time it takes a driver to check the rear view mirror is 3 seconds ( $3 \times 44 = 132$  feet). Add the factors of a disturbance in the back of the bus as they are approaching a bend in the roadway, coming into an intersection, or possibly headed for a student pick-up with children playing near the curb. This is precious time that the driver is not looking at the road ahead. Children causing a disturbance are actually putting themselves, the other children and the driver in a very jeopardous position.

### Student Regulations

When riding a school bus, students shall:

1. be expected to walk a reasonable distance to the bus stop.
2. arrive at the bus stop 5 minutes before scheduled pick up time; the drivers will not wait for students to walk from their homes to the bus.
3. behave at the school bus stop in an orderly fashion, not threatening life, limb or property of any individual.
4. load in an orderly manner, go directly to assigned seats. Students must remain seated, keeping aisle and exits clear.
5. respect the driver and be aware that he/she is in charge at all times and should be obeyed promptly.
6. be courteous, no profane language or gestures will be tolerated.
7. keep noise on the bus to a minimum. Classroom behavior is expected.
8. not be in violation of safety procedures, i.e. proper seating, proper loading and unloading procedures, proper street crossing procedures, no fighting, pushing, shoving, or tripping.
9. be aware that Ohio State Law prohibits eating, drinking, chewing gum or the use of tobacco products on the bus.
10. not be destructive to the interior /exterior of the bus and should take an active role in litter control inside the bus.
11. not throw or pass objects on, out of, or into the bus.
12. not put objects or body parts outside of bus windows.
13. carry on the bus only objects that can be held in their laps. Animals of any kind are not permitted. Large objects and school projects may need to be transported by parents.
14. ride only their regularly assigned route. Students will board and disembark only at their designated stops.
15. have written permission from their parent or guardian and signed by the principal of their school, if they wish to leave at a stop other than their normal stop.
16. go directly to their bus upon dismissal from school and students are expected to go directly home when they leave the bus.
17. use the emergency door only in an emergency situation, or as directed by the driver.

**FAILURE TO COMPLY WITH THE ABOVE RULES WILL RESULT IN DISCIPLINARY ACTION.  
STUDENT MAY LOSE BUS RIDING PRIVILEGES.  
RIDING A BUS IS A PRIVILEGE AND NOT A RIGHT.**

## DISCIPLINARY ACTION

In the event that disciplinary action is required, the following procedures shall be followed:

1. First Offense - Driver will submit a written conduct report citing specific actions of the student. The Transportation Supervisor will forward a copy of the report to the child's parents, along with a copy of the bus rules and regulations. A copy of the report will also be forwarded to the building principal.
2. Second Offense - Driver will submit a written conduct report citing specific actions of the student. The report will be sent to the building principal. The principal shall review the problem with the student and call the parents so that they will be aware of the situation. Written notification of the incident shall also be sent to the parent by the building principal.
3. Third Offense - Driver will submit a written conduct report citing specific actions of the student. The report will be to the building principal. The principal shall discipline the student with loss of bus privilege for up to 10 days or other suitable alternative. The Transportation Office and parent must be notified by telephone, with written report to follow.
4. Fourth Offense - Same procedure as in No. 3 except exclusion from bus service may be for up to thirty (30) days after notification of parents.

In the event of flagrant misconduct, any of the four disciplinary actions may be initiated.

The Superintendent/designee, principals, or assistant principals are authorized to suspend or remove pupils from school riding privileges. In all instances of disciplinary action, parents have the right to appeal an administrative decision, through the Superintendent.

## SECRET SOCIETIES

No student enrolled in the school district may organize, join or belong to any school fraternity, sorority, society or organization as defined in Subsection B or to solicit members for such organizations, or to wear or display rings, pins, or any type of emblem, symbol or attire on school property, which signifies or designates membership in such organizations. Any such fraternity, sorority, society or organization as defined and referred to in this section, is declared an obstruction to education, inimical to the best interests of the district and to the public welfare and illegal.

A school fraternity, sorority, society or organization, referred to in Subsection A is any organization whose active membership consists wholly or in part of students enrolled in the school district, which perpetuates itself by admitting additional members from the students enrolled in the district based on membership approval rather than upon the right and/or free choice of any student who is qualified by the rules of the school to be a member of and take part in any class or group exercises designated and qualified according to gender, subjects required by the course of study or program of school activities fostered and promoted by his/her school, except for organization officially approved by the Superintendent as having sufficient educational merit to justify its existence.

[Adoption date: July 1, 1991]

## HAZING AND BULLYING (Harassment, Intimidation and Dating Violence)

Hazing means doing any act or coercing another, including the victim, to do any act of initiation into any student or other organization that causes or creates a substantial risk of causing mental or physical harm to any person.

Throughout this policy the term bullying is used in place of harassment, intimidation and bullying.

Bullying, harassment and intimidation is an intentional written, verbal, electronic or physical act that a student has exhibited toward another particular student more than once. The intentional act also includes violence within a dating relationship. The behavior causes 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, on a school bus or at a school-sponsored activity. Students found responsible for harassment, intimidation or bullying by an electronic act may be suspended.

Permission, consent or assumption of risk by an individual subjected to hazing, bullying and/or dating violence does not lessen the prohibition contained in this policy.

The District includes, within the health curriculum, age-appropriate instruction in dating violence prevention education in grades 7 to 12. This instruction includes recognizing warning signs of dating violence and the characteristics of healthy relationships.

Prohibited activities of any type, including those activities engaged in via computer and/or electronic communications devices or electronic means, are inconsistent with the educational process and are prohibited at all times. The District educates minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response.

No administrator, teacher or other employee of the District shall encourage, permit, condone or tolerate any hazing and/or bullying activities. No students, including leaders of student organizations, are permitted to plan, encourage or engage in any hazing and/or bullying.

Administrators, teachers and all other District employees are particularly alert to possible conditions, circumstances or events that might include hazing, bullying and/or dating violence. If any of the prohibited behaviors are planned or discovered, involved students are informed by the discovering District employee of the prohibition contained in this policy and are required to end all such activities immediately. All hazing, bullying and/or dating violence incidents are reported immediately to the principal/designee and appropriate discipline is administered.

The Superintendent/designee must provide the Board President with a semiannual written report summary of all verified reported incidents of hazing and/or bullying and post the report summary on the District's website, to the extent permitted by law.

The administration provides training on the District's hazing and bullying policy to District employees and volunteers who have direct contact with students. Additional training is provided to elementary employees in violence and substance abuse prevention and positive youth development.

District employees, students and volunteers have qualified civil immunity for damages arising from reporting an incident of hazing and/or bullying. Administrators, teachers, other employees and students who fail to abide by this policy may be subject to disciplinary action and may be liable for civil and criminal penalties in compliance with State and Federal law.

No one is permitted to retaliate against an employee or student because he/she files a grievance or assists or participates in an investigation, proceeding or hearing regarding the charge of hazing and/or bullying of an individual.

[Adoption date: September 10, 2012]

[Revision date: April 3, 2017]

LEGAL REFS: Children's Internet Protection Act; 47 USC 254 (h)(5)(b)(iii);  
(P.L. 106-554, HR 4577, 2000, 114 Stat 2763)

ORC 117.53  
2307.44  
2903.31  
3301.22  
3313.666; 3313.667  
3319.073; 3319.321

CROSS REFS: AC, Nondiscrimination  
EDE, Computer/Online Services (Acceptable Use and Internet Safety)  
IGAE, Health Education  
IIBH, District Website Publishing  
JFC, Student Conduct (Zero Tolerance)  
JFCEA, Gangs  
JFCK, Use of Electronic Communications Equipment by Students  
JG, Student Discipline  
JHG, Reporting Child Abuse  
JO, Student Records  
Student Handbooks

NOTE: The terminology of bullying in this policy also includes harassment and intimidation and is defined as an intentional written, verbal, electronic or physical act that a student has exhibited toward another particular student more than once. The behavior causes mental or physical harm to the other student and is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or abusive educational environment for the other student.

Violence within a dating relationship is also included in this prohibition against harassment, intimidation and bullying.

The Children's Internet Protection Act added a requirement that effective July 1, 2012 all school districts participating in the e-rate program must include language in their Internet safety policy regarding the education of minors concerning appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response and to develop an educational plan to implement the program. Helpful resources are available at [OnGuardOnline.gov](http://OnGuardOnline.gov).

HB 116 (The Jessica Logan Act), signed by the Governor on February 2, 2012, requires districts to update Hazing and Bullying policies to include several new requirements by November 2012. The majority of language changes appear in Ohio Revised Code section 3313.666.

**HAZING AND BULLYING**  
(Harassment, Intimidation and/or Dating Violence)

The prohibition against hazing, dating violence, harassment, intimidation or bullying is publicized in student handbooks and in the publications that set the standard of conduct for schools and students in the District. In addition, information regarding the policy is incorporated into employee handbooks and training materials.

School Personnel Responsibilities and Complaint Procedures

Hazing, bullying behavior and/or dating violence by any student/school personnel in the District is strictly prohibited, and such conduct may result in disciplinary action, up to and including suspension and/or expulsion from school. Hazing, bullying and/or dating violence means any intentional written, verbal, graphic or physical acts, including electronically transmitted acts, either overt or covert, by a student or group of students toward other students/school personnel with the intent to haze, harass, intimidate, injure, threaten, ridicule or humiliate. Such behaviors are prohibited on or immediately adjacent to school grounds, at any school-sponsored activity; in any District publication; through the use of any District-owned or operated communication tools, including but not limited to District email accounts and/or computers; on school-provided transportation or at any official school bus stop.

Hazing, bullying and/or dating violence can include many different behaviors. Examples of conduct that could constitute prohibited behaviors include, but are not limited to:

1. physical violence and/or attacks;
2. threats, taunts and intimidation through words and/or gestures;
3. extortion, damage or stealing of money and/or possessions;
4. exclusion from the peer group or spreading rumors;
5. repetitive and hostile behavior with the intent to harm others through the use of information and communication technologies and other Web-based/online sites (also known as “cyberbullying”), such as the following:
  - A. posting slurs on websites, social networking sites, blogs or personal online journals;
  - B. sending abusive or threatening emails, website postings or comments and instant messages;
  - C. using camera phones to take embarrassing photographs or videos of students and/or distributing or posting the photos or videos online and
  - D. using websites, social networking sites, blogs or personal online journals, emails or instant messages to circulate gossip and rumors to other students.
6. excluding others from an online group by falsely reporting them for inappropriate language to Internet service providers.

In evaluating whether conduct constitutes hazing or bullying, special attention is paid to the words chosen or the actions taken, whether such conduct occurred in front of others or was communicated to others, how the perpetrator interacted with the victim and the motivation, either admitted or appropriately inferred.

Teachers and Other School Staff

Teachers and other school staff who witness acts of hazing, bullying and/or dating violence, as defined above, promptly notify the building principal/designee of the event observed, and promptly file a written incident report concerning the events witnessed.

Teachers and other school staff who receive student or parent reports of suspected hazing, bullying and/or dating violence promptly notify the building principal/designee of such report(s). If the report is a formal, written complaint, the complaint is forwarded to the building principal/designee no later than the next school day. If the report is an informal complaint by a student that is received by a teacher or other 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.

4. False Complaints

Students are prohibited from deliberately making false complaints of harassment, intimidation or bullying. Students found responsible for deliberately making false reports of harassment, intimidation or bullying may be subject to a full range of disciplinary consequences.

Intervention Strategies

1. Teachers and Other School Staff

In addition to addressing both informal and formal complaints, school personnel are encouraged to address the issue of hazing, bullying and/or dating violence in other interactions with students.

School personnel may find opportunities to educate students about harassment, hazing, intimidation and bullying and help eliminate such prohibited behaviors through class discussions, counseling and reinforcement of socially appropriate behavior. School personnel should intervene promptly whenever they observe student conduct that has the purpose or effect of ridiculing, humiliating or intimidating another student/school personnel, even if such conduct does not meet the formal definition of harassment, hazing, intimidation or bullying.

2. Administrator Responsibilities

A. Investigation

The principal/designee is notified of any formal or informal complaint of suspected harassment, hazing, intimidation or bullying. Under the direction of the building principal/designee, all such complaints are investigated promptly. A written report of the investigation is prepared when the investigation is complete. The report includes findings of fact, a determination of whether acts of hazing, bullying and/or dating violence were verified, and when prohibited acts are verified, a recommendation for intervention, including disciplinary action, is included in the report. Where appropriate, written witness statements are attached to the report.

Notwithstanding the foregoing, when a student making an informal complaint has requested anonymity, the investigation of such complaint is limited as is appropriate in view of the anonymity of the complaint. Such limitation of the investigation may include restricting action to a simple review of the complaint (with or without discussing it with the alleged perpetrator), subject to receipt of further information and/or the withdrawal by the complaining student of the condition that his/her report be anonymous.



When hazing and/or bullying is based on race, color, national origin, sex, or disability, and the behavior creates a hostile environment, the hazing and bullying investigation is suspended while the applicable nondiscrimination grievance procedures are implemented.

**B. Non-disciplinary Interventions**

When verified acts of hazing, bullying and/or dating violence are identified early and/or when such verified acts do not reasonably require a disciplinary response, students may be counseled as to the definition of the behavior, its prohibition and their duty to avoid any conduct that could be considered harassing, hazing, intimidating and/or bullying.

If a complaint arises out of conflict between students or groups of students, peer mediation may be considered. Special care, however, is warranted in referring some cases to peer mediation. A power imbalance may make the process intimidating for the victim and therefore inappropriate. The victim's communication and assertiveness skills may be low and could be further eroded by fear resulting from past intimidation and fear of future intimidation. In such cases, the victim should be given additional support. Alternatively, peer mediation may be deemed inappropriate to address the concern.

**C. Disciplinary Interventions**

When acts of harassment, intimidation and bullying are verified and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences. Anonymous complaints that are not otherwise verified, however, cannot provide the basis for disciplinary action.

In and out-of-school suspension may be imposed only after informing the accused perpetrator of the reasons for the proposed suspension and giving him/her an opportunity to explain the situation.

Expulsion may be imposed only after a hearing before the Board, a committee of the Board or an impartial hearing officer designated by the Board in accordance with Board policy. This consequence is reserved for serious incidents of harassment, intimidation or bullying and/or when past interventions have not been successful in eliminating prohibited behaviors.

Allegations of criminal misconduct are reported to law enforcement, and suspected child abuse is reported to Child Protective Services, per required timelines.

**Report to the Custodial Parent or Guardian of the Perpetrator**

If, after investigation, acts of harassment, intimidation and bullying by a specific student are verified, the building principal/designee notifies the custodial parent or guardian of the perpetrator, in writing, of that finding. If disciplinary consequences are imposed against such student, a description of such discipline is included in such notification.

Strategies are developed and implemented to protect students from new or additional harassment, intimidation or bullying, and from retaliation following reporting of incidents.

**Reports to the Victim and His/Her Custodial Parent or Guardian**

If, after investigation, acts of bullying or hazing against a specific student are verified, the building principal/designee notifies the custodial parent/guardian of the victim of the finding.

In providing such notification, care must be taken to respect the statutory privacy rights of the perpetrator.

Bullying matters, including the identity of both the charging party and the accused, are kept confidential to the extent possible. Although discipline may be imposed against the accused upon a finding of guilt, retaliation is prohibited.

School administrators shall notify both the custodial parents or guardians of a student who commits acts of harassment, intimidation, bullying and/or dating violence and the custodial parents or guardians of students against whom such acts were committed, and shall allow access to any written reports pertaining to the incident, to the extent permitted by law.

**Police and Child Protective Services**

In addition to, or instead of, filing a complaint through this policy, a complainant may choose to exercise other options including, but not limited to, filing a complaint with outside agencies or filing a private lawsuit. Nothing prohibits a complainant from seeking redress under any other provision of State law or common law that may apply.

The District must also investigate incidents of hazing, bullying and/or dating violence for the purpose of determining whether there has been a violation of District policy or regulations, even if law enforcement and/or the public children's services are also investigating. All District personnel must cooperate with investigations by outside agencies.

[April 16, 2007]

[February 4, 2008]

[September 13, 2010]

[April 3, 2017]

## 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, as well as compliance with Federal and State law. 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, alternative nicotine products, electronic cigarettes and any other forms of tobacco by any student in any area or vehicle under the control of the District or at any activity supervised by any school within the District.

The Board prohibits the use or possession of electronic cigarettes by any student in any area or vehicle under the control of the District or at any activity supervised by any school within the District.

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: March 6, 1995]  
[Revision date: March 3, 1997]  
[Revision date: October 7, 2002]  
[Revision date: April 7, 2014]  
[Revision date: June 2, 2014]

LEGAL REFS: ORC 3313.66, 3313.661, 3313.751  
State Board of Education Minimum Standards 3301-35-03

CROSS REFS: JFA, Student Due Process Rights  
JFC, Student Conduct  
JGD, Student Suspension  
JGE, Student Expulsion  
Student Handbooks

NOTE: Electronic cigarettes (e-cigarettes) have increased in popularity. These devices are not classified as tobacco and State and Federal law do not regulate their use. Districts that want to prohibit students from possessing or using these devices like other tobacco products should review the provided permissive language.

House Bill 144 (2014) added alternative nicotine products and electronic cigarettes to the juvenile tobacco laws.

Disciplinary sanctions for tobacco use should be placed in the Student Code of Conduct.

## STUDENT ALCOHOL USE AND DRUG ABUSE

The Board of Education supports and encourages a sound program of chemical intervention for all students while recognizing the need for flexibility in handling use/abuse of alcohol and chemical substances. The Superintendent/designee shall develop and implement such a program consistent with the available resources and educational practices.

### Responsibility of School

The one responsibility of the school district with reference to the use of alcohol and to chemical substance abuse is to provide a program which will acquaint students with the harmful effects of both alcohol and drug abuse.

Another responsibility is to cooperate with parents, doctors, law enforcement officials, religious organizations and other local, county and state organizations to prevent and curb the widespread use of alcohol and chemical substances. The district will provide information to students about community counseling, rehabilitation and re-entry programs.

Finally, the school district will ensure that students and parents receive information about school policies and regulations related to student conduct and possible disciplinary actions related to alcohol and drug use/abuse. Compliance with all policies and regulations is mandatory for all students.

### Self-Referral

When a student reveals to a professional staff member, administrator or teacher that he/she has been or is involved in the personal use of alcohol and chemical substances, it is desirable that sincere effort be made to maintain the student's trust regarding the confidentiality of his/her communication with the staff member.

When a student seeks the counsel or advice of a staff member, it is important that actions taken by the staff member be non-threatening. The staff member contacted should confer with the principal, and/or Core Committee to first seek advice, with only facts and not using the student's name. It is further advisable that when a "self-referral" is made to a staff member, the staff member should refer to a Core Committee member before giving counsel to the student.

All action should be predicated on helping the student and, to the extent feasible, should be with the consent and knowledge of the student. It is imperative, however, that the parent be involved at the earliest possible opportunity.

### Suspicion of the Use of Alcohol and Chemical Substances

When a student is suspected of using, selling, distributing or having possession of alcohol or chemical substances, the regular referral procedure shall be used in order to provide all possible assistance for the student. Regular referral pertains to the normal system of referring any student with problems. The Core Committee should be notified of instances of suspected use/abuse. If the teacher feels that the situation warrants, he/she should make a direct referral to the principal.

### Illegal Possession, Sale or Use of Alcohol and Chemical Substances on School Property

When a student is found to be selling, distributing, using, or has illegal possession of alcohol or drugs on school property, he/she shall be referred to the building principal. The principal shall notify the student's parents and law enforcement authorities. The student will be immediately suspended with the recommendation of expulsion in accordance with board policy.

Whenever a student is suspended or expelled from school in accordance with ORC 3313.66 for the possession of alcohol or drugs, the Superintendent/designee may notify the Registrar of Motor Vehicles and the juvenile judge of the county of the suspension or expulsion. After receiving such notification 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 license. Driving privileges may be restored once the Superintendent notifies the Registrar that the student has satisfied any conditions established by the Superintendent.

Notification to the Registrar of Motor Vehicles and the county judge must comply with ORC 3319.321 and with the U.S. Family Educational Rights and Privacy Act of 1974 (FERPA) and accompanying regulations.

In accordance with Ohio law, a student whose driving privileges have been denied can file a petition with the juvenile judge in the county in which he/she resides.

[Revision date: May 2, 1996]  
[Revision date: September 2, 1997]

LEGAL REFS: ORC 2925-01, 2925.37  
3313.66, 3313.661,  
3719.011, 3719.41  
Family Educational Rights and Privacy Act; 20 USC 1232g, 34  
CFR Part 99

CROSS REFS: IGAG, Teaching About Drugs, Alcohol and Tobacco  
JED, Student Absences and Excuses  
JECE, Student Transfer/Withdrawal from School  
JGD, Student Suspension  
JGE, Student Expulsion

ALCOHOL USE/STUDENT DRUG ABUSE  
Student Abuse of Chemical Substances

It is the intent of these guidelines strongly to discourage the presence or use of alcohol/drugs in the school district. In doing this, the district has an obligation, first, to the many students who do not wish to become involved with these substances and, second, to those students who do become involved but wish to eliminate these habits from their behavior. Hopefully, the implementation of these guidelines will:

1. promote consistency in handling of cases,
2. encourage families to seek aid,
3. allow time to get the student's rehabilitation program underway,
4. result in modified behavior of the student upon return to school, and
5. recognize that other students do not want this type of behavior in the schools, but that the district wants the offender to return to school after he/she has made satisfactory progress toward treatment and rehabilitation.

Any violation of items 24, 25, 28 and/or 46 of the Student Conduct Policy JFC-R (alcohol/chemical substance/look-alikes) will result in an automatic ten-day suspension with a recommendation for expulsion for the maximum amount of time allowed by law. In addition, in the case of a student under the influence, in possession of, or caught selling chemical substances or look-alike articles, the appropriate law enforcement officials will be notified and charges pressed. Specific violations include, but are not limited to:

1. Buying, selling, transferring, using, possessing or being under the influence of any controlled substance (drugs, narcotics, marijuana, etc.) or inhalants, or buying, selling, using, possessing or being under the influence of any counterfeit controlled substance (any substance that is made to look like a controlled substance, or is represented to be a controlled substance, or that is believed to be a controlled substance).
2. Buying, selling, transferring, using, possessing or being under the influence of any drug, medication, inhalant or other controlled substance which can be taken internally where the student or students involved cannot show a legitimate health or other reason for the use of such substances.
3. Buying, selling, using, transferring, possessing or being under the influence of any alcoholic beverage or intoxicant of any kind.
4. Sell, offer to sell, use or possess a controlled substance on school premises or at a school-related function (trafficking in drugs).

In applying the above guidelines, the hearing officer will retain the authority to consider all circumstances concerning each case and to determine the most appropriate punishment.

[Revision date: May 22, 1996]

[Revision date: May 4, 1998]

## STUDENT ALCOHOL USE AND DRUG ABUSE

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[Revision date: May 2, 1996]  
[Revision date: September 2, 1997]

LEGAL REFS: ORC 2925-01, 2925.37  
3313.66, 3313.661  
3719.011, 3719.41  
Family Educational Rights and Privacy Act; 20 USC 1232g, 34  
CFR Part 99

CROSS REFS: IGAG, Teaching About Drugs, Alcohol and Tobacco, JED, Student Absences and Excuses  
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JGE, Student Expulsion



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2. Buying, selling, transferring, using, possessing or being under the influence of any drug, medication, inhalant or other controlled substance which can be taken internally where the student or students involved cannot show a legitimate health or other reason for the use of such substances.
3. Buying, selling, using, transferring, possessing or being under the influence of any alcoholic beverage or intoxicant of any kind.
4. Sell, offer to sell, use or possess a controlled substance on school premises or at a school-related function (trafficking in drugs).

In applying the above guidelines, the hearing officer will retain the authority to consider all circumstances concerning each case and to determine the most appropriate punishment.

[Revision date: May 22, 1996]

[Revision date: May 4, 1998]

## PREVENTION OF CHEMICAL ABUSE

The Board of Education recognizes alcohol/drug abuse and dependency to be a serious social problem; furthermore, the Board recognizes the dependency stage of chemical use to be a primary physical illness.

Health problems of youth are primarily the responsibility of the home and community; however, schools share in that responsibility as the community's youth spend a major portion of their time therein and chemical abuse problems often interfere with school behavior, student learning and the fullest possible development of the individual. The schools then should have a major part in early detection of chemical use, abuse and dependence; the protection of students from the promotion and sales of alcohol and non-prescribed drugs; and a partnership role with families and other institutions in seeking treatment for the chemically dependent person. Toward this goal, the Board of Education is committed to achieving an environment of high risk for those who would use or abuse all non-prescribed chemicals. This goal, however, cannot be achieved by the schools alone, regardless of funding, staffing ability or program development. The family, religious organizations, police, community health services, mental health and treatment centers and concerned citizens must also play a role if our goal is to be accomplished. A community action team may be formed of school and community people. It will serve as a source of advice and support to the substance abuse program as it functions within the school.

Within the limits of available funds, the staff and student body will be invited and encouraged to develop skills in identifying and working with the substance abuse program; additionally, it is expected that the community will do likewise. In promoting such, the Board believes that education offers one of the most effective tools to counter a potentially deadly problem; further, the Board supports combining and coordinating our efforts and recognizes that this problem neither begins at the school door, nor is it contained within the geographical limits of the district. This problem will be resolved only to the degree that every element of the society which it wounds combines to be a part of the solution.

[Adoption date: July 1, 1991]

LEGAL REFS: ORC 3313.60; 3313.95  
State Board of Education Minimum Standards 3301-35-03(H)(1)(a)

## DA

### ANGEROUS 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 dangerous weapons.

The definition of a firearm shall include any weapon (including a starter gun) which will or 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.

Students are prohibited from bringing a firearm on school property, in a school vehicle or to any school-sponsored activity. If a student brings a firearm on school property, in a school vehicle or to any school-sponsored activity, the Superintendent shall expel this student from school for a period of one calendar year and notify the appropriate criminal justice or juvenile delinquency authorities. Any such expulsion shall extend, as necessary, into the school year following the school year in which the incident occurred. The Superintendent may reduce the one-year expulsion on a case-by-case basis.

Matters which might lead to a reduction of the expulsion period include: an incident involving a disabled student and the incident is a manifestation of the disability; 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.

Students are also prohibited from bringing knives on school property, in a school vehicle or to any school-sponsored activity. The definition of a knife includes, but is not limited to, a cutting instrument consisting of a blade fastened to a handle. If a student brings a knife on school property, in a school vehicle or to any school-sponsored activity, the Superintendent shall expel the student from school, subject to the same conditions stated above.

[Revised: November 6, 1995]

[Revised: November 4, 1996]

LEGAL REFS:     ORC     3313.66, 3313.661  
                      20 USC 2701 et seq. - Title IX 9001-9005  
                      18 USC 921  
                      20 USC 8922

CROSS REFS:     JEGA, Permanent Exclusion  
                      JEGB, Gun-Free Schools  
                      JFC, Student Conduct  
                      JGD, Student Suspension  
                      JGDA, Emergency Removal of a Student  
                      JGE, Student Expulsion  
                      Student Code of Conduct

#### USE OF ELECTRONIC PAGERS BY STUDENTS

Students will not possess a paging device while on school property or while attending a school-sponsored activity on or off school property. An exception to this prohibition includes students who are in school-related attendance but who are also in the capacity of an active member of a volunteer fire fighting organization or a volunteer emergency medical service organization.

A "paging device" is a telecommunications device that emits an audible signal, vibrates, displays a message or otherwise summons or delivers a communication to the possessor. Cell phones are addressed under Board Regulation JFC-R, Student Code of Conduct, Rule #26.

A person who discovers a student in possession of a paging device in violation of this policy, reports the violation to the principal or staff member, who confiscates the device, which is forfeited to the district.

[Adoption date: November 4, 1996]

[Revision date: April 16, 2001]

LEGAL REFS: ORC 3313.20, 3313.66, 3313.661

UNSAFE SCHOOLS  
(Persistently Dangerous Schools)

The Board complies with State and Federal law in adopting a policy on persistently dangerous schools.

Beginning in the 2004-2005 school year, a student attending a "persistently dangerous" school in this district or 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 offense 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 pleaded 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: April 21, 2003]

LEGAL REF: The Elementary and Secondary Education Act; 20 USC 1221 et seq.

CROSS REF: Student Handbooks

## PREGNANT STUDENTS

The Board affirms the right of a pregnant student to continue her participation in the educational program.

As soon as the pregnancy is medically confirmed, the Board recommends that the student consult with a member of the student personnel staff or the principal to plan her educational program.

With the staff member involved, the student may elect any of the following educational plans or suggest alternatives.

5. 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.
6. When information has been obtained from the student's physician indicating that the student is unable to attend school, homebound instruction is available at school expense until her physician states that she is physically able to return to school.
7. With Board approval, she may temporarily withdraw from school and enroll in an approved educational program in which she can continue her education.

Efforts are made to ensure that the educational program of the student is disrupted as little as possible and that she receives health and counseling services, as well as instruction. Students under the age of 18 are still subject to compulsory education requirements. Students 18 or older are encouraged to return to school after delivery and complete requirements for graduation.

[Adoption date: July 1, 1991]  
[Revision date: April 7, 2014]

LEGAL REFS: ORC 3321.01, 3321-04

## INTERROGATIONS AND SEARCHES

The school district has custody of the students during school hours and during approved extracurricular activities. It is the responsibility of the school administration to make an effort to protect each student's rights with respect to interrogations by law enforcement officials. The administration will develop district guidelines to be followed in the case of interrogations.

The right of inspection of students' school lockers or articles carried upon their person and interrogation of an individual student is inherent in the authority granted school boards and administrators and should be exercised so as to assure parents that the school, in exercising its in "loco parentis" relationship with their children, will employ every safeguard to protect the well-being of those children.

Student lockers are the property of the district, and since random searches have a positive impact on reducing drugs and other criminal activity, it is the policy of the Board to permit the building administrator/designee to search any locker and its contents as the administrator/designee believes necessary. This policy will be posted in every building.

Student owned or operated automobiles parked on or in proximity to school property and/or parked at or used during school activities held off school grounds may be searched by school personnel when such personnel have reasonable suspicion or reasonable cause to believe that an automobile contains illegal or unauthorized contraband or is involved or associated with illegal or unauthorized behavior. Students' vehicles parked on or in close proximity to school property are subject to routine patrol and school officials may look through vehicle windows for any contraband lying in plain view.

The Board authorizes use of canines trained in detecting the presence of drugs. The Superintendent/designee may employ such trained canines when he/she has reasonable suspicion or cause to believe that illegal drugs may be present in school, on school grounds, or at a school sponsored activity. Canine detection shall be used to determine the presence of drugs in locker areas, automobiles, and other places on school property where such substances could be concealed. Canine detection will be conducted in collaboration with law enforcement authorities and will not be used to search individual students unless search warrants or probable cause have been obtained or established prior to search.

[Adoption date: July 1, 1991]  
[Revision date: May 4, 1998]  
[Revision date: December 4, 2017]

LEGAL REFS: ORC 2151.411  
3313.66, 3313.661  
New Jersey v. TLO, 469 U.S. 325, 105 S. Ct. 733, 83 L.Ed.2d

CROSS REF: Guidelines for School Officials and Policy, Nolpe School Law School Journal

## INTERROGATIONS AND SEARCHES

### Searches of School Property Assigned to a Student

The following rules apply to the search of school property assigned to a student (locker, desk, etc.) and the seizure of items in his/her possession.

1. General housekeeping inspection of school property may be conducted with reasonable notice. Random searches of lockers may be conducted.
2. A search of a desk or other storage space may be conducted when there exists reasonable suspicion for school authorities to believe that the area being searched contains evidence of a crime or violation of school rules.
3. Search of an area assigned to a student should be for a specifically identified item and should be conducted in his/her presence and with his/her knowledge.
4. Items, the possession of which constitutes a crime or violation of school rules, or any other possessions reasonably determined to be a threat to the safety or security of others may be seized by school authorities at any time.

### Searches of a Student's Person or Personal Property by School Personnel

Building administrators are permitted to search the person and personal property (purse, backpack, gym bag, etc.) of a student where there is reason to believe that evidence will be obtained indicating the student's violation of either the law or school rules. The following rules apply in such cases.

1. There should be reasonable suspicion to believe that the search will result in obtaining evidence that indicates the student's violation of the law or school rules.
2. Searches of a student's person are conducted by a member of the same sex as the student.
3. Searches are conducted in the presence of another administrator or staff member.
4. Parents of a minor student who is the subject of a search are notified of the search and are given the reason(s) for the search as soon as feasible after completion of the search.
5. When evidence is uncovered indicating that a student may have violated the law, law enforcement officials shall be notified.
6. Strip searches should be discouraged. A substantially higher degree of certainty (more than a reasonable belief) is required prior to conducting such a search. In cases in which school officials believe a strip search is necessary, law enforcement officials should be called to conduct the search.

### Searches of Unattended Bags by School Personnel

Building administrators/designees are permitted to search any unattended bag found on District property for safety and identification purposes. Once the administrator/designee has determined the identity of the owner and that no safety or security issue exists, any subsequent searches of the item are based upon reasonable suspicion.

### Searches of Student Property by Law Enforcement Officials

A law enforcement agency must have probable cause or produce a warrant prior to conducting any search of a student's personal property kept on school premises. When the law enforcement officials have reason to believe that any item which might pose an immediate threat to the safety or security of others is kept in a student locker, desk or other storage space, searches may be conducted without a previously issued warrant.

### Interrogations by Law Enforcement Officials

The schools have legal custody of students during the school day and during hours of approved extracurricular activities. It is the responsibility of the school administration to try to protect each student under its control; therefore, the following steps shall be taken.

1. The questioning of students by law enforcement agencies is limited to situations where parental consent has been obtained or the school official has made an independent determination that reasonable grounds exist for conducting an interrogation during school hours.



2. Whenever possible, law enforcement officials should contact and/or question students out of school. When it is absolutely necessary for an officer to make a school contact with a student, the school authorities will bring the student to a private room and the contact is made out of the sight of others as much as possible.
3. The school principal must be notified before a student may be questioned in school or taken from a classroom.
4. The administration shall attempt to notify the parent(s) of the student to be interviewed by the law enforcement officials before questioning begins, unless extenuating circumstances dictate that this not be done.
5. To avoid possible criticism, a school official requests to be present when an interrogation takes place within the school.
6. When law enforcement officials remove a student from school, the administration will make an attempt to notify the parent(s).
7. Law enforcement officials should always be notified by the school principal whenever a student is involved in any type of criminal activity. When the principal learns of this involvement, he/she should notify the juvenile officer or detective bureau of the law enforcement agency. The school should not attempt to handle matters that are properly in the realm of a law enforcement agency.
8. The Board directs the Superintendent to authorize the use of dogs trained in detecting the presence of drugs and explosive devices. The dogs may be used to patrol the school facilities and grounds, including the lockers and parking areas. Use of dogs may be unannounced and random. If a trained canine alerts to a particular vehicle, locker or other container, it shall create reasonable suspicion to search that vehicle, locker or container in accordance with this policy.

[Revision date: May 4, 1998]  
[Revision date: April 3, 2017]  
[Revision date: December 4, 2017]

## STUDENT DISCIPLINE

Effective discipline, which requires respect for the rights of others, is necessary if all students are to attain a quality education. The Board delegates to school officials the authority to enforce District policies, regulations and school rules governing student conduct.

A complete statement governing or describing all the relationships and processes involved in student discipline would be very extensive. The most important part of such a statement would be the relationship of the teacher and the principal in matters of discipline. Teachers must feel free to consult and work closely with the building principal in dealing with any problem with which the teacher might need guidance. This working relationship is one key to desirable discipline and a quality instructional environment.

The Board also believes that the teacher-student relationship in the classroom, halls and on school property is important and should be one of mutual respect at all times. The teacher is recognized as the person in authority at all times in the classroom, halls, buildings, school grounds and at school-related events.

Each case of unsatisfactory behavior by a student is handled individually. The classroom teacher may take the steps that he/she believes are justified in each case. If the student does not respond to these measures, the teacher then refers the student to the principal.

In terms of the relationship of the teacher and principal in discipline matters, the Board expects that whenever a discipline problem appears to extend beyond the classroom, the teacher discuss the problem with the principal. The teacher(s) and the principal work together in attempting to control or correct the problem.

A student's failure to comply with the requirements for conduct outlined in the student handbooks may result in the student being disciplined. A student cannot be suspended, expelled or removed from school solely because of unexcused absences. The student may lose all rights to participate in school-related social events or extracurricular activities for a period of time determined by the principal. Depending on the seriousness of the offense committed by the student, suspension or expulsion may also result. Discipline is always administered in a reasonable manner.

If several methods of discipline have been used in an effort to solve a problem and it appears necessary, in the judgment of the principal and Superintendent, to discipline or withdraw privileges from a large group, this action may be taken. Any punishment technique involving an entire class or large group is used only as a last resort.

The Board requires 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 may be charged with a misdemeanor of the fourth degree, punishable by a maximum fine of \$250 and imprisonment of up to 30 days.

[Adoption date: August 7, 2017]

LEGAL REFS.: ORC 3313.20; 3313.66; 3313.661; 3313.662; 3313.668  
3319.41  
OAC 3301-32-09  
3301-37-10

CROSS REFS.: ECAB, Vandalism  
IGD, Cocurricular and Extracurricular Activities  
JFC, Student Conduct (Zero Tolerance)  
JGA, Corporal Punishment  
JGD, Student Suspension  
JGDA, Emergency Removal of Student  
JGE, Student Expulsion  
Student Handbooks

## CORPORAL PUNISHMENT

The use of corporal punishment (paddling) as a means of discipline is prohibited in the Oak Hills Local School District. This policy shall not prohibit the use of force or restraint in accordance with Division (G) of Section 3319.41, ORC:

"Persons employed or engaged as teachers, principals, or administrators in a school, whether public or private, and non-certificated school employees and school bus drivers may, within the scope of their employment, use and apply 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 upon the person or within the control of the pupil, for the purpose of self-defense, or for the protection of persons and property. "

[Adoption date: August 16, 1993]

LEGAL REFS: ORC 2903.11  
3313.20  
3319.41

## DETENTION OF STUDENTS

Detention assignments are usually made by faculty and the principal to promote proper behavior and more concern for classroom conduct and punctuality.

Parents and students may be offered the option of attending detention outside of the school day, instead of being suspended out of school if the student has been suspended for five days or less.

The purpose of out of school detention is to enable students who would otherwise be suspended to remain in school and, at the same time, provide them with an opportunity to improve their academic standing.

Failure to attend assigned detention will be counted as a truancy and will result in additional measures, one of which is out-of-school suspension as defined in the "Code of Conduct."

[Adoption date: July 1, 1991]

LEGAL REFS: ORC 3313.66, 3313.661

## DETENTION OF STUDENTS PROCEDURES

### Assignment To

In addition to the rules in the Student Conduct Code, students are expected to observe the following:

1. Out of school detention will meet during a place and time defined by the building principal. Tardy students will not be admitted.
2. Students will not be allowed to use the telephone or go to their lockers.
3. Students may not leave their seats or talk to other students.
4. Students will not be allowed to put their heads down or sleep.
5. No radios, cards, magazines or other recreational articles will be allowed in the room.
6. No food or beverages.
7. Restroom privileges will be given at the discretion of the supervisor.
8. Students are required to have class assignments with them and to be working or reading the entire time.
9. In case of illness on the day of the assigned session, parents must call the appropriate school office between 7:30-7:45 a.m.
10. Students who complete their work and claim they have nothing to do will be given special assignments by the supervisor.
11. There will be no excuses for early dismissal.
12. Transportation is the responsibility of the student or parent.
13. Any violation of school rules, administrative regulations, or the above guidelines will result in the negation of time served, and the original (out-of-school) suspension will be served in full.

[July 1991]

[Revision date: September 18, 2000]

## STUDENT SUSPENSION

The Superintendent, principal, assistant principal and other designated administrators may suspend a student from school for disciplinary reasons outlined in the Student Code of Conduct. A student cannot be suspended from school solely because of unexcused absences. No period of suspension will be for more than ten (10) days. If at the time a suspension is imposed, fewer than ten days remain in the school year, the Superintendent cannot apply any or all of the period of suspension to the following year.

The Superintendent may instead require a student to perform community service or another alternative consequence for the number of hours remaining in the student's suspension. The Board directs the Superintendent to develop a list of alternative consequences that may be used. If the student is required to perform community service or another alternative consequence during the summer, he/she will be required to begin serving the consequence during the first full weekday of summer break. If a student fails to complete the community service or assigned alternative consequence, the Superintendent may determine the next course of action but still cannot require the student to serve the remaining time of the out of school suspension at the beginning of the following school year.

The guidelines listed below are followed for all out-of-school suspensions.

1. The student is informed in writing of the potential suspension and the reasons for the proposed action.
2. The student is provided an opportunity for an informal hearing to challenge the reason for the intended suspension and explain his/her actions.
3. An attempt is made to notify the parent(s) by telephone if a suspension is issued.
4. Within 24 hours, a letter is sent to the parent(s) stating the specific reasons for the suspension and including notice of the right to appeal such action.
5. Notice of this suspension is sent to the:
  - A. Superintendent;
  - B. Treasurer and
  - C. student's school record (not for inclusion in the permanent record).
6. Permanent Exclusion — If the offense is one for which the District may seek permanent exclusion, the notice contains that information.

### Appeal Procedure

Should a student or a student's parent(s) choose to appeal the principal's suspension, he/she must do so within 10 calendar days of the notice of suspension. The appeal shall be in writing and made to the Superintendent. If dissatisfied with the Superintendent's decision, an appeal may be made to the Board. 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 Ohio law, appeal of the Board/designee's decision may be made to the Court of Common Pleas.

[Revision date: July 1, 1996]  
[Revision date: April 16, 1998]  
[Revision date: February 4, 2008]

LEGAL REF: ORC 3313.66, 3313.661, 3313.668

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 continuous danger to persons or property, or an ongoing threat of disrupting the curricular or extracurricular process, then 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.

A teacher may remove the student from curricular or extracurricular activities under his/her supervision, but not from the premises. If a teacher makes an emergency removal, reasons will be submitted to the principal in writing as soon after the removal as practicable. In all cases of normal disciplinary procedures where a student is removed from a curricular or extracurricular activity for less than 24 hours and is not subject to further suspension or expulsion, the due process requirements do not apply.

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 or Superintendent/designee and has the right to challenge the reasons for the removal or otherwise explain his/her actions. The person who ordered or requested the removal is present at the hearing. Within one school day of the decision to suspend, written notification is given to the parent(s) of the student. This notice includes the reasons for the suspension and the right of the student or parent(s) to appeal to the Superintendent/designee.

If the Superintendent or principal reinstates a student prior to the hearing for emergency removal, the teacher may request and will be 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: July 1, 1991]  
[Revision date: April 19, 2004]

LEGAL REFS: ORC Chapter 2506  
3313.66, 3313.661

CROSS REFS: JGD, Student Suspension  
JGE, Student Expulsion



## STUDENT EXPULSION

At times the behavior of a student can be considered so serious as to justify total removal from the educational program for a prolonged period of time. Actions meriting expulsion are outlined in the Student Code of Conduct. A student cannot be expelled from school solely because of unexcused absences. 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 in a school year, then the Superintendent may apply any remaining part or all of the period of 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/designee will give the student and parent, guardian or custodian written notice of the intended expulsion including reasons for the intended expulsion. The student and parent or representative has the opportunity to appear on request before the Superintendent/designee to challenge the action or to otherwise explain the student's actions. This notice will state the time and place to appear which must not be less than three days nor later than five days after the notice is given. The student has the right to representation at the hearing and a verbatim record of the hearing will be made.

Within 24 hours of the expulsion hearing, the Superintendent will notify the parents, guardians or custodians of the student and the Treasurer of the Board as to his/her decision.

The notice will include the reasons for the expulsion and the right of the student, parent, guardian or custodian to appeal to the Board of Education, the right to be represented at the appeal, and the right to request 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 a school 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 / 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 parent/guardian or custodian with the names, addresses and phone numbers of the public and private agencies.

### Students Expelled from Other Districts

After an opportunity for a hearing, a student who has been expelled from the school of another school district and that period of expulsion has not expired may be temporarily denied admission to the Oak Hills Local Schools. The student shall be admitted to school no later than upon the expiration of the expulsion period. Effective September 15, 1995.

[Adoption date: September 5, 1995]  
[Revision date: August 7, 2017]

LEGAL REFS.: ORC Chapter 2506  
3313.66; 3313.661; 3313.662; 3313.668

CROSS REFS: JEGA, Permanent Exclusion  
JGD, Student Suspension  
JDDA, 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. The services of a nurse or health room aide are available to the district.

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 will attempt to 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: July 1, 1991]  
[Revision date: October 7, 2002]  
[Revision date: December 1, 2003]  
[Revision date: April 11, 2011]

LEGAL REFS: ORC 3313.50, 3313.67-3313.73  
3319.321  
3701.14  
3707.04, 3707.06, 3707.08, 3707.20, 3707.21, 3707.26, 3709.20, 3709.21

CROSS REFS: IGBA, Programs for Disabled Students  
JED, Student Absences and Excuses  
JHCB, Inoculations of Students  
JHCD, Administering Medicines to Students

STUDENT HEALTH SERVICES AND REQUIREMENTS

Head Lice (Pediculosis)

1. Any child determined to have head lice shall be excluded from school and the parents notified of the exclusion.
2. Students may be returned to school following initial examination and parasiticide treatment upon verification of the physician or parent that such treatment has occurred and rendered the student's hair nit-free.
3. A close examination of the child, classmates and staff shall be made by the school nurse and/or aide at frequent intervals to ascertain if there is any recurrence or infestation of others.
4. Home visits shall be made by the school nurse upon request of the school administrator.
5. Rooms of the school shall be disinfected as determined by the nurse and principal.

The following information shall be provided to the parent in letter form at the time of the exclusion under item No. 1:

1. Need to seek medical treatment
2. Length of anticipated exclusion (until hair is nit-free)
3. Willingness to arrange home visit by nurse
4. Instructions to launder clothing, bed linens, vacuum furniture and clean and dry all other clothing
5. Disinfectant should be used daily.

[July 1991]

## PHYSICAL EXAMINATIONS

The school district requires health records of students on the following basis.

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 of all students transferring into the district schools. If the previous school does not forward a record or if it is incomplete, it will be the parents' responsibility to comply with health requirements for students.
3. Students must have a physical examination prior to their participation in interscholastic athletic programs.

[Adoption date: July 1, 1991]

LEGAL REFS: ORC 3313.50, 3313.671, 3313.68, 3313.73

CROSS REF: JHCB, Inoculations of Students

## IMMUNIZATIONS

In order to minimize the spread of preventable illnesses in schools and provide students with a healthier learning environment, the Board requires immunizations in compliance with State law and the Ohio Department of Health for each student unless the parent(s) file an objection. The Board may also require tuberculosis examinations in compliance with law.

Students eligible for kindergarten and students new to the District must present written evidence of similar immunizations, or written evidence to indicate that they are in the process of receiving immunizations, to be completed no later than the day of entrance. The District will immediately enroll homeless students and foster students and assist in obtaining necessary immunization records. Students failing to complete immunizations within 14 days after entering are not permitted to return to school.

The District maintains an immunization record for each student.

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  
JHCC, Communicable Diseases

[Adoption date: July 1, 1991]  
[Revision date: April 5, 1999]  
[Revision date: October 7, 2002]  
[Revision date: June 5, 2006]  
[Revision date: January 10, 2011]  
[Revision date: April 3, 2017]

## COMMUNICABLE DISEASES

All students with signs or symptoms of diseases suspected as being communicable to others will be given immediate attention and sent home if such action is indicated.

Any student suspected or reported to have a communicable disease is examined by a school nurse or public health nurse. Upon the recommendation of the school nurse, the student may be excluded from school. Re-admission is dependent upon a decision by a physician, school nurse or public health nurse.

[Adoption date: July 11, 1991]  
[Revision date: January 10, 2011]

LEGAL REFS: ORC 3313.67; 3313.671; 3313.68; 3313.71  
3319.321  
3707.04; 3707.06; 3707.08; 3707.16; 3707.20; 3707.21; 3707.26

CROSS REFS: JEG, Exclusions and Exemptions from School Attendance  
JHCA, Physical Examinations of Students  
JHCB, Immunizations

## ADMINISTERING MEDICINES TO STUDENTS

Many students are able to attend school regularly only through effective use of medication in the treatment of disabilities or illnesses that do not hinder the health or welfare of others. If possible, all medication should be given by the parent(s) at home. If this is not possible, it is done in compliance with the following.

1. Only employees of the Board who are licensed health professionals, or who are appointed by the Board and have completed a drug administration training program meeting State law requirements, conducted by a licensed health professional and considered appropriate by the Board, can administer prescription drugs to students.
2. The school nurse or an appropriate person appointed by the Board supervises the secure and proper storage and dispensation of medications. The drug must be received in the container in which it was dispensed by the prescribing physician or others licensed to prescribe medication.
3. Written permission must be received from the parent(s) of the student, requesting that the school nurse or an appropriate person comply with the physician's order.
4. The school nurse or other designated individual must receive and retain a statement which complies with State law and is signed by the physician who prescribed the drug or other person licensed to prescribe medication.
5. The parent(s) must agree to submit a revised statement, signed by the physician or other licensed individual who prescribed the drug, to the nurse or other designated individual if any of the information originally provided by the physician or licensed individual changes.
6. No employee who is authorized by the Board to administer a prescribed drug and who has a copy of the most recent statement is liable in civil damages for administering or failing to administer the drug, unless he/she acts in a manner which would constitute "gross negligence or wanton or reckless misconduct."
7. No person employed by the Board is required to administer a drug to a student except pursuant to requirements established under this policy. The Board shall not require an employee to administer a drug to a student if the employee objects, on the basis of religious convictions, to administering the drug.

### Inhalers for Asthma

Students have the right to possess and use a metered-dose inhaler or a dry-powder inhaler to alleviate asthmatic symptoms or before exercise to prevent the onset of asthmatic symptoms. The right applies at school or at any activity, event or program sponsored by or in which the student's school is a participant.

In order for a student to possess the inhaler, he/she must have written approval from the student's physician and parent or other caretaker. The principal and/or the school nurse must have received copies of these required written approvals.

### Epinephrine Autoinjectors

Students are permitted to carry and use an epinephrine autoinjector (epipen) to treat anaphylaxis (severe allergic reactions). The right to carry and use an epipen extends to any activity, event or program sponsored by the student's school or activity, event or program in which the school participates.

Student possession of an epipen is permitted only if the student has written approval from the prescriber of the medication and, if a minor, from his/her parent. Written approval must be on file with the principal and, if one is assigned, the school nurse. In addition, the principal or school nurse must receive a backup dose of the medication from the parent or student.

### Diabetes Medication

If a student's treating physician determines a student with diabetes is capable of performing diabetes care tasks, the student is permitted to attend to the self-care and management of his/her diabetes during regular school hours, and at school-sponsored activities upon written request from the student's parent/guardian or other person having care or charge of the student. Students may perform these tasks in the classroom, in any area of the school or school grounds, and at any school-sponsored activity. Students are permitted to possess, at all times, the necessary supplies and equipment to perform the tasks in accordance with the student's treating physician's orders. This right may be revoked if the student performs any care tasks or



uses medical equipment for purposes other than the student's own care. The student is provided with a private area for performing self-care tasks if requested by the student, student's parent/guardian or other person having care or charge of the student.

[Adoption date: July 1, 1991]  
[Revision date: April 16, 2007]  
[Re-adoption date: March 1, 2010]  
[Revision date: May 2, 2011]  
[Revision date: October 6, 2014]

LEGAL REFS.:           ORC     2305.23; 2305.231  
                                      3313.64; 3313.7112; 3313.712; 3313.713; 3313.716; 3313.718  
                                      3314.03; 3314.141  
                          OAC     3301-35-06

CROSS REFS:       EBBA, First Aid  
                      JFCH, Alcohol Use by Students  
                      JFCI, Student Drug Abuse

## PROCEDURES FOR THE ADMINISTRATION OF MEDICATION AT SCHOOL

Whenever possible medication required by a student should be scheduled to be administered at home before or after school hours. However, certain students may require the administration of medication during the school day to maintain an optimum health status for learning. When it is necessary for students to receive medication during the school day, the following procedures must be followed.

### 1. DOCUMENTATION REQUIRED FOR ADMINISTRATION OF MEDICATION

- a. Before medication can be administered at school, the parent/guardian must submit a signed and dated Administration of Medication at School form to school personnel and agree to the following:
  - 1) Grant permission to school personnel to administer the medications to the student.
  - 2) Submit to school personnel written instructions from the prescribing physician.
  - 3) Submit a revised statement, signed and dated by the prescribing physician, when any change in the original physician's instructions occurs.
  - 4) Submit a written statement from the parent/guardian to school personnel when the medication is discontinued, if such time occurs before the date indicated by the prescribing physician.
  - 5) Recognize that it is the primary responsibility of the student to remember to take the medication.
  - 6) Release Oak Hills Local School District and their designated personnel from liability concerning the administration of or non-administration of the medication.
  - 7) A one dose over-the-counter medication may be given with a signed and dated parental note, accompanied by the original container labeled with student's name, drug name, dosage and time to be given.
- b. Before medication can be administered at school, school personnel must receive written instructions from the prescribing physician which **must** include all of the following information:
  - 1) Name, address, and the date of birth of the student.
  - 2) School and class in which the student is enrolled.
  - 3) Name of the medication(s) and the dosage(s) to be administered.
  - 4) Time or intervals at which each dosage of medication is to be administered.
  - 5) Special instructions for the administration of the medication, including sterile conditions and storage.
  - 6) Date the administration of the medication is to begin.
  - 7) Date the administration of the medication is to be discontinued.
  - 8) Adverse reactions that should be reported to the physician.
  - 9) One or more phone numbers at which the physicians can be reached in an emergency.
- c. A new Administration of Medication at School form must be submitted:
  - 1) At the beginning of each school year.
  - 2) When any change is made to the current prescribing physician's instructions or a written statement from the prescribing physician describing the change(s) may be attached to the current Administration of Medication form, if the statement is inclusive of all required information.
  - 3) Any time a new medication is required by the student.
  - 4) Students independently responsible for the management of self medication may carry medication such as Inhalers and EpiPens on their person, with written physician order and written consent by a parent/guardian. The decision to allow the student to self administer must include: collaboration and consent with physician and parent, assessment of student technique and self assessment skills and student reporting use/desired effect to the health room.

### 2. RECEIVING AND STORING MEDICATION

- a. It is required that the parent/guardian or an adult designee bring the initial container of medication and any subsequent refills to school.
  - 1) The container must be accompanied with a Medicine Drop Off form completed and signed by a parent/guardian.
  - 2) Health Room Personnel must count the pills in the presence of the parent/guardian. Both must sign the drop off form and the back of the Record of Medication Administration.
- b. The medication must be received in the container in which it was purchased or dispensed by the prescribing physician or licensed pharmacist. The container must have an affixed label including the student's name, name of the medication, dosage, route of administration, and the time interval for administration.

Medication must be stored in compliance with state and/or federal law.

- 1) A location in each school building should be established for the storage of medications to be administered to students. All such medications not requiring refrigeration must be stored in that location in a locked storage place.
  - 2) Medications that require refrigeration should be kept in a refrigerator in a place not commonly used by students.
- c. After the course of the medication has been completed, or when the medication has been discontinued, any remaining medication and the container should be safely returned to the parent/guardian and so documented on the ADMINISTRATION OF MEDICATION documentation log. If the parent/guardian does not wish to claim the remaining medication, the medication is to be destroyed in the presence of other school personnel and so documented on the ADMINISTRATION OF MEDICATION documentation log.

### 3. DETERMINING SCHOOL PERSONNEL RESPONSIBLE FOR THE ADMINISTRATION OF MEDICATION

- a. Medication procedures define guidelines to provide for the best quality of care for students receiving medicine at school and to ensure the safety of all students and staff. In collaboration with the building principal, the district nurse may delegate according to Ohio Nurse Practice Act to designated, unlicensed school personnel the responsibilities of storing and administering medications in the health room aide's absence. Unlicensed school personnel must have received the proper medication training from the Oak Hills district nurses.

The district nurse may delegate to unlicensed school personnel who have completed the required training, the administration of the following types of medications:

- 1) Oral Medications. Oral medications are any medicine that is ingested or inhaled through the mouth. Oral medications **shall not** include ingestion through the following, but not limited to: nasogastric feeding tube, gastrostomy tube, jejunostomy tube, or any other artificially inserted tubes.
- 2) Topical Medications. Topical medications are any medication applied to the outer skin, eye, nose, or ear drops. Topical medications shall not include the following: irrigation or debriding agents used in the treatment of skin conditions or minor abrasions, or transdermal medications.
- 3) Emergency Medication for Self Injection. Coordination and cooperation of the entire school team in the early recognition of symptoms and prompt intervention is vital to survival in life threatening situations. The safe, reliable and prompt access to medicines is consistent with the individual needs of the child and the safety of others. Self Administered, single Use Forms of Intramuscular (I.M.), Subcutaneous (SQ.), and Rectal Medications, i.e. EpiPen (Anaphylaxis Reaction), Glucagon (Diabetic Emergency) and Diastat (Seizure Emergency).
  - a) The district nurse will support school personnel delegated to administer medications and provide instruction specific to the medication being given and the individualized needs of the students.
  - b) The district nurse must continually monitor students receiving medications and provide needed education to teachers and delegated school personnel regarding the student's health needs and medication therapy.
  - c) School personnel shall not be required to administer/pass medication to a student, if the objection is based on religious convictions.

### 4. ADMINISTRATION OF MEDICATION

- a. The information on the affixed label of the medication container **must** be compared to the prescribing physician's order. The medication must **not** be given if there is any discrepancy in the following information:
- 1) Name of the student
  - 2) Name of the medication
    - a) If a generic brand has been substituted for a brand name, the medication must not be given until it has been determined that the generic and brand name medications are synonymous (example – Ritalin/Methylphenidate, Ventolin/Albuterol).
    - b) The school personnel administering the medication is responsible to inform the district nurse of any unfamiliar or questionable drug before administration of that drug.
- b. Dosage to be administered
- 1) A questionable medication dosage must not be given until clarification is obtained from the prescribing physician.
  - 2) School personnel have the right of refusal to administer any medication that is determined to be questionable dose. Parent/guardian is notified of refusal and need for clarification by physician.
  - 3) Any question about the appearance of the medication must be clarified with the pharmacist or prescribing physician, before the medication can be given.

- c. Time(s) or interval of time the medication is to be administered
  - 1) An acceptable time frame for the administration of daily medication is ½ hour before to ½ hour after the ordered time. The student's school schedule should be considered when arranging for the administration of medication and disruptions or the calling of undue attention to the student should be avoided whenever possible. Exceptions to this time frame may be modified for student's specialized needs, i.e., Diabetic Protocol.
  - 2) P.R.N. (as needed) medication **must not** be given without first establishing the last time a dose of the medication was administered to the student.
  - 3) To ensure that any P.R.N. medication required during the school day is administered at the proper time interval, parents/guardians must be required to inform school personnel of the last time the medication was given prior to the school day.
  - 4) Students independently responsible for the management of self-medication may carry medications such as inhalers or EpiPens on their person, if a physician's written order and written parent/guardian consent is given.
- d. Route of Administration
  - 1) Oral medication should be offered to the student in the cap of the medication container.
  - 2) All oral medications are to be taken with water or some other fluid. The student is to be watched carefully to make sure the medication has been swallowed.

## 5. DOCUMENTING THE ADMINISTRATION OF MEDICATION

- a. There must be an Administration of Medication at School form and an Administration of Medication documentation log for each medication the student is receiving.
  - 1) When the student goes on a field trip, the medication dose is put in an envelope labeled with student's name, drug name, dosage, and time to be given.
  - 2) Each dose of medication administered by school personnel must be documented (signature and date) on the student's Administration of Medication documentation log by the individual actually administering the medication. Documentation of one dose over-the-counter medication will be done on the parental note and filed with all medication forms for that school year.
  - 3) Administration of Medication at School form(s) and Administration of Medication documentation log(s) should be placed in storage labeled for that year when the course of the medication is complete, the medication is discontinued, or at the end of the school year.
- b. Whenever a dose of medication is not given, including absence, a dated, signed notation must be made on the Administration of Medication documentation log identifying the reason for the non-administration of medication.
- c. The student's identification must be accurately determined each time medication is administered by telling his/her full name.

## 6. MANAGEMENT OF MEDICATION ERRORS

- a. Any medication error(s) made by licensed or unlicensed school personnel **must** be immediately acknowledged and the appropriate actions taken without delay. The following are to be immediately notified, the order of which is to be determined by the circumstances and gravity of the error.
  - 1) Poison Control Center @ 636-5111 or Toll Free @ 1-800-222-1222. Telephone number is to be posted in each health room
  - 2) Prescribing Physician
  - 3) Parent/Guardian
  - 4) Building Principal
  - 5) District Nurse
- b. Incident Report form must be submitted to the district nurse within one working day of the recognition of the error.

## 7. PROCEDURE

- a. Wash hands before administering medication.
- b. RIGHT NAME – Ask student to tell you his/her full name.
- c. RIGHT MEDICATION – Check physician's order and parent's signature.
- d. RIGHT DOSE/RIGHT TIME – Compare information on the affixed label of the medication container with the prescribing physician's order. The medication must **not be given** if there is **any discrepancy** (example: name of student, name of medication, dosage, or time to be given).
- e. Offer oral medication to the student in the cap of the medication container and drop tablet into the palm of the student.

- f. Offer water and watch carefully to make sure medication has been swallowed.
- g. Complete Medication Administration Form for the student and sign your name.
- h. Repeat procedure for each student.
- i. Medications must **never** be left unattended.
- j. If medication is not given because of absence, etc., this must be recorded.

8. Inhalers for Asthma

Students have the right to possess and use a metered-dose inhaler or a dry-powder inhaler to alleviate asthmatic symptoms or before exercise to prevent the onset of asthmatic symptoms. The right applies at school or at any activity, event or program sponsored by or in which the student's school is a participant.

In order for a student to possess the inhaler, he/she must have written approval from the student's physician and parent or other caretaker. The principal and/or the school nurse must have received copies of these required written approvals.

9. Epinephrine Autoinjectors

Students are 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.

[Revised 4/16/07]

[Revised 5/02/11]

ADMINISTERING MEDICINES TO STUDENTS  
(General Regulation)

Students needing medication are encouraged to receive the medication at home, if possible.

Only employees of the Board who are licensed health professionals, or who are appointed by the Board and have completed a drug administration training program meeting State law requirements, conducted by a licensed health professional and considered appropriate by the Board, can administer prescription drugs to students.

1. The person or persons designated to administer medication receives a written request, signed by the parent(s) having care or charge of the student, that the drug be administered to the student.
2. Each person designated to administer medication receives a statement, signed by the physician or other person licensed to prescribe medication, which includes all of the following information:
  - A. the name and address of the student;
  - B. the school and class in which the student is enrolled;
  - C. the name of the drug and the dosage to be administered;
  - D. the times or intervals at which each dosage of the drug is to be administered;
  - E. the date on which the administration of the drug is to begin;
  - F. the date on which the administration of the drug is to cease;
  - G. any severe adverse reactions which should be reported to the physician and one or more telephone numbers at which the person who prescribed the medication can be reached in case of an emergency and
  - H. special instructions for administration of the drug, including sterile conditions and storage.
3. The parent(s) agree to submit a revised statement signed by the physician who prescribed the drug to the person designated to administer medication if any of the information provided by the person licensed to prescribe medication as described above changes.
4. The person authorized to administer the drug receives a copy of the statement described above.
5. The drug is received by the person authorized to administer the drug to the student for whom the drug is prescribed in the container in which it was dispensed by the prescribing physician or other licensed professional.

The person designated by the Board establishes a location in each school building for the storage of drugs to be administered. Unless otherwise authorized by State law, all such drugs shall be stored in that location in a locked storage place. Drugs that require refrigeration may be kept in a refrigerator in a place not commonly used by students.

No person who has been authorized by the Board to administer a drug and has a copy of the most recent statement which was given to him/her prior to administering the drug is liable for administering or failing to administer the drug, unless such person acts in a manner which constitutes "gross negligence or wanton or reckless misconduct."

A person employed by the Board is not required to administer a prescribed drug to a student unless a Board regulation establishes a requirement; furthermore, the Board shall not require an employee to administer a drug to a student if the employee objects, on the basis of religious convictions, to administering the drug.

Board policy and regulations regarding dispensation of medication must be formally adopted by the Board and may be changed, modified or revised only by action of the Board.

[Revised 4/16/07]

[Revised 5/02/11]

[Revised 10/4/14]

ADMINISTERING MEDICINES TO STUDENTS  
(Use of Asthma Inhalers)

In order for a student to possess and use an inhaler, he/she must have written approval from the student's physician and parent or other caretaker. The principal and/or the school nurse must have received copies of these required written approvals.

The physician's written approval must specify the minimum following information:

1. the student's name and address;
2. the name of the medication contained in the inhaler;
3. the date the administration of the medication is to begin;
4. the date, if known, that the administration of the medication is to cease;
5. written instructions that outline the procedures school personnel should follow in the event that the asthma medication does not produce the expected relief from the student's asthma attack;
6. any severe adverse reactions that may occur to the student using the inhaler that should be reported to the physician;
7. any severe reactions that may occur to another student for whom the inhaler is not prescribed, should he/she receive a dose of the medication;
8. at least one emergency telephone number for contacting the physician;
9. at least one emergency telephone number for contacting the parent, guardian or other person having care or charge of the student in an emergency and
10. any other special instructions from the physician.

In no circumstances will the District, any member of the Board or any Board employee be liable for injury, death or loss of person or property when a District employee prohibits a student from using an inhaler because the employee believes, in good faith, that the required written approvals have not been received by the principal. Additionally, liability cannot accrue because the employee permits the use of an inhaler when the employee believes, in good faith, that the written approval(s) have been received by the appropriate authority.

[Approval date:   October 6, 2014]

ADMINISTERING MEDICINES TO STUDENTS  
(Use of Epinephrine Autoinjectors)

Student possession of an epipen is permitted only if the student has written approval from the prescriber of the medication and, if a minor, from his/her parent. Written approval must be on file with the principal and, if one is assigned, the school nurse. In addition, the principal or school nurse must receive a backup dose of the medication from the parent or student.

The prescriber's written approval must specify at least the following information:

1. student's name and address;
2. names and dose of the medication contained in the autoinjector;
3. the date the administration of the medication is to begin and, if known, the date the administration of the medication is to cease;
4. acknowledgement that the prescriber has determined that the student is capable of possessing and using the epipen appropriately and has provided the student with training in the proper use of the epipen;
5. circumstances in which the epipen should be used;
6. written instructions that outline procedures school personnel should follow if the student is unable to administer the medication or the medication does not produce the expected relief from the student's anaphylaxis (allergic response);
7. any severe reaction that:
  - A. the student may experience that should be reported to the prescriber or
  - B. may occur to another student for whom the medication is not prescribed, if that student receives a dose of the medication;
8. at least one emergency telephone number each for contacting the prescriber and the parent and
9. any other special instructions from the prescriber.

Whenever a student is administered epinephrine at school or at an activity, event or program sponsored by the school or in which the school is a participant, a school employee must immediately request assistance from an emergency medical service provider. Request for medical assistance applies whether the student self-administers the medication or a school employee administers it to the student.

The Board and District employees are not liable in damages in a civil action for injury, death or loss to person or property allegedly arising if:

1. a school employee prohibits a student from using an epipen because he/she has a good faith belief that the conditions for carrying and using the medication have not been satisfied;
2. a school employee permits a student to carry and use an epipen because of the good faith that the conditions have been satisfied or
3. in instances in which a student is rightfully permitted to carry an epipen, the medication is used by a student for whom it was not prescribed.

All immunities granted to schools under the sovereign immunity law or any other law apply.

[Approval date: October 6, 2014]



# RECORD OF THE ADMINISTRATION OF PRESCRIPTION DRUG

Name of Student

Name of Person(s) Authorized to Administer Drug

Drug Name \_\_\_\_\_

Date Administration is to Begin

Date Administration is to End

Dosage \_\_\_\_\_

Possible Adverse Reactions \_\_\_\_\_

Prescribing Physician's Name and Telephone Numbers

Name \_\_\_\_\_

Number

Number

## RECORD

[illegible]

## STUDENT SAFETY

The objectives of safety instruction in the school 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, in school vehicles and to and from school.

Instruction in courses in industrial technology, science, homemaking, art, physical education, health and safety will include and emphasize safety and accident prevention.

Safety instruction will precede the use of materials and equipment by students in applicable units of work in the courses listed above and instructors will teach and enforce all safety rules set up for the particular courses. These will include the wearing of protective eye devices in appropriate activities.

Play areas and other portions of all school facilities of the school district will be posted with appropriate signs concerning limiting operation of motor vehicles or the riding of horses.

The Board of Education will provide for instruction in personal safety and assault prevention in grades kindergarten through six. Upon written request of a parent or guardian a student shall be excused from taking 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 counsel, assess, diagnose or treat a student's personal problem relating to sexual behavior, substance abuse, mental or physical health and/or family relationships but, instead, should refer the student to the appropriate individual or agency for assistance,
3. shall not disclose information concerning a student, other than directory information, to any person not authorized to receive such information. This includes, but is not limited to, information concerning assessments, ability scores, grades, behavior, mental or physical health and/or family background, and
4. shall, pursuant to law and board policy, immediately report any suspected signs of child abuse or neglect.

Buildings will be inspected annually to detect and remedy health and safety hazards. The Superintendent/designee is authorized and directed to develop appropriate means for the implementation of this policy.

[Adoption date: July 1, 1991]

[Revision date: June 5, 2006]

LEGAL REFS: ORC 3313.60, 3313.643, 3313.74, 3313.96  
3705.05  
3737.73  
4107.31  
OAC 3301-35-06

CROSS REFS: AFI, Evaluation of Educational Resources  
EB, Safety Program  
EBD, Crisis Management  
JEE, Student Attendance Accounting (Missing and Absent Children)  
JHG, Reporting of Child Abuse  
JHH, Notification About Sex Offenders

## REPORTING CHILD ABUSE

All employees of the District who know or suspect that a child under eighteen (18) years of age or a disabled child under twenty-two (22) years of age has suffered or is suffering any type of abuse or neglect are required to immediately report such information to the public children services agency or the local law enforcement agency.

To ensure prompt reports, procedures for reporting are made known to the school staff. A person who participates in making such reports is immune from any civil or criminal liability, provided the report is made in good faith.

The Board directs the Superintendent/designee to develop a program of in-service training in child abuse prevention for all elementary school nurses, teachers, counselors, 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 elementary school nurse, teacher, counselor, psychologist or administrator shall complete at least four hours of in-service training in child abuse prevention, violence and substance abuse and the promotion of positive youth development within two years of commencing employment with the District, and every five years thereafter.

Conversely, public children services agencies must notify the Superintendent of any allegations of child abuse and neglect reported to them involving the District, as well as the disposition of the investigation.

[Adoption date: July 1, 1991]  
[Revision date: October 7, 1996]  
[Revision date: February 5, 1998]  
[Revision date: February 4, 2008]  
[Re-adoption date: March 1, 2010]

LEGAL REFS: ORC 2151.011; 2151.421  
3313.662  
3319.073

## 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 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/designee 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/designee 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: February 5, 1998]

[Revision date: December 1, 2003]

LEGAL REFS:    ORC     Chapter 2950, § 149.93  
                  OAC     Chapter 109:5-2

CROSS REF:     Criminal Records Check

## EMPLOYMENT OF STUDENTS

Students' school responsibilities are to take precedence over non-school related jobs. If students need to work while attending school, they will be cautioned against assuming work commitments that will interfere with their studies and achievement in school. Opportunities for employment will be provided through work-experience programs and as noted below.

### Work Permits

In compliance with law, the Hamilton County Educational Service Center will be responsible for processing requests for and issuing work permits as necessary. Employment must meet all legal requirements pertaining to jobs suitable for minors.

### In-school Employment

Part-time and summer jobs may be open to students in keeping with their abilities and the needs of the school for student help. The Board also authorizes the district to provide cooperative work-experience programs.

As with all district employment, the Board of Education will approve appointments and establish pay rates. These rates will conform with requirements of the minimum wage law.

[Adoption date: July 1, 1991]

LEGAL REFS:   ORC     3313.56, 3313.93  
                              3321.08-3321.11  
                              3331.01 -3331.15  
                  ORC     4109  
                              4111.02  
                              Immigration Reform and Control Act of 1986, Pub. L. No. 99-603 (1986)

CROSS REFS:   IGADA, Work-Experience Opportunities  
                  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 school district and the Board of Education wishes to avoid any embarrassment of students or hardship on families that lack financial resources.

1. Teachers will discourage gifts from students. Notes of appreciation, of course are always welcome.
2. Charity or general solicitations from students will be permitted only after written approval has been given by the Superintendent. The Superintendent will annually approve all solicitations that will be permitted in the schools.
3. There will be no solicitation of money from local industry, businesses, district residents, parents or anyone by any school organization without the approval of the Superintendent/designee.
4. When the graduating class wishes to present a gift to the school, it will be encouraged to donate the balance of the class fund to a school service project, the school scholarship fund, or to present a gift that will have long-lasting benefit to all students in the district.
5. Permission will never be given for the school to sponsor non-school fund raisers or to provide for student involvement in such.
6. No student solicitation will be permitted.

[Revised date: November 7, 1994]

CROSS REFS: GBI, Staff Gifts and Solicitations  
IGDF, Student Fund-Raising Activities  
KI, Public Solicitation in the Schools  
KJ, Advertising in the Schools

STUDENT EXTRACURRICULAR PARTICIPATION  
(Contingent Upon Payment of Academic Fees)

Ohio Revised Code Section 3319.642 permits public boards of education to adopt rules prescribing a schedule of fees for materials used in the course of academic instruction with the exception of necessary textbooks.

A board of education may enforce the payment of such fees and charges by withholding grades and credits for the pupils concerned.

The Ohio Revised Code Section 3313.20 provides that boards of education shall make any rules that are necessary for its government and the government of its employees, pupils of its schools, and all other persons entering upon its school grounds or premises.

It shall be the policy of the Oak Hills Local School District Board of Education that participation in all extracurricular activities (excluding co-curricular field trips) shall be contingent upon the student's payment of all academic fees for consumable materials. All academic fees must be paid in full 7 days prior to the first contest of the event.

In the event a student has arranged a payment schedule for these fees, the building principal or designee will ensure that the student has remained current on his/her account in order to remain eligible for participation in extracurricular activities. A payment plan shall not carry over beyond the end of the school year and all outstanding fees must be paid by the end of the school year.

[Adoption date: May 6, 1996]  
[Revision date: October 6, 1997]  
[Revision date: May 4, 2015]

LEGAL REFS: ORC 3313.20  
3319.642

## STUDENT EXTRACURRICULAR FEES

Extracurricular fees shall be collected to help defray the cost of extracurricular activities in the schools of the school district. These fees will be supplemental only; they could not cover the entire cost of all the extracurricular programs offered in the schools.

### 1. Athletic

- a. All students in grades 9-12 participating in high school interscholastic athletics will pay a \$160.00 fee per sport unless noted below:
  - Cheerleading – Basketball \$80
  - Cheerleading – Football \$80
- b. All students in grades 6-8 participating in other interscholastic athletics will pay a \$135.00 fee per sport unless noted below:
  - Cheerleading – Basketball \$55
  - Cheerleading – Football \$55

### 2. Non-Athletic

- a. All students in grades 9-12 participating in the activities listed below will pay the fees indicated:

|               |          |
|---------------|----------|
| Drill Team    | \$135.00 |
| Majorettes    | \$135.00 |
| Chess Team    | \$60.00  |
| Academic Team | \$60.00  |
| Mascots       | \$60.00  |

- b. All students in elementary grades participating in extracurricular activities will pay the cost of the activity.

### Refunds

Athletic: No refund to any student after the first game has been played. No refund for students should they quit the team or be dropped from the team because of disciplinary reasons.

Other: No refunds after the second meeting of the organization, first contest or first performance of a group.

### Hardship Cases

No one will be denied because of inability to pay. Students who cannot afford to pay the fees may be helped by the Booster's organization or they may work at the school for their fees.

Hardship cases are those students who qualify for A. D. C. and have requested consideration, or those who have made a special request and have been recommended by the principal, athletic director or advisor of the activity.

All hardship cases must be approved by the principal.

NOTE: An \$18.00 charge per check will be assessed for checks returned for insufficient funds.

[Revision date: June 5, 2000]  
[Revision date: June 4, 2001]  
[Revision date: May 6, 2002]  
[Revision date: June 2, 2003]  
[Revision date: June 7, 2004]  
[Revision date: June 6, 2005]  
[Revision date: April 10, 2006]  
[Revision date: May 7, 2007]  
[Revision date: May 5, 2008]  
[Revision date: May 4, 2009]  
[Revision date: April 19, 2010]  
[Revision date: May 15, 2017]



## STUDENT FEES, FINES AND CHARGES

### Materials Fees

The Board of Education continues to assume most of the cost of an individual's educational expenses. 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. Out-of-pocket expenditures for students will be kept at the lowest level possible. Student lunches and admission charges to after-hours events are to be paid for by the students. No additional fees or charges will be made over the present level without the approval of the Superintendent/designee.

Transcripts 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. The district will send official transcripts to colleges/universities and any employment agency seeking to hire a current student or graduate of Oak Hills High School. These transcripts will be made available upon request from the college/university or employment agency.

Participation in extracurricular field trips will not be permitted unless payment has been received. Students will be prohibited from participating in commencement exercises unless payment has been received.

The District does not charge students eligible for free lunch under the National School Lunch Act or Child Nutrition Act a fee for any materials needed to participate fully in a course of instruction. Any fees charged to students eligible for free lunch under the National School Lunch Act or Child Nutrition Act, will be charged in compliance with State and Federal law. This exception only applies to recipients of free lunch, not students who receive reduced-price lunch. This provision does not apply to extracurricular activities and student enrichment programs that are not courses of instruction.

### Fines

Fines shall be levied for loss or damage done to all textbooks and library books, other than that which would come from normal use. Fines shall not be excessive except in case of total destruction of the book involved. It is not our intention to have students pay for books through a system of fines; hence, fines shall be reasonable and for a just cause. Book fines shall be collected when books are turned in. All collection of fines shall be turned in to the Treasurer.

When school property, equipment or supplies are damaged, lost or taken by individuals, a fine will be assessed. The fine will be 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 will be subject to appropriate fines.

All fines collected will be sent to the Treasurer for deposit in the general funds of the Board of Education.

[Revision date: June 5, 1995]  
[Revision date: February 5, 2007]  
[Revision date: March 5, 2012]  
[Revision date: October 1, 2012]  
[Revision date: April 4, 2016]

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)  
JM, Student Extracurricular Participation

## STUDENT FEES, FINES AND CHARGES

Student FinesFees for Lost Books

Full Replacement Cost

Damage to Books

Not more than one-fourth of the list price, except in unusual circumstances, as judged by the principal

Library book fines per day for days the library is open will be five cents in all schools. References or overnight materials which are not returned before the first class begins will have a \$ .10 per day overdue fine.

Student Fees

Listed below are the yearly fees to be charged to the students of the Oak Hills Local School District. Any changes must be approved by the Director of Curriculum & Instruction.

Fees for all students, grades kindergarten through 12, are used to provide room allotments, art materials, workbooks, student plan books. The most appropriate uses of the fees will be determined by the building principal.

Effective 2018-19 School Year & Forward

The total fee for students in grades PK - 5 is \$85.00.

The total fee for students in grades 6 - 8 is \$127.00.

The total fee for students in grades 9 - 12 is \$130.00.

The total tuition for preschool students is \$2,000 annually.

Students enrolled in some high school courses may be required to purchase materials/supplies for individual projects.

The only addition permitted to the above fees will be the costs for students to participate in specific field trips and extracurricular activities.

Refunds

Upon attending a class in a semester, students will forfeit their ability to receive a refund for that semester.

NOTE:

An \$18.00 charge (per check) will be assessed for checks returned for insufficient funds.

[Revision date: 04/01/96]  
 [Revision date: 06/02/97]  
 [Revision date: 04/05/99]  
 [Revision date: 03/06/00]  
 [Revision date: 03/05/01]  
 [Revision date: 05/06/02]  
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 [Revision date: 01/12/04]  
 [Revision date: 02/07/05]  
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 [Revision date: 02/05/07]  
 [Revision date: 03/03/08]  
 [Revision date: 03/01/10]  
 [Revision date: 10/04/10]  
 [Revision date: 04/11/11]  
 [Revision date: 03/03/14]  
 [Revision date: 04/04/16]  
 [Revision date: 02/05/18]

CROSS REFS: JM, Student Extracurricular Participation

## STUDENT RECORDS

In order to provide students with appropriate instruction and educational services, it is necessary for the school 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 legal guardian(s) or the student in accordance with law, yet be guarded as confidential information.

The Superintendent is responsible for the proper administration of student records in keeping with Ohio 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 folder will be available to parents, guardians or the student if over eighteen (18) years of age. This request must be in writing and will be granted within the lesser of five (5) school days or ten (10) calendar days. No records are to be removed from the school and 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 eighteen (18) or enrolls in a post-secondary school. The student then becomes an "eligible student."

The school district will provide notice to parent(s)/guardian(s) and eligible students annually, in accordance with the procedures set forth under administrative regulations, of the following 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. 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 district decides not to alter the records according to the parent or eligible student's request.
3. The right of any person to file a complaint with the Family Policy Compliance Office of the U. S. Department of Education if the school district violates relevant federal law, specifically the Federal Educational Rights and Privacy Act (FERPA).
4. The right to acquire information concerning the procedure which the parent(s) or eligible students 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.)

To carry out their responsibilities, school officials, including teachers who have assigned classroom or counseling responsibility to the student, will have access to student education records for legitimate education 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/guardian or eligible student, except that the Superintendent/designee may permit disclosure in certain limited circumstances outlined under administrative regulations (e.g., transfers to another school district or government agency 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: July 1, 1991]  
[Revision date: April 14, 1997]  
[Revision date: September 2, 1997]  
[Revision date: January 6, 2003]  
[Revision date: December 5, 2005]

LEGAL REFS: Family Educational Rights and Privacy Act of 1974  
Pub. L. No. 93-380, § 438, 88 Stat. 57-79 (1974)  
ORC 149.41  
1347.01 et seq.  
3313.50  
3317.031  
3319.32, 3319.321, 3319.33  
3321.12, 3321.13  
3331.13  
State Board of Education Minimum Standards 3301-35-02 (B) (4) (b), 3301-35-03(E), 34 C.F.R. § 99.37(a)

CROSS REFS: AFI, Evaluation of Educational Resources  
KBA, Public's Right to Know  
KKA, Recruiters in the Schools

## STUDENT RECORDS - DEFINITIONS

1. Each student's official school records will include the following:
  - a. Records to be retained permanently:
    - 1) Name and address of parent
    - 2) Verification of date and place of birth
    - 3) Dates and record of attendance
    - 4) Course enrollment and grades
    - 5) Achievement test data
    - 6) Date of graduation or withdrawal
  - b. Records of verifiable information to be retained during the student's school career:
    - 1) Medical/health data [Note: These must be retained for a period not less than two years beyond the age when school enrollment may occur.]
    - 2) Individual psychological evaluation (gathered with written consent of parents)
    - 3) Individual intelligence tests, tests for learning disabilities, etc. (counselor-administered)
    - 4) Other verifiable information to be used in educational decision making
2. Maintaining Student Records
  - a. Transcripts of the scholastic record will contain only true factual information. The schools will confine its record-keeping to tasks with clearly defined educational ends.
  - b. Items listed under 1-A will be retained for 100 years. Those listed under 1-B will be retained during the student's school life and destroyed at graduation unless the school code imposes other restrictions.
  - c. Teacher and staff comments on student records will be confined to matters related to student performance. Value judgments will be excluded from the record.
  - d. Student records will be considered as current educational and/or therapeutic tools and will be available for use as such.

For the purposes of the policy, the school district has used the following definitions of terms.

3. Student - any person who attends or has attended a program of instruction sponsored by the Board of Education of the school district.
  - a. Eligible student - a student or former student who has reached age 18 or is attending a post-secondary school.
  - b. Parent - either natural parent of a student unless his/her rights under the FERPA have been removed by a court order, a guardian, or an individual acting as a parent or guardian in the absence of the student's parent or guardian.
  - c. Education records - any record (in handwriting, print, tapes, film, or other medium) maintained by the school district, an employee of the district, or an agent of the district which is related to a student except:
4. A personal record kept by a school staff member which meets the following tests.
  - a. It was made as a personal memory aid.
  - b. It is in the personal possession of the individual who made it.
5. Information contained in it has never been revealed or made available to any other person except the maker's temporary substitute.
6. An employment record which is used only in relation to a student's employment by the school district. (Employment for this purpose does not include activities for which a student receives a grade or credit in a course.)
7. Alumni records which relate to the student after he/she no longer attends classes provided by the school district and the records do not relate to the person as a student.
8. Personal identifier - any data or information that makes the subject of a record known. This includes the student's name, the student's address, the student's social security number, a student number, a list of personal characteristics or any other information which would make the student's identity known.

## ANNUAL NOTIFICATION

Within the first three weeks of each school year, the school district will notify parents and eligible students of their rights under state and federal law and this policy. The district will also send home with each student a bulletin listing these rights and the bulletin will be included with a packet of material provided parents or an eligible student when the student enrolls during the school year.

The notice will include the following:

- a. The right of parents or eligible students to inspect and review the student's education records.
- b. The intent of the school district to limit the disclosure of information contained in a student's education records except: (1) by the prior written consent of the student's parent or the eligible student, or (2) under certain limited circumstances, as permitted by law.
- c. The right of a student's parent or an eligible student to seek to correct parts of the student's education records which he/she believes to be inaccurate, misleading or in violation of student rights. This right includes the right to a hearing to present evidence that the records should be changed if the district decides not to alter it according to the parent's or eligible student's request.
- d. The right of any person to file a complaint with the Department of Education if the school district violates the FERPA.
- e. The procedure that a student's parent or an eligible student should follow to obtain copies of this policy and the locations where copies may be obtained.

The district will arrange to provide translations of this notice to non-English speaking parents in their native language.

**LOCATIONS OF EDUCATION RECORDS**  
(Required)

| <u><b>TYPES</b></u>                                                                                                                                                                                 | <u><b>LOCATION</b></u>                                                                             | <u><b>CUSTODIAN</b></u>                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|
| <u>Cumulative School Records</u>                                                                                                                                                                    | <u>School Principal's Office</u>                                                                   | <u>School/Principal</u>                                                   |
| <u>Cumulative School Records</u>                                                                                                                                                                    | <u>School Principal's Office</u>                                                                   | Oak Hills High School<br>3200 Ebenezer Road<br>Cincinnati, Ohio 45248     |
| <u>Cumulative School Records</u>                                                                                                                                                                    | <u>School Principal's Office</u>                                                                   | Bridgetown Middle<br>3900 Race Road<br>Cincinnati, Ohio 45211             |
| <u>Cumulative School Records</u>                                                                                                                                                                    | <u>School Principal's Office</u>                                                                   | Delhi Middle<br>5280 Foley Road<br>Cincinnati, Ohio 45238                 |
| <u>Cumulative School Records</u>                                                                                                                                                                    | <u>School Principal's Office</u>                                                                   | Rapid Run Middle<br>6345 Rapid Run Road<br>Cincinnati, OH 45233           |
| <u>Cumulative School Records</u>                                                                                                                                                                    | <u>School Principal's Office</u>                                                                   | C. O. Harrison Elementary<br>585 Neeb Road<br>Cincinnati, Ohio 45233      |
| <u>Cumulative School Records</u>                                                                                                                                                                    | <u>School Principal's Office</u>                                                                   | Delshire Elementary School<br>4402 Glenhaven<br>Cincinnati, Ohio 45238    |
| <u>Cumulative School Records</u>                                                                                                                                                                    | <u>School Principal's Office</u>                                                                   | J. F. Dulles Elementary<br>6481 Bridgetown Road<br>Cincinnati, Ohio 45248 |
| <u>Cumulative School Records</u>                                                                                                                                                                    | <u>School Principal's Office</u>                                                                   | Oakdale Elementary<br>3850 Virginia Court<br>Cincinnati, Ohio 45248       |
| <u>Cumulative School Records</u>                                                                                                                                                                    | <u>School Principal's Office</u>                                                                   | Springmyer Elementary<br>4179 Ebenezer Road<br>Cincinnati, OH 45248       |
| <u>Health Records</u>                                                                                                                                                                               | <u>Health Supervisor's Office</u>                                                                  |                                                                           |
| <u>Speech Therapy Records</u>                                                                                                                                                                       | <u>School Building Office</u>                                                                      |                                                                           |
| <u>Psychological Records</u>                                                                                                                                                                        | <u>Office of Pupil Services</u>                                                                    |                                                                           |
| <u>School Transportation Records</u>                                                                                                                                                                | <u>School Bus Garage</u>                                                                           |                                                                           |
| <u>Special Test Records</u>                                                                                                                                                                         | <u>Office of Pupil Services</u>                                                                    |                                                                           |
| <u>Occasional Records</u><br>(Student Education Records not identified above, such as those in Superintendent's office, in the school attorney's office, or in the personal possession of teachers) | <u>School Principal's Office</u><br>Principal will collect and make available at student's school. |                                                                           |

## PROCEDURE TO INSPECT EDUCATION RECORDS

Parents or eligible students may inspect and review the student's education records upon request. In some circumstances, it may be mutually more convenient for the record custodian to provide copies of records. (See the schedule of fees for copies.)

Since a student's records may be maintained in several locations, the school principals will offer to collect copies of records or the records themselves from locations other than a student's school, so they may be inspected at one site; however, if parents and eligible students wish to inspect records where they are maintained, school principals will make every effort to accommodate their wishes.

Parents or eligible students should submit to the student's school principal a written request which identifies as precisely as possible the record or records he/she wishes to inspect.

The principal (or other custodian) will contact the parent of the student or the eligible student to discuss how access will be best arranged (copies, at the exact location, or records brought to a single site).

The principal (or other custodian) will make the needed arrangements as promptly as possible and notify the parent or eligible student of the time and place where the records may be inspected. This procedure must be completed in 45 days or less from the receipt of the request for access.

If for any valid reason such as working hours, distance between record location sites, or health, a parent or eligible student cannot personally inspect and review a student's education records, the school district will arrange for the parent or eligible student to obtain copies of the records. (See below information regarding fees for copies of records.)

When records contain information about students other than a parent's child or the eligible student, the parent or eligible student may not inspect and review the records of the other students.

## FEES FOR COPIES OF RECORDS

The school district will not deny parents or eligible students any rights to copies of records because of the following published fees. Where the fee represents an unusual hardship, it may be waived in part or entirely by the record custodian; however, the district reserves the right to make a charge for copies, such as transcripts, which it forwards to potential employers or to colleges and universities for employment or admissions purposes.

The school district may deny copies of records (except for those required by law) in the following situations.

- a. The student has an unpaid financial obligation to the school.
- b. There is an unresolved disciplinary action against the student which warrants the denial of copies.

Federal law requires the school district to provide copies of records:

- c. When the refusal to provide copies effectively denies access to a parent or eligible student
- d. At the request of the parent or eligible student when the school district has provided the records to third parties by the prior consent of the parent or eligible student or
- e. At the request of the parent or eligible student when the school district has forwarded the records to another school where the student seeks or intends to enroll.

The fee for copies provided under federal law may not include the costs for search and retrieval. This fee is five cents per page (actual copying cost less hardship factor).

## DIRECTORY INFORMATION

The District proposes to designate the following personally identifiable information contained in a student's education record as "directory information"; it discloses that information without prior written consent, except that directory information is not released for a profit-making plan or activity or when disclosure is otherwise prohibited by law. Such information includes:

1. student's name
2. student's address
3. telephone number(s)
4. student's date and place of birth
5. participation in officially recognized activities and sports
6. student's achievement awards or honors



7. student's weight and height, if a member of an athletic team
8. major field of study
9. dates of attendance ("from and to" dates of enrollment)
10. date of graduation

Within the first three weeks of each school year, the District publishes the above list, or a revised list, of the items of directory information that it proposes to designate as directory information. For students enrolling after the notice is published, the list is given to the student's parent(s) or to the eligible student at the time and place of enrollment.

After the parents or eligible students have been notified, they have two weeks in which to advise the District in writing (a letter to the Superintendent's office) of any or all of the items which they refuse to permit the District to designate as directory information about that student.

At the end of the two-week period, each student's records are appropriately marked by the record custodians to indicate the items that the District designates as directory information about that student. This designation remains in effect until it is modified by the written direction of the student's parent(s) or the eligible student.

#### USE OF STUDENT EDUCATION RECORDS

To carry out their responsibilities, officials will have access to student education records for legitimate educational purposes. The school district will use the following criteria to determine who are school officials. An official is:

1. a person duly elected to the Board
2. a person certified by the State and appointed by the Board to an administrative or supervisory position
3. a person certified by the State and under contract to the Board as an instructor
4. a person employed by the Board as a temporary substitute for administrative or instructional personnel for the period of his/her performance as a substitute or
5. a person employed by or under contract to the Board to perform a special task such as a secretary, a treasurer, the board attorney or auditor for the period of his/her performance as an employee or contractor.

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School officials who meet the criteria listed above will have access to a student's records if they have a legitimate educational interest in doing so. A "legitimate educational interest" is the person's need to know in order to:

1. perform an administrative task required in the school employee's position description approved by the school board
2. perform a supervisory or instructional task directly related to the student's education or
3. perform a service or benefit for the student or the student's family such as health care, counseling, student job placement or student financial aid.

The school district will only release information from or permit access to a student's education records with a parent's or an eligible student's prior written consent except that the Superintendent/designee in writing by the Superintendent may permit disclosure:

1. when a student seeks or intends to enroll in another school district or a post-secondary school, the district will no longer notify parents or eligible students prior to such a transfer of records. Parents and students have a right to obtain copies of records transferred under this provision.
2. when certain federal and state officials need information in order to audit or enforce legal conditions related to federally-supported education programs in the district
3. to parties who provide or may provide financial aid to a student to:
  - a. establish the student's eligibility for the aid
  - b. determine the amount of financial aid
  - c. establish the conditions for the receipt of the financial aid or
  - d. enforce the agreement between the provider and the receiver of financial aid.

4. if a state law adopted before November 19, 1974 required certain specific items of information to be disclosed in personally identifiable form from student records to state or local officials
5. when the school district has entered into a written agreement or contract for an organization to conduct studies on the school district's behalf to develop tests, administer student aid or improve instruction
6. to accrediting organizations to carry out their accrediting functions
7. to parents or eligible students if the parents claim the student as a dependent
8. to comply with a judicial order or lawfully issued subpoena. The district will make a reasonable effort to notify the student's parents or the eligible student before making a disclosure under this provision.
9. authorized representatives of:
  - a. Comptroller general of the United States
  - b. Secretaries of Education, Health and Welfare
  - c. Administrative head of an education agency or
  - d. State educational authorities, provided when collection of personally identifiable data is specifically authorized by federal law.

The district is required to permit the Ohio Department of Education to have access to personally identifiable information about a student if the Ohio Department of Education needs the information to:

1. notify the district or school attended in the district of threats or descriptions of harm included in the student's response to an achievement test question;
2. verify the accuracy of the student's achievement test score or
3. determine whether the student satisfies the alternative conditions for a high school diploma.

The school district will permit any of its officials to make the needed disclosure from student education records in a health or safety emergency if:

1. it is deemed warranted by the seriousness of the threat to the health or safety of the student or other persons;
2. the information is necessary and needed to meet the emergency
3. the persons to whom the information is to be disclosed are qualified and in a position to deal with the emergency or
4. time is an important and limiting factor in dealing with the emergency.

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School district officials may release information from a student's education records if the student's parent or the eligible student gives prior written consent for the disclosure. The written consent must include at least:

1. a specification of the records to be released
2. the reasons for the disclosure
3. the person or the organization or the class of persons or organizations to whom the disclosure is to be made
4. the parent's or student's signature and
5. the date of the consent and, if appropriate, a date when the consent is to be terminated.

The student's parent or the eligible student may obtain a copy of any records disclosed under this provision.

The school district will not release information contained in a student's education records, except directory information, to any third parties except its own officials, unless those parties agree that the information will not be re-disclosed without the parent's or eligible student's prior written consent.

#### RECORDS OF REQUESTS FOR ACCESS AND DISCLOSURES MADE FROM EDUCATION RECORDS

For many reasons, students and former students frequently request that copies of their academic and related school records be sent to colleges and universities, prospective employers and to other outside agencies. These record copies are called transcripts.

Since the schools experience a considerable cost in a year's time for photocopying, paper, mailing costs and secretarial time, reasonable fees may be charged for such transcripts.

Students (and graduated students) may receive three (3) transcripts at no charge for their career in the District. A \$3 fee (per transcript) shall be charged for any current or former student requesting more than three (3) transcripts.

The school district building principals should appoint a single individual to handle transcripts. This person shall keep a log of transcripts made and sent, and it shall include whether the transcript is gratis or is made for a charge.

Transcript fees shall be deposited within 24 hours by the school principal or designee.

The school district will maintain an accurate record of all requests for it to disclose information from or to permit access to a student's education records and of information it discloses and access it permits, with some exceptions listed below. This record will be kept with, but will not be a part of, each student's Cumulative School Records. It will be available only to the record custodian, the eligible student, the parent of the student, or to federal, state or local officials for the purpose of auditing or enforcing federally supported educational programs.

The record will include at least:

1. the name of the person or agency that made the request
2. the interest the person or agency had in the information
3. the date the person or agency made the request and
4. whether the request was granted and, if it was, the date access was permitted or the disclosure was made.

The district will maintain this record as long as it maintains the student's education records.

The records will not include requests for access or access granted to parents of the student or to an eligible student, requests for access or access granted to officials of the school district who have a legitimate educational interest in the student, requests for or disclosures of information contained in the student's education records if the request is accompanied by the prior written consent of a parent or eligible student or the disclosure is authorized by such prior consent, or for requests for or disclosures of directory information designated for that student.

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## PROCEDURES TO SEEK TO CORRECT EDUCATION RECORDS

Parents of students or eligible students have a right to seek to change any part of the student's records they believe is inaccurate, misleading or in violation of student rights.

For the purpose of outlining the procedure to seek to correct education records, the term "incorrect" will be used to describe a record that is inaccurate, misleading or in violation of student rights. The term "correct" will be used to describe a record that is accurate, not misleading and not in violation of student rights.

Also, in this section, the term "requester" will be used to describe the parent of a student or the eligible student who is asking the school district to correct a record.

To establish an orderly process to review and correct an education record for a requester, the district may make a decision to comply with the request for change at several levels in the procedure.

First-level decision - When a parent of a student or an eligible student finds an item in the student's education record which he/she believes is inaccurate, misleading or in violation of student rights, he/she should immediately ask the record custodian to correct it. If the record is incorrect because of an obvious error and it is a simple matter to make the record change at this level, the record custodian will make the correction; however, if the record is changed at this level, the method and result must satisfy the requester.

If the custodian cannot change the record to the requester's satisfaction or the record does not appear to be obviously incorrect, he/she will:

1. provide the requester a copy of the questioned record at no cost
2. ask the requester to initiate a written request for the change and
3. follow the procedure for a second-level decision.

Second-level decision - The written request to correct a student's education records through the procedure at this level should specify the correction the requester wishes the district to make. It should at least identify the item the requester believes is incorrect and state whether he/she believes the item:

1. is inaccurate and why;
2. is misleading and why; and/or
3. violates student rights and why.

The request will be dated and signed by the requester.

Within two weeks after the record custodian receives a written request, he/she will study the request; discuss it with other school officials (the person who made the record or those who may have a professional concern about the district's response to the request); make a decision to comply or decline to comply with the request and complete the appropriate steps to notify the requester or move the request to the next level for a decision.

If, as a result of this review and discussion the record custodian decides the records should be corrected, he/she will affect the change and notify the requester in writing that the change has been made. Each such notice will include an invitation for the requester to inspect and review the student's education records to make certain the records are in order and the correction is satisfactory.

If the custodian decides the records are correct, he/she will make a written summary of any discussions with other officials and of the findings in the matter. He/she will transmit this summary and a copy of the written request to the Superintendent.

Third-level decision - The Superintendent/designee will review the material provided by the record custodian and, if necessary, discuss the matter with other officials such as the school attorney or the Board (in executive session). He/she will then make a decision concerning the request and complete the steps at this decision level.

Ordinarily, this level of the procedure should be completed within two weeks. If it will take longer, the Superintendent/designee will notify the requester in writing of the reasons for the delay and a date when the decision will be made.

If the Superintendent/designee decides the records are incorrect and should be changed, he/she will advise the record custodian to make the changes. The record custodian will advise the requester of the change as he/she would if the change had been made at the second-level decision.

If the Superintendent/designee decides the record is correct, he/she will prepare a letter to the requester which will include:

1. The school district's decision that the record is correct and the basis for the decision.
2. A notice to the requester that he/she has a right to ask for a hearing to present evidence that the record is incorrect and that the district will grant such a hearing.
3. Instructions for the requester to contact the Superintendent/designee to discuss acceptable hearing officers, convenient times and a satisfactory site for the hearing. (The district will not be bound by the requester's positions on these items but will, so far as possible, arrange the hearing as the requester wishes.)
4. Advice that the requester may be represented or assisted in the hearing by other parties, including an attorney at the requester's expense.

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Fourth-level decision - After the requester has submitted (orally or in writing) his/her wishes concerning the hearing officer and the time and place for the hearing, the Superintendent/ designee will, within a week, notify the requester when and where the district will hold the hearing and who it has designated as the hearing officer.

At the hearing, the hearing officer will provide the requester a full and reasonable opportunity to present material evidence and testimony to demonstrate that the questioned part of the student's education records is incorrect as shown in the requester's written request for a change in the records (second-level decision).

Within one week after the hearing, the hearing officer will submit to the Superintendent/designee a written summary of the evidence submitted at the hearing. Along with the summary, the hearing officer will submit his/her recommendation, based solely on the evidence presented at the hearing, that the record should be changed or remain unchanged.

The Superintendent/designee will prepare the district's decision within two weeks of the hearing. That decision will be based on the summary of the evidence presented at the hearing and the hearing officer's recommendation; however, the district's decision will be based solely on the evidence presented at the hearing. The Superintendent/designee may overrule the hearing officer if he/she believes the hearing officer's recommendation is not consistent with the evidence presented. As a result of the district's decision, the Superintendent/ designee will take one of the following actions.

1. If the decision is that the district will change the record, the Superintendent/designee will instruct the record custodian to correct the records. The record custodian will correct the records and notify the requester as in the context of the second-level decision.

2. If the decision is that the district will not change the records, the Superintendent/designee will prepare a written notice to the requester which will include:
  - a. The school district's decision that the record is correct and will not be changed.
  - b. A copy of a summary of the evidence presented at the hearing and a written statement of the reasons for the district's decision.
  - c. Advice to the requester that he/she may place in the student's education record an explanatory statement which states the reasons why he/she disagrees with the school district's decision and/or the reasons he/she believes the record is incorrect.

Final administrative step in the procedure - When the school district receives an explanatory statement from a requester after a hearing, it will maintain that statement as part of the student's education records as long as it maintains the questioned part of the records. The statement will be attached to the questioned part of the records and whenever the questioned part of the records is disclosed, the explanatory statement will also be disclosed.

[July 1991]  
[Revision date: December 2005]  
[Revision date: June 2006]  
[Revision date: July 2007]  
[Revision date: October 2007]  
[Revision date: April 3, 2017]

## STUDENT RECORDS/PARENT NOTIFICATION

In order to provide students with appropriate instruction and educational services, it is necessary for the school 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 legal guardian(s) or the student in accordance with law, yet be guarded as confidential information.

The Superintendent is responsible for the proper administration of student records in keeping with Ohio 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 folder will be available to parents, guardians or the student if over eighteen (18) years of age. This request must be in writing and will be granted within the lesser of five (5) school days or ten (10) calendar days. No records are to be removed from the school and 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 eighteen (18) or enrolls in a post-secondary school. The student then becomes an "eligible student."

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 district decides not to alter the records according to the parent or eligible student's request.
3. The right of any person to file a complaint with the Family Policy Compliance Office of the U. S. Department of Education if the school district violates relevant federal law, specifically the Federal Educational Rights and Privacy Act (FERPA).
4. The right to acquire information concerning the procedure which the parent(s) or eligible students 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.)

To carry out their responsibilities, school officials, including teachers who have assigned classroom or counseling responsibility to the student, will have access to student education records for legitimate education 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/guardian or eligible student, except than the Superintendent/designee may permit disclosure in certain limited circumstances outlined under administrative regulations (e.g., transfers to another school district or government agency 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.

[December 5, 2005]

LEGAL REFS: Family Educational Rights and Privacy Act of 1974  
Pub. L. No. 93-380, § 438, 88 Stat. 57-79 (1974)  
ORC 149.41  
1347.01 et seq.  
3313.50, 3317.031, 3319.32, 3319.321, 3319.33, 3321.12, 3321.13, 3331.13  
State Board of Education Minimum Standards 3301-35-02 (B) (4) (b), 3301-35-03(E), 34 C.F.R. § 99.37(a)

CROSS REFS: AFI, Evaluation of Educational Resources  
KBA, Public's Right to Know  
KKA, Recruiters in the Schools

## STUDENT SURVEYS

It is the policy of the district not to conduct or to permit to be conducted any survey, analysis, evaluation, or collection or disclosure of personal information related to any of the areas specified under the Protection of Pupil Rights Amendment, including

1. Political affiliations or beliefs of the student or student's parent;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility.

Further, it is the policy of the district not to permit the collection, disclosure, or use of personal information collected from students for marketing purposes except for the exclusive purpose of developing, evaluating or providing educational products or services.

[Adoption date: December 5, 2005]

LEGAL REFS: Family Educational Rights and Privacy Act of 1974  
No Child Left Behind Act of 2001  
Pub. L No. 20 U. S. C. § 1232 h.  
Regulations: 34 CFR Part 98

## STUDENT SURVEYS - PARENT NOTIFICATION

It is the policy of the district not to conduct or to permit to be conducted any survey, analysis, evaluation, or collection or disclosure of personal information related to any of the areas specified under the Protection of Pupil Rights Amendment, including political affiliations or beliefs of the student or student's parent; mental or psychological problems of the student or student's family; sex behavior or attitudes; illegal, anti-social, self-incriminating, or demeaning behavior; critical appraisals of others with whom respondents have close family relationships; legally recognized privileged relationships, such as with lawyers, doctors, or ministers; religious practices, affiliations, or beliefs of the student or parents; or income, other than as required by law to determine program eligibility.

Further, it is the policy of the district not to permit the collection, disclosure, or use of personal information collected from students for marketing purposes except for the exclusive purpose of developing, evaluating or providing educational products or services.

Any parent of a student attending a public school in the district may, upon request, inspect any instructional material used as part of the educational curriculum. Such requests should be made to the classroom teacher or to the building administrator.

[December 5, 2005]

LEGAL REFS:     Family Educational Rights and Privacy Act of 1974  
                  No Child Left Behind Act of 2001  
                  Pub. L No. 20 U. S. C. § 1232 h.  
                  Regulations: 34 CFR Part 98



POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS  
(Restraint and Seclusion)

Positive Behavioral Interventions and Supports (PBIS)

The District implements PBIS on a system-wide basis. The Board directs the Superintendent/ designee to develop a PBIS system that is consistent with the components set forth in the State Board of Education's (SBOE) policy on positive behavior interventions and supports. The District encourages family involvement as an integral part of its PBIS system.

Prohibited Practices

The District does not engage in practices prohibited by State law, including:

1. prone restraint;
2. any form of physical restraint that involves the intentional, knowing or reckless use of any technique that:
  - A. involves the use of pinning down a student by placing knees to the torso, head or neck of the student;
  - B. uses pressure point, pain compliance or joint manipulation techniques or
  - C. otherwise involves techniques that are used to unnecessarily cause pain.
3. corporal punishment;
4. child endangerment, as defined by Ohio Revised Code Section (RC) 2919.22;
5. deprivation of basic needs;
6. seclusion and restraint of preschool children in violation of Ohio Administrative Code Section (OAC) 3301-37-10;
7. chemical restraint;
8. mechanical restraint (that does not include devices used by trained school personnel, or by a student, for the specific and approved therapeutic or safety purposes for which such devices were designed and, if applicable, prescribed);
9. aversive behavioral interventions or
10. seclusion in a locked room or area.

Restraint

Physical restraint may not be used as a form of punishment or discipline, or as a substitute for other less restrictive means of assisting a student in regaining control. The use of prone restraint is prohibited. This policy does not prohibit the use of reasonable force and restraint as provided by RC 3319.41.

Restraint may be used only:

1. if a student's behavior poses an immediate risk of physical harm to the student or others and no other safe or effective intervention is available;
2. if the physical restraint does not interfere with the student's ability to breathe;
3. if the physical restraint does not interfere with the student's ability to communicate in the student's primary language or mode of communication and
4. by school personnel trained in safe restraint techniques, except in the case of rare and unavoidable emergency situations when trained personnel are not immediately available.

Seclusion

Seclusion may not be used as a form of punishment or discipline, for staff convenience or as a substitute for other less restrictive means of assisting a student in regaining control.

Seclusion may be used only:

1. if a student's behavior poses an immediate risk of physical harm to the student or others and no other safe or effective intervention is available;
2. for the minimum amount of time necessary to protect the student and others from physical harm;
3. in a room or area that is not locked, does not preclude the student from exiting the area should the staff member become incapacitated or leave, and that provides adequate space, lighting, ventilation and the ability to observe the student and
4. under the constant supervision of trained staff able to detect indications of physical or mental distress that require removal and/or immediate medical assistance, and who document their observations of the student.

#### Repeated Dangerous Behaviors

The District conducts functional behavioral assessments for students who repeatedly engage in dangerous behavior that leads to instances of restraint and/or seclusion to identify students' needs and more effective ways of addressing those needs. Behavioral intervention plans that incorporate appropriate positive behavioral interventions are created when necessary.

#### Training and Professional Development

The District trains an appropriate number of personnel in each building in crisis management and de-escalation techniques. The District maintains written or electronic documentation of provided training and lists of participants in each training session.

All student personnel, as defined by OAC 3301-35-15, are trained annually on the SBOE's and the District's policies and procedures regarding restraint and seclusion.

The Board directs the Superintendent/designee to develop a plan for any necessary training of student personnel to implement PBIS on a system-wide basis.

#### Data and Reporting

Each incident of seclusion or restraint is immediately reported to the building administrator and the student's parent. Each incident of seclusion or restraint is documented in a written report, which is made available to the student's parent within 24 hours. The District maintains written reports of seclusion or restraint. These reports are educational records under the Family Education Rights and Privacy Act.

The District annually reports information concerning the use of restraint and seclusion to the Ohio Department of Education (ODE), as requested by ODE.

#### Monitoring and Complaint Processes

The Board directs the Superintendent/designee to establish a procedure to monitor the implementation of State law and the District's policy on restraint and seclusion.

The Board directs the Superintendent/designee to establish District complaint procedures, which include a:

1. procedure for parents to present complaints to the Superintendent to initiate a complaint investigation by the District regarding incidents of restraint or seclusion and
2. requirement that the District respond to parents in writing within 30 days of the filing of a complaint regarding restraint and seclusion.

Parents are notified annually of the District's seclusion and restraint policies and procedures, which are also posted on the District's website.

[Adoption date: July 7, 2014]  
[Revision date: April 6, 2015]

LEGAL REF.: ORC 2919.22  
3319.46  
3326.11  
3328.24  
OAC 3301-35-15  
3301-37-10

CROSS REFS.: IGBA, Programs for Students with Disabilities  
JF, Student Rights and Responsibilities  
JGA, Corporal Punishment  
JH, Student Welfare  
JHF, Student Safety

## **SECTION K: SCHOOL/COMMUNITY RELATIONS**

|         |                                                                                                 |
|---------|-------------------------------------------------------------------------------------------------|
| KA      | School-Community Relations Goals                                                                |
| KBA     | Public's Right to Know                                                                          |
| KBCA    | News Releases                                                                                   |
| KBCA-R  | News Releases                                                                                   |
| KBD     | Outside Speakers                                                                                |
| KBD-R   | Outside Speakers in the Schools                                                                 |
| KD/BDDH | Public Participation at Board Meetings                                                          |
| KE      | Business Advisory Council                                                                       |
| KG      | Community Use of School Facilities (Equal Access)                                               |
| KG-R    | Community use of School Facilities (Equal Access)                                               |
| KG-E    | Facility Fees                                                                                   |
| KGB     | Public Conduct on School Property                                                               |
| KGC     | Smoking on District Property                                                                    |
| KH      | Public Gifts to the District                                                                    |
| KH-R    | Permanent Improvement Regulations                                                               |
| KH-E    | Building Project Form                                                                           |
| KI      | Public Solicitation in the Schools                                                              |
| KJ      | Advertising in the Schools                                                                      |
| KJ-R    | Guidelines for Advertising in the Schools                                                       |
| KK      | Rules for Visitors                                                                              |
| KKA     | Recruiters in the Schools                                                                       |
| KKA-R   | Parent Notification of Requirement to Provide Information to Military Recruiters in the Schools |
| KKA-E   | Request to Withhold Information                                                                 |
| KLA     | Public Complaints about Policies                                                                |
| KLB     | Public Complaints about the Curriculum or Instructional Materials                               |
| KLD     | Complaints Regarding Employees and Students                                                     |
| KM      | Relations with Community Organizations (Use of School Marquees)                                 |
| KMA/KMB | Relations with Parent Organizations/Booster Organizations                                       |
| KMA-R   | Oak Hills Hall of Honor                                                                         |
| KMA-E   | Oak Hills Hall of Honor Application                                                             |
| KMB/KMA | Relations with Parent Organizations/Booster Organizations                                       |
| KMB-R   | Oak Hills Hall of Honor                                                                         |
| KMB-E   | Oak Hills Hall of Honor Application                                                             |
| KMD     | Relations with Religious Organizations                                                          |
| KNAL    | Relations with Civil Defense Authorities                                                        |

## SCHOOL-COMMUNITY RELATIONS GOALS

The 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 community can make known their desires and the Board of Education can make known its plans and actions. It is the responsibility of every member of the school district staff to promote good school-community relations. The school-community relations program of the district will be adopted by the Board, directed by the Superintendent and will be based on the following principles:

1. The school-community relations program will be a planned, systematic, two-way process of communications between the school district and the community.
2. The program may use media sources and other forms of communications available to effectively communicate with the citizens and employees of the district.
3. Communications with the public should promote involvement, feedback and support.
4. Communications must be internal as well as external and should provide factual, objective and realistic data.
5. The school communications program of the district should be responsive both to events as they arise and the findings of evaluations of the program.

[Adoption date: July 1, 1991]

LEGAL REF: State Board of Education Minimum Standards 3301-35-03(J)

CROSS REFS: AE, Vision Statement & Core Beliefs  
AFE, Evaluation of Instructional Programs

## PUBLIC'S RIGHT TO KNOW

In fulfillment of the rationale for the creation of public governing bodies, the meetings and records of the Board of Education will be considered a matter of public information.

Educational matters will be discussed and decisions made at public meetings of the Board, except for such matters as are properly discussed in private executive sessions.

The official minutes of the Board, its written policies and its financial records will be open for inspection in the office of the Treasurer during the hours the administration offices are open; however, no records pertaining to individual students will be released for inspection by the public or any unauthorized persons, either by the Treasurer, Superintendent or other persons responsible for the custody of confidential files.

The Board supports the right of the people to know about the programs and services of their schools and will make every effort to disseminate information.

Each principal is authorized and expected to keep the school's community informed about the school's program and activities; however, the release of information of district-wide interest is to be coordinated by the Superintendent.

Any individual who wants to obtain 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 the Superintendent/designee determines that the record can reasonably be duplicated as an integral part of normal operations.

The district may ask that the request be put in writing. However, the district must notify the requestor that it is not mandatory to do so.

The district provides an opportunity for a records requestor making an ambiguous or overly broad request to revise the request by informing the requestor of the manner in which records are maintained.

If a public records request is denied, the district provides an explanation with legal authority as to the reason for the denial of the request.

If the person seeking the copy makes a choice under this provision, the district must provide the record in accordance with that choice if available to the district. A fee may be charged for copies. The district will require the fee charged for copies be paid in advance.

The person making a mail request pays the cost of postage and other supplies in advance. The number of mail requests sent to any one person is limited to 10 a month unless the person certifies in writing that the records, or the information in them, will not be used for commercial purposes.

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.

[Adoption date: July 1, 1991]

[Revision date: April 16, 2007]

LEGAL REFS: ORC 121.22  
149.43  
20 U.S.C. 1232i (Buckley Amendment)  
State Board of Education Minimum Standards

3301-35-03

CROSS REFS: BDC, Executive Sessions  
BDDG, Minutes  
GBL, Personnel Records  
IGBA, Programs for Disabled Students  
JO, Student Records  
KA, School-Community Relations Goals  
KBB, School-Sponsored Information Media

## NEWS RELEASES

The school 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 that will adhere to the professional and responsible image of the school district.

[Adoption date: July 1, 1991]

LEGAL REF: State Board of Education Minimum Standards 3301-35-03(J)

NEWS RELEASES

The procedures regarding news releases will be as follows:

1. The Board President will be the official spokesperson for the Board, except as this duty is delegated to the Superintendent or another board member.
2. News releases that are of a district-wide nature or pertain to established district policy are the responsibility of the Superintendent or a designated member of the administrative staff.
3. News releases that are of concern to only one school, or to an organization of one school, are the responsibility of the principal of that particular school.
4. The Board expects the district to maintain a vital and effective link with the media sources of the community. This includes a variety of forms and forums. This effort will be directed by the Board President or his/her designee.

[July 1991]

## OUTSIDE SPEAKERS

It is normally the teacher's responsibility to instruct students in the classroom. However, on occasion it may be advantageous to invite an outside speaker whose expertise in the subject matter being studied is greater than that of the teacher. It is understood that no outside speaker has a "right" to speak in a school. Schools have a responsibility to parents and to students for applying these criteria in selecting speakers and for permitting individuals to speak in schools during or after school hours.

1. Speakers must have demonstrated competency to discuss the specific subject or issue.
2. Speakers whose past performance or expressed beliefs include the use of obscenities shall not be permitted to speak, nor shall personal attacks of a libelous or slanderous nature or attacks on a racial, religious, or ethnic group be permitted. Speakers will not be permitted who advocate the overthrow of government or the disruption to the orderly operation of the school. Active law violators will not be permitted to speak, nor will those denied for other good and just cause.
3. There shall be no prior censorship or requirements of approval of the text of the speech. However, the teacher does have a responsibility to see that criterion 2 above is not violated.
4. The candidacy of an individual should not be discussed on school time. In addition, a person who is a candidate for office should not be a part of such a program, either in an assembly on school time or in a classroom on school time.
5. Conflicting viewpoints should be presented on the same program or be scheduled for the same students within a relatively short period of time.
6. No speaker may appear at schools without advance approval from the principal. It is reasonable to expect that principals shall have at least one week's notice from staff of the desire for an outside speaker. If there is a disagreement on the validity of the reasons for denial for a specific speaker to speak, the teacher shall have the opportunity to appeal to the Director of Curriculum and Instruction whose decision shall be final.

[Adoption date: July 20, 1992]



## OUTSIDE SPEAKERS IN THE SCHOOLS

When outside speakers are to be invited into a school, maturity of the student audience and the subject matter to be discussed must be taken into consideration by the teacher and the principal.

It is the responsibility of the teacher to:

1. Demonstrate to the approving administrator how the information to be provided by the individual will complement the instructional program;
2. Become knowledgeable about the information to be imparted by the speaker. It should be standard procedure to request a brief outline of the speaker's presentation, realizing of course that this will not always be available;
3. Prepare students by indicating general areas to be covered, the frame of reference from which the speaker will approach the topic, and unique terminology expected;
4. Demand attentive and courteous behavior by students.

It is the role of the principal to:

1. Determine what has been done in the class to prepare students to hear the presentation, what books have been read, materials discussed, other speakers invited in, textbook assignments, and generally just how this speaker fits into the overall design of the course;
2. Ascertain whether the other responsibilities enumerated for the teacher have been met.

If the above conditions are not met and/or if the administrator is of the opinion that the proposed speaker could be a disruptive influence, the administrator may refuse to permit the speaker to appear. A parent or guardian shall have the right to have his/her child excluded from the presentation.

[July 20, 1992]

## PUBLIC PARTICIPATION AT BOARD MEETINGS

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

In order for the Board to fulfill its obligation to complete the planned agenda in an effective and efficient fashion, a maximum of 30 (thirty) minutes (maximum of five minutes per person) of public participation may be permitted at each regular meeting. The Board reserves the right to limit public comments to residents of the district and to terminate abusive, profane or disruptive speech. Staff members or others may be invited to address the Board.

Each person addressing the Board shall give his/her name and address. If several people wish to speak, each person is allotted five minutes until the total time of 30 (thirty) minutes is used. Repetitive comments are discouraged. No person may speak twice until all who desire to speak have had the opportunity to do so.

Agendas are available to all those who attend board meetings. The first section on the agenda for public participation shall be indicated and is reserved only for comment on items listed on the meeting agenda. The second section on the agenda for public participation shall be indicated and is open for any public comment.

Noted within each agenda shall be a short paragraph outlining the board's policy on public participation at board meetings.

|                 |                   |
|-----------------|-------------------|
| [Adoption date: | July 17, 2000]    |
| [Revision date: | April 16, 2007]   |
| [Revision date: | February 1, 2016] |

BUSINESS ADVISORY COUNCIL

A Business Advisory Council will be formed in the Oak Hills Local School District and meet at least annually. The membership of the council will be approved by the Board. This council shall advise and provide recommendation on matters including but not limited to the delineation of employment skills and the development of curriculum.

[Adoption date: July 1, 1991]

LEGAL REF: ORC 3313.174

COMMUNITY USE OF SCHOOL FACILITIES  
(Equal Access)

1. The school district grounds, buildings and real property were purchased for the purpose of education and training of the youth and adults of the Oak Hills Local School District.
2. The grounds, building and real property of the school district shall be made available for the use of Oak Hills residents under conditions described by law and in accordance with the adopted policies of the Board of Education.

Groups must comply with the district's rules and regulations, including being in good standing with the District, in order to use the District buildings and facilities, including athletic fields. Failure to comply will result in denial of use of the facilities until the group ceases to violate the rules and regulations, and also may result in a denial of the use of facilities for a period of time commensurate with the violation. Groups denied use of school facilities for failing to comply with the policies, rules and regulations of the Board as applicable will be informed of such violation and may appeal the denial to the Board or its designee in writing within ten days of notice of the violation

Being in "good standing" with the District means that the associated group is in compliance with District policies, procedures and regulations as applicable to the group, including but not limited to relations with booster organizations, community groups and intellectual property (IIB, IIB-R). Organizations or groups determined not to be in good standing with the District will be notified of the same by the Board/designee and groups so notified may appeal the determination by requesting in writing within ten days of being notified to be heard by the Board or its designee. The Board does not discriminate based on the viewpoint of groups. Being in good standing with the Board applies only to its policies, rules and regulations, and does not imply approval or endorsement of any group.

3. No school facilities shall be used for any of the following purposes:
  - a. any group that is a for-profit or does not have a 501(c)3 designation,
  - b. for any program which would include the use of intoxicating beverages or drugs, or involve gambling or any games of chance,
  - c. for any money-raising activity unless the proceeds therefore are used for school purposes or for approved charitable, educational, character building, or other such purposes benefiting the children of this community,
4. Pursuant to Revised Code Sections 3313.76 and 3313.77, and the terms of this policy, a responsible organization or responsible group of at least seven district residents and in good standing with the district may use school buildings or grounds, upon proper application and approval, for religious exercises, discussion of topics tending to the development of personal character and of civic welfare, and holding of grange or similar meetings. This does not apply to community youth athletic or social organizations
5. Upon proper application and approval, a committee representing any candidate for public office, or any regularly organized or recognized political party may use school buildings or grounds for meetings of electors for the discussion of pupil questions and issues. School buildings may also be used, upon proper application and approval, for public libraries, stations for public libraries, reading rooms, polling places, the conducting of public elections and the registration of voters.
6. In addition to the provisions of this policy, this paragraph will govern the use of school buildings and other secured real property (such as the football stadium) for social, recreational, educational, athletic, entertainment, or similar purposes not specified in 4. A "responsible organization" or a "responsible group" of at least seven district residents and in good standing with the district may, upon the recommendation of the Superintendent/designee and approval of the Board of Education, use school buildings and other secured school real property for such social, recreational, educational, athletic, entertainment or similar purposes. All such purposes are referred to in these regulations as "entertainment or activity."
  - a. A "responsible organization" or a "responsible group" is one which, upon application, can establish:
    1. unless the Superintendent waives the requirement in writing, that it has liability insurance coverage of \$1,000,000 insuring against any and all claims and causes of actions for property damage or personal injury resulting from, growing out of or in any way related to the use of the school facilities by the organization or group, which insurance may be provided by rider to the Board's liability coverage if available. PTA, Athletic Boosters, Choral Boosters, and Band Boosters are exempt from carrying coverage since these organizations are covered by District Insurance and
    2. agrees to indemnify and defend the Board of Education, Board Officers, Board Members and Board Employees against any and all claims or causes of action for property damage or personal injury resulting from, growing out of or in any way related to inadequate, insufficient, reckless or negligent supervision of the entertainment or activity and
    3. in addition, where school-age children reasonably may be expected to attend or participate in the entertainment or activity, a "responsible organization" or "responsible group" may be required by the Superintendent/designee to demonstrate:
      - a. that it has directors, officers or designated leaders who have had successful experience in conducting the entertainment or activity for which the use is proposed,
      - b. that it has adequate numbers of adults to supervise the entertainment or activity responsibly,

- i. the good character of adult supervisors of the entertainment or activity, as evidenced by the absence of a conviction of a felony, an offense of violence, a theft offense, a sex offense or any offense involving drug abuse, and
    - ii. the competency of the adult supervisors to direct or supervise the entertainment or activity, as evidence by the adult supervisor's ability to work effectively with school-age children, knowledge of the entertainment or activity, knowledge of the rules and regulations of the Board of Education pertaining to use of school facilities and knowledge of the health- and safety-related aspects of the entertainment or activity.
  - b. all approved entertainment or activities by organizations and groups will be nonexclusive and open to the general public,
  - c. use for approved entertainment or activities may not interfere with or inconvenience school operations and activities, and
  - d. if the entertainment or activities will occur in proximity to consumable or perishable supplies, materials or equipment of the school district, a reasonable security deposit may be required in advance of the use by the Superintendent to pay for loss, damage or consumption of district supplies, materials or equipment.
7. For the purpose of establishing priority, the Board of Education recognizes five classes of school facility users:
- a. Class I - Extracurricular activities approved and operated by the Board of Education,
  - b. Class II - Responsible organizations and groups closely affiliated with school operations, e.g., PTA, booster clubs, school employees, Oak Hill's coaches/employees conducting camps.
  - c. Class III - Responsible organizations and groups in good standing with the district dedicated entirely to the service of school-age youth attending the Oak Hills Local School District, e.g., community athletic organizations, scouts, 4-H. To be considered Class III, at least 50% of the sport's (not team's) or club's competitive roster must be students attending the Oak Hills Local School District (or home-school students). Sports or Clubs are responsible for submitting accurate membership information, including verifying the percentage of members attending the Oak Hills Local School District. Verification of the 50% membership is at the discretion of the high school athletic director. Any sport or club having been found to submit an inaccurate roster may be considered "not in good standing" with the district.
  - d. Class IV - Nonprofit, responsible community organizations whose membership majority resides in the Oak Hills Local School District, ~~or~~
  - e. Class V - All other responsible non-profit groups

In the event of conflict on dates and times, the classification of user will be the determining factor with the lowest numbered classification having priority. When classification numbers are the same, scheduling may be in accordance with the date of submittal of request. All scheduling will be completed at the discretion of the building principal/designee. Appeals on priority classification will be made to the Board of Education in writing. Any approved application for utilization of facilities shall be subject to cancellation if the property is later found to be needed for use by school authorities.

#### Facility Fees

No Class I, II, III or IV organization or group shall be charged a facility usage fee (unless the group is requesting the pool – see next section). Class V shall pay a facility usage fee per the facility fee schedule for all facilities.

#### Swimming Pool

Class III, IV, or V organizations requesting the swimming pool will be assessed a facility usage fee per the facility fee schedule.

#### Custodial Fees

An hourly fee of \$27 shall be assessed for any Class III, Class IV, or Class V group using a facility on a Sunday, as well as the following holidays: July 4, Labor Day, Veteran's Day, Thanksgiving, Black Friday, Christmas Eve, Christmas, New Year's Day, MLK Day, President's Day, Good Friday, or Memorial Day.

A custodian is required for all indoor facility use, the high school football field and the Rapid Run Middle School soccer stadium.

#### Agreements & In-Kind Contributions

Groups may submit agreements to the Board of Education which supersede this policy upon Board of Education approval prior to using the facility (such as annual agreements from organizations such as Yeager Baseball, Marlins Swimming, Bridgetown Youth Athletics, Oak Hills Youth Athletics).

A reasonable fee schedule for these expenses shall be established by the Board of Education. Fees should be paid by check made payable to the Oak Hills Local School District and deposited with the building principal ~~at least five days~~ prior to the use of a facility. Class II, III, IV and V users will be charged by the school district for any damage to property or other expenses resulting from the use of school facilities including, but not limited to, the actual cost of repairs or replacements. Failure to make a deposit may void the Agreement. The Superintendent/designee shall decide what personnel services reasonably must be provided for custodial or security purposes for the particular event.

The building principal/designee is responsible for providing accurate billing information to the Treasurer's Office at least five days prior to the facility usage. All invoices shall be sent by the Treasurer's Office (hours will be charged based on the reserved hours on the facility usage form, regardless if a group uses the facility).

Supervision by the organization or group sponsor will begin and close the activity on time as scheduled. Supervision will include keeping all vehicles off of playground areas by providing personnel to direct vehicles to a properly designated parking area and restoring the building and grounds to their condition and appearance before the use.

8. Procedures to be followed for using school district facilities by Class I and II will be established by the building principal. Procedures to be followed in obtaining use of school district facilities by Class III, IV or V users will be as follows.

- a. An organization, group of at least seven residents of the district and in good standing with the district, public body, public official, political party or political committee desiring to use school facilities shall submit an application on the appropriate form with appropriate supporting evidence, to the Superintendent/designee at least 14 days prior to the date of intended use. The applicant must complete the Facility Utilization Application indicating the organization, address and phone number of individuals responsible, individual making application, purpose(s) of use, dates and hours of desired use and specific area of facility to be used. A roster of participants may be requested and required prior to approval.

The Superintendent/designee will specify on the application the school personnel services to be provided, cost for same and charge for using the facility.

- b. The Superintendent/designee shall review and investigate the application in order to determine whether the applicant satisfies the criteria and conditions of adopted Board of Education policies on use of school facilities.

#### 9. General Provisions

- a. The group or organization using the facilities is responsible for all property destroyed, damaged or removed during the period of use, and user shall make payment for the same directly to the Treasurer. Damage or loss shall be reported to the Superintendent/designee.
- b. Any organization or group to whom the school grounds or facilities have been leased will accept full responsibility for both the conduct of all who use such grounds or facilities and for the proper care of the buildings and equipment.
- c. If the Superintendent/designee approves the application, the responsible organization or responsible group of at least seven residents and in good standing with the district, prior to use, will enter into a written lease agreement with the Board of Education containing the terms set forth in this policy.
- d. A copy of this policy shall be provided to each principal for the information of any applicant.
- e. Any organization paying for a custodian should expect the custodian to be available for the duration of their event.

10. The Superintendent/designee may waive provisions of this policy at his/her discretion by contacting the building principal and Treasurer.

[Adoption date: July 1, 1991]  
[Revision date: October 2004]  
[Revision date: April 2009]  
[Revision date: November 4, 2013]  
[Revision date: April 20, 2015]  
[Revision date: May 2, 2016]

COMMUNITY USE OF SCHOOL FACILITIES  
(Equal Access)

1. Procedure for Scheduling Facility Use

In an attempt to treat all requests for use of school district's facilities fairly and in accordance with the priority established by Board of Education resolution, the following procedure shall be followed:

- a. Applications for use of facilities will be accepted by the school principal/designee no earlier than one year prior to the date requested. For athletic fields and facilities, applications must be received by July 1 for the fall sports season, October 1 for the winter sports season, February 1 for the spring sports and April 1 for the summer sports season. The Principal/designee shall review all requests and communicate with the organizations in a timely manner as to the availability of the requested facility. Application dates are subject to change.

2. School Buildings and Real Property Utilization

- a. The school district grounds, buildings and real property were purchased or erected for the purpose of education and training of the youth and adults of the school district. The use, maintenance and security of school facilities for the regular school program of the district shall have priority over all other uses.
- b. The grounds, buildings and real property of the school district shall be made available for the use of Oak Hills residents under conditions described by law and in accordance with the adopted policies of the Board of Education.
- c. No school facilities will be used for any of the following purposes:
  - 1) for commercial or personal gain,
  - 2) for any program which would include the use of intoxicating beverages or drugs,
  - 3) for any money-raising activity unless the proceeds thereof are used for school purposes or for approved charitable, educational, character building, or other such purposes benefiting the children of this community, and
- d. Pursuant to state law, a responsible organization or responsible group of at least seven district residents may use school buildings or grounds, upon proper application and approval, for religious exercises, discussion of topics tending to the development of personal character and of civic welfare, and holding of grange or similar meetings.

Upon proper application and approval, a committee representing any candidate for public office, or any regularly organized or recognized political party may use school buildings or grounds for meetings of electors for the discussion of pupil questions and issues. School buildings may also be used, upon proper application and approval, for public libraries, stations for public libraries, reading rooms, polling places, the conducting of public elections and the registration of voters.

- e. In addition, this paragraph will govern the use of school buildings and other secured real property (such as the football stadium) for social, recreational, educational, athletic, entertainment, or similar purposes not specified in 4. A "responsible organization" or a "responsible group" of at least seven district residents may, upon the recommendation of the Superintendent and approval of the Board of Education, use school buildings and other secured school real property for such social, recreational, educational, athletic, entertainment or similar purposes. All such purposes are referred to in these regulations as "entertainment or activity."
  - 1) A "responsible organization" or a "responsible group" is one which can establish when it applies for use:
    - (a) unless the Superintendent waives the requirement in writing, that it has liability insurance coverage in an amount equal to the general liability insurance carried by the Board of Education, or such other amount approved by the Board of Education, insuring against any and all claims and causes of actions for property damage or personal injury resulting from, growing out of or in any way related to the use of the school facilities by the organization or group, which insurance may be provided by rider to the Board's liability coverage if available and
    - (b) agrees to indemnify and defend the Board of Education, board officers, board members and board employees against any and all claims or causes of action for property damage or personal injury resulting from, growing out of or in any way related to inadequate, insufficient, reckless or negligent supervision of the entertainment or activity
    - (c) in addition, where school-age children reasonably may be expected to attend or participate in the entertainment or activity, a "responsible organization" or "responsible group" may be required by the Superintendent to demonstrate:
      - (1) that it has directors, officers or designated leaders who have had successful experience in conducting the entertainment or activity for which the use is proposed,
      - (2) that it has adequate numbers of adults to supervise the entertainment or activity responsibly,

- (3) the competency of the adult supervisors to direct or supervise the entertainment or activity, as evidence by the adult supervisor's ability to work effectively with school-age children, knowledge of the entertainment or activity, knowledge of the rules and regulations of the Board of Education pertaining to use of school facilities and knowledge of the health- and safety-related aspects of the entertainment or activity.
  - 2) all approved entertainment or activities by organizations and groups will be nonexclusive and open to the general public,
  - 3) use for approved entertainment or activities may not interfere with or inconvenience school operations and activities, and
  - 4) if the entertainment or activities will occur in proximity to consumable or perishable supplies, materials or equipment of the school district, a reasonable security deposit may be required in advance of the use by the Superintendent to pay for loss, damage or consumption of district supplies, materials or equipment.
- f. For the purpose of establishing priority, the Board of Education recognizes five classes of school facility users:
- 1) Class I - Extracurricular activities approved and operated by the Board of Education,
  - 2) Class II - Responsible organizations and groups closely affiliated with school operations, e.g., PTA, booster clubs, school employees, Oak Hills coaches/employees conducting camps.
  - 3) Class III - Responsible organizations and groups and in good standing with the district dedicated entirely to the service of school-age youth ~~of~~ attending the Oak Hills Local School District, e.g., community athletic organizations, scouts, 4-H. To be considered Class III, at least 80% of the organization's membership or roster must be students attending the Oak Hills Local School District. All other such organizations will be considered as Class V.
  - 4) Class IV - Nonprofit, responsible community organizations and in good standing with the district whose membership majority resides in the Oak Hills Local School District, or
  - 5) Class V - All other responsible groups of residents and in good standing with the district.

In the event of conflict on dates, the classification of user will be the determining factor with the lowest numbered classification having priority. When classification numbers are the same, scheduling may be in accordance with the date of submittal of request. Appeals on priority classification will be made to the Board of Education/designee in writing. Any approved application for utilization of facilities shall be subject to cancellation if the property is later found to be needed for use by school authorities or a group is determined to be "not in good standing" with the District.

- g. No fees or charges are typically made for any Class I, II or III activity or for use of school facilities for a meeting place for electors to discuss public questions and issues. No Class I, II or III organization or group shall be charged a fee for the use of school facilities.

Fees or charges for light, heat, custodial-security personnel, etc., shall be charged to any Class IV or V user of school facilities.

Fees or charges for personnel overtime shall be charged to Class III, IV or V user of school facilities.

A reasonable fee schedule for these expenses shall be established by the Board of Education. Fees should be paid by check made payable to the Oak Hills Local School District. Class II, III, IV and V users will be charged by the school district for any damage to property or other expenses resulting from the use of school facilities including, but not limited to, the actual cost of repairs or replacements. The Superintendent/designee shall decide what personnel services reasonably must be provided for custodial or security purposes for the particular event.

- h. A school district representative shall be in attendance when the buildings and/or designated varsity athletic facilities are used by any organization or group regardless of classification and will be solely responsible for opening and closing a facility. The using group shall be billed by the school district for the costs of school personnel and the school district will pay the school employee for his/her services. Groups will not pay school employees directly. When police service is required, arrangements are to be made by and paid for by the using group.

Supervision by the organization or group sponsor will begin and close the activity on time as scheduled. Supervision will include keeping all vehicles off of playground areas by providing personnel to direct vehicles to a properly designated parking area and restoring the building and grounds to their condition and appearance before the use.

- i. Procedures to be followed for using school district facilities by Class I and II will be established by the building principal. Procedures to be followed in obtaining use of school district facilities by Class III, IV or V users will be as follows.
- 1) An organization, group of at least seven residents of the district and in good standing with the district, public body, public official, political party or political committee desiring to use school facilities shall submit an application on the appropriate form with appropriate supporting evidence, to the Superintendent/designee at least 14 days prior to the date of intended use. A roster of participants may be requested and required prior to approval.



The applicant must complete three copies of the Facility Utilization Application indicating the organization, address and phone number of individuals responsible, individual making application, purpose(s) of use, dates and hours of desired use and specific area of facility to be used.

The Superintendent/designee will specify on the application the school personnel services to be provided, cost for same and charge for using the facility. Signature space should be provided for three names.

- 2) The Superintendent/designee shall review and investigate the application in order to determine whether the applicant satisfies the criteria and conditions of adopted Board of Education policies on use of school facilities.

j. General Provisions

- 1) The group or organization using the facilities is responsible for all property destroyed, damaged or removed during the period of use, and user shall make payment for the same directly to the Treasurer. Damage or loss shall be reported to the Superintendent/designee.
- 2) Any organization or group to whom the school grounds or facilities have been leased will accept full responsibility for both the conduct of all who use such grounds or facilities and for the proper care of the buildings and equipment.
- 3) If the Superintendent/designee approves the application, the responsible organization or responsible group of at least seven residents and in good standing with the district, prior to use, will enter into a written lease agreement with the Board of Education containing the terms set forth in this policy.
- 4) A copy of these regulations will be provided to each principal for the information of any applicant.
- 5) The Superintendent/designee may waive provisions of this policy at his/her discretion.

#### ATHLETIC FIELDS UTILIZATION

The facilities of the varsity football/soccer field may be made available.

1. In the event of emergency, neighboring high schools may be granted permission to use facilities with approval of high school principal.
2. When the stadium facilities are used, this will include team and spectator restrooms, playing field, bleachers, line markers and chains (if requested), scoreboard and clock (if requested), custodians and on-site supervisor.
3. The following services will not be furnished by the Oak Hills High School. If desired, they will be arranged and furnished by the rental group:
  - a. Public address system at football stadium
  - b. Game announcer
  - c. Officials (hiring and payment)
  - d. Ticket salesman
  - e. Chain men
  - f. Game doctor
  - g. Parking lot attendants
4. The High School Athletic Director shall schedule these facilities and shall make arrangements in connection with their rentals.
5. The school district reserves the right to sell all concessions during these rental periods with all funds being retained by the school. If no organization in the district desires to sell concessions, the group renting the facilities may sell. In any case, the responsibility of the complete clean up of the concession debris shall rest with the organization making the profits.
6. Locker rooms will not be available before, during or after game for the purpose of team dressing, except under unusual circumstances.
7. Complete lock-up and close up will be the responsibility of custodians and/or on-site supervisor.
8. The Oak Hills High School Athletic Director reserves the right to cancel any activity at any time if weather conditions are so severe that excessive damage could occur to the facilities.
9. User organization is responsible for police protection, parking and crowd control.
10. User organization agrees to be responsible for damages to the athletic facilities exceeding normal wear and tear as determined by the High School Athletic Director.

11. Fee Schedule (see KG-E)

# Oak Hills Local School District Facility Usage Chart

| Class   | Description                                                                                           | Examples                                                                                                                                                                                 | Facilities Form Submission                          | Annual submission of cert. of insurance | Facilities Fee | Custodial Fee                                             |
|---------|-------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|-----------------------------------------|----------------|-----------------------------------------------------------|
| Class 1 | Extracurricular activities approved & operated by Board of Ed                                         | Student Clubs, Athletics, Oakettes, Juniors                                                                                                                                              | N/A                                                 | NO                                      | NO             | NO                                                        |
| Class 2 | Organizations closely affiliated with School Operations                                               | PTA, booster clubs, school employees, OH coaches/employees conducting camps                                                                                                              | N/A                                                 | NO                                      | NO             | NO                                                        |
| Class 3 | Responsible organ/groups school age youth OHLSD<br>>50% of roster students OHLSD                      | Community/athletic organizations, scouts, 4-H, OHYA or BYAA<br><br>Greater than 50% of sports roster are OHLSD students (preschool/kdg/homeschool are included in the 50% calculation)   | Seasonal Per Sport or Club                          | YES                                     | NO             | Hourly fee assessed for Sundays/holidays (in policy)      |
| Class 4 | Non-profit, community organ. membership resides in OHLSD<br>>50% of roster are OHLSD students         | Community/athletic organizations, scouts, 4-H, OHYA or BYAA, AAU<br><br>Less than 50% of sports roster are OHLSD students (preschool/kdg/homeschool are included in the 50% calculation) | Upon request of the facility                        | YES                                     | NO             | Hourly fee assessed for Sundays/holidays (in policy)      |
| Class 5 | all other groups of non-profit groups<br><br>For-Profit Groups are prohibited from using the facility |                                                                                                                                                                                          | Upon request of the facility with cert of insurance | NO                                      | YES            | \$27 Hourly fee assessed for Sundays/holidays (in policy) |

\* The lowest classification receives scheduling priority.

\*\* The swimming pool is excluded from the classification groups & will be assessed a \$30 usage fee & a \$27 custodial fee (for Sunday/holiday usage)

## Facility Usage Fees

| <i>Elementary School Buildings</i>                             |                     |
|----------------------------------------------------------------|---------------------|
| Baseball / Softball / Soccer / Football Fields                 | \$25 / Hour         |
| Gym                                                            | \$40 / Hour         |
| Classroom                                                      | \$25 / Hour         |
| Cafeteria                                                      | \$40 / Hour         |
| Kitchen                                                        | --- Add \$25 / Hour |
| <i>Middle School Buildings</i>                                 |                     |
| Baseball / Football / Soccer Field                             | \$40 / Hour         |
| Soccer Stadium - Rapid Run MS                                  | \$50 / Hour         |
| Soccer Stadium - Rapid Run MS - with lights                    | \$75 / Hour         |
| Softball Field - Rapid Run MS                                  | \$50 / Hour         |
| Gym                                                            | \$50 / Hour         |
| Classroom                                                      | \$25 / Hour         |
| Commons                                                        | \$50 / Hour         |
| Kitchen                                                        | --- Add \$25 / Hour |
| Auditorium                                                     | \$50 / Hour         |
| <i>High School Facilities</i>                                  |                     |
| Baseball Stadium                                               | \$50 / Hour         |
| - Excludes concession stand & locker rooms, includes press box |                     |
| High School North Gym                                          | \$75 / Hour         |
| High School South Gym                                          | \$50 / Hour         |
| Practice Fields- Grass Areas (2 separate areas)                | \$50 / Hour         |
| Pool                                                           | \$30 / Hour         |
| High School Stadium and Soccer Field                           |                     |
| * Day Use- Excludes Scoreboard/Concessions                     | \$75 / Hour         |
| * Night Use with Lights - No Scoreboard/Concessions            | \$100 / Hour        |
| High School Age or Older Football Game                         | \$1,500 / Event     |
| 5 Hour Maximum use. Includes 2 locker rooms                    |                     |
| Wrestling Facility                                             | \$50 / Hour         |
| Commons                                                        | \$50 / Hour         |
| Kitchen                                                        | --- Add \$25 / Hour |
| Auditorium                                                     | \$75 / Hour         |
| Classroom / Media Center                                       | \$25 / Hour         |

NOTE --> Facility fees may be assessed.

Oak Hills Athletic Boosters have the first option to provide concessions for any event. The organization renting can keep the admission fees.

\* Add \$25 / Hour for Scoreboard and Press Box



# Oak Hills Local School District

## FACILITIES UTILIZATION APPLICATION/CONTRACT FORM

**This section to be completed by the applicant**

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

Building Request: \_\_\_\_\_

Location in Building: \_\_\_\_\_

Description of Activity

|  |
|--|
|  |
|  |
|  |
|  |

| Date(s)<br>(MM/DD/YY) | Day(s) of<br>Week | Time |    |
|-----------------------|-------------------|------|----|
|                       |                   | From | To |
|                       |                   |      |    |
|                       |                   |      |    |
|                       |                   |      |    |
|                       |                   |      |    |

**Organization Class**☐

Class I

☐

Class II

☐

Class III\*

☐

Class IV\*

☐

Class V\*\*

**Liability Insurance**Organization is  
providing a Certificate  
of Liability Insurance☐**Fees**

- Fees must be deposited with the principal prior to the date(s) of usage..
- Checks made payable to the Oak Hills Local School District. *No refunds will be issued.*
- \*Class III - V will be charged a custodial fee (\$27/hr) on Sundays and Holidays
- \*\* Class V - all groups under 50% OHLSO residents will be assessed the facility fee per the facility fee schedule (KG-E-2)

I HAVE READ POLICY KG OF THE OHLSO POLICY MANUAL AND HEREBY OBLIGATE MYSELF, AS A REPRESENTATIVE OF THE ABOVE NAMED ORGANIZATION, TO ALL CONDITIONS SET FORTH ON THIS FORM

Signature of Representative

Street #

Street

Zip Code

Phone #

**This section to be completed by the building principal**

The above request:

☐

Approved

☐

Not approved

☐

Approved with the following condition: \_\_\_\_\_

| Service           | # of Hours | Rate/Hr. | TOTAL   |
|-------------------|------------|----------|---------|
| CUSTODIAL         | _____      | x \$27   | = _____ |
| *Holidays/Sundays | _____      | x _____  | = _____ |
| FOOD SERVICE      | _____      | x _____  | = _____ |
| Event Supervisor  | _____      | x _____  | = _____ |
| Lifeguard (cert.) | _____      | x _____  | = _____ |

\_\_\_\_\_ **Police service required**  
(to be arranged for and paid by organization)

\_\_\_\_\_ **Lifeguard required**

Total Fee (Facilities): \_\_\_\_\_

Approved for Oak Hills Local Schools by:

Total Fee (Personnel): \_\_\_\_\_

Other Charges:

|       |       |
|-------|-------|
| _____ | _____ |
| _____ | _____ |

Signature

Date

Title

**TOTAL CHARGES**

\*The District reserves the right to cancel any activity for any reason (including weather).

PUBLIC CONDUCT ON SCHOOL PROPERTY

All persons on school grounds will be expected to abide by applicable laws, local ordinances, Board of Education policies and building regulations.

No person on school property will assault, threaten, menace or use improper, indecent or obscene language toward a student, teacher, instructor or other employees of the schools.

Unless otherwise permitted by law, no person is permitted to bring deadly weapons or dangerous ordnances into a school safety zone

No person will disrupt, disturb or interfere with the teaching of any class of students or any other activity conducted in school premises.

Any person violating the above policy and building regulations will be asked to leave the property by whomever is in charge. Should that person refuse, the police will be called. If the offender should be a student, the person in charge should report the student to the appropriate principal. The school will cooperate in any prosecution pursuant to the criminal law of the State of Ohio and local ordinances.

Good Conduct and Sportsmanship

The Board recognizes the value of co-curricular and extra-curricular activities in the educational process and the values that young people develop when they have the opportunity to participate in an organized activity outside of the classroom.

Students and adults participating in cocurricular and extracurricular activities are expected to demonstrate responsible behavior and good conduct.

The Board encourages the development and promotion of sportsmanship in all phases of the educational process, including athletics and all other cocurricular and extracurricular activities. Rules are posted at the entryways to all athletic events for all participants and spectators to review.

[Adoption date: July 1, 1991]  
[Revision date: August 7, 2017]

LEGAL REFS: ORC 2907.03  
2909.05-2909.09  
3313.20  
Gun-Free Schools Act; 20 USC 1751  
Gun-Free School Zones Act; 18 USC 922  
ORC 2903.13; 2903.22  
2911.21  
2917.11  
2923.1212; 2923.122  
3313.20(A)

CROSS REF: KG, Community Use of School Facilities (Equal Access)

## SMOKING ON DISTRICT PROPERTY

The Board is dedicated to providing a healthy, comfortable and productive environment for its staff, students and citizens. Health professionals have determined that smoking poses health hazards not only for the smoker, but for the nonsmoker as well.

Recognizing these health issues, the Board prohibits smoking in all District-owned, leased or contracted buildings and vehicles. The Board may designate legally compliant outdoor smoking areas.

The Board prohibits the use of electronic cigarettes in all District-owned, leased or contracted buildings and vehicles. These devices may be used in any Board-designated legally compliant outdoor smoking areas.

Citizens failing to comply with this policy are educated as to State law and the Board's policy on smoking. Persons refusing to extinguish smoking materials are directed to leave school property and may be fined by the Ohio Department of Health or its designees.

A notice to this effect is posted at the entrance to all school buildings and in a visible place in all school vehicles.

[Adoption date: June 2, 2014]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.  
ORC 3313.20; 3313.751  
3794.01; 3794.02; 3794.04; 3794.06

CROSS REFS.: GBK, Tobacco Use on District Property by Staff Members  
JFCG, Tobacco Use by Students  
KGB, Public Conduct on District Property

NOTE: Electronic cigarettes (e-cigarettes) have increased in popularity. These devices are not classified as tobacco and State and Federal law do not regulate their use. Districts that allow smoking in legally compliant areas and want to limit the use of e-cigarettes to these areas should review the provided permissive language. Districts may need to update postings to reflect the restrictions on the use of e-cigarettes.

## PUBLIC GIFTS TO THE DISTRICT

The Board accepts its responsibility to provide from public funds sufficient supplies and equipment for an effective instruction program. It recognizes, however, that from time to time, individuals or organizations in the community may wish to contribute additional supplies or equipment to enhance or extend the instructional program.

The Board may, by resolution duly passed at a public meeting, accept any gift or grant of land with or without improvement and of money or other personal property and acknowledge the purpose, if any, for which the gift was made.

The Board reserves the right to refuse to accept any gift when:

1. the conditions and stipulations connected with it deprive the Board of control of the gift,
2. when ownership of the gift would not contribute toward the achievement of the goals of the district, and
3. when ownership would tend to deplete the resources of the district.

Any gift accepted by the Board becomes the property of the Board, may not be returned without the approval of the Board and is subject to the same controls and regulations as are other properties of the Board.

The Board is responsible for the maintenance of any gift it accepts subject to any conditions or stipulations connected with the gift.

The Board makes every effort to honor the intent of the donor in its use of the gift, but reserves the right to utilize any gift it accepts in the best interest of the educational program of the district. In no case is acceptance of a gift considered to be an endorsement by the Board of a commercial product or business enterprise or institution of learning.

The Superintendent/designee:

1. counsels potential donors on the appropriateness of gifts and encourages such donors to choose gifts, supplies or equipment not likely to be purchased with public funds.
2. encourages individuals and organizations considering a contribution to the district to consult with the principal or other administrator before appropriating funds to that end.
3. establishes procedures implementing conditions and limitations upon any gift or donation which has been accepted by the Board.

[Adoption date: October 6, 1997]

LEGAL REFS: ORC 9.20  
3313.36

## PERMANENT IMPROVEMENT REGULATIONS

Before the Oak Hills Board of Education will permit entry on Oak Hills' property in connection with a permanent improvement, or will accept any permanent improvement or any labor or materials in connection with a permanent improvement, the individual or non-governmental organization proposing the improvement must satisfy the following criteria, as applicable.

1. Fiscal Responsibility
  - a. Funds sufficient to complete the project must be immediately available prior to beginning acquisition or construction or the donated items(s) must be owned in full.
  - b. Permanent improvement expenditures over \$5,000.00 must be approved by the designated school administrator and by the Board of Education. Any donation or improvement that has a value of less than \$5,000 and will have an impact on building or school grounds must be approved by Superintendent/designee.
  - c. Any permanent improvement fundraiser must:
    - 1) Be related to a permanent improvement project approved by the Board of Education as to scope; and
    - 2) if school children are involved, have prior written approval of the designated school administrator.
  - d. No new permanent improvement may be given or started by the same individual or non-governmental organization until all prior permanent improvement projects are finished and final bills paid.



- e. The individual or non-governmental organization proposing the permanent improvement must make appropriate arrangements for:
  - 1) Liability insurance for those working on the project; and
  - 2) securing the project site.

2. Design and Build Responsibility

- a. The following scope of the permanent improvement if over \$5,000 must be approved by the Board of Education:
  - 1) Design Plans
  - 2) Preliminary Schedule
  - 3) Site Impact
- b. Changes in the scope of the permanent improvement must have prior approval by the Board of Education.
- c. All phases of the permanent improvement must have proper permits and inspections.
- d. The Superintendent or designated school administrator and Board of Education shall be given regular written reports on the status of the permanent improvement.

3. Any athletic related permanent improvement must be reviewed and approved by the Athletic Facilities Committee prior to being presented to the Board of Education for final approval.

4. Any athletic donation must be reviewed and approved by both the Athletic Facilities Committee and the Board of Education.

NON-PERMANENT IMPROVEMENT GIFTS

A Non-Permanent Improvement gift is one that has a value of less than \$5,000 and does not have an impact on building or school property. This gift could be in the form of cash, equipment or supplies.

General Regulations

Principals and other designated administrators shall maintain close communications with organization that support school activities to ensure harmony with the policies of the school district.

Gift expenditures of \$5,000 or more must have School Board approval prior to purchase of such gifts.

Any and all monies or gifts that have a value of less than \$5,000 shall be approved by the Superintendent/designee and/or building principal and if approved, reported to Treasurer's Office for inventory and insurance purposes.

Any project or gift that has an impact on the building or property shall have a Building Project Form completed by the individual, building administrator or non-government organization and approved by the Superintendent/designee prior to starting project or purchasing gift.

[February 2003]

Exhibit: KH-E

BUILDING PROJECT FORM

Building: \_\_\_\_\_ Project Title: \_\_\_\_\_

|              |                        | Yes                      | No                       | <u>Signature</u> |
|--------------|------------------------|--------------------------|--------------------------|------------------|
| Approved By: | Building Administrator | <input type="checkbox"/> | <input type="checkbox"/> | _____            |
|              | Director of Operations | <input type="checkbox"/> | <input type="checkbox"/> | _____            |
|              | School Board           | <input type="checkbox"/> | <input type="checkbox"/> | _____            |

Project Location: \_\_\_\_\_

Brief Description of Project: \_\_\_\_\_

Time Frame of Project: Start Date: \_\_\_\_/\_\_\_\_/\_\_\_\_ Finish Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Contractor: \_\_\_\_\_ Sub-Contractor: \_\_\_\_\_

Responsible Person: \_\_\_\_\_ Phone Number: \_\_\_\_\_

Equipment to be Used: \_\_\_\_\_

Materials to be Delivered: \_\_\_\_\_

Staging Area for Equipment and Materials: \_\_\_\_\_

Demolition Materials: \_\_\_\_\_

Staging Area for Demolition Materials: \_\_\_\_\_

Brief Description of Requirements of District Personnel: \_\_\_\_\_

Are permits required?

Yes \_\_\_\_\_ (If yes, attach copies) No \_\_\_\_\_

Is there any excavating?

Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, have you notified "Call Before You Dig"? Yes \_\_\_\_\_ No \_\_\_\_\_ Why? \_\_\_\_\_

By whom? \_\_\_\_\_

Will work site be cautioned off? Yes \_\_\_\_\_ No \_\_\_\_\_ Why? \_\_\_\_\_

Post Completion Maintenance Requirements: \_\_\_\_\_

Any additional work anticipated resulting from this project? \_\_\_\_\_

Any anticipated health and safety hazards? \_\_\_\_\_

Total Cost of Project: \_\_\_\_\_ To be paid for by: \_\_\_\_\_

If by District, Account Code: \_\_\_\_\_ P.O. # \_\_\_\_\_

File: KI

#### PUBLIC SOLICITATION IN THE SCHOOLS

No person will 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 of Education. This policy does not prohibit any school fund-raising activity authorized by the school administration.

In keeping with the intent of the Board of Education policy regarding trespassing on school property, salespersons or other individuals are not normally permitted to contact staff or students on school premises unless it can be shown that such meeting is beneficial to accomplishing the goals of the school district.

Salespeople representing educational companies may be granted the opportunity to speak to teachers by making arrangements through the principal's office. Such appointments will not interfere with the classroom work of the teacher.

The school directory or lists of students and staff will not be made available to any outside person or agency for a profit-making purpose.

#### PROHIBITION OF INTEREST GROUP DONATIONS

From time to time because of budgetary and other reasons, the Board of Education may reluctantly eliminate desirable programs offered to students. During periods of program reduction, great pressure may be generated by specific groups with the purpose of getting the Board of Education to approve alternative means of funding and maintaining the specific program(s) of interest.

Because the Board of Education feels a need to publicize its rationale for policy prior to being subjected to interest group pressure, the following statements of rationale shall serve as a guide to the Administration:

1. It is the firm belief of the Board of Education that extracurricular activities are a valuable and crucial part of a well-rounded educational program.
2. Fund raising for the specific purpose of supporting eliminated activities is prohibited. This prohibition does not apply to ongoing programs which shall be allowed to conduct fundraising activities with the prior approval of the building administrator.
3. The donation of funds by individual donors or adult support groups is hereby prohibited if such donations are for the support of programs that have been eliminated. Donations to enrich ongoing activities are permitted and encouraged.

These prohibitions do not imply that the acceptance of donations or gifts to the General Fund of the district are prohibited; rather, the Board of Education encourages said donations to the General Fund.

[Revised date: November 7, 1994]

LEGAL REFS: ORC 2921.43  
2921.431

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: July 1, 1991]  
[Revision date: October 3, 2005]  
[Revision date: August 7, 2017]

LEGAL REFS.: ORC 3313.20; 3313.47  
7 CFR, Subtitle B, Chapter 11, Part 210

CROSS REFS.: EDE, Computer/Online Services (Acceptable Use and Internet Safety)  
EFG, Student Wellness Program  
IGDB, Student Publications  
IIBH, District Websites

## ADVERTISING IN THE SCHOOLS

School-business relationships, based on sound principles and community input, contribute to a high quality education. Positive school-business relationships should be structured in accordance with the following principles:

1. Corporate involvement must support the goals and objectives of the District.
2. Programs of corporate involvement must be structured to meet identified educational needs, and must be evaluated for educational effectiveness by the District on an ongoing basis.
3. Sponsored and donated materials are held to the same standards used for the selection and purchase of curriculum materials.
4. Public-private partnerships must be consistent with all labor contracts, competitive bid requirements and all applicable Federal, State and local laws, rules and regulations.
5. Public-private partnerships may not provide direct financial benefit to District employees, students, parents or Board members.

[Adoption date:]

LEGAL REFS.: ORC 3313.20; 3313.47  
7 CFR, Subtitle B, Chapter 11, Part 210

CROSS REFS.: EDE, Computer/Online Services (Acceptable Use and Internet Safety)  
EFG, Student Wellness Program  
IGDB, Student Publications  
IIBH, District Websites

## GUIDELINES FOR ADVERTISING IN SCHOOLS

The following groups/projects are permitted to advertise within the Oak Hills Schools with permission of building principals:

1. Oak Hills community activities designed specifically for the benefit of school-age residents, i.e., Scouts, Camp Fire Girls, YMCA, activities sponsored for youth
2. PTA functions
3. Service projects coordinated by staff/student or school-affiliated groups
4. Festivals

[Revision date: October 3, 2005]

## RULES FOR VISITORS

1. No person shall trespass or loiter in any school building of the district or on the grounds thereof.
2. All persons except those hereinafter described shall upon entering any school building of the district report immediately to the office of the principal and request a visitor's permit. Parents visiting classes are to report to the Principal/designee to request a visitor's permit.
3. This shall not be applicable to: students enrolled in any such school; students entering any such building for the purpose of enrollment therein; members of the faculty and staff and employees of the district; persons who have been authorized by school authorities to enter any such building for professional and/or business purposes and persons attending events sponsored by or authorized by school authorities, and who remain in the area of the school building or grounds thereof assigned for such event.
4. No person shall remain in any school building or on the grounds thereof after being requested to leave the premises by a principal or any district employee.
5. Any person who fails to comply with the provisions of any of these preceding sections shall be in violation of the rules and regulations of the Board.
6. A copy of regulations for visiting the schools will be posted at each building entrance.

[Adoption date: July 1, 1991]  
[Revision date: October 6, 2003]

LEGAL REFS: ORC 2917.21  
3313.20

CROSS REFS: KGB, Public Conduct on School Property  
KI, Public Solicitations in the Schools

## RECRUITERS IN THE SCHOOLS

All recruiters, military, non-military, commercial and educational are treated uniformly in the conduct of on-campus student recruitment. Scheduling of recruiting visits to the high school 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 information to any organization which intends to use the list for commercial purposes. "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 district is required by Federal law to provide student names, home addresses, and telephone numbers to military recruiters upon request unless the parent or guardian has specifically directed the district not to do so.

[Adoption date: January 6, 2003]

[Revision date: December 5, 2005]

LEGAL REFS: Family Educational Rights & Privacy Act  
ORC 149.41  
1347.01 et seq.  
3317.031  
3319.32; 3319.321; 3319.33  
OAC 3301-35-02(B)(4); 3301-35-03(E)

CROSS REFS: JO, Student Records  
KBA, Public's Right to Know



PARENT NOTIFICATION  
OF REQUIREMENT TO PROVIDE INFORMATION  
TO MILITARY RECRUITERS IN THE SCHOOLS

The district is required by Federal law to provide student names, home addresses, and telephone numbers to military recruiters upon request unless the parent or guardian has specifically directed the district not to do so. This right to request information not be provided transfers to the student upon the student's eighteenth birthday. Forms for the request are available in the school office.

[January 6, 2003]

[Revision date: December 5, 2005]

LEGAL REFS: Family Educational Rights & Privacy Act  
ORC 149.41  
1347.01 et seq.  
3317.031  
3319.32; 3319.321; 3319.33  
OAC 3301-35-02(B)(4); 3301-35-03(E)

CROSS REFS: JO, Student Records  
KBA, Public's Right to Know

REQUEST TO WITHHOLD INFORMATION  
Pursuant To Public Law 107-110, SEC. 9528(A)(2)

SCHOOL NAME \_\_\_\_\_

STUDENT'S NAME \_\_\_\_\_ AGE \_\_\_\_\_

PARENT'S OR GUARDIAN'S NAME \_\_\_\_\_

TELEPHONE NUMBER \_\_\_\_\_

I hereby request that you withhold and refrain from releasing the personal information of the above named pupil to recruiters for the armed forces under Section 9528 of the No Child Left Behind Act of 2001.

Parent's (or student if 18)      Signature \_\_\_\_\_

Date \_\_\_\_\_

## PUBLIC COMPLAINTS ABOUT POLICIES

If the request, suggestion, complaint or grievance relates to a matter of district or school policy, procedure, program or operation, it should be addressed initially to the building principal or head of the nonprofessional department who is most directly concerned, and then brought to higher levels of authority.

If the complaint is not resolved at a particular level, then the complainant can go to the next higher level.

[Adoption date: July 1, 1991]

## PUBLIC COMPLAINTS ABOUT THE CURRICULUM OR INSTRUCTIONAL MATERIALS

The Board recognizes the need and right of students to free access to many different types of books and materials. It also recognizes the right of the professional staff to select books and other materials supportive of the Board's educational philosophy and goals.

Criticism of a book or other materials used in the District may be expected from time to time. In such instances, the following guidelines shall apply.

1. If a parent requests that his/her own child not read a given book, the teacher and/or school administrator should resolve the issue, perhaps by arranging for use of alternative material meeting essentially the same instructional purpose.
2. The Board does not permit any individual or group to exercise censorship over instructional materials and library collections, but it recognizes that, at times, a re-evaluation of certain material may be desirable. Should an individual or group ask to have any book or other material withdrawn from school use, the following steps are taken.
  - a. The person who objects to the book or other material is asked to sign a complaint documenting his/her criticism.
  - b. Following receipt of the formal complaint, the Superintendent/designee provides for a re-evaluation of the material in question.
  - c. The Superintendent/designee reviews the complaint and the re-evaluation outcomes and renders a decision in the matter. Should the decision be unsatisfactory to the complainant, it may be appealed to the Board.

The Board assumes final responsibility for all books and instructional materials which it makes available to students, and it holds its professional staff accountable for their proper selections. The Board also recognizes rights of individual parents with respect to controversial materials used by their own children and provides for the re-evaluation of materials in library collections upon formal request.

[Adoption date: January 10, 2011]

LEGAL REFS.:      ORC    121.22  
                                                 3329.07; 3329.08; 3329.09

CROSS REFS.:      IIA, Instructional Materials  
                                         IIAA, Textbook Selection and Adoption  
                                         IIAC, Library Materials Selection and Adoption  
                                         INB, Teaching About Controversial Issues  
                                         KL, Public Complaints  
                                         KLD, Public Complaints About District Personnel

## COMPLAINTS REGARDING EMPLOYEES AND STUDENTS

1. Generally

Complaints from the public concerning the school, students, staff, employees, etc. shall be directed to the principal of the school building in question or shall be referred to the office of the Superintendent. The principal and/or Superintendent may require that the complaint be made in writing. The administration and/or the Board shall have the discretionary ability to refuse receipt of anonymous complaints and it shall be the policy and practice of the Board and administration to allow the Superintendent to have discretionary authority to refrain from taking any action in response or in relation to an anonymous complaint.

The individual making the complaint shall be given a courteous and prompt reply following an administrative investigation of the complaint. The Board and administration shall endeavor to resolve complaints at the lowest administrative level.

2. Complaints to Board Members

Persons desiring to register complaints with board members concerning the school, staff, board employees, etc. shall be directed to follow the policy as set forth in Section A. above.

The Board shall not honor requests by individuals or groups to discuss complaints against students or board employees until, or unless, the complaints have been first made to the administration for investigation and/or resolution in accordance with the provisions provided for in Section A. herein.

A member of the public at a board meeting, voicing a complaint concerning students or employees may be ruled out of order until, or unless, the complainant has complied with the provisions of this policy as set forth in Section A. above.

[Adoption date: July 1, 1991]

[Revision date: April 1, 2002]

## RELATIONS WITH COMMUNITY ORGANIZATIONS

### Use of School Marquees

The marquees located at the various school sites are primarily for the announcement of school-related events in the school district; however, there may be special events pertaining to local nonprofit groups having a broad community interest. In these instances, school marquees may be used to publicize such events providing it does not conflict with the school district's need.

[Adoption date: July 1, 1991]

## RELATIONS WITH PARENT ORGANIZATIONS/BOOSTER ORGANIZATIONS

The Oak Hills Board of Education recognizes the importance of parental involvement and strives to:

1. Build consistent and effective communication between the parents, the teachers, and administrators in the school the children attend;
2. Provide the opportunity for parents to be actively involved in their children's education;
3. Provide parents with the opportunity to be informed about:
  - a. the importance of parental involvement in educational process;
  - b. how and when to assist their children in learning activities and;
  - c. techniques, strategies, and skills to use at home to improve the child's academic success.

Some of the strongest school support comes from parents or organizations having a strong interest in a specific student or school activity. Support from these organizations should be encouraged wherever appropriate as a means of involving the public in the activities and goals of the school district; however, the existence or creation of a formal organization must be approved by Board of Education resolution. Principals, other school administrators and teachers shall seek to strengthen and support these organizations by cooperating in any way possible to provide skills, materials, facilities or other aid to assist them in helping the schools.

Principals and other designated administrators shall maintain close communication with these organizations to ensure harmony with the policies and goals of the school district.

Specific guidelines for the operation of these organizations include:

1. Membership in the organization shall be based on an interest in quality programs and willingness to donate labor, services and/or to participate in fund-raising activities.
2. These organizations will keep accurate and complete records of all financial transactions including fund-raising activities, purchases and donations.
3. The appraisal of school programs and personnel is the responsibility of the administrators in charge of that activity.
4. Selection of participants in school activities is the decision of the professional staff members. Individual or group interference shall be considered highly improper by the Board of Education.
5. The Board of Education has full responsibility for all phases of school operation and expenditures of funds for the schools.

[Adoption Date: July 1, 1991]

[Revision Date: July 20, 1992]

[Revision Date: February 3, 2003]

## OAK HILLS HALL OF HONOR

1. A Hall of Honor will be established at Oak Hills High School to recognize individuals who have contributed outstanding service to the children of the Oak Hills Local School District since its creation in 1956. These individuals would fit one or more of the following categories:
  - a. Community service volunteers (includes school volunteers)
  - b. School district employees
  - c. Local officials
  - d. Major financial donors
2. The criteria for nomination applications for the "Hall of Honor" are as follows:
  - a. Nominee must have at least a total of five years of involvement for the benefit of children in the Oak Hills Local School District community.
  - b. The nature of involvement for the benefit of children in the Oak Hills Local School District community must be above and beyond the normal expectations of the position of the nominee, whether paid or volunteer.
  - c. Nominee may be living or deceased.
3. The composition of the selection committee shall be as follows:

The committee shall consist of one representative from Green Township, one representative from Delhi Township, and a school administrator, appointed by the Board of Education.
4. The procedure for submitting applications is as follows:
  - a. The district communications administrator will send out nomination forms on the district website and in publications in October and November.
  - b. The nomination must be submitted to the selection committee by February 1.
  - c. Application forms shall be submitted to the Communications Coordinator, Oak Hills School District Office, 6325 Rapid Run Road, Cincinnati, Ohio 45233, and clearly marked "Hall of Honor."
  - d. The rationale for nomination shall not exceed one (1) typewritten page, 8-1/2" x 11" in size, and shall be double-spaced.
  - e. Nominees not selected may be resubmitted.
  - f. Nominations which do not conform with the criteria will not be considered.
  - g. The communications administrator will order two plaques in recognition of each honoree.
5. The method of selection shall be as follows:
  - a. The committee shall submit the "Hall of Honor" selection(s) to the Superintendent/designee before March 1.
  - b. The committee shall notify the person(s) who submitted the nominee(s) of their selection(s).
  - c. The committee shall notify the person(s) who submitted the nominee(s) who was not selected.
  - d. There will be one to three honorees each year.
  - e. The number of applications for any one nominee shall not influence the selection process.
6. The method of recognition shall be as follows:

A plaque shall be presented to the honoree(s) or his/her representative at the spring Oak Hills Educational Foundation Dinner, and one will be displayed on the Hall of Honor wall at Oak Hills High School.

[Revision date: September 19, 2005]

[Revision date: May 14, 2007]



OAK HILLS HALL OF HONOR APPLICATION

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

Nominee name: \_\_\_\_\_

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

Daytime phone: \_\_\_\_\_

Evening phone: \_\_\_\_\_

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

Which of the following best describes the nominee (circle one)?

- a. Community service volunteer (includes school volunteers)
- b. School district employee
- c. Local official
- d. Major financial donor

Is the nominee living or deceased? \_\_\_\_\_

Nomination submitted by: \_\_\_\_\_

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

Daytime phone: \_\_\_\_\_

Evening phone: \_\_\_\_\_

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

How many years has the nominee been involved in the Oak Hills Local School District community? List the major areas of involvement. You may attach a separate page if necessary.

Explain in one (1) page or less the rationale for nomination. This should show the ways in which the nominee's involvement with the district benefited the children of the community. Give examples of how the nominee's actions went above and beyond normal expectations.

Application forms must be submitted to Gina Gentry-Fletcher, Communications Coordinator, Oak Hills School District Office, 6325 Rapid Run Road, Cincinnati, OH 45233, and clearly marked "Hall of Honor," by January \_\_\_\_, 20\_\_.

[October 2005]

## RELATIONS WITH PARENT ORGANIZATIONS/BOOSTER ORGANIZATIONS

The Oak Hills Board of Education recognizes the importance of parental involvement and strives to:

1. Build consistent and effective communication between the parents, the teachers, and administrators in the school the children attend;
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  - a. the importance of parental involvement in educational process,
  - b. how and when to assist their children in learning activities, and
  - c. techniques, strategies, and skills to use at home to improve the child's academic success.

Some of the strongest school support comes from parents or organizations having a strong interest in a specific student or school activity. Support from these organizations should be encouraged wherever appropriate as a means of involving the public in the activities and goals of the school district; however, the existence or creation of a formal organization must be approved by Board of Education resolution. Principals, other school administrators and teachers shall seek to strengthen and support these organizations by cooperating in any way possible to provide skills, materials, facilities or other aid to assist them in helping the schools.

Principals and other designated administrators shall maintain close communication with these organizations to ensure harmony with the policies and goals of the school district.

Specific guidelines for the operation of these organizations include:

1. Membership in the organization shall be based on an interest in quality programs and willingness to donate labor, services and/or to participate in fund-raising activities.
2. These organizations will keep accurate and complete records of all financial transactions including fund-raising activities, purchases and donations.
3. The appraisal of school programs and personnel is the responsibility of the administrators in charge of that activity.
4. Selection of participants in school activities is the decision of the professional staff members. Individual or group interference shall be considered highly improper by the Board of Education.

The Board of Education has full responsibility for all phases of school operation and expenditures of funds for the schools.

[Adoption Date: July 1, 1991]  
[Revision Date: July 20, 1992]  
[Revision Date: February 3, 2003]

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  - c. Local officials
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2. The criteria for nomination applications for the "Hall of Honor" are as follows:
  - a. Nominee must have at least a total of five years of involvement for the benefit of children in the Oak Hills Local School District community.
  - b. The nature of involvement for the benefit of children in the Oak Hills Local School District community must be above and beyond the normal expectations of the position of the nominee, whether paid or volunteer.
  - c. Nominee may be living or deceased.
3. The composition of the selection committee shall be as follows:

The committee shall consist of one representative from Green Township, one representative from Delhi Township, and a school administrator, appointed by the Board of Education.
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  - d. The rationale for nomination shall not exceed one (1) typewritten page, 8-1/2" x 11" in size, and shall be double-spaced.
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  - a. The committee shall submit the "Hall of Honor" selection(s) to the Superintendent/designee before March 1.
  - b. The committee shall notify the person(s) who submitted the nominee(s) of their selection(s).
  - c. The committee shall notify the person(s) who submitted the nominee(s) who was not selected.
  - d. There will be one to three honorees each year.
  - e. The number of applications for any one nominee shall not influence the selection process.
6. The method of recognition shall be as follows:

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[Revision date: September 19, 2005]

[Revision date: May 14, 2007]

Oak Hills Hall of Honor Application

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

Nominee name: \_\_\_\_\_

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

Daytime phone: \_\_\_\_\_

Evening phone: \_\_\_\_\_

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

Which of the following best describes the nominee (circle one)?

- a. Community service volunteer (includes school volunteers)
- b. School district employee
- c. Local official
- d. Major financial donor

Is the nominee living or deceased? \_\_\_\_\_

Nomination submitted by: \_\_\_\_\_

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

Daytime phone: \_\_\_\_\_

Evening phone: \_\_\_\_\_

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

How many years has the nominee been involved in the Oak Hills Local School District community? List the major areas of involvement. You may attach a separate page if necessary.

Explain in one (1) page or less the rationale for nomination. This should show the ways in which the nominee's involvement with the district benefited the children of the community. Give examples of how the nominee's actions went above and beyond normal expectations.

Application forms must be submitted to Gina Gentry-Fletcher, Communications Coordinator, Oak Hills School District Office, 6325 Rapid Run Road, Cincinnati, OH 45233, and clearly marked "Hall of Honor," by January \_\_\_\_, 200\_\_.

[October 2005]

## RELATIONS WITH RELIGIOUS ORGANIZATIONS

While the Board of Education recognizes the principles of freedom of religion and separation of church and state, the Board also recognizes the important role of spiritual development in the lives of the students and employees of this district. For that reason, the Board encourages students and employees to actively participate in a religious affiliation of their choice.

The district will be flexible in allowing individuals to observe religious holidays when those holidays conflict with the school calendar. If a religious observance/event conflicts with a school-sponsored event or practice and the student or employee chooses to attend the religious event, no overt or implied negative reaction will be displayed toward them by their superiors; however, it must be remembered that the absence of a student for any reason (illness, religious observance or otherwise from a practice or rehearsal) can result in limiting or preventing participation in a planned event.

School events involving student participation on Sunday will be avoided when possible. If, as determined by the building administrator, there is a need to have events or practices on Sunday, they will be held only between the hours of 1:00 p.m. and 4:00 p.m. In addition to the above restriction for Sundays, school officials should make an effort to be aware of other specific days that affect many students and consider these when planning school activities.

Any deviation from these guidelines will have the approval of the Superintendent/designee.

The Oak Hills Clergy Association will be invited to submit information pertinent to the development of the subsequent year's school calendar on or before March 15. In addition, they will be invited to have a representative at the June district calendar meeting and to receive copies of the school district calendar of events as soon as they are available.

[Adoption date: July 1, 1991]

## RELATIONS WITH CIVIL DEFENSE AUTHORITIES

The school district's primary responsibility as a governmental service organization is the preparation of youth for adulthood; however, there may be a local disaster situation develop in which the role of the school district may change to one of providing needed assistance to local residents in a variety of ways. If in the opinion of the Superintendent, such local emergency situation should exist, the Superintendent shall be delegated the authority by the Board of Education to utilize school district manpower, facilities, equipment and supplies, to render assistance and relieve suffering and hardships of people in the disaster area.

As soon as feasible, the president of the Board of Education shall be notified of the action being taken on behalf of the Board. If deemed necessary, a special board meeting may be called.

[Adoption date: July 1, 1991]

## EDUCATIONAL OPTIONS

The Board recognizes that an effective educational program is one that provides opportunities for students to learn both within the classroom and, for specific reasons, beyond the traditional classroom and school day. These expanded opportunities are viewed as educational options to supplement the regular school program.

The intent of educational options is to allow educators, other professionals, parents and others to work together to provide opportunities for students to learn in an independent or individual setting and to study or work with recognized experts in specific fields. Educational options are seen as additional curricular opportunities to improve, expand and enrich student learning experiences and perspectives.

Customized study, distance learning, tutoring, educational travel, internships, mastery assessment and study abroad programs are representative of experiences which the Board views as educational options supplementing the regular school program.

For students opting to participate in an educational option with any associated cost, the associated cost will be the responsibility of the parent/student.

The Superintendent/designee develops regulations and processes for educational options.

[Adoption date: August 2, 2010]

LEGAL REFS: OAC 3301-35-01(B)(6); 3301-35-06

CROSS REFS: IGCB, Experimental Programs  
IGCH, College Credit Plus (Also LEC)  
IHG, Independent Study  
IKE, Promotion and Retention of Students  
IKF, Graduation Requirements  
JN, Student Fees, Fines and Charges

## COLLEGE CREDIT PLUS

State law provides for student participation in the College Credit Plus (CCP) program for the purposes of promoting rigorous academic pursuits and exposing students to options beyond the high school classroom. Therefore, eligible 7th through 12th grade students may enroll at any public college/university and any participating nonpublic college/university on a full- or part-time basis and complete nonsectarian, nonremedial courses for transcribed high school and/or college credit.

The Board directs the Superintendent/designee to develop and establish the necessary administrative guidelines to ensure that the CCP program is operating in accordance with state requirements.

[Adoption date: August 1, 1994]  
[Revised date: November 15, 1993]  
[Revised date: February 5, 1998]  
[Revised date: August 2, 2010]  
[Revised date: April 11, 2011]  
[Revised date: June 1, 2015]

LEGAL REFS: ORC 3365  
ORC 3333-1-65 through 3333-1-65-10

CROSS REFS.: IGBM, Credit Flexibility  
IGCD, Educational Options (Also LEB)

*NOTE: College Credit Plus replaces Postsecondary Enrollment opportunities beginning with the 2015-2016 academic year. All public school districts and public colleges and universities are required to participate in the program. While the accompanying regulation is not required, it outlines key program requirements.*



## COLLEGE CREDIT PLUS

District Obligations

The District is required to notify all 6th through 11th grade students and their parents about the College Credit Plus (CCP) program through multiple, easily accessible resources by **February 1** of each school year. The notice includes all information required by State law. The District promotes the CCP program on the District website, including details of current agreements with partnering colleges.

Students and/or parent(s) are required to submit written notice of intent to participate to the principal by April 1 of the year in which the student wishes to enroll and may submit written notice as early as February 15. Failure to inform the principal of intent to participate by the April 1 deadline of intent to participate shall result in the student having to secure written permission from the principal in order to participate in the program. If the principal denies a student's request for written permission, the student may appeal to the Superintendent. The Superintendent's decision is final.

The District holds an annual informational session between October 1 and February 15 to which partnering colleges located within 30 miles of the school (or the closest college if none are located within 30 miles) are invited. The informational session includes information on benefits and consequences of participation in CCP, and outlines any changes or additions to program requirements.

The District is required to provide counseling services to students prior to their participation in the program. Counseling services include but are not limited to:

1. program eligibility;
2. any necessary financial arrangements for tuition, textbooks and fees;
3. process of granting academic credits;
4. criteria for any transportation aid;
5. available support services;
6. scheduling;
7. the effect of the grade attained in the course being included in the student's grade-point average, if applicable;
8. consequences of failing or not completing a course under the program, including the effect on the student's ability to complete District graduation requirements;
9. benefits to the student of successfully completing a course under the program, including the ability to reduce the overall cost of, and the amount of time required for, a college education;
10. academic and social responsibilities of students and parents relative to this program;
11. information about and encouraging the use of college counseling services and;
12. the standard program information packet developed by the Ohio Board of Regents.

The District develops both a 15-credit hour and a 30-credit hour model course pathway for courses offered under CCP in consultation with a partnering college. Each pathway must include courses, which once completed, apply to at least one degree or professional certification offered at the college. The pathways may be organized by desired major or career path, or may include various core courses required for a degree or professional certification by the college. The pathways are published among the school's official list of course offerings for participant selection. No participant is required to enroll only in courses included in a model pathway.

The District implements a policy for awarding grades and calculating class standing for CCP courses that is equivalent to the school's policy for other advanced standing programs or District-designated honors courses. Any grade weighting or class standing enhancements applicable to advanced standing programs or District-designated honors courses are similarly applied to CCP courses.

Student Enrollment

To participate in CCP, a student must apply to, and be accepted by, a participating college in accordance with the college's established procedures for admission. The student also must meet the college's and relevant academic program's established standards for admission, enrollment and course placement, including any course specific capacity limits. The student and his/her parent also must sign a form acknowledging receipt of the required counseling and understanding of their responsibilities under the program.

The student may opt to receive college credit only or both college and high school credit. The student must designate his/her choice at the time of enrollment.

If a student completes a college course, the Board shall award him/her appropriate credit toward high school graduation if, at the time of enrollment, he/she elects to receive credit for courses toward fulfilling the graduation requirements.

High school credit awarded for courses successfully completed counts toward graduation requirements and subject area requirements.

1. The Board awards comparable credit for the course/courses completed at the college.
2. If no comparable course is offered, the Board grants an appropriate number of elective credits.
3. Any disputes between the student and the Board regarding high school credits granted for a course may be appealed by the student to the State Board of Education. The State Board's decision on these matters is final.
4. The student's records must show evidence of successful completion of each course and the high school credits awarded. The record must indicate that the credits were earned as a participant in CCP, and include the name of the college at which the credits were earned.
5. Credits earned through CCP are included in the student's grade-point average. College credits count as the equivalent District grade. If the District has a weighted grading system, CCP courses are treated in the same way as other advanced standing program or honors course.

#### High School/College Enrollment

2. A student who enrolls in CCP for the first time in:
  - A. grades 7, 8 or 9 may receive credit toward high school graduation for up to the equivalent of four academic school years.
  - B. 10th grade may receive credit toward high school graduation for up to the equivalent of three academic school years.
  - C. 11th grade may receive credit toward high school graduation for up to the equivalent of two academic school years.
  - D. 12th grade may receive credit for up to the equivalent of one academic school year.
2. Proportionate reductions are made for any student who enrolls in the program during the course of a school year.
3. For the purpose of this program, an academic year begins with the summer term. The maximum number of credits that may be earned during the academic year is the total of the high school courses and college courses. The total may not exceed 30 college credit hours per academic year.
3. College courses for which three-semester hours are earned are awarded one credit toward high school graduation credit. Fractional credits are awarded proportionally.

#### Student Eligibility

Students wishing to participate in CCP must meet all statutory eligibility requirements. To be eligible, students must be considered remediation-free on one of the Ohio Revised Code 3345.061(F) assessments. A student scoring within one standard error of measurement below the remediation-free threshold on one of the assessments is considered to have met this eligibility requirement if he/she either has a cumulative high school grade point average of at least 3.0 or receives a recommendation from a school counselor, principal or career-technical program advisor.

#### Summer Term Eligibility

A student who is scheduled or anticipated to graduate from high school may not participate in CCP for any term beginning after the student's scheduled or anticipated graduation date or in any course offered at a college during a summer term that begins during the student's last quarter of high school.

#### Financial Responsibilities

1. If a student elects to enroll for college credit only (Option A), the student is responsible for all costs associated with the course.
2. If a student elects to enroll for the combination high school/college credit (Option B), the District is responsible for all costs associated with the course at a public college/university. Students participating in CCP under Option B at a private college may be charged tuition and/or fees unless they are economically disadvantaged.
3. If a student fails a CCP course, the student or parent(s) are responsible for all costs associated with the course. The District may not seek reimbursement from a student who fails a course if he/she is economically disadvantaged, unless the student has been expelled.
4. Students enrolled for the combination of high school/college credit are not eligible for financial aid from the college.

5. Upon parental application and determination of need, an eligible student, as defined by State law, enrolling for the combination of high school and college credit in the program may receive full or partial reimbursement for the necessary costs of transportation between the secondary school that he/she attends and the college/university in which he/she is enrolled.

#### Other Considerations

1. A student enrolled in the program follows the District attendance policy, as well as the District code of conduct, for curricular and extracurricular activities. These policies and codes are applicable during the time the student is attending high school and is on school property for any class or activity.

2. If a student is expelled from the District, the Board will deny high school credit for college courses taken during the period of the student's expulsion.

The Superintendent must send written notice of a student's expulsion to the college where the student is taking courses to receive high school credit. The notice must state the date the expulsion is scheduled to expire and whether the Board has denied high school credit for postsecondary education courses taken during the expulsion. If the expulsion period is extended, the Superintendent must notify the college of the extension. The college may withdraw its acceptance of a student who has been expelled. Unless otherwise authorized by State law, the expelled student is ineligible to enroll in a college under CCP for subsequent college terms during the expulsion period.

3. The student enrolled in this program must recognize that the master schedule is not altered or adjusted in order to permit enrollment. Adjustments to individual schedules may be made by the school administration.

4. The District will not deny students the opportunity to participate in extracurricular activities because of their participation in CCP. The District adheres to the Ohio High School Athletic Association for eligibility to participate in athletics. In order to be eligible, the student must have passed five courses that count toward graduation during the prior grading period. The five courses may be a combination of high school and college courses. Students also must meet any additional District eligibility requirements.

[Adoption date: August 1994]  
[Revised date: August 2, 2010]  
[Revised date: June 1, 2015]  
[Revised date: June 6, 2016]  
[Revision date: August 7, 2017]  
[Revision date: December 4, 2017]

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| Evaluation of Administrative Staff (Certified and Classified)                          | AFC-R/GCN-R     |
| Evaluation of Certified Staff (Certified and Classified Administrators)                | AFC-R-1/GCN-R-1 |
| Evaluation of Certified Staff (Teachers)                                               | AFC-R-2/GCN-R-2 |
| Evaluation of Certified Staff (Teachers)                                               | AFC-R-3/GCN-R-3 |
| Evaluation of Certified Staff (Teachers)                                               | GCN-2/AFC-2     |
| Evaluation of Certified Staff (Teachers)                                               | GCN-2-R/AFC-2-R |
| Evaluation of Classified Staff                                                         | AFD-R/GDN-R     |
| Evaluation of Classified Staff                                                         | GDN-R/AFD-R     |
| Expense Reimbursements                                                                 | DLC-R           |
| Family & Medical Leave                                                                 | GBR-R           |
| First Aid                                                                              | EBBA-R          |
| Free Admissions                                                                        | DFEA-R          |
| Graduation Requirements                                                                | IKF             |
| Guidance Program                                                                       | IJ-R            |
| Hazing and Bullying                                                                    | JFCF-R          |
| Interrogations and Searches                                                            | JFG-R           |
| Intra-District Open Enrollment                                                         | JECBD-R         |
| Maintenance Custodial Recommendation                                                   | GDMA-E          |
| Maintenance Review Committee                                                           | GDMA-R          |
| Network Use Policy                                                                     | IIB-R           |
| News Releases                                                                          | KBCA-R          |
| Nondiscrimination on the Basis of Sex (Counseling & Counseling Materials - Sex Equity) | ACA-R           |
| Outside Speakers in the Schools                                                        | KBD-R           |
| Participation in Interscholastic Activities                                            | IGDK-R          |
| Parent Notification (Military Recruiters)                                              | KKA-R           |
| Permanent Improvement Gift Policy                                                      | KH-R            |
| Private Trips                                                                          | IICA-R-2        |
| Promotion and Retention of Students                                                    | IKE             |
| Purchasing Procedures                                                                  | DJF-R           |

Reduction in Certified Staff Work Force  
Request for Academic Acceleration Procedures

GCPA-R  
IKEB-R

School Volunteers  
School Year/School Calendar  
Sexual Harassment  
Staff Health & Safety  
Student Absences and Excused  
Student Activities Fund Management  
Student Code of Conduct  
Student Conduct on School Buses  
Student Dress Code  
Student Extracurricular Fees  
Student Fees, Fines & Charges  
Student Fund Raising Activities  
Student Health Services and Requirements (Head Lice)  
Student Records (Definitions)  
Student Records/Parent Notification  
Student Surveys – Parent Notification  
Student Trips  
Student Wellness Program

IICC-R  
IC/ICA  
ACAA-R  
GBE-R  
IGDG-R  
JED-R  
JFC-R  
JFCC-R/EEACC-R  
JFCA-R  
JM-R  
JN-R  
IGDF  
JHC-R  
JO-R  
JO-R-2  
JP-R  
IICA-R-1  
EFG-R  
EGAC-R

Telephone Services  
Tornado Drills  
Transportation Administrative Regulations

EBCBA-R  
IICA-R-3

Vandalism  
Verification of Employment Eligibility  
Viewing of Commercial Entertainment Movies

ECAB-R  
GBO-R  
IIA-R

Web Site  
When to Provide Prior Written Notice, Informed Consent, and Procedural Safeguards Notice  
(*Whose IDEA Is This?*)

IIBA  
IGBC-R

## CODE FINDER - EXHIBITS

|                                                                                                                   |                 |
|-------------------------------------------------------------------------------------------------------------------|-----------------|
| Automated External Defibrillator (AED) Program                                                                    | EBD-E-2         |
| Automated External Defibrillator (AED) Program & Site Information                                                 | EBD-E-4         |
| Automated External Defibrillator (AED) Protocol                                                                   | EBD-E-3         |
| Burglary & Vandalism Report                                                                                       | ECAB-E          |
| Classified Staff Evaluation Form                                                                                  | AFD-E-2/GDN-E-2 |
| Classified Staff Evaluation Form                                                                                  | GDN-E-2/AFD-E-2 |
| Classified Staff Evaluation Responsibilities                                                                      | AFD-E-1/GDN-E-1 |
| Classified Staff Evaluation Responsibilities                                                                      | GDN-E-1/AFD-E-1 |
| Considerations When Including AEDS in the District Crisis Management Plan                                         | EBD-E-1         |
| Drug and Alcohol Testing (Commercial Drivers License)                                                             | GBPA-E          |
| Donation (Gifts) Agreement Form                                                                                   | FF-E            |
| Exhibit A                                                                                                         | IICC-E-1        |
| Exhibit B                                                                                                         | IICC-E-2        |
| Facility Fees                                                                                                     | KG-E            |
| Facility Naming Rights                                                                                            | FF-E            |
| Maintenance Custodial Recommendation                                                                              | GDMA-E          |
| Oak Hills Hall of Honor Application                                                                               | KMA-E           |
| Record of the Administration of Prescription Drug                                                                 | JHCD-E          |
| Report of Bomb Threat                                                                                             | JEGC-E          |
| Request for Permission for Student Trip                                                                           | IICA-E          |
| Request to Inspect Instructional Materials                                                                        | IIA-E           |
| Request to Withhold Information                                                                                   | KKA-E           |
| Staff Health and Safety                                                                                           | GBE             |
| Student Activity Account, Organization Statement                                                                  | IGDG-E          |
| Student Application for HCCA Network Account                                                                      | IIB-E           |
| Student Request for Building Transfer                                                                             | JECBD-E         |
| Teacher Evaluation Form                                                                                           | AFC-E-1/GCN-E-1 |
| When to Provide Prior Written Notice, Informed Consent, and Procedural Safeguards Notice<br>(Whose IDEA Is This?) | IGBC-E          |