

Fairless Local Schools Annual Mandated Notices

To be in compliance with federal and state law, the school district is required to inform residents about various programs, policies and procedures that are in place in the district.

All board policy and guidelines referenced may be accessed at
<https://go.boarddocs.com/oh/flessoh/Board.nsf/Public?open&id=policies>

Accessibility of District Facilities

Upon request to the Superintendent/designee, the district shall make reasonable accommodation for a disabled person to be able to participate in activities.

AHERA Management Plan

1. The EPA has indicated that schools should be free of friable asbestos.
2. Air samples are required every three years.
3. All potential areas of concern are to be inspected by the environmental support network, the Industrial Commission of Ohio, our maintenance staff, and an independent testing laboratory.
4. Asbestos testing and inspection has been done to bring all buildings into compliance with AHERA standards.
5. Any friable materials in buildings have been inspected and repaired to meet current standards.
6. Inspections will be done twice each year by the maintenance/custodial staff to notify the administration of any friable material.
7. Any areas of concern will be reviewed by the Board of Education during its annual building tour and placed on a priority list for permanent improvement.
8. All buildings are certified safe by AHERA standards.

The U.S. Environmental Protection Agency's document titled, "How to Manage Asbestos in School Buildings" may be accessed at:

<https://www.epa.gov/asbestos/how-manage-asbestos-school-buildings-ahera-designatedpersons-self-study-guide-0>

Further information may be obtained by viewing the following school board policy:

- 8431 Preparedness for Toxic Hazard and Asbestos Hazard

Anti-Harassment/Intimidation/Bullying Policy

Per Ohio Law, House Bill 276 requires all school districts to develop and adopt an AntiHarassment/Intimidation/Bullying policy. In addition to the adoption and implementation of this policy, district administrators are required to provide semi-annual summary reports of verified acts of harassment, intimidation and bullying. All incidents should be immediately reported to the Superintendent or Building Administrator. Please view semi-annual reports at the following link:

<http://www.fairlesslocalschools.org/home/district-information>. The Anti-Harassment Compliance Officers are: Julie Weyandt, Director of Curriculum, Instruction, and Special Programs and Dan Nero, Principal, Fairless Middle School,

who may be reached at: 800 7th Street, SE, Brewster, OH 44613, Telephone: 330-767-3577. They may be reached by email respectively at

julie.weyandt@fairless.sparcc.org or dan.nero@fairless.sparcc.org

Attendance and Absences

When a parent, guardian, or other person having care of a student has failed to initiate a telephone call or other communication notifying the school or building administration of the student's excused or unexcused absence within 120 minutes after the beginning of the school day, the attendance officer or designee for each school building shall make at least one (1) attempt to contact the parent, guardian, or other person having care of any student who is recorded as absent without legitimate excuse within 120 minutes after the beginning of each school day by a method designated by the Superintendent in accordance with Ohio law.

Board of Education

The Board of Education is a policy-making body comprised of five residents of the school district. Members of the Board are elected by voters of the district and serve a four-year term. The Board derives its powers and responsibilities from the Ohio General Assembly to establish a sound educational philosophy. The Board establishes policy:

- To be responsible to the residents of the Fairless Local School District
- To serve as a policy-making body
- To develop sound financial plans based upon educational needs and available resources
- To provide leadership for educational progress
- To be solely responsible for the employment and evaluation of the Superintendent and Treasurer
- To recognize the Superintendent's responsibility for all administrative functions
- To refer applications, complaints, communication, and other matters directly to the Superintendent
- To approve an annual school calendar
- To levy taxes when residents approve a tax issue

The Board of Education meetings are open to the public. The regular meetings begin at 6:15 p.m. and are held on the third Tuesday of every month at Fairless High School unless otherwise announced. The Board, under Ohio law, may hold executive sessions during the meeting to discuss:

- Personnel matters
- Purchase of property for public purposes
- Pending or imminent court action
- Negotiations with employees
- Matters to be kept confidential by federal or state statutes
- Specialized details of security arrangements

Executive sessions are for discussion only. All board action is taken in public session.

Public participation is encouraged during the hearing of the public to present helpful suggestions for the school district. To allow the Board to complete the agenda in an effective and efficient manner, public input may be limited. Each person

wishing to address the Board shall be recognized by the presiding officer, must announce their name and address; out of courtesy, the speaker must limit himself to three (3) minutes.

Career Advising

This policy has been developed as prescribed in R.C. 3313.6020 and the State Board of Education's Model Policy. This policy shall be updated at least once every two (2) years. The policy shall be made available to students, parents/guardians/custodians, and local postsecondary institutions, residents of the District, and shall be posted on the District website.

Career advising is an integrated process that helps students understand how their personal interests, strengths, and values might predict satisfaction and success in school and related career fields, as well as how to tie these interests and strengths to their academic and career goals. Students need to have access to comprehensive resources and support to prepare for their future success. Through relevant classroom instruction, career-related learning experiences, and a program of counseling and advising, students can discover their interests and explore academic and career pathway options.

The District's Career Advising Plan shall include:

- Grade-level examples that link students' schoolwork to one (1) or more career fields.
- Career advising to students in grades K-12, which includes age-appropriate activities and also includes creating and maintaining a Student Success Plan beginning in grade six (6).
- Advisors will meet with students at least once annually to explore, evaluate, and plan academic and career pathways.
- Additional interventions and career advising for students who are identified as at risk of dropping out of school.

These may include:

1. Identifying students who are at risk of dropping out of school using a local research-based method, such as the Early Warning System offered by the Ohio Department of Education, with input from teachers, school counselors, and other appropriate school staff.
 2. Developing a Student Success Plan for each at-risk student that addresses the student's academic and career pathway to successful graduation and the role of career-technical education, competency-based education, and experiential learning, when appropriate.
 3. Before developing a Student Success Plan, District staff will invite the student's parent/guardian/custodian to assist. If that adult does not participate in the plan development, the District will provide the adult with a copy of the plan, a statement of the importance of a high school diploma, and a listing of the pathways to graduation available to the student.
- After the Student Success Plan is developed, the District will provide career advising to the student that is aligned with the Student Success Plan and the District's career advising plan.
 - Training for employees on how to advise students on career pathways, including training on advising students using the tools available in OhioMeansJobs K-12.
 - This may also include training on other online tools provided that offer resources for discovering career interests, exploring and researching career and education options, and supporting the development of a Student Success Plan.
 - Multiple academic and career pathways through high school that students may choose to earn a high school diploma, including opportunities to earn industry-recognized credentials and postsecondary course credit.

- Information on courses that can award students both traditional academic and career-technical credit.
- Information regarding career fields that require an industry-recognized credential, certificate, associate's degree, bachelor's degree, graduate degree, or professional degree.
- Information about ways to offset the costs of a postsecondary education including:
 1. the reserve officer training corps;
 2. the College Credit Plus (CCP) Program;
 3. the Ohio Guaranteed Transfer Pathways Initiative; and
 4. joint academic programming or dual enrollment opportunities with state universities and community colleges.
- Documentation on career advising is provided for review by the student, the student's parent, guardian, or custodian and schools the student may attend in the future.
- This may include activities that support the student's academic, career, and social/emotional development, such as those saved to a student's OhioMeansJobs K-12 Backpack.
- The supports necessary for students to have successful transitions from high school to their postsecondary destinations including interventions and services for students in need of remediation in mathematics and English language arts.

Child Nutrition Programs

The Fairless Local School District participates in the National School Lunch Program and the School Breakfast Program. The U.S. Department of Agriculture's document titled "Eligibility Guidance for School Meals Manual" contains notices, an application form, and a chart describing information regarding free and reduced eligibility status. This document may be accessed at:

https://fns-prod.azureedge.net/sites/default/files/cn/SP36_CACFP15_SFSP11-2017a1.pdf

Further information may be obtained by viewing the following school board policy:

- 8500 Food Services
- 8510 Wellness Policy
- 8531 Free and Reduced-Price Meals
- 8540 Vending Machines

Copyright Law

WARNING CONCERNING COPYRIGHT RESTRICTIONS: The copyright law of the U.S. (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted material. Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specified conditions is that the photocopy or reproduction is not to be "used for any purpose other than private study, scholarship, or research." If a user makes a request for, or later use, of a photocopy or reproduction for purpose in excess of "fair use," that user may be liable for copyright infringement. This institution reserves the right to refuse to accept a copying order if in its judgment, fulfillment of the order would involve violation of copyright law.

Genetic Information Nondiscrimination posting and Safe Harbor notification

(see Policy 1422.02/3122.02/4122.02)

Drug Free School

In accordance with Federal Law, the Board of Education prohibits the use, possession, concealment, or distribution of drugs by students on school grounds, in school or school-approved vehicles, or at any school related event. Drugs include any alcoholic beverage, anabolic steroids, and dangerous controlled substance as defined by State statute, or substance that could be considered a “look-a-like” controlled substance. Compliance with this policy is mandatory for all students. Any student who violates this policy will be subject to disciplinary action, in accordance with due process and as specified in the student handbooks, up to and including expulsion from school. When required by State law, the District will also notify law enforcement officials. The District is concerned about any student who is a victim of alcohol or drug abuse and will facilitate the process by which s/he receives help through programs and services available in the community. Students and their parents should contact the school principal or counseling office whenever such help is needed.

- 3122.01 / 4122.01 Drug Free Workplace
- 3170 / 4170 Substance Abuse

Emergency Communications

In case of emergency, the district will communicate with parents, students, and staff via the ParentSquare platform using the phone numbers and email addresses submitted in FinalForms.

Equal Opportunity Notice

The Fairless Local School District does not discriminate in education, employment practices, services, programs, or activities because of race, color, religion, sex, national origin, handicap, or age. Further information may be obtained by viewing the following school board policies:

- 2260 Nondiscrimination and Access to Educational Opportunity
- 3122 / 4122 Nondiscrimination and Equal Opportunity Employment

Federal Grants Program

Federal grants provide valuable supplemental instructional support and staff development in the following areas:

- Title I – Improving the Academic Achievement of the Disadvantaged
- Title II A – Supporting Excellent Teaching and Learning
- Title III – Limited English Proficiency (LEP) intervention
- Title IV – Family Support Services
- IDEA-B – Special education support services

A Comprehensive Continuous Improvement Plan (CCIP) must be submitted annually to comply with the requirements and accountability standards of the Every Student Succeeds Act.

Health Insurance Portability and Accountability Act

HIPAA requires that Fairless Local Schools provide notice of its privacy practices. Please review the following board policies:

- 3419.01 / 4419.01 Privacy Protection of Self-Funded Group Health Plans
- 3430.01 / 4430.01 Family and Medical Leaves of Absence (FMLA)

The U.S. Department of Health and Human Services “Summary of the HIPAA Privacy Rule” may be accessed at: <https://www.hhs.gov/sites/default/files/privacysummary.pdf>

Highly Qualified Teachers

The Fairless Local School District is striving to provide the best education for your child. As part of our efforts, we are complying with the No Child Left Behind Act that requires all teachers to be highly qualified. As a parent or guardian, you may request information regarding the professional qualifications of your child’s classroom teachers including the following information:

- Whether the teacher has met state qualification and licensing criteria for the grade level and subject areas taught.
- Whether the teacher is teaching under emergency or provisional status.
- Baccalaureate degree major, graduation certification, and field of discipline.
- Whether the student is provided services by a paraprofessional and if so, their qualifications

This information is kept on file at each building and may be obtained by contacting the building principal.

You may download the U.S. Department of Education’s “Model Notification of Rights Under the Federal Educational Rights and Privacy Act (FERPA) for Elementary and Secondary Schools” at the following web address:

<http://www.ed.gov/policy/gen/guid/fpco/pdf/ferparights.pdf>

HIPAA Compliance Notice

All individuals covered by the Fairless Local School District’s health plan: Please be advised that a copy of the HIPAA Notice of Privacy Practices is available on our website www.fairlesslocalschools.org under “District Information” (number 3419.01 or 4419.01).

Inspection of Instructional Materials

Further information regarding the rights to inspect instructional materials, textbooks, reading lists, and academic curriculum may be obtained by viewing the following school board policies or by contacting our Curriculum Director, Mr. Michael Hearn at 330-767-3577:

- 2416 Student Privacy and Parental Access to Information
- 9130 Public Complaints

Inter-District Open Enrollment

Fairless Local Schools will participate in inter-district open enrollment with other districts. The open enrollment period runs from March 1st to March 31st for renewals and April 1st - April 30th for new students, annually, for the following school year. For more information, contact the Superintendent’s Office at 330-767-3577.

Insurance Notice

Fairless Local Schools does not carry personal property insurance on student property. Students should be encouraged to be responsible for items they take to school. Parents may want to check with their own insurance carrier before permitting students to bring expensive personal property items to school. The school assumes no responsibility for personal property items lost, damaged or stolen on the buses, at the schools, or at school events.

Fairless Local Schools does not carry student medical insurance for accidents or injuries sustained on the buses, at the schools, or at school events. Parents may purchase insurance of this type through a school insurance program offered by a private carrier. Information about this plan will be distributed to all students at the beginning of the school year.

Further information may be obtained by viewing the following school board policy:

- 8760 Student Accident Insurance

McKenney-Vento Act

It is the policy of the Fairless Local School District to enroll, educate and not segregate or stigmatize children on the basis of their status as homeless. Superintendent Broc Bidlack is the Fairless Local Schools Homeless Liaison and may be reached at 330-767-3577. Any persons suspecting a child is homeless should notify Mr. Bidlack to ensure that homeless children enroll in school and have the opportunity to succeed academically.

Medical Notices

The following policies should be reviewed by individuals that may find them relevant to their situation:

- 5310 Health Services
- 5320 Immunization
- 5330 Use of Medications (including inhalers)
- 5340 Student Accidents
- 5341 Emergency Medical Authorization
- 8450 Control of Communicable Diseases
- 8451 Pediculosis (Head Lice)
- 8453 Direct Contact Communicable Diseases
- 8453.01 Control of Blood-Borne Pathogens

Nondiscrimination Based on Genetic Information of the Employee

The Board of Education prohibits discrimination on the basis of genetic information in all aspects of employment, including hiring, firing, compensation, job assignments, promotions, layoffs, training, fringe benefits, or any other terms, conditions, or privileges of employment. The Board also does not limit, segregate, or classify employees in any way that would deprive or tend to deprive them of employment opportunities or otherwise adversely affect the status of an employee as an employee, based on genetic information. Harassment of a person because of his/her genetic information is also prohibited. Likewise, retaliation against an applicant or employee for engaging in protected activity is prohibited. For further information, please see Board Policies 3122.02 and 4122.02.

Parent's Right to Know - Title I

In accordance with the requirement of Federal law, for each school receiving Title I funds, the Superintendent shall make sure that all parents of students in that school are notified that they may request, and the Board will provide the following information on the student's classroom teachers:

- A. whether the teacher(s) have met the State qualification and licensing criteria for the grade levels and subject areas they are teaching
- B. whether the teacher(s) is teaching under any emergency or provisional status in which the State requirements have been waived
- C. the undergraduate major of the teacher(s) and the area of study and any certificates for any graduate degrees earned
- D. the qualifications of any paraprofessionals providing services to their child(ren)

In addition, the parents shall be provided:

- A. information on the level of achievement of their child(ren) on the required State academic assessments;
- B. timely notice if the student is assigned to a teacher who is not "highly qualified" as required, or if the student is taught for more than four (4) weeks by a teacher who is not highly qualified.

The notices and information shall be provided in an understandable and uniform format, and to the extent practicable, in a language the parent(s) understand.

PBIS and Limited Use of Seclusion

The Board of Education is committed to implementation of Positive Behavior Intervention and Supports (PBIS) framework on a District-wide basis and the establishment of a school environment focused on the care, safety, and welfare of all students and staff members. Staff are directed to work to prevent the use of physical restraint and/or seclusion. The PBIS framework shall serve as the foundation for the creation of a learning environment that promotes the use of evidence-based academic and behavioral practices aimed at enhancing academic, social and behavioral outcomes for all students. An emphasis shall be placed on promoting positive interventions and solutions to potential crises. If a student's behavior, however, presents a threat of immediate physical harm to the student or others, staff may, as a last resort (i.e., there is no other safe and effective intervention available) and in accordance with the terms of this policy, use approved physical restraint or seclusion to maintain a safe environment.

All physical restraint and seclusion shall only be done in accordance with this policy, which is based on the standards adopted by the State Board of Education regarding the use of student restraint and seclusion.

Training in methods of PBIS and the use of physical restraint and seclusion will be provided to all professional staff and support staff determined appropriate by the Superintendent. Training will be in accordance with the State's Standards.

Absent an emergency, only school staff who are trained in permissible seclusion and physical restraint measures shall use such techniques.

Every use of restraint and seclusion shall be documented and reported in accordance with this policy.

The Board shall annually notify parents of this policy, which will be published on the District's website.

Special Services

Americans with Disabilities – Section 504/Prohibition Against Discrimination Based on Disability

Pursuant to Section 504 of the Rehabilitation Act of 1973 and its implementing regulations ("Section 504"), no otherwise qualified individual with a disability shall, solely by reason of his/her disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance. The Board of Education does not discriminate in admission or access to, participation in, or treatment, or employment in, its programs or activities. As such, the Board's policies and practices will not discriminate against employees and students with disabilities, will provide equal opportunity for employment, and will make accessible to qualified individuals with disabilities its facilities, programs and activities.

A copy of the Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act may be obtained from the district's Compliance Officer: Mrs. Julie Weyandt at 330-767-3577 or from the Special Education Director, Mrs. Jamie Askren at 330-767-3913.

Individuals with Disabilities Education Act

Under the Individuals with Disabilities Education Act (IDEA), school districts must give parents of a child with disabilities a copy of procedural safeguards once a year. However, a copy of procedural safeguards also must be given to parents upon initial referral or parental request for an evaluation, upon filing a request for a due process hearing and upon request of a parent (20 USC Section 1415 (d) (1)). School districts may post a copy of the procedural safeguards on its website (20 USC Section 1415 (d) (1)). See the Ohio Department of Education's document on procedural safeguards at <http://education.ohio.gov/Topics/Special-Education/A-Guide-to-Parent-Rights-in-Special-Education> and click on "A Guide to Parent Rights in Special Education."

IDEIA

The Fairless Local School District provides educational services to disabled students from birth to age 21 utilizing federal assistance through IDEIA funds to enhance the basic program. Disabilities including the areas of hearing, vision, learning, behavior, speech/language, health/physical disabilities, traumatic brain injury, autism, or any combination of these, are considered handicapping conditions. An application is on file at the Special Services Department and is available for examination and recommendations by district residents. If you or someone you know, may be in need of special education and related services, please contact Mrs. Jamie Askren, Special Education Director, at 330-767-3577.

Title I/IDEA-B Flow Through Notification

The Fairless Local School District receives notification of their entitlement of federal funds allocated in accordance with the Title I/Individuals with Disabilities Education Act (IDEA), Public law 92-142. Utilization of the funds is designated to provide services and programs for disabled students. Persons who wish to comment on how to utilize these designated

funds are welcome and encouraged to contact Mrs. Jamie Askren, Special Education Director at 330-767-3577 or email at jamie.askren@fairless.sparcc.org.

Child Find – A Search for all Children with Disabilities

Child Find is the process of identifying, locating, and evaluating children with disabilities who may be in need of special education and related services. Both state and local education agencies are given the responsibility by federal and state laws to conduct Child Find activities so that children who need special services have the opportunity to receive those services. Child Find's purpose is:

- To promote public awareness of disabilities
- Assist school districts in finding children who may have disabilities and who otherwise may not have come to their attention
- Enable children and families to receive the special education and related services that are needed

What does a disability mean?

- For age 3 – 5: an established condition known to result in delay, or a documented developmental delay.
- For ages 5 – 21: identification of one or more of the following conditions: autism, deafblindness, hearing impairment, other health impairment, emotional disturbance, specific learning disability, speech or language impairment, traumatic brain injury, and/or visual impairment including blindness.

Parents, relatives, public and private agency employees, and concerned citizens are used to help school districts find children who may have a disability and need special education and related services. The school district will contact the parents of the child to find out if the child needs to be evaluated. Free testing is available to families to determine whether or not a special need exists. If a need is identified, the child can begin receiving the appropriate special education related services.

Gifted Education Program

Our gifted/talented program offers a wide range of services to students. The Gifted Coordinator works within the district to identify and service gifted students. Gifted intervention specialists serve students directly through enrichment groups in math and reading, pullout classes, field trips, mentorship programs, cluster-grouping, and whole class enrichment presentations. In addition, the gifted program offers support to classroom teachers through staff development seminars, teaching materials, and funding to attend conferences that deal with issues in the gifted area. Our goal is to help students become independent, lifelong learners who have all the skills they need to pursue their passion. For more information on Gifted Education, please contact Director of Curriculum, Julie Weyandt at 330-767-3577 or julie.weyandt@fairless.sparcc.org

If you know of a child who may have special needs, help is available. You can contact our Curriculum/Special Education Office (330-767-3577).

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. A copy of the district's policy may be viewed by clicking on board policy link at the beginning of these notices and

searching for Policy 5630.01, or may be requested through the Administration Offices. Questions regarding the policy should be directed to Mr. Michael Hearn, 800 7th Street, SE, Brewster, OH 44613, telephone: 330-767-3577 or by email at mike.hearn@fairless.sparcc.org

Public Records Policy

The Board of Education is responsible for maintaining the public records of this District and to make such records available to residents of Ohio for inspection and reproduction.

The Board will utilize the following procedures regarding the availability of public records. "Public records" are defined as any document, device, or item, regardless of physical form or characteristic, including an electronic record created or received by or coming under the jurisdiction of the Board or its employees, which serves to document the organization, functions, policies, decisions, procedures, operations, or other activities of the District. "Electronic record" is defined as a record created, generated, sent, communicated, received, or stored by electronic means. "Public records" do not include medical records, trial preparation records, confidential law enforcement investigatory records, records the release of which is prohibited by State or Federal law, and any other exceptions set forth in R.C. 149.43. Confidential law enforcement investigatory records, medical records, and trial preparation records are as defined in R.C. 149.43.

The District's public records shall be organized and maintained so that they are readily available for inspection and copying. As such, public records will be available for inspection during regular business hours, with the exception of published holidays. The District's public records shall be promptly prepared and made available for inspection. A reasonable period of time may be necessary due to the volume of records requested, the proximity of the location where the records are stored, and/or for the District to review and redact non-public/confidential information contained in the record. Upon request, a person may receive copies of public records, at cost, within a reasonable period of time.

Each request for public records shall be evaluated for a response at the time it is made. Although no specific language is required to make a request, the requester must minimally identify the record(s) requested with sufficient clarity to allow the District to identify, retrieve, and review the record(s). If a requestor makes an ambiguous or overly broad request or has difficulty in making a request for inspection or copies of public records such that the District's Record Officer cannot reasonably identify what public records are being requested, the District Record Officer or designee may deny the request but shall provide the requestor with an opportunity to revise the request by informing the requestor of the manner in which records are maintained by the District and accessed in the ordinary course of business. The request for records shall need not be in writing. The requestor shall not be required to provide his/her identity or the intended use of the requested public record(s).

At the time of the request, the records custodian shall inform the person making the request of the estimated length of time required to gather the records. All requests for public records shall be satisfied or acknowledged by the District promptly following the receipt of the request. If the request for records was in writing, the acknowledgement by the District shall also be in writing.

Any request deemed significantly beyond routine, such as seeking a voluminous number of copies and/or records, or requiring extensive research, the acknowledgement shall include the following:

- A. an estimated number of business days necessary to satisfy the request;
- B. an estimated cost if copies are requested;
- C. any items within the request that may be exempt from disclosure.

The Superintendent is authorized to grant or refuse access to the records of this District in accordance with the law. Any denial, in whole or in part, of a public records request must include an explanation, including legal authority. If portions of

a record are public and portions are exempt, the exempt portions are to be redacted and the rest released. If there are redactions, the requester must be notified of the redaction and/or the redaction must be plainly visible, and each redaction must be accompanied by a supporting explanation, including legal authority. If the request for records was in writing, the explanation shall also be in writing.

A person may obtain copies of the District's public records upon payment of a fee. A person who requests a copy of a public record may request to have said record duplicated on paper, on the same medium on which the District keeps the record, or on any other medium in which the custodian of records determines that said record reasonably can be duplicated as an integral part of normal operations. A person who requests a copy of a public record may choose to have that record sent to him/her by United States mail or by other means of delivery or transmission provided the person making the request pays in advance for said record as well as the costs for postage and the mailing supplies.

The number of records requested by a person that the District will transmit by U.S. mail shall be limited to ten (10) per month, unless the person certifies, in writing to the District, that the person does not intend to use or forward the requested records, or the information contained in them, for commercial purposes. "Commercial" shall be narrowly defined and does not include reporting or gathering news, reporting gathering information to assist citizen oversight or understanding of the operation or activities of the District, or nonprofit educational research. (R.C. 149.43(B)(7))

Those seeking public records will be charged only the actual cost of making copies.

Documents in electronic mail format are records as defined by the Ohio Revised Code when their content relates to the business of the District (i.e., they serve to document the organization, functions, policies, decisions, procedures, operations, or other activities of the District). E-mail shall be treated in the same fashion as records in other formats and shall follow the same retention schedule.

Records in private e-mail accounts are subject to disclosure if their content relates to public business, and all employees or representatives of the District are responsible for retaining e-mails that meet the definition of public records and copying them to their District e-mail account(s) and/or to the records custodian.

The records custodian shall treat such e-mail/records from private accounts as records of the District. These records shall be filed appropriately, retained in accordance with the established schedules, and made available for inspection and copying in accordance with the Public Records Act.

Private e-mail, electronic documents, and documents ("private records") that do not serve to document the District's organization, functions, policies, decisions, procedures, operations or other activities are not public records. Although private records do not fall under Policy 8310 or AG 8310A, they may fall under Policy 8315 – "Information Management" and/or AG 8315 – "Litigation Hold Procedure".

No public record may be removed from the office in which it is maintained except by a Board officer or employee in the course of the performance of his/her duties.

Nothing in this policy shall be construed as preventing a Board member, in the performance of his/her official duties, from inspecting any record of this District, except student records and certain confidential portions of personnel records.

A School District Records Commission shall be established consisting of the Board President, Treasurer, and Superintendent of Schools in accordance with law to judge the advisability of destroying District records. Record retention schedules shall be updated regularly and posted prominently. The Commission shall meet at least once every twelve (12) months.

The Superintendent shall provide for the inspection, reproduction, and release of public records in accordance with this policy and with the Public Records Law. Administrative guidelines shall be developed to provide guidance to District employees in responding to public records requests. The Superintendent shall require the posting and distribution of this policy in accordance with statute.

Student Conduct / Discipline

Further information may be obtained by viewing the following school board policies:

- 5500 Student Conduct
- 5511 Dress and Grooming
- 5512 Use of Tobacco
- 5513 Care of School Property
- 5515 Use of Motor Vehicles
- 5516 Student Hazing
- 5517 Anti-Harassment
- 5517.01 Bullying and Other Forms of Aggressive Behavior
- 5520 Disorder and Demonstration
- 5530 Drug Prevention

In accordance with Federal Law, the Board of Education prohibits the use, possession, concealment, or distribution of drugs by students on school grounds, in school or school approved vehicles, or at any school-related event. Drugs include any alcoholic beverage, anabolic steroid, dangerous controlled substance as defined by State statute, or substance that could be considered a “look-a-like” controlled substance. Compliance with this policy is mandatory for all students. Any student who violates this policy will be subject to disciplinary action, in accordance with due process and as specified in the student handbooks, up to and including expulsion from school. When required by State Law, the district will also notify law enforcement officials. The district is concerned about any student who is a victim of alcohol or drug abuse and will facilitate that process by which she/he receives help through programs and services available in the community. Students and their parents/guardians should contact the school principal or counseling office whenever such help is needed.

- 5600 Student Discipline
- 5610 Removal, Suspension, Expulsion, and Permanent Exclusion of Students
- 5610.01 Permanent Exclusion of Nondisabled Students
- 5610.02 In-School Discipline
- 5610.03 Emergency Removal of Students
- 5610.04 Suspension (Denial) of Bus Riding/Transportation Privileges
- 5610.05 Prohibition from Extra-Curricular Activities
- 5611 Due Process Rights
- 5630 Corporal Punishment
- 5771 Search and Seizure

All persons are hereby put on notice that lockers, desks, or storage places provided for student use are, and remain at all times, the property of the district/Board of Education. All persons are also hereby put on notice that lockers, desks, or storage places provided for student use and the contents thereof are subject to random search at any time without regard to whether there is reasonable suspicion that any locker, desk, or storage place and contents contain evidence of a violation of a criminal statute or school rule.

- 5772 Weapons

No person shall knowingly possess, have under the person's control, convey, or attempt to convey a deadly weapon or dangerous ordnance into a school safety zone, except for authorized personnel. A valid license does not authorize the licensee to carry a weapon into a school safety zone. ORC 2923.122, 2923.1212.

Student Privacy and Parent Right to Know Information

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that Fairless School District, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, Fairless Local School District may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the Fairless Local School District to include this type of information from your child's education records in certain school publications. Examples include: a playbill, showing your student's role in a drama production; the annual yearbook; honor roll or other recognition lists; graduation programs; and sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories - names, addresses and telephone listings - unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent. From time to time, we have opportunities to share what's happening in our schools with the community through newspaper articles and photographs. Board policy permits the use of student pictures, unless the principal has been notified in writing by the parents that they do not wish to have photographs of their children published.

If you do not want the Fairless Local School District to disclose directory information from your child's education records without your prior written consent, you must notify the District in writing to Attention Superintendent's Office, 800 7th Street, SE, Brewster, OH 44613 by September 15th of each school year. Fairless Local School District has designated the following information as directory information: [Note: an LEA may, but does not have to, include all the information listed.] Student's name; Participation in officially recognized activities and sports; Weight and height of members of athletic teams; Degrees, honors, and awards received; Dates of attendance.

The Board of Education respects the privacy rights of parents and their children. No student shall be required, as a part of the school program or the District's curriculum, without prior written consent of the student (if an adult, or an emancipated minor) or, if an unemancipated minor, his/her parents, to submit to or participate in any survey, analysis, or evaluation that reveals information concerning:

- A. political affiliations or beliefs of the student or his/her parents;
- B. mental or psychological problems of the student or his/her family;
- C. sex behavior or attitudes;
- D. illegal, anti-social, self-incriminating or demeaning behavior;
- E. critical appraisals of other individuals with whom respondents have close family relationships;
- F. legally recognized privileged and analogous relationships, such as those of lawyers, physicians, and ministers;
- G. religious practices, affiliations, or beliefs of the student or his/her parents; or

H. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program).

The Superintendent shall require that procedures are established whereby parents may inspect any materials used in conjunction with any such survey, analysis, or evaluation.

Further, parents have the right to inspect, upon request, a survey or evaluation created by a third party before the survey/evaluation is administered or distributed by the school to the student. The parent will have access to the survey/evaluation within a reasonable period of time after the request is received by the building principal.

No survey or evaluation containing one or more of the items listed in A-H above will require student signatures. The principal will inform parents of such a survey/evaluation or of a survey/evaluation created by a third party prior to disbursement by sending notification of such surveys/evaluations home with the students. The parent may contact the principal if s/he want to preview the survey/evaluation before hand, or deny participation by his/her child.

Additionally, parents have the right to inspect, upon request, any instructional material used as part of the educational curriculum of the student. The parent will have access to the instructional material within a reasonable period of time after the request is received by the building principal. The term instructional material means instructional content that is provided to a student, regardless of its format, including printed and representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or assessments.

The Board will not allow the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing that information to others for that purpose).

The Superintendent is directed to provide notice directly to parents of students enrolled in the District of the substantive content of this policy at least annually at the beginning of the school year, and within a reasonable period of time after any substantive change in this policy. In addition, the Superintendent is directed to notify parents of students in the District, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when the administration of any survey by a third party that contains one or more of the items described in A through H above are scheduled or expected to be scheduled.

For purposes of this policy, the term "parent" includes a legal guardian or other person standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child).

Student Records

Parents have the right to inspect, review, and request amendments to student educational records. See policy 8330.

Third Grade Reading Guarantee

All students entering the third grade are expected to demonstrate a certain level of competency in reading before advancing to the fourth grade.

In accordance with State law, the Superintendent shall develop a program for the annual assessment of the reading skills of each student at the end of first, second, and third grade and identify those students who are reading below their grade level. Each student's classroom teacher shall be involved in the assessment and identification of those students who are reading below grade level.

The District shall provide intervention services to students whose assessments show that they are failing to make satisfactory progress toward attaining the academic standards for their grade level.

Definitions

"On track" means a student is reading at or above the student's grade level based on previous end-of-year standards expectations by September 30th.

"Not on track" means a student is reading below the student's grade level based on previous end-of-year standards expectations by September 30th.

Assessment of Reading Skills Program

- A. Diagnostic assessments in reading, as approved by the Ohio Department of Education and Workforce (DEW), shall be given by September 30th of each year for students in grades one (1) through three (3), with the exception of students with significant cognitive disabilities or other disabilities as authorized by the DEW on a case-by-case basis. For kindergarten students, the kindergarten readiness assessment shall be administered not earlier than the first day of July of the school year and not later than the 20th day of instruction for that school year. For students enrolled in first, second, or third grade, the diagnostic assessments in reading shall be administered at least once annually (R.C. 3313.608, 3313.0715).

The District shall administer each applicable diagnostic assessment to any student who transfers into the District or into a different school within the District who did not take a diagnostic assessment at the student's previous school during the current school year unless the student is excused from taking the assessment as provided for in the preceding paragraph. The diagnostic assessment(s) shall be administered within thirty (30) days of transfer (R.C. 3313.0715).

After the administration of any diagnostic assessment, the District shall provide to each student's parent a copy of the student's completed diagnostic assessment, the results of such assessment, and any other accompanying documents used during the administration of the assessment. The preceding documents and information shall be included in any reading improvement and monitoring plan(s) developed with respect to the student. The District shall also submit to the DEW the results of the diagnostic assessments administered pursuant to this section, except the results of the kindergarten readiness assessment shall be submitted to the Department of Children & Youth.

- B. Diagnostic assessment results shall be translated to DEW's definitions of "on track" and "not on track". The District shall make the final determination regarding whether a student is "on track" or "not on track".
- C. If the diagnostic assessment shows that a student is "not on track" to be reading at grade level by the end of the year, the parent will be notified, in writing, of the following:
1. that the school has identified the student as having a substantial deficiency in reading
 2. a description of current services provided to the student
 3. a description of proposed supplemental instructional services and supports that will be provided to the student that are designed to remediate the identified areas of reading deficiency
 4. that the statutorily prescribed assessment is not the sole determinant of promotion and that additional evaluations and assessments are available to the student to assist parents and the District in knowing when a student is reading at or above grade level and ready for promotion
 5. that the student will be retained in the third grade if the student does not attain a score in the statutorily prescribed level on the third grade English Language Arts assessment unless the student is exempt as

delineated below, and

6. a statement that connects the child's proficiency level in reading to long-term outcomes of success related to proficiency in reading

D. For each student identified to be "not on track", the District shall:

1. provide intensive reading instruction services and regular diagnostic assessments immediately following the identification of a reading deficiency until the development of a reading improvement and monitoring plan;

The intervention services shall be aligned with the science of reading as defined under State law and include research-based reading strategies that have been shown to be successful in improving reading among low-performing readers and instruction targeted to the student's identified reading deficiencies.

2. develop a reading improvement and monitoring plan (RIMP) within sixty (60) days of learning of the reading deficiency;

The District shall involve the student's parent/guardian and classroom teacher in developing the plan.

3. assign a teacher who has at least one (1) year of teaching experience and satisfies one (1) or more of the following criteria:
 - a. holds a reading endorsement and has attained a passing score on the corresponding assessment, as applicable
 - b. has obtained a master's degree with a major in reading
 - c. was rated "most effective" for reading instruction consecutively for the most recent two (2) years based on assessments of student growth measures developed by a vendor and that is on the list of DEW-approved student assessments
 - d. was rated "above expected value added" in reading instruction, as determined by criteria established by the DEW, for the most recent consecutive two (2) years
 - e. has earned a passing score on a DEW-approved rigorous test of principles of scientifically research-based reading instruction
 - f. holds an educator license for teaching grades pre-kindergarten through three (3) **or** four (4) through nine (9) issued on or after July 1, 2017

The District may alternatively assign a teacher with less than one (1) year of teaching experience, provided the teacher meets at least one (1) of the criteria (a-f) set forth above and the teacher is assigned a qualified teacher mentor. The student also may receive reading intervention or remediation services from a duly licensed speech-language pathologist.

Finally, nothing in this Policy shall prevent a teacher, other than a student's classroom teacher (i.e., teacher of record), from providing the requisite reading intervention or remediation services to the student, so long as the assigned teacher has at least one (1) year of teaching experience, satisfies at least one (1) of the criteria (a-f) set forth above, and both the classroom teacher and the building principal agree to the assignment. Such an assignment must be documented in the student's reading improvement and monitoring plan.

Reading Improvement and Monitoring Plan (RIMP)

A reading improvement and monitoring plan will be provided until the student achieves the required level of skill in reading for the student's current grade level. The RIMP developed for students identified as "not on track" shall include:

- A. identification of the student's specific reading deficiency;
- B. a description of supplemental instructional services and support that will be provided to the student to remediate the identified reading deficiencies;
- C. opportunities for the student's parent/guardian to be involved in the instructional services and support;
- D. a process to monitor the implementation of the student's instructional services and support;
- E. a reading curriculum during regular school hours that assists students to read at grade level, provides scientifically based and reliable assessments, and provides initial and ongoing analysis of each student's reading progress;
- F. a statement that if the student does not attain at least the equivalent level of achievement designated under R.C. 3301.0710(A)(3) on the assessment prescribed to measure skill in English language arts expected by the end of third grade, the student may be retained in third grade; and
- G. high-dosage tutoring opportunities aligned with the student's classroom instruction through a State-approved vendor on the list of high-quality tutoring vendors, or a locally approved opportunity that aligns with high-dosage tutoring best practices. High-dosage tutoring shall include additional instruction time of at least three (3) days per week or at least fifty (50) hours over thirty-six (36) weeks.

Beginning with the 2024-2025 school year, the District will utilize evidence-based reading intervention programs that focus on intensive, explicit, and systematic instruction in phonetic awareness, phonics, vocabulary, fluency, comprehension, and writing from a list developed by the DEW. The District will not use and will not seek a waiver to use the three-cuing approach to teach students in grades pre-kindergarten to five (5) who have a RIMP except as permitted by law.

Reporting Requirements

All assessment results and determinations shall be compiled and maintained by the District. The District shall comply with all reporting requirements of Ohio's Third Grade Reading Guarantee.

Promotion/Retention

No student shall be promoted to the fourth grade who does not attain at least the equivalent level of achievement designated by R.C. 3310.0710(A)(3) on the assessment prescribed to measure skill in English language arts (ELA) expected at the end of third grade unless the student is excused from taking the assessment pursuant to R.C. 3301.0711(C), or one (1) of the following applies:

- A. the student is an English Learner who has been enrolled in United States schools for less than three (3) full school years and has had less than three (3) years of instruction in English as a second language program; or
- B. the student is a child with a disability entitled to special education and related services under R. C. Chapter 3323 and the student's individualized education program (IEP) exempts the student from retention under State law; or
- C. the student demonstrates an acceptable level of performance on an alternative standardized reading assessment as determined by the Ohio Department of Education and Workforce (DEW); or

D. all of the following apply:

1. The student is a child with a disability entitled to special education and related services under R.C. Chapter 3323.
2. The student has taken the third grade English language arts achievement assessment, as prescribed.
3. The student's IEP or Section 504 Plan shows that the student has received intensive remediation in reading for two (2) school years, but still demonstrates a deficiency in reading.
4. The student previously was retained in any of grades kindergarten to three (3).

E. the student received intensive remediation for reading for two (2) school years but still demonstrates a deficiency in reading and was previously retained in any of grades kindergarten to three (3); or

Any such student shall continue to receive intensive reading instruction in grade four (4). The instruction shall include an altered instructional day that includes specialized diagnostic information and specific research-based reading strategies that have been successful in improving reading among low-performing readers.

F. a student's parent or guardian, in consultation with the student's reading teacher and building principal, requests that the student, regardless of if the student is reading at grade level, be promoted to fourth grade. Any such student will continue to receive intensive reading instruction in the same manner as a student retained until the student is able to read at grade level.

A student retained under the provisions of the Third Grade Reading Guarantee and this policy shall be considered for mid-year promotion if that student demonstrates that the student is reading at or above grade level, in accordance with the provisions of Policy 5410 - Promotion, Academic Acceleration, Placement, and Retention. Such action shall be considered in consultation with the parent/guardian and the Student Intervention Team and with the concurrence of the building principal.

Intensive Remediation Services

Remediation services for students on reading improvement and monitoring plans shall be aligned with the science of reading as defined by State law and include research-based reading strategies that have been shown to be successful in improving reading among low-performing readers.

If a student is retained by the Third Grade Reading Guarantee, the student must be provided intense remediation services until the student is able to read at grade level. The remediation services must include intense interventions and consist of at least ninety (90) minutes of reading instruction daily.

The District shall provide the option for students to receive reading intervention services from one (1) or more providers other than the District. Both the District and the DEW have the authority to screen and approve such providers.

Interventions for students who have been retained may include:

- A. small group instruction;
- B. reduced student-teacher ratios;
- C. more frequent progress monitoring;
- D. tutoring or mentoring;

- E. transition classes containing third and fourth grade students;
- F. summer reading camp; or
- G. extended school day, week, or year.

Intensive remediation services shall be targeted to the student's identified reading deficiency.

Nothing in this policy shall prevent the District from assigning a teacher to teach reading to any student who is an English Learner and has been in the United States for three (3) years or less, or to a student who has an individualized education program ("IEP"), if that teacher holds a DEW-approved alternative credential or has successfully completed DEW-approved training that is based on principles of scientifically research-based reading instruction.

This policy shall be reviewed and updated periodically as necessary.