GREENVILLE SCHOOLS

A Great Place for Students to Learn and Teachers to Teach

Board of Education

POLICY MANUAL

Greenville Schools • 215 W. Fourth Street • Greenville, Ohio 45331 • 937-548-3185 • Fax 937-548-6943

Greenville City School District

Mission and Vision Statement

MISSION

The mission of Greenville City Schools is to provide a safe and high quality learning environment that enables the district to provide engaging and rewarding work for students and staff every day; and to strive to continuously improve, looking ahead to the future to ensure that we prepare citizens who are college, career and life ready.

VISION

Greenville City Schools will be the leader in educational offerings, student performance and community involvement, and will maximize the potential of each and every student.

GUIDING PRINCIPLES

Greenville City Schools is the leader in comprehensive academic and extra-curricular programs that challenge and fulfill each and every student's needs.

At Greenville City Schools, we actively listen and respond in a timely manner to the ideas and concerns of students, staff, parents and community members.

Greenville City Schools partners with stakeholders to provide support, programs and information to meet the social and emotional needs of students and families.

The board and administrators plan for and spend wisely to meet the needs of students and staff, now and into the future.

Revised 01-09-2020

Greenville City Schools

Board of Education Policy Manual

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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.

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

Exhibits: are forms, charts, etc. to support a policy or regulations.

Greenville City Schools
Board of Education Policy Manual

Section A: Foundations & Basic Commitments

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ACC	Political Commitments
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AFD	Evaluation of Classified Staff (also GDN)
AFE	Evaluation of Instructional Programs (also IM)
AFF	Evaluation of Support Services (also EJ)
AFI	Evaluation of Educational Resources

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.

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

Exhibits: are forms, charts, etc. to support a policy or regulations.

SCHOOL DISTRICT LEGAL STATUS

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

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

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

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

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: January 9, 2014)

LEGAL REFS.: U.S. Const. Amend. X
Ohio Const. Art. VI, 2; 3; 4
ORC 3301.01; 3311.02; 3311.03; 3311.04; 3311.05
3311.16 through 3311.19

CROSS REFS.: BBA School Board Powers and Duties
BBB School Board Elections
LBB Cooperative Educational Programs

THE PEOPLE AND THEIR SCHOOL DISTRICT

Community Involvement

Community participation in the affairs of the Greenville City Schools is important if the District and the community are to maintain mutual confidence and respect and work together to improve the quality of education for students. The Greenville City Board of Education will make efforts to identify the wishes of the community and to be responsive, through its actions, 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 advisors, individually and in groups, in such areas but not limited to:

1. clarifying general ideas and attitudes held by residents in regard to the schools;

2. developing Board policies under which the school system is to be managed;

3. establishing administrative arrangements and regulations designed to help implement these policies;

4. determining the purposes of courses of study and special services to be provided for students;

5. evaluating the extent to which these purposes are being achieved by present policies and/or

6. solving a specific problem or set of closely related problems about which a decision must be made.

The Board of Education and the staff will give weight to the advice they receive from individuals and community groups interested in the schools, especially those individuals and groups they have invited to advise them regarding selected problems, but will use their best judgment in arriving at decisions. Final authority for all decisions will rest with the Board.

Staff Involvement

The Greenville City 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 assured 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 grievances 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.

Student Involvement

Students should have a voice in the formulation of Greenville City School District policies and decisions which affect their education and lives as students. Through such participation, students can be an important resource for the improvement of the school, the educational system and the community. Most of all, students share with the administration and faculty the responsibility of developing a climate in the school that is conducive to wholesome learning and living.

School policies, rules and regulations affecting students should be reviewed periodically by - students, faculty and administration.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)

LEGAL REFS.:	OAC	3301-31-07; 3301-35-03 (J)
	ORC	3319.01
CROSS REFS.:	BF	Policy Development
	CD	Management Team
	CE	Administrative Councils, Cabinets and Committees
	GB	General Personnel Policies
	GBB	Staff Involvement in Decision Making
	IF	Curriculum Development

COMMUNITY INVOLVEMENT IN DECISION MAKING

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

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

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

1. clarifying general ideas and attitudes held by residents in regard to the schools;

2. developing Board policies under which the school system is to be managed;

3. establishing administrative arrangements and regulations designed to help implement these policies;

4. determining the purposes of courses of study and special services to be provided for students;

5. evaluating the extent to which these purposes are being achieved by present policies and/or

6. solving a specific problem or set of closely related problems about which a decision must be made.

The Board and the staff give consideration to the advice they receive from individuals and community groups. Final authority for all decisions rests with the Board.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: September 15, 2022)

LEGAL REF.: OAC 3301-35-03(J)

CROSS REF.: BCF Advisory Committees to the Board

STAFF INVOLVEMENT IN DECISION MAKING

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

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

All employees in this District will have the opportunity to bring their ideas or grievances to the Greenville City 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: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: September 15, 2022)
(Revision date: September 21, 2023)

LEGAL REF.: OAC 3301-35-03

CROSS REFS.:
BF Board Policy Development and Adoption
CCB Staff Relations and Lines of Authority
CD Management Team
CE Administrative Councils, Cabinets and Committees
DBD Budget Planning
IF Curriculum Development

STUDENT INVOLVEMENT IN DECISION MAKING

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

[Adoption date: November 16, 2004]
(Revision date: September 15, 2022)

LEGAL REF.: OAC 3301-35-04

CROSS REFS.: BCE Board Committees
BCF Advisory Committee to the Board
JF Student Rights and Responsibilities
JFA Student Due Process Rights
JFC Student Conduct
Student Handbooks

NONDISCRIMINATION

The Board is committed to an environment in which all individuals, including students, staff, job applicants, the general public and individuals with whom it does business, are treated with dignity and respect. The Board prohibits discrimination based on race, color, national origin, ancestry, citizenship status, religion, sex, economic status, age, disability, military status or legally acquired genetic information.

District Compliance Officer(s)

The Board designates the following individual(s) to serve as the District's compliance officers:

Title: High School Principal

Address: 100 Green Wave Way, Greenville, Ohio 45331

Phone number: 937-548-3185

Title: Director of Curriculum & Instruction

Address: 215 W. Fourth St., Greenville, Ohio 45331

Phone number: 937-548-3185

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

The compliance officers are responsible for coordinating the District's efforts to comply with applicable Federal and State laws and regulations, including, but not limited to, Title II of the Americans with Disabilities Act, Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendment Act of 1972, Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination in Employment Act of 1975.

The compliance officers are responsible for addressing any inquiries or complaints regarding discrimination or retaliation in a prompt and equitable manner.

Reports and Complaints of Unlawful Discrimination/Harassment

Individuals who feel they have been subjected to unlawful discrimination or retaliation may file a complaint, either orally or in writing, with a compliance officer or an administrator, supervisor or other district-level administrator. Employees are required to promptly report to a compliance officer or an administrator, supervisor or other district-level administrator when they become aware of incidents of unlawful discrimination or retaliation. All other persons associated with the District are encouraged to promptly report when they become aware of

such incidents. Any administrator, supervisor or district-level administrator who receives such a complaint must forward it to a compliance officer.

The Board has developed complaint procedures, which are made available to every member of the school community. The complaint procedures are not intended to interfere with the rights of any individual to pursue action through State and/or Federal law, contact law enforcement, or file 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 has adopted separate policies and procedures for sexual harassment, including the identification of the Title IX Coordinator. All sexual harassment reports must be managed in accordance with the sexual harassment policy and procedure.

Interim Measures and Responsive Action

Upon receiving a complaint, a compliance officer will consider whether any interim measures should be taken to restore or preserve equal access to the District's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the District's educational environment, or deter discrimination.

The District shall enforce its prohibitions against unlawful discrimination by taking responsive action reasonably calculated to stop and prevent further misconduct. Employees or students who engage in unlawful discrimination or retaliation may be subject to disciplinary action. The Board has identified disciplinary penalties, which may be imposed on the offender(s).

Confidentiality

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

Retaliation

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. Any administrator, supervisor or district-level administrator who is aware of such retaliation shall forward it to a compliance officer. Reported acts of retaliation will be promptly investigated and addressed.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: December 13, 2004)
(Revision date: April 19, 2005)
(Revision date: January 12, 2017)
(Revision date: August 20, 2020)

(Revision date: July 15, 2021)
(Revision date: April 21, 2022)
(Revision date: September 19, 2024)
(Revision date: November 20, 2025)

LEGAL REFS.:
Civil Rights Act, Title VI; 42 USC 2000d et seq.
Civil Rights Act, (Amended 1972), Title VII; 42 USC 2000e et seq. Education Amendments of 1972, Title IX; 20 USC 1681
Executive Order 11246, as amended by Executive Order 11375
Equal Pay Act; 29 USC 206
Genetic Information Nondiscrimination Act of 2008; 42 USC 2000ff et seq.
Rehabilitation Act; 29 USC 794
Individuals with Disabilities Education Act; 20 USC 1400 et seq.
Age Discrimination in Employment Act; 29 USC 623
Immigration Reform and Control Act; 8 USC 1324a et seq.
Americans with Disabilities Act Amendments Act of 2008; 42 USC 12101
Ohio Const. Art. I, § 2 Section 2
ORC Chapter 3323
Chapter 4112
OAC 3301-35-02

CROSS REFS.:
ACA Nondiscrimination on the Basis of Sex
ACAA Sexual Harassment
ACB Nondiscrimination on the Basis of Disability
EDE Computer/Online Services (Acceptable Use and Internet Safety)
GBA Equal Opportunity Employment
GBO Verification of Employment Eligibility
IGAB Human Relations Education
IGBA Programs for Students with Disabilities
JB Equal Educational Opportunities
JFC Student Conduct (Zero Tolerance)
JFCEA Gangs
JFCF Hazing and Bullying (Harassment, Intimidation and Dating Violence)
Staff Handbooks
Student Handbooks

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

NOTE:
This category is for a general policy covering ~~all~~ many types of discrimination relating to students, staff and others. State and Federal law apply. Many districts have established District-level policies and procedures that detail their complaint response procedures. When reviewing this model policy and regulation, districts should work with their legal counsel to determine if the procedures provided in this sample meet their local needs or adjustments are needed.

On May 6, 2020, the U.S. Department of Education issued the long-awaited final Title IX regulations, which go into effect August 14, 2020. The Title IX regulations specifically define sexual harassment and establish detailed procedures for how school districts must respond to allegations of sexual harassment. Districts should ensure that all sexual harassment complaints are handled in accordance with the Title IX regulations that are outlined in ACAA, Sexual Harassment and ACAA-R, Sexual Harassment Grievance Process.

On June 15, 2020, the U.S. Supreme Court ruled that Title VII's prohibition on discrimination "because of…sex" covers discrimination on the basis of gender identity and sexual orientation. In light of this decision, districts should consider whether they want to update their nondiscrimination policies to specifically address discrimination based on gender identity and sexual orientation. Because the language in Title VII was not revised to specifically enumerate discrimination on the basis of gender identity and sexual orientation, OSBA's model nondiscrimination policy continues to use the Title VII language and prohibits discrimination on the basis of sex. Districts that wish to revise the list of protected categories should work with their Board counsel to make adjustments and then reach out to OSBA for assistance in making the updates provided by legal counsel.

DISCRIMINATION COMPLAINT PROCEDURE

Initiating a Complaint

Individuals who feel they have been subjected to unlawful discrimination or retaliation may file a complaint, either orally or in writing, with the compliance officer or an administrator, supervisor or other District-level administrator. Employees are required to promptly report to the compliance officer or an administrator, supervisor or other District-level administrator when they become aware of incidents of unlawful discrimination or retaliation. All other persons associated with the District are encouraged to promptly report when they become aware of such incidents. Any administrator, supervisor or District-level administrator who receives such a complaint must forward it to the compliance officer. If the compliance officer is the subject of the complaint, an individual may file a complaint with the Superintendent, who shall assume the role of compliance officer for such complaints. If the Superintendent is the subject of the complaint, the complaint should be referred to the Board President.

The Board has adopted separate policies and procedures for sexual harassment. All sexual harassment reports must be managed in accordance with the sexual harassment policy and procedure.

Interim Measures

Upon receiving a complaint, the compliance officer will consider whether any interim measures should be taken to restore or preserve equal access to the District's education program or activity, including measures designed to protect the safety of all parties or the District's educational environment, or deter discrimination. The compliance officer should consider the complainant's wishes with respect to interim measures, but may move forward with any interim measures deemed appropriate.

Investigating a Complaint

The compliance officer shall investigate the complaint to determine whether the complainant has been subjected to unlawful discrimination or retaliation. The investigation may include individual interviews with the parties involved, interviews with individuals who may have observed the alleged conduct or may have other relevant knowledge, and consideration of any documentation or other information presented by the parties or other individuals who may have observed the alleged conduct or may have other relevant knowledge. The respondent will be provided an opportunity to respond to the allegations during the investigative process and before any determinations are made.

The District may refer the investigation to a third party.

At the conclusion of the investigation, the compliance officer shall review the merits of the complaint, summarize the relevant evidence, and prepare and deliver a written report to the

complainant and respondent that outlines whether the complainant has been subjected to unlawful discrimination or retaliation. The compliance officer may consult with the Board's legal counsel prior to finalizing the report.

Appeal

If the complainant is not satisfied with the decision of the compliance officer, a written appeal may be filed with the Superintendent or designee within five calendar days of receipt of the compliance officer's response. The Superintendent or designee may decide to hear or deny the request for appeal and may request additional information prior to making a decision. The Superintendent's or designee's decision will be final. A copy of the Superintendent's or designee's final decision shall be sent to the complainant and respondent.

Informal Resolution

At any time during complaint procedure and prior to reaching a determination regarding responsibility, the District may facilitate an informal resolution process that does not involve a full investigation and determination of responsibility provided that the District obtains the parties' voluntary, written consent to the informal resolution process. If the parties do not reach resolution through the informal resolution process, the parties will resume the complaint procedure at the point they left off.

NOTE: This category is for a general policy covering many types of discrimination relating to students, staff and others. State and Federal law apply. Many districts have established District-level policies and procedures that detail their complaint response procedures. When reviewing this model policy and regulation, districts should work with their legal counsel to determine if the procedures provided in this sample meet their local needs or adjustments are needed.

(Approval date: July 9, 1997)
(Revision date: July 15, 2021)

NONDISCRIMINATION/HARASSMENT

Employee Grievance Procedures

In accordance with Federal and State OCR (Office for Civil Rights) Guidelines, any employee who believes the Greenville City Schools or any school official has inadequately applied the principles of and/or regulations of Title VI of the Civil Rights Act of 1964 (race, color, national origin), Title IX of the Education Amendment act of 1972 (sex/gender), and Section 504 of the Rehabilitation Act of 1973 (disability), or the Age Discrimination of 1975, as amended, he/she may bring forward a complaint.

Whenever practical and/or possible, within five business days an informal (verbal) solution of the alleged discriminatory grievance should be attempted at the principal/immediate supervisor level. If an informal (verbal) acceptable solution cannot be attained, formal (written) Title VI, Title IX and Section 504 grievance procedures shall commence as follows.

Step 1 An alleged formal discrimination grievance complaint should be first made in writing to the principal or immediate supervisor within 10 business days of date incident occurred. The principal/supervisor shall investigate the complaint and reply in writing to the complainant within five business days.

Step 2 If not resolved at Step 1, the decision may be appealed to the District's appointed Title VI, Title IX and/or Section 504 Coordinator within five business days of receipt of the principal's/supervisor's response. The Coordinator shall further investigate the matters of grievance and reply in writing to the complainant within five business days.

Step 3 If not resolved at Step 2, the decision may be appealed through a signed written statement to the Board of Education within five business days of the Coordinator's response. In an attempt to resolve the grievance, the Board shall meet with the concerned parties and their representative within 40 business days of the receipt to such an appeal. A copy of the Board's disposition of the appeal shall be sent to each concerned party within 10 business days of this meeting.

Step 4 If not resolved at Step 3, the decision may be appealed by the complainant to the U.S. Department of Education, Office of Civil Rights, 55 Erieview Plaza, Room 300, Cleveland, Ohio 44114-1816.

(Approval date: July 9, 1997)

NONDISCRIMINATION/HARASSMENT

Student Discrimination Grievance Procedures

In accordance with Federal and State OCR (Office for Civil Rights) Guidelines, any student who believes the Greenville City School District or any of the District's staff, teachers and administrators have inadequately applied the principles of and/or regulations of Title VI of the Civil Rights Act of 1964 (race, color, national origin), Title IX of the Education Amendment Act of 1972 (sex/gender) and Section 504 of the Rehabilitation Act of 1973 (disability) he/she may bring forward a complaint.

Whenever possible and practical, within five business days an informal (verbal) solution to the alleged grievance should be attempted at the principal or supervisory level. An informal (verbal) grievance with the above-mentioned administrators does not require parents/guardians to be present; however, parent(s) must be present for youths under age 18 at all levels of the formal (written) alleged discrimination process.

If an informal (verbal) acceptable solution can not be attained, formal (written) Title VI, Title IX and Section 504 grievance procedures shall commence as follows.

Step 1 An alleged formal discrimination grievance complaint should first be made to the principal or immediate supervisor within 10 business days of date incident occurred. The principal/supervisor shall investigate the complaint and reply in writing to the complainant within five business days.

Step 2 If not resolved at Step 1, the decision may be appealed to the District's appointed Title VI, Title IX and/or Section 504 Coordinator within five business days of receipt of the principal's/supervisor's response. The coordinator shall further investigate the matters of grievance and reply in writing to the complainant within five business days.

Step 3 If not resolved at Step 2, the decision may be appealed through a signed written statement to the Board of Education within five business days of the Coordinator's response. In an attempt to resolve the grievance, the Board shall meet with the concerned parties and their representative within 40 business days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent to each concerned party within 10 business days of this meeting.

Step 4 If not resolved at Step 3, the decision may be appealed by the complainant to the U.S. Department of Education, Office for Civil Rights, 55 Erieview Plaza, Room 300, Cleveland, Ohio 44114-1816

(Approval date: January 21, 1994)
(Revision date: July 9, 1997)

NONDISCRIMINATION ON THE BASIS OF SEX

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

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

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

[Adoption date: August 20, 2020]

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

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

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

NOTE: On May 6, 2020, the U.S. Department of Education issued the long-awaited final Title IX regulations, which go into effect August 14, 2020. The Title IX regulations specifically define sexual harassment and establish detailed procedures for how school districts must respond to allegations of sexual harassment. Districts should ensure that all sexual harassment complaints are handled in accordance with the Title IX regulations that are outlined in ACAA, Sexual Harassment and ACAA-R, Sexual Harassment Grievance Process.

Districts also should determine how to manage complaints based on the basis of sex that do not meet the definition of sexual harassment and may consider adding additional procedures to this policy to address the local process for these complaints.

SEXUAL HARASSMENT

The District does not discriminate on the basis of sex in any education program or activity that it operates, including admission and employment. The District is required by Title IX of the Education Amendments of 1972 and the regulations promulgated through the U.S. Department of Education not to discriminate in such a manner. Inquiries about the application of Title IX to the District may be referred to the District's Title IX Coordinator, to the Assistant Secretary for Civil Rights of the Department of Education, or both.

The Board designates the following individuals to serve as the District's Title IX Coordinators:

Title: Director of Curriculum & Instruction
Office address: 215 W. Fourth Street, Greenville, Ohio 45331
Phone number: 937-548-3185

Title: High School Principal
Office address: 100 Green Wave Way, Greenville, Ohio 45331
Phone number: 937-548-3185

Any person may report sex discrimination, including sexual harassment, at any time, including during non-business hours. Such a report may be made in person, by mail, by telephone or by electronic mail, using the contact information listed for a Title IX Coordinator, or by any other means that results in a Title IX Coordinator receiving the person's verbal or written report.

For purposes of this policy and the grievance process, "sexual harassment" means conduct on the basis of sex that satisfies one or more of the following:

1. A District employee conditioning the provision of an aid, benefit, or service of the District on an individual's participation in unwelcome sexual conduct;

2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive and objectively offensive that it effectively denies a person equal access to the District's education program or activity or

3. "Sexual assault" as defined in 20 USC 1092(f)(6)(A)(v), "dating violence" as defined in 34 USC 12291(a)(10), "domestic violence" as defined in 34 USC 12291(a)(8) or "stalking" as defined in 34 USC 12291(a)(30).

When the harassment or discrimination on the basis of sex does not meet the definition of sexual harassment, a Title IX Coordinator directs the individual to the applicable sex discrimination process for investigation.

Retaliation Prohibited

The District prohibits intimidation, threats, coercion or discrimination against any individual for the purpose of interfering with any right or privilege secured by Title IX or this policy, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation proceeding or hearing, if applicable. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX or this part, constitutes retaliation. It is not considered retaliation if the District imposes a punishment under a zero-tolerance policy that always imposes the same punishment for conduct regardless of the circumstances.

Confidentiality

The District must keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any individual who has been alleged to be the victim or perpetrator of conduct that could constitute sexual harassment, and any witness, except as may be permitted by Family Educational Rights and Privacy Act (FERPA) or as required by law, or to carry out the purposes of the Title IX regulations, including the conduct of any investigation, hearing or judicial proceeding arising thereunder.

Notice Requirements

The District provides notice to applicants for admission and employment, students, parents or legal guardians of elementary and secondary school students, employees and the union(s) with the name or title, office address, email address and telephone number of the Title IX Coordinator and notice of the District grievance procedures and process, including how to report or file a complaint of sex discrimination, how to file a formal complaint of sexual harassment and how the District will respond. The District also posts the Title IX Coordinator's contact information and Title IX policies and procedures in a prominent location on the District website and in all handbooks made available by the District.

Training Requirements

The District ensures that Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, receives training on the definition of sexual harassment, the scope of the District's education program or activity, how to conduct an investigation and grievance process including hearings, appeals and informal resolution processes, when applicable, and how to serve impartially including by avoiding prejudgment of the facts at issue, conflicts of interest and bias. The District also ensures that decision-makers and investigators receive training on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant as set forth in the formal procedures that follow, and training on any

technology to be used at a live hearing, if applicable. Investigators also receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence. All materials used to train individuals who receive training under this section must not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints of sexual harassment and are made publicly available on the District's website.

Conflict of Interest and Bias

The District ensures that Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process do not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

Determination of Responsibility

The individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment is presumed not responsible for alleged conduct. A determination regarding responsibility will be made by the decision-maker at the conclusion of the investigation in accordance with the process outlined in the accompanying regulation. No disciplinary sanctions will be imposed unless and until a final determination of responsibility is reached.

[Adoption date: August 20, 2020]
(Revision date: November 18, 2021)
(Revision date: April 21, 2022)
(Revision date: May 16, 2024)
(Revision date: Nov. 20, 2025)

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
34 CFR part 106

CROSS REFS.: AC, Nondiscrimination
GBA, Equal Opportunity Employment
GBD, Board-Staff Communications (Also BG)
GBH, Staff-Student Relations (Also JM)
GCPD, Suspension and Termination of Professional Staff Members
GDPD, Suspension, Demotion and Termination of Support Staff Members
IGDJ, Interscholastic Athletics
JB, Equal Educational Opportunities
JEGA, Permanent Exclusion
JFC, Student Conduct (Zero Tolerance)
JFCF, Hazing and Bullying (Harassment, Intimidation and Dating Violence)

JG, Student Discipline
JGD, Student Suspension
JGE, Student Expulsion
JHG, Reporting Child Abuse
KLD, Public Complaints About District Personnel
Staff Handbooks
Student Handbooks

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

NOTE: On May 6, 2020, the U.S. Department of Education issued the long-awaited final Title IX regulations, which go into effect August 14, 2020. The Title IX regulations specifically define sexual harassment and establish detailed procedures for how school districts must respond to allegations of sexual harassment. Districts should ensure that all sexual harassment complaints are handled in accordance with the Title IX regulations that are outlined in this policy and the accompanying regulation. When reviewing and updating this policy and accompanying regulation districts must work with legal counsel for Title IX compliance and further adjust sample language as necessary based on legal counsel recommendations.

When the actions of a party are considered discrimination on the basis of sex but do not meet the definition of sexual harassment districts still have an obligation to manage the complaint in accordance with the sex discrimination procedures in place at the district level but are not subject to the sexual harassment procedures outlined in this policy and procedure for those situations.

The board must appoint at least one Title IX Coordinator for the district and make this person known to the entire school community through following the notice requirements outlined in this policy.

Identification of the District's sex discrimination and sexual harassment policies and Title IX Coordinator should occur in, but not be limited to, staff directories, staff handbooks, student handbooks and in a prominent location on the District's website.

One important change to note is the requirement to follow the Title IX process prior to imposing discipline, districts must be aware of this when managing both employee and student discipline that will be administered because of conduct that falls under the sexual harassment definition and process.

SEXUAL HARASSMENT GRIEVANCE PROCESS

The Board requires the following grievance process to be followed for the prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited as sexual harassment by Title IX. The Board directs the process to be published in accordance with all statutory and regulatory requirements.

Definitions

The following definitions apply for Title IX policies and procedures:

"Actual knowledge:" notice of sexual harassment or allegations of sexual harassment to the District's Title IX Coordinator or any official of the District who has authority to institute corrective measures on behalf of the District, or to any employee of an elementary or secondary school.

"Education program or activity:" includes locations, events or circumstances over which the District exercised substantial control over both the individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment, and the context in which the sexual harassment occurs.

"Complainant:" an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

"Respondent:" an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

"Formal complaint:" a document filed by a Complainant or signed by the Title IX Coordinator alleging sexual harassment against a Respondent and requesting that the District investigate the allegation of sexual harassment.

"Supportive measures:" non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available and without fee or charge to the Complainant or Respondent before or after the filing of a formal complaint or where no formal complaint has been filed.

District Requirements

When the District has actual knowledge of sexual harassment in an education program or activity of the District, the District will respond promptly in a manner that is not deliberately indifferent. When the harassment or discrimination on the basis of sex does not meet the definition of sexual harassment, the Title IX Coordinator will direct the individual to the applicable sex discrimination process for investigation.

The District treats individuals who are alleged to be the victim (Complainant) and perpetrator (Respondent) of conduct that could constitute sexual harassment equitably by offering supportive measures. Supportive measures are designed to restore or preserve equal access to the District's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the District's educational environment, or deter sexual harassment. Supportive measures are offered on a temporary basis and may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, mutual restrictions on contact between the parties, leaves of absence, increased security and monitoring of certain areas of the District's property, campus escort services, changes in work locations and other similar measures. The District has discretion and flexibility to determine which supportive measures are appropriate.

The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures. Upon the receipt of a complaint, the Title IX Coordinator must promptly contact the Complainant to discuss the availability of supportive measures, consider the Complainant's wishes with respect to supportive measures, inform the Complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the Complainant the process for filing a formal complaint. If the District does not provide the Complainant with supportive measures, then the District must document the reasons why such a response was not clearly unreasonable in light of the known circumstances. The Title IX Coordinator will respect the Complainant's wishes with respect to whether to file a formal complaint unless the Title IX Coordinator determines it is necessary to pursue the complaint in light of a health or safety concern for the District.

Timelines

The District has established reasonably prompt time frames for the conclusion of the grievance process, including time frames for filing and resolving appeals and informal resolution processes. The grievance process may be temporarily delayed or extended for good cause. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities. In the event the grievance process is temporarily delayed for good cause, the District will provide written notice to the Complainant and the Respondent of the delay or extension and the reasons for the action.

Response to a Formal Complaint

At the time of filing a formal complaint, a Complainant must be participating in or attempting to participate in the education program or activity of the District with which the formal complaint is filed. A formal complaint may be filed with the Title IX Coordinator in person, by mail, by electronic mail, or other means designated by the District.

The District must follow the formal complaint process before the imposition of any disciplinary sanctions or other actions that are not supportive measures. However, nothing in this policy precludes the District from removing a Respondent from the District's education program or activity on an emergency basis, provided that the District undertakes an individualized safety

and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the Respondent with notice and an opportunity to challenge the decision immediately following the removal. Nor does it preclude the District from placing a non-student employee Respondent on administrative leave during the pendency of the grievance process. This provision may not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

Upon receipt of a formal complaint, the District must provide written notice to the known parties including:

1. Notice of the allegations of sexual harassment, including information about the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, the date and location of the alleged incident, and any sufficient details known at the time. Such notice must be provided with sufficient time to prepare a response before any initial interview;

2. An explanation of the District's investigation procedures, including any informal resolution process;

3. A statement that the Respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made by the decision-maker at the conclusion of the investigation;

4. Notice to the parties that they may have an advisor of their choice who may be, but is not required to be, an attorney, and may inspect and review any evidence and

5. Notice to the parties of any provision in the District's code of conduct or policy that prohibits knowingly making false statements or knowingly submitting false information.

If, in the course of an investigation, the District decides to investigate allegations about the Complainant or Respondent that are not included in the notice initially provided, notice of the additional allegations must be provided to known parties.

The District may consolidate formal complaints as to allegations of sexual harassment against more than one Respondent, or by more than one Complainant against one or more Respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.

Investigation of a Formal Complaint

When investigating a formal complaint and throughout the grievance process, the District must:

1. Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rests on the District and not the parties';
2. Provide an equal opportunity for the parties to present witnesses and evidence;
3. Not restrict either party's ability to discuss the allegations under investigation or to gather and present relevant evidence;
4. Allow the parties to be accompanied with an advisor of the party's choice who may be, but is not required to be, an attorney. The District may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties;
5. Provide written notice of the date, time, location, participants, and purpose of any interview or meeting at which a party is expected to participate, with sufficient time for the party to prepare to participate;
6. Provide the parties equal access to review all the evidence collected which is directly related to the allegations raised in a formal complaint and comply with the review periods outlined in this process;
7. Objectively evaluate all relevant evidence without relying on sex stereotypes;
8. Ensure that Title IX Coordinators, investigators, decision-makers and individuals who facilitate an informal resolution process, do not have a conflict of interest or bias for or against Complainants or Respondents generally or an individual Complainant or Respondent;
9. Not make creditability determinations based on the individual's status as Complainant, Respondent or witness;
10. Not use questions or evidence that constitute or seek disclosure of privileged information unless waived.

Dismissal of Formal Complaints

If the conduct alleged in the formal complaint would not constitute sexual harassment even if proved, did not occur in the District's education program or activity, or did not occur against a person in the United States, then the District must dismiss the formal complaint with regard to that conduct for purposes of sexual harassment under this policy.

The Title IX Coordinator also may dismiss the formal complaint or any allegations therein at any time during the investigation or hearing, if applicable, when any of the following apply:

1. a Complainant provides written notification to the Title IX Coordinator that the Complainant would like to withdraw the formal complaint or any allegations therein;

2. the Respondent is no longer enrolled or employed by the District or

3. specific circumstances prevent the District from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Upon dismissal, the Title IX Coordinator promptly sends written notice of the dismissal and the reasons for dismissal simultaneously to both parties.

Evidence Review

The District provides both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation so that each party can meaningfully respond to the evidence prior to the conclusion of the investigation. The evidence provided by the District must include evidence that is directly related to the allegations in the formal complaint, evidence upon which the District does not intend to rely in reaching a determination regarding responsibility, and any inculpatory or exculpatory evidence whether obtained from a party or other source. Prior to completion of the investigative report, the Title IX Coordinator must send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy. The parties have 10 calendar days to submit a written response to the Title IX Coordinator, which the investigator will consider prior to completion of the investigative report.

Investigative Report

The investigator must prepare an investigative report that fairly summarizes relevant evidence and send the report to the Title IX Coordinator. The Title IX Coordinator must send to each party and the party's advisor, if any, the investigative report in an electronic format or a hard copy, for their review and written response. The parties have 10 calendar days to submit a written response to the Title IX Coordinator.

Decision-Maker's Determination

The investigative report is submitted to the decision-maker. The decision-maker cannot be the same person(s) as the Title IX Coordinator or the investigator. The decision-maker cannot hold a hearing or make a determination regarding responsibility until 10 calendar days from the date the Complainant and Respondent receive the investigator's report.

Prior to reaching a determination regarding responsibility, the decision-maker must afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-

up questions from each party. Questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the Complainant's prior sexual behavior are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant, or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent. Questions must be submitted to the Title IX Coordinator within three calendar days from the date the Complainant and Respondent receive the investigator's report.

The decision-maker must issue a written determination regarding responsibility based on a preponderance of the evidence standard. The decision-maker's written determination must:

1. Identify the allegations potentially constituting sexual harassment;

The decision-maker must issue a written determination regarding responsibility based on a preponderance of the evidence standard. The decision-maker's written determination must:

1. Identify the allegations potentially constituting sexual harassment;

2. Describe the procedural steps taken, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather evidence, and hearings held;

3. Include the findings of fact supporting the determination;

4. Draw conclusions regarding the application of any District policies and/or code of conduct rules to the facts;

5. Address each allegation and a resolution of the complaint including a determination regarding responsibility, the rationale therefor, any recommended disciplinary sanction(s) imposed on the Respondent, and whether remedies designed to restore or preserve access to the educational program or activity will be provided by the District to the Complainant and

6. The procedures and permissible bases for the Complainant and/or Respondent to appeal the determination.

A copy of the written determination must be provided to both parties simultaneously, and generally will be provided within 60 calendar days from the District's receipt of a formal complaint.

The determination regarding responsibility becomes final either on the date that the District provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

Where a determination of responsibility for sexual harassment has been made against the Respondent, the District will provide remedies to the Complainant that are designed to restore or preserve equal access to the District's education program or activity. Such remedies may include supportive measures; however, remedies need not be non-disciplinary or non-punitive and need not avoid burdening the Respondent. The Title IX Coordinator is responsible for effective implementation of any remedies. Following any determination of responsibility, the District may implement disciplinary sanctions in accordance with State or Federal law and or/the negotiated agreement. For students, the sanctions may include disciplinary action, up to and including permanent exclusion. For employees, the sanctions may include any form of responsive discipline, up to and including termination.

Appeals

Either the Complainant or Respondent may appeal the decision-maker's determination regarding responsibility or a dismissal of a formal complaint, on the following bases:

1. Procedural irregularity that affected the outcome of the matter;

2. New evidence that was not reasonably available at the time that could affect the outcome and

3. The Title IX Coordinator, investigator, or decision-maker had a conflict of interest or bias for or against Complainants or Respondents generally or an individual Complainant or Respondent that affected the outcome.

The request to appeal must be made in writing to the Title IX Coordinator within seven calendar days after the date of the written determination. The appeal decision-maker must not have a conflict of interest or bias for or against Complainants or Respondents generally or an individual Complainant or Respondent and cannot be the Title IX Coordinator, the investigator, or the decision-maker from the original determination.

The appeal decision-maker must notify the other party in writing when an appeal is filed and give both parties a reasonable equal opportunity to submit a written statement in support of, or challenging, the outcome. After reviewing the evidence, the appeal decision-maker must issue a written decision describing the result of the appeal and the rationale for the result. The decision must be provided to both parties simultaneously, and generally will be provided within 10 calendar days from the date the appeal is filed.

Informal resolution process

Except when concerning allegations that an employee sexually harassed a student, at any time during the formal complaint process and prior to reaching a determination regarding responsibility, the District may facilitate an informal resolution process, such as mediation, that does not involve a full investigation and determination of responsibility, provided that the District:

1. Provides to the parties a written notice disclosing:

   A. The allegations;

   B. The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the Title IX formal complaint process with respect to the formal complaint and

   C. Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

2. Obtains the parties' voluntary, written consent to the informal resolution process.

The informal resolution process generally will be completed within 30 calendar days, unless the parties and the Title IX Coordinator mutually agree to temporarily delay or extend the process. The formal grievance process timelines are stayed during the parties' participation in the informal resolution process. If the parties do not reach resolution through the informal resolution process, the parties will resume the formal complaint grievance process, including timelines for resolution, at the point they left off.

Recordkeeping

The District must maintain for a period of seven years records of:

1. Each sexual harassment investigation, including any determination regarding responsibility, any disciplinary sanctions imposed on the Respondent, and any remedies provided to the Complainant designed to restore or preserve equal access to the District's education program or activity;

2. Any appeal and the result therefrom;

3. Any informal resolution and the result therefrom and

4. All materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. The District must make these training materials publicly available on its website.

The District must create, and maintain for a period of seven years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the District must document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the District's education program or activity.

(Approval date: August 20, 2020)
(Revision date: November 18, 2021)

NOTE: Federal law requires the investigation of all complaints of sexual harassment. Boards must have a procedure by which complaints may be reported and investigated. This procedure is provided to assist boards in meeting the requirements of law. Federal law allows districts to choose between applying the "preponderance of the evidence" standard or the "clear and convincing evidence" standard to reach determinations regarding responsibility. The "preponderance of the evidence" standard means the party must be persuaded by the evidence that the claim is more probably true than not true. The "clear and convincing evidence" standard is a higher standard of proof and means the party must be left with a firm belief or conviction that it is highly probable that the factual contentions of the claim or defense are true.

This regulation should be closely reviewed with your legal counsel and District Title IX Coordinator. Joint vocational school districts with adult education programs should work with legal counsel to determine the extent to which the live hearings requirements apply.

The Title IX regulations do allow for the district to allow appeals under additional circumstances other than those outlined herein. Districts who want to add additional reasons should work with legal counsel. Districts wishing to revise any of the information provided herein should work with legal counsel prior to adoption.

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This regulation should be closely reviewed with your legal counsel and District Title IX Coordinator. Joint vocational school districts with adult education programs should work with legal counsel to determine the extent to which the live hearings requirements apply.

The Title IX regulations do allow for the district to allow appeals under additional circumstances other than those outlined herein. Districts who want to add additional reasons should work with legal counsel. Districts wishing to revise any of the information provided herein should work with legal counsel prior to adoption.

NONDISCRIMINATION ON THE BASIS OF DISABILITY

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

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

1. No one discriminates against qualified disabled persons in any aspect of school employment solely on the basis of disability.

2. Facilities, programs and activities are made available to qualified disabled persons.

3. Free, appropriate public education at elementary and secondary levels, including nonacademic and extracurricular services and activities, are provided to qualified disabled persons.

4. No one excludes any qualified disabled person, solely on the basis of disability, from participation in any preschool education, day care, adult education or vocational education program.

5. Each qualified disabled person is provided with the same health, welfare and other social services which are provided to others.

[Adoption date: July 9, 1997]

LEGAL REFS.:
Individuals With Disabilities Education Act; 20 USC 1401 et seq.
Rehabilitation Act of 1973; 29 USC 794
Americans With Disabilities Act; 42 USC 12112 et seq.
ORC 3323.01 et seq.
Chapter 4112

CROSS REFS.:

AC	Nondiscrimination/Harassment
ACA	Nondiscrimination on the Basis of Sex
AE	School District Goals and Objectives
GBA	Equal Opportunity Employment
IGBA	Programs for Disabled Students
JB	Equal Educational Opportunities

NONDISCRIMINATION ON THE BASIS OF DISABILITY

Grievance and Due Process Procedures

1. Greenville City Schools assures students, parents, applicants for employment and employees that it will not discriminate against any individual on the basis of disabilities.

2. Greenville City Schools parents/guardians, students and employees will be notified of their right to file an internal complaint regarding the guidelines and procedures implementing Section 504. In addition, Greenville students and their parents/guardians will be notified of their right to request an impartial hearing regarding the identification, evaluation or educational placement of persons with disabilities and of their right to examine relevant records.

3. The Greenville Section 504 Compliance Coordinator is the special education coordinator. This coordinator is responsible for Section 504 issues related to students and employees.

4. Complaints and/or requests for hearings under Section 504 must be put in writing, citing the specific circumstances of areas of dispute which have resulted in the complaint or request for a hearing.

5. The complaint and/or request for hearing must be sent to:

   Special Education Coordinator
   215 W. Fourth Street
   Greenville, Ohio 45331

6. Complaints will be investigated under the direction of the appropriate compliance officer (building principal for students; building principal/director/supervisor for employees) and a determination issued in writing to the parties.

7. Any party to a complaint may, within 20 days from the date the determination is issued by the appropriate compliance officer, request in writing a reconsideration of the determination. The review of the determination shall be conducted by the Section 504 Compliance Coordinator based on the investigative file compiled and any new or additional information submitted with the written request for reconsideration. The determination of the Section 504 Compliance Coordinator upon reconsideration is final.

8. Hearing will be conducted according to the procedures outlined in the Family Education Rights and Privacy Act (FERPA).

9. Greenville City Schools will maintain a list of trained, independent hearing officers (IHO) which may include IDEA hearing officers, directors of special education outside Darke County and/or attorneys. The Section 504 Compliance Coordinator (or designee) will appoint an impartial hearing officer from that list and the costs of the hearing shall be borne by Greenville City Schools except as follows:

A. Expert testimony, outside medical evaluation, witness fees and cost of counsel will be paid by the party requesting the services.

B. One copy of the verbatim transcript will be provided to the parent at no cost. Additional copies will be paid for by the parent.

C. The appointment of an MO will be made within 10 school days after the request for hearing is received.

10. The 1110 will conduct the hearing to insure that, not later than 45 days after the receipt of a request for a hearing, a final decision is reached and a copy of the decision is mailed to each of the parties. An MO may grant specific extensions of time beyond the 45 days at the request of either party.

11. The IHO will give the parent/guardian or student written notice of the date, time and place of the hearing. Notice will be given no less than seven days prior to the date of the hearing unless otherwise agreed to by the parent/guardian or student.

12. The 1110 shall conduct the hearing in a manner that will afford all parties a full and fair opportunity to present evidence and to otherwise be heard. Each hearing involving oral arguments must be conducted at a time and place which is reasonably convenient to the parent/guardian and/or student. The parent/guardian or student may be represented by another person of his/her choice.

13. Either party shall have a right to appeal the decision of the 1110 upon filing a written request for an appeal within 15 days from the receipt of notification of the results of the hearing, or within a reasonable time period after the lapse of 15 days, for just cause, as determined by the IHO.

14. In the request for an appeal, the requesting party shall specifically set forth the reasons the party feels the decision of the IHO is either contrary to and not supported by the evidence, or is otherwise contrary to law.

15. The appeal shall be heard by another 1110, who shall be appointed by the Section 504 Compliance Coordinator (or designee) from the list of IHO's in the same manner set forth in paragraph 9 above.

(Approval date: July 9, 1997)

POLITICAL COMMITMENTS

In compliance with State law, the District will not:

solicit or require an employee, applicant for employment or applicant for academic admission to affirmatively ascribe to, or opine about, specific beliefs, affiliations, ideals or principles concerning political movements or ideology;

solicit or require a student to affirmatively ascribe to specific beliefs, affiliations, ideals or principles concerning political movements or ideology;

use statements of commitment to specific beliefs, affiliations, ideals or principles concerning political movements or ideology as part of the evaluation criteria for employees, applicants for employment or employees that are seeking career progression or benefits;

use statements of commitment to specific beliefs, affiliations, ideals or principles concerning political movements or ideology as part of the academic evaluation of students.

This policy does not prohibit, limit or restrict:

the District's authority to require a student or employee to comply with Federal or State law, including anti-discrimination laws, or to take action against a student or employee for violation of Federal or State law;

an educator's academic freedom;

an educator's ability to research or write publications about specific beliefs, affiliations, ideals or principles concerning political movements, ideology or social action;

the District's authority to consider an applicant for employment's scholarship, teaching or subject matter expertise in their given academic field;

the District's authority to offer an established character education program.

District policies, guidance and training materials used for students, educators and staff on all matters regarding specific beliefs, affiliations, ideals or principles concerning political movements or ideology except protected legal communications or guidance are made publicly available.

(Adopted: December 19, 2024)

Legal References ORC 3319.614

Cross References AC - Nondiscrimination

GBG - Staff Participation in Political Activities
IB - Academic Freedom
INB - Teaching About Controversial Issues

NOTE: *House Bill (HB) 214 (2024) enacted Ohio Revised Code (RC) 3319.614 requiring each school district to adopt and post a policy against using statements of commitment to or soliciting or requiring specified individuals to affirmatively ascribe to, specific beliefs, affiliations, ideals or principles concerning political movements or ideology.*

THIS IS A REQUIRED POLICY

DEVELOPMENT OF PHILOSOPHY OF EDUCATION

Policy on Development of Philosophy

The Greenville City Board of Education philosophy of education shall give direction to the educational program and daily operations of the District. The philosophy will allow for that flexibility necessary in an ever-changing society; furthermore, the philosophy will provide general criteria by which to assess the District's program and operations.

Periodically, the policy committee of the Board and the Superintendent will evaluate the District's philosophy of education. Suggestions from both staff and community will be considered.

The committee will revise or confirm the existing philosophy or write a new philosophy. The committee will then present its recommendation regarding a district philosophy of education. The philosophy will be placed on an agenda for the purpose of public response. Subsequent to the public response, the Board of Education will adopt or re-adopt a philosophy of education.

All building and course of study philosophies will reflect and extend the Board's philosophy. The Superintendent will disseminate the Board's philosophy of education to all staff members and have it published in all handbooks.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)

LEGAL REFS.:	OAC	3301-35-02; 3301-35-03
CROSS REFS.:	ADA	Educational Philosophy
	BF	Board Policy Development and Adoption

EDUCATIONAL PHILOSOPHY/SCHOOL DISTRICT GOALS AND OBJECTIVES

Educational Philosophy

The core business of Greenville City Schools is to provide engaging work for all students every day. The Greenville City Board of Education believes that through education members of a society transmit the values, skills, understandings, and standards of behavior through which society continues to grow and develop. The Board of Education is committed to providing a program of education which is consistent with the following tenets:

1. Schools should provide nondiscriminatory opportunities for students to participate in aesthetic, emotional, and social, as well as intellectual, experiences. These experiences, which include studies in sciences, technology, economics, languages, fine and practical arts, mathematics, language arts, and social studies, help to provide a common body of knowledge which strives to keep the society stable, yet dynamic.

2. Schools should strive to work in a complementary and supplementary relationship with the family and community to maximize individual potential, to develop respect for differences, and to bring a realization of interdependence. Each student's development to his/her highest potential is a shared responsibility among the community agencies and resources.

3. Schools, which prepare students to participate in a democratic society, need to offer training in preparatory skills that lay the foundation for entering the world of work. These programs should emphasize entrance requirements and preparatory skills to students who will take further training in a technical or professional area.

Educational Goals

1. Students will work both in group sessions and on an individual basis to master the basic skills, as well as comprehension and critical thinking.

2. Students will develop, through the various arts and sciences, their creativity, imagination, and appreciation which will extend a lifetime.

3. Proper facilities, material, and equipment will provide a positive learning environment.

4. The student should be guided in the development of self-control, self-direction, worth while leisure time activities, and respect for his/her peers.

5. The resources of the community will be used to aid in the development of student potential.

6. Every effort should be made to give all students the best opportunity for academic, emotional, and social growth to become worthwhile and contributing members of society.

7. Students should have the opportunity to acquire the necessary skills which prepare them to enter institutions of high education, vocational and technical schools, or graduate from high school with marketable skills for the job market.

8. Students will have access to counseling services in the pursuit of their educational and vocational goals.

9. The Board of Education will help each student develop good habits concerning care of the body, avoidance of harmful effects of drugs, alcohol, and tobacco. Lifelong physical fitness including lifetime recreational skills will be promoted.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: September 17, 2002)

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

CROSS REFS.:
ADA Educational Philosophy
AE School District Goals and Objectives
BF Board Policy Development and Adoption
BFG Policy Review and Evaluation
IA Instructional Goals
District Strategic Continuous Improvement Plan

COMMITMENT TO ACCOMPLISHMENT

Evaluation of the Greenville City Board of Education operations is a chief responsibility of a school board. Evaluation is the only means of learning whether the educational goals adopted are being achieved.

A comprehensive program of evaluation should cover, but not be limited to:

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

Appraising the success of the instructional program is particularly important. Only through a keen awareness of the strengths and short-comings of the program can the Board of Education, with recommendations from 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 of Education.

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

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

The Board of Education 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

3. evaluate itself according to its established goals and purposes.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: September 15, 2022)

LEGAL REFS.:	ORC	3313.60
		3319.01; 3319.02; 3319.08; 3319.081
	OAC	3301-35-02; 3301-35-03
CROSS REFS.:	AF	all subcodes
	BCC	Qualifications and Duties of Treasurer
	CBA	Qualifications and Duties of Superintendent

EVALUATION OF SCHOOL BOARD OPERATIONAL PROCEDURES

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

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

1. Board meetings
2. Policy development
3. Fiscal management
4. Long-range/strategic planning
5. Board role in educational program development
6. Board member orientation
7. Board member development
8. Board officer performance
9. Board-Superintendent relationships
10. Board-Treasurer relationships
11. Board-staff relationships
12. Board-community relationships
13. Legislative and governmental relationships
14. Management team development and utilization

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

[Adoption date: January 16, 2001]
(Revision date: October 21, 2008)
(Revision date: January 5, 2023)

CROSS REFS.:

AF	Commitment to Accomplishment
BA	Board Operation Goals
BCB	Board Officers
BCD	Board-Superintendent Relationship (Also CBI)
BD	School Board Meetings
BF	Board Policy Development and Adoption
BHA	New Board Member Orientation
BHB	Board Member Development Opportunities
CD	Management Team
DA	Fiscal Management Goals

EVALUATION OF SCHOOL BOARD OPERATIONAL PROCEDURES

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

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

SELF-EVALUATION INSTRUMENT

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

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

					The Board of Education:
1	2	3	4	5	reads agenda and background materials well in advance of meeting
1	2	3	4	5	makes public feel welcome; provides agenda, minutes and related materials
1	2	3	4	5	assures that meeting time, place and facilities are convenient for Board, staff and public
1	2	3	4	5	does not present new issues of complex nature for immediate action
1	2	3	4	5	does not abuse privilege of tabling important issues
1	2	3	4	5	demonstrates knowledge and use of good parliamentary procedure
1	2	3	4	5	makes distinction between Board's role and function of administrators
1	2	3	4	5	expects staff input and Superintendent's recommendation on key issues
1	2	3	4	5	equally applies the public participation policy to all speakers
1	2	3	4	5	endeavors to make most productive use of meeting time

1 2 3 4 5 conducts all meetings in accordance with the "Sunshine Law"

1 2 3 4 5 selects officers on basis of ability

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

1 2 3 4 5 actively seeks input from community in establishing goals and objectives

1 2 3 4 5 gives full support and cooperation to PTA and other citizens

1 2 3 4 5 establishes close working relationship with other units of government

1 2 3 4 5 is actively involved in State and Federal education legislation

1 2 3 4 5 maintains effective two-way communication between school officials and residents of the District

1 2 3 4 5 ensures best possible relationship between school District officials and the media

1 2 3 4 5 makes best use of facilities and resources in meeting needs of community

1 2 3 4 5 provides leadership in securing maximum community support for a good educational program

1 2 3 4 5 approves annual budget within resources that can be certified in the "fiscal certificate"

1 2 3 4 5 adopts policies which ensure sound management and fiscal control

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

The Board of Education:

1 2 3 4 5 evaluates performance of Superintendent and Treasurer on a regular basis

1	2	3	4	5	assures that all other personnel are evaluated on a regular basis by Superintendent and staff
1	2	3	4	5	works and plans with administration in spirit of mutual trust and confidence
1	2	3	4	5	recognizes Superintendent as chief executive officer and educational leader of the District and the Treasurer as chief financial officer of the District
1	2	3	4	5	provides administrators encouragement and opportunity for professional growth
1	2	3	4	5	avoids interference with duties which are the responsibility of administrators
1	2	3	4	5	solicits input from professional staff in development of Board policies
1	2	3	4	5	addresses potential problems between Board and administrators at earliest opportunity
1	2	3	4	5	is willing to defend administrators from unjust and unfounded criticism
1	2	3	4	5	has accepted the management team concept of operating the schools

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

1	2	3	4	5	approves job descriptions for all approved positions
1	2	3	4	5	adopts appropriate personnel policies in the areas of employment evaluation, reduction in force and related matters
1	2	3	4	5	encourages professional growth through staff development, in-service programs, visitations and conferences
1	2	3	4	5	refers complaints to appropriate person for discussion
1	2	3	4	5	preserves and maintains adequate management rights in any Labor relations agreement

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

1	2	3	4	5	assures equal access to curriculum and co-curricular activities for all students
1	2	3	4	5	approves course additions and deletions to the curriculum
1	2	3	4	5	balances the overall needs of students and community with efforts of special interest groups to influence the curriculum
1	2	3	4	5	encourages suggestions for curriculum improvement from students, staff and community
1	2	3	4	5	safeguards the privacy of student records
1	2	3	4	5	encourages a positive approach to student discipline safeguards the rights of students to due process
1	2	3	4	5	provides policies that implement the educational standards of the State Board of Education

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

As a Board of Education member, I:

1	2	3	4	5	keep the education and welfare of children as my primary concern
1	2	3	4	5	represent the best interests of all patrons rather than special interest groups
1	2	3	4	5	understand the need for compromise; abide by decisions of the majority
1	2	3	4	5	channel complaints and potential problems to proper authority
1	2	3	4	5	have made the time commitment necessary to become an informed and effective Board member
1	2	3	4	5	reach decisions on the merits of issues and on the basis of best available evidence

1	2	3	4	5	committed to expressing my thoughts at appropriate times, in a manner that fosters good/informed decisions and constructive to the process
1	2	3	4	5	participate in in-service programs at regional, State, and national levels
1	2	3	4	5	do not individually or unilaterally make decisions or commitment on the Board's behalf
1	2	3	4	5	am open and honest with other Board members and administrators; share information and avoid "surprises" whenever possible
1	2	3	4	5	am familiar with and abide by the OSBA Code of Ethics

Additional Comments:

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[Adoption date: January 16, 2001]
(Revision date: October 21, 2008)

EVALUATION OF THE SUPERINTENDENT

Through evaluation of the Superintendent, the Greenville City Board of Education will strive to accomplish the following:

1. clarify for the Superintendent his/her role in the school system as seen by the Board of Education;

2. clarify for all Board of Education members the role of the Superintendent in light of the job description for the position and performance goals and objectives as agreed upon by the Board and the Superintendent;

3. develop harmonious working relationships between the Board and Superintendent;

4. provide administrative leadership for the school system and

5. identify strengths and weaknesses of Superintendent's performance.

Evaluation criteria and method and extent of documentation are determined by the Board and the evaluation of the Superintendent's performance is scheduled by the Board President or as requested by the Superintendent.

The evaluation of the Superintendent's abilities and performance takes place between selected Board members and the Superintendent in conference. The Board shall consider the evaluation of the Superintendent in acting to renew or non-renew his/her contract.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: May 19, 2022)
(Revision date: January 5, 2023)

LEGAL REF.: ORC 3319.01

CROSS REFS.: Evaluation Instruments in the Central Office
CBA Qualifications and Duties of Superintendent

EVALUATION OF THE TREASURER

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

The objectives of the Board's evaluation are to:

1. promote professional excellence and improve the skills of the Treasurer;

2. improve the quality of District business practices and

3. provide a basis for the review of the Treasurer's performance.

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

The evaluation of the Treasurer's abilities and performance takes place between selected Board members and the Treasurer in conference. The Board shall consider the evaluation of the Treasurer in acting to renew or non-renew his/her contract.

Evaluation criteria and method and extend of documentation are determined by the Board and the evaluation is scheduled by the Board President or as requested by the Treasurer.

[Adoption date: August 18, 1987]
[Revision date: July 17, 2007]
(Revision date: May 19, 2022)
(Revision date: November 17, 2022)

LEGAL REF.: ORC 3301.074
3313.22
ORC Chapter 3301-5

CROSS REFS.: AF Commitment to Accomplishment
BCC Qualifications and Duties of the Treasurer
BCCA Incapacity of the Treasurer
BCCC Treasurer's Contract

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).

Notwithstanding Ohio Revised Code section 3319.09, this policy applies to any person employed under a teacher license issued under Ohio Revised Code chapter 3319, or under a professional or permanent teacher's certificate issued under former section 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 to adult education instructors.

The Board directs the Superintendent/designee to implement this policy in accordance with State law. This policy has been developed in consultation with teachers employed by the Board. This policy becomes effective at the expiration of any collective bargaining agreement covering teachers employed by the Board that was in effect on November 2, 2018 and must be included in any renewal or extension.

The District will follow policies and procedures in place during the 2019-2020 school year for the 2020-2021 school year and will implement this policy beginning with the 2021-2022 school year.

Credentialed evaluators

Evaluations carried out under this policy are conducted by persons holding evaluator credentials established by the Ohio Department of Education (ODE).

Final Holistic Rating and Evaluation Cycle

Teachers are assigned a final holistic rating of Accomplished, Skilled, Developing or Ineffective. This rating will be based on a combination of informal and formal observations and supporting evidence using the Teacher Evaluation Rubric.

Annually, the Board submits to the ODE the number of teachers assigned a final holistic 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.

The full evaluation cycle includes:

- Professional Growth/Improvement Plan;

- One formal holistic observation, followed by a conference;
- At least two classroom walkthroughs –with an emphasis on identified focus area(s) when applicable;
- One formal focused observation – with an emphasis on identified focus area(s) and
- One final summative conference.

The teacher performance measure of the evaluation cycle is aligned with the following Ohio Standards for the Teaching Profession:

- Understand student learning and development, respect student diversity and hold high expectations for all students to achieve and progress at high levels;
- Understand the content areas for which they have instructional responsibility;
- Understand and use varied assessments to inform instruction and evaluate and ensure student learning;
- Plan and deliver effective instruction that advances the learning of each student;
- Create learning environments that promote high levels of learning and achievement for all students;
- Collaborate and communicate with students, parents, other teachers, administrators and the community to support student learning and
- Assume responsibility for professional growth and performance as an individual and as a member of a learning community.

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

Teachers, who are on limited or extended limited contracts pursuant to State law and under consideration for nonrenewal, receive at least three formal observations during the evaluation cycle.

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

The Board specifies evaluation of teachers receiving effectiveness ratings of Accomplished on those teachers' most recent evaluations every three years, provided the teacher submits a self-directed Professional Growth Plan and the evaluator determines the teacher is making progress on that plan. Such evaluations are completed by May 1 of the evaluation year. Teachers evaluated on this basis are provided a written copy of their evaluation results by May 10 of the evaluation year. In years when an evaluation will not take place, one observation is carried out and at least one conference with the teacher is held.

The Board specifies evaluation of teachers receiving effectiveness ratings of Skilled on those teachers' most recent evaluations every two years, provided the teacher and evaluator jointly develop a Professional Growth Plan and the evaluator determines the teacher is making progress on that plan. Biennial evaluations conducted under this policy are completed by May 1 of the evaluation year. Teachers evaluated on a biennial basis are provided a written copy of their

evaluation results by May 10 of the evaluation year. In years when an evaluation will not take place, one observation is carried out and at least one conference with the teacher is held.

High-Quality Student Data

High-quality student data (HQSD) is used to guide instructional decisions and meet student learning needs. HQSD used must be rigorously reviewed by locally determined experts in the field of education to meet all of the following criteria:

- Align to learning standards;
- Measure what is intended to be measured;
- Be attributable to a specific teacher for course(s) and grade level(s) taught;
- Demonstrate evidence of student learning (achievement and/or growth);
- Follow protocols for administration and scoring;
- Provide trustworthy results and
- Not offend or be driven by bias.

AND the teachers must use the data generated from the HQSD data instrument by:

- Critically reflecting upon and analyzing available data, using the information as part of an ongoing cycle of support for student learning;
- Considering student learning needs and styles, identifying the strengths and weaknesses of an entire class, as well as individual students;
- Informing instruction and adapting instruction to meet student need based upon the information gained from the data analysis and
- Measuring student learning (achievement and/or growth) and progress towards achieving state and local standards.

Evaluations use at least two measures of HQSD to provide evidence of student learning attributable to the teacher being evaluated when required.

When applicable to the grade level or subject area taught by a teacher, HQSD includes the value-added progress dimension established under RC 3302.021, except when otherwise prohibited by law.

HQSD may be used as evidence in any component of the evaluation where applicable.

Data from ODE vendor approved assessments may be considered HQSD.

The use of shared attribution measures or student learning objectives is prohibited.

Professional Growth and Improvement Plans

Each teacher must develop a Professional Growth or Improvement Plan based on the results of their most recent evaluation. These plans are to be developed annually and must be based on the results of the evaluation and aligned to any existing district or building improvement plan.

Teachers with a final holistic rating of Accomplished must develop a self-directed Professional Growth Plan.

Teachers with a final holistic rating of Skilled must develop a Professional Growth Plan working jointly with the credentialed evaluator.

Teachers with a final holistic rating of Developing must develop a Professional Growth Plan that is guided by their assigned credentialed evaluators.

Teachers with a final summative rating of Ineffective will be placed on an Improvement Plan developed by the assigned credentialed evaluators.

Retention and Promotion

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

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

Poorly Performing Teachers

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

Professional Development

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

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: May 9, 2013)
(Revision date: November 13, 2014)
(Revision date: March 24, 2015)
(Revision date: November 17, 2015)
(Revision date: November 16, 2017)
(Revision date: August 20, 2020)
(Revision date: September 15, 2022)

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
ORC 3319.11; 3319.111; 3319.112; 3319.16; 3319.61
Chapter 4117

	OAC	3301-35-05
CROSS REFS.:	AF	Commitment to Accomplishment
	GBL	Personnel Records
	GCB	Professional Staff Contracts and Compensation Plans
	GCL	Professional Staff Development Opportunities
CONTRACT REF.:		Teachers' Negotiated Agreement

EVALUATION OF CERTIFICATED STAFF
(ADMINISTRATORS BOTH CERTIFICATED AND CLASSIFIED)

The Superintendent institutes and maintains a comprehensive program for the evaluation of administrative personnel. Administrative personnel are all persons issued contracts in accordance with the Ohio Revised Code. 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 non-renew 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 evaluate and/or his/her representative.

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

Ohio Principal Evaluation System (OPES)

Principals and assistant principals are evaluated in accordance with the statutory administrator evaluation requirements of RC 3319.02 and the State Board of Education (SBOE) adopted Ohio Principal Evaluation System (OPES) 2.0 Framework aligned with the Ohio Standards for Principals (2018) adopted under State Law

Using multiple factors set forth in the OPES 2.0 Framework, principals and assistant principals will receive a final holistic rating of Accomplished, Skilled, Developing or Ineffective. This rating will be based on a combination of observations and supporting evidence using the administrator performance evaluation rubric.

Essential Components

Essential components of the evaluation process consist of the development of a professional growth or improvement plan, two formal observations of at least 30 minutes each, walk-throughs and a final summative conference.

Professional Growth and Improvement Plans

A professional growth or improvement plan will be developed annually with each administrator and be based upon the results of previous evaluations available within the District and aligned to an existing building or District continuous improvement plan and/or goals. The District has discretion to place an administrator on an improvement plan at any time based on deficiencies in any individual component of the evaluation system.

High-Quality Student Data

The evaluation uses at least two measures of District-determined high-quality student data (HQSD) to provide evidence of student learning attributable to the administrator, the data may be used as evidence in any component of the evaluation, where applicable. When applicable, the value-added progress dimension must be included as one of the measures of HQSD.

The high-quality student data instrument used must be rigorously reviewed by locally determined experts in the field of education to meet all of the following criteria:

- align to learning standards;
- measure what is intended to be measured;
- be attributable to the administrator;
- demonstrate evidence of student learning (achievement and/or growth);
- follow protocols for administration and scoring;
- provide trustworthy results;
- not offend or be driven by bias.

AND the HQSD must be used by the administrator to:

- measure student learning (achievement and/or growth) and progress toward achieving State and local standards;

- facilitate the critical reflection and analysis of HQSD as part of an ongoing cycle of support for improving student learning and enhancing educator professional practice;

- ensure each student's learning needs and styles, as well as strengths and weaknesses of an entire class, subject or grade level, are addressed through instruction.

Timelines and Additional Considerations

Each administrator subject to OPES must be evaluated annually and receive a written report of the evaluation. The administrator must have at least a preliminary evaluation and at least a final evaluation in any school year the administrator's contract is due to expire. A written copy of the preliminary evaluation shall be provided to the administrator at least 60 days prior to any Board action on the contract of employment. This written copy of the first formal observation, signed by the evaluator, shall serve as the preliminary evaluation to meet the requirements of State law. The final evaluation (second formal observation) shall include a recommendation to the Board regarding a contract of employment for the administrator. A written copy of the evaluation must be provided to the administrator at least five days prior to the Board acting to renew or nonrenew the contract.

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: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: January 16, 2001)
(Revision date: April 21, 2009)
(Revision date: November 14, 2013)
(Revision date: April 16, 2015)
(Revision date: November 17, 2015)
(Revision date: April 21, 2016)
(Revision date: November 16, 2023)

LEGAL REFS.:	ORC	3319.02; 3319.03; 3319.04; 3339.111; 3319.16; 3319.17; 3319.171; 3319.22
	OAC	3301-35-05

CROSS REFS.:	AF	Commitment to Accomplishment
	GBL	Personnel Records

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

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

The evaluation process for principals and assistant principals is set forth by Ohio Revised Code Section (RC) 3319.02(D). Evaluation procedures for principals and assistant principals include the components set forth for administrative personnel, but include some additional requirements. Principal and assistant principal evaluations must be based on principles comparable to the teacher evaluation policies adopted under RC 3319.111, but must be tailored to the duties and responsibilities of principals and assistant principals and the environment in which they work. Therefore, principals and assistant principals are evaluated like other administrators, but with the addition of the SBOE's evaluation framework requirements. In July 2021, the SBOE adopted the updated OPES 2.0 framework reflected in this policy.

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

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

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

EVALUATION OF CERTIFICATED STAFF
(ADMINISTRATORS BOTH CERTIFICATED AND CLASSIFIED)

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

1. An initial meeting will be held by the Superintendent/designee with the administrators to discuss specific measurable objectives and plans for their achievement. A statement of these objectives and plans is submitted by each administrator to the Superintendent/designee at a time specified. These objectives and plans are written and kept as part of the evaluation process.

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 non-renew 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 choosing 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 non-renewal.

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

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

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

THIS IS A REQUIRED REGULATION

[Approval date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: January 16, 2001)
(Revision date: April 21, 2009)
(Revision date: November 16, 2023)

EVALUATION OF SCHOOL COUNSELORS

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

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

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

Effectiveness Rating

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

Evaluation Time Line

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

Professional Growth and Improvement Plans

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

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

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

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

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

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

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

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

[Adoption date: July 21, 2016]
(Revision date: November 16, 2017)
(Revision date: November 16, 2023)

LEGAL REFS.:	ORC	3319.113; 3319.61
		3302.03
		Chapter 4117
	OAC	3301-35-05
CROSS REFS.:	AF	Commitment to Accomplishment
	GBL	Personnel Records
	GCB	Professional Staff Contracts and Compensation Plans

CONTRACT REF.: Teachers' Negotiated Agreement

NOTE: *By September 30, 2016, the board must adopt a standards-based counselor evaluation policy that conforms to the State Board of Education (SBOE) framework for evaluation of counselors developed under Ohio Revised Code Section (RC) 3319.113. The requirements of the RC prevail over any conflicting bargaining agreement entered into on or after September 29, 2015. The SBOE framework is aligned with the standards for school counselors adopted under RC 3319.61. The policy must include implementation of the framework beginning with the 2016-2017 school year and procedures for using the evaluation results for decisions regarding retention and promotion of counselors and removal of poorly performing counselors beginning with the 2017-2018 school year.*

The policy becomes operative at the expiration of any collective bargaining agreement covering schools counselors that is in effective on September 29, 2015 and must be included in any collective bargaining agreement renewal or extension.

Boards are required to use counselor evaluation results for promotion and retention decisions and for removing poorly performing counselors beginning with the 2017-2018 school year. These procedures are required to appear in board policy, but will be unique to each district. Boards should develop these procedures with district administrators and adopt them into board policy as a regulation, which should be coded as AFCA-R (Also GCNA-R).

Beginning with the 2017-2018 school year, boards can elect to not evaluate school counselors who: 1) were on leave for 50% or more of the school year as calculated by the board or 2) have submitted a notice of retirement that has been accepted by the board no later than December 1 of the school year in which the evaluation would have been conducted.

EVALUATION OF CLASSIFIED STAFF

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

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

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

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: December 21, 2023)

LEGAL REFS.: ORC 3319.081 Chapter 124
OAC 3301-35-03(A)(8)

CROSS REF.: Evaluation Instruments in the Central Office

CONTRACT REF.: Classified Staff Negotiated Agreement

EVALUATION OF INSTRUCTIONAL PROGRAMS

The Superintendent and the Director of Curriculum and Instruction will, on an annual basis, evaluate the effectiveness of instructional program in achieving the Greenville City School District's educational goals and objectives. They will maintain an ongoing report of their evaluative findings to the Board of Education, for its consideration and action. The specific purposes of this report are to provide the Board of Education with data for planning and budgeting for instructional improvements and for informing the public about the performance of the public schools. This data can include:

1. relation of student growth and development to the objectives of the school system;

2. suitability of educational programs in terms of community expectations;

3. report on how evaluation findings will be used for program improvement;

4. student achievement in light of testing results of standardized achievement tests and state tests;

5. the number of students who matriculate in a program of higher education and the percentage of these who successfully graduate;

6. extent of and trends in admissions to colleges and universities;

7. employment records of graduates not going to college and

8. all other relevant data that the Superintendent and the Director of Curriculum and Instruction deem necessary.

The Superintendent and the Director of Curriculum and Instruction are instructed to keep abreast of current research and successful practices and to employ the best and most reliable methods and measures in the evaluative process. The results of the competency and state-based testing program are used as a part of the evaluation.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: November 17, 2022)
(Revision date: May 16, 2024)

LEGAL REFS.:	ORC	3301.13 3313.60 3323.02
	OAC	3301-35-02(B); 3301-35-03(K)

CROSS REFS.:	IA	Instructional Goals
	IAA	Instructional Objectives
	IL	Testing Programs
	ILA	Competency-Based Education

EVALUATION OF SUPPORT SERVICES

The Board recognizes the importance of support services to the orderly and safe climate of each school. The Superintendent presents an annual report to the Board, based upon his/her own evaluation on non-instructional services and those of District Treasurer.

Factors considered in such evaluations include, but are not limited to, the following:

1. quality of services to the instructional program;

2. adequacy of protection and maintenance of real and material resources of the District;

3. safety of individuals;

4. operational effectiveness and efficiency and

5. maximum use of staff.

It is expected that the Superintendent and Treasurer work closely with appropriate Board committee in the examination of non-instructional services. The Treasurer is responsible for keeping the Superintendent and the Board informed of cases where non-instructional services are concerned.

[Adoption date: November 18, 2008]
(Revision date: November 17, 2022)

EVALUATION OF EDUCATIONAL RESOURCES

The Superintendent will develop and implement an assessment procedure to evaluate the effectiveness of the educational resources used by the Greenville City School District to achieve the District's educational goals and objectives.

The individual resource areas shall be assessed yearly while the overall program shall be assessed every five years according to professionally recognized criteria and procedures.

Following are the educational resources listed in the State Board of Education Minimum Standards 3301-35-03.

1. Certificated and classified staff shall be recruited, employed, assigned, evaluated and provided in-service education without discrimination on the basis of age, color, national origin, race or sex.

2. Instructional materials, textbooks and equipment shall be available for teacher and student use at each grade level.

3. Facilities shall accommodate the enrollment and the philosophy of education and educational goals of the school.

4. Student health and safety shall be safeguarded by an organized program of school health services designed to identify student health problems and to coordinate school and community health resources for students.

5. Student cumulative records shall be maintained.

6. Student admission, placement and withdrawal shall be processed according to established procedures.

7. Student attendance and conduct shall be administered according to established objectives and procedures.

8. School guidance services shall be provided for students in kindergarten through 12th.

9. Student activity programs shall be operated in accordance with the philosophy of education and educational goals and shall safeguard the interests of the school, participants, and spectators.

10. A planned, community relations program shall be implemented to encourage citizen participation in and support for the educational program. Examples of this can be completed through the District Leadership Team, PTA programs, Greenville School Foundation, Career Technology Stakeholders, Darke County Center for the Arts Advisory Committee, Business Advisory Council, and various Title information nights.

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

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: November 17, 2022)

LEGAL REF.: OAC 3301-35-03

CROSS REFS.:

AC	Nondiscrimination/Harassment
FA	Facilities Development Goals
IA	Instructional Goals
IJ	Guidance Program
IK	Academic Achievement
IKE	Promotion and Retention of Students
JEC	School Admission
JHF	Student Safety
JO	Student Records
KA	School-Community Relations Goals

Greenville City Schools
Board of Education Policy Manual

Section B: School Board Governance & Operations

BA	Board Operation Goals
BB	School Board Legal Status
BBA	School Board Powers and Duties
BBAA	Board Member Authority
BBAA-E	*Exhibit:* Board Member Authority (and duties)
BBB	School Board Elections
BBBA/BBBB	Board Member Qualifications / Oath of Office
BBC/BBD	Board Member Resignation / Board Member Removal from Office
BBE	Unexpired Term Fulfillment
BBF	Board Member Code of Ethics
BBF-E	*Exhibit:* Board Member Code of Ethics
BBFA	Board Member Conflict of Interest
BCA	Board Organizational Meeting
BCB	Board Officers
BCC	Qualifications and Duties of Treasurer
BCCA	Incapacity of the Treasurer
BCCA-R	*Regulation:* Incapacity of the Treasurer
BCCB	Evaluation of the Treasurer (also AFBA)
BCCC	Treasurer's Contract
BCCD	Board-Treasurer Relationship
BCD	Board-Superintendent Relationship (also CBI)
BCE	Board Committees
BCFA	Business Advisory Council
BCG	School Attorney
BCH	Consultants to the Board
BCJ	Special Information
BCJ-R	*Regulation:* Special Information
BD	School Board Meetings
BDC	Executive Sessions
BDD	Board Meeting Procedures
BDDA	Notification of Meetings
BDDB	Agenda Format
BDDB-E	*Exhibit:* Agenda Format
BDDC	Agenda Preparation and Dissemination
BDDF	Voting Method
BDDF-R	*Regulation:* Voting Method 5-Member Board

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.

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

Exhibits: are forms, charts, etc. to support a policy or regulations.

Greenville City Schools
Board of Education Policy Manual

Section B: School Board Governance & Operations

BDDG	Minutes
BDDH	Public Participation at Board Meetings (also KD)
BDDJ	Broadcasting and Taping of Board Meetings (Also KBCD)
BF	Board Policy Development
BFB	Preliminary Development of Policies
BFC	Policy Adoption
BFD	Policy Dissemination
BFG	Policy Review and Evaluation
BHA	New Board Member Orientation
BHBA	School Board Conferences, Conventions and Workshops
BHD	Board Member Compensation and Expenses
BHE	Board Member Insurance
BI	School Board Legislative Program
BJA	Liaison with School Boards Associations
BK	Evaluation of School Board Operational Procedures (also AFA)
BK-E	*Exhibit:* Evaluation of School Board Operational Procedures (also AFA-E)

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.

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Exhibits: are forms, charts, etc. to support a policy or regulations.

BYLAWS TEMPLATES

po0100

DEFINITIONS

0100 - **DEFINITIONS**

Whenever the following items are used in these bylaws and policies, they shall have the meaning set forth below:

Administrative Guideline

A statement, based on policy, usually written, which outlines and/or describes the means by which a policy should be implemented and which provides for the management cycle of planning, action, and assessment or evaluation.

Agreement

A collectively negotiated contract with a recognized bargaining unit.

Apps and Services

Apps and services ("apps/services") are software (i.e., computer programs and applications) that support the interaction of personal communication devices (as defined in Bylaw 0100, below) or technology resources (as defined by Bylaw 0100, below) or information resources (as defined by Bylaw 0100, below) over a network, or client-server applications in which the user interface runs in a web browser. Apps and services are used to communicate/transfer information/data that allow students to perform actions/tasks that assist them in attaining educational achievement goals/objectives, enable staff to monitor and assess their students' progress, and allow staff to perform other tasks related to their employment. Apps and services also are used to facilitate communication to, from, and among and between staff, students and parents, Board members and/or other stakeholders, and members of the community.

Board

The Board of Education.

Bylaw

Rule of the Board for its own governance.

Classified Employee

An employee who provides support to the District's program and whose position does not require a professional license.

Compulsory School Age

A child between six (6) and eighteen (18) years of age or a child under six (6) years of age who has been enrolled in kindergarten unless at any time the child's parent or guardian, at the parent's or guardian's discretion and in consultation with the child's teacher and principal, formally withdraws the child from kindergarten.

District

The School District.

Due Process

The safeguards to which a person is entitled in order to protect their rights.

Educational Service Center Superintendent [LOCAL]

The Superintendent of Schools for the Darke County Educational Service Center Schools.

Full Board

Authorized number of voting members entitled to govern the District.

Information Resources

The Board defines Information Resources to include any data/information in electronic, audio-visual, or physical form, or any hardware or software that makes possible the storage and use of data/information. This definition includes, but is not limited to, electronic mail, voice mail, social media, text messages, databases, CD-ROMs/DVDs, websites, motion picture film, recorded magnetic media, photographs, digitized information, or microfilm. This also includes any equipment, computer facilities, or online services used in accessing, storing, transmitting, or retrieving electronic communications.

May

This word is used when an action by the Board or its designee is permitted but not required.

Meeting

Any prearranged discussion of the Board's public business by a majority of Board members.

Parent

The natural, adoptive, or surrogate parents or the party designated by the courts as the legal guardian or custodian of a student. Both parents will be considered to have equal rights unless a court of law decrees otherwise. When a student is the subject of a power of attorney or caretaker authorization affidavit executed by the student's grandparent(s), the term parents shall also refer to the grandparent designated as the attorney-in-fact under the power of attorney or the grandparent who executed the affidavit.

Although the grandparent shall have rights and responsibilities with regard to the care, physical custody, and control of the student, including the ability to enroll the student in school, to obtain from the District educational or behavioral information about the student, consent to all school-related matters, and consent to medical, psychological, or dental treatment for the student, the power of attorney does not convey legal custody of the grandchild to the grandparent and does not affect the rights of the parent, guardian, or custodian of the student in any future proceeding concerning the custody of the student or allocation of parental rights and responsibilities for the care of the student.

Likewise, although the grandparent shall have rights and responsibilities with regard to the care, physical custody, and control of the student, including the ability to enroll the student in school, to discuss with the District the student's educational progress, consent to all school-related matters, and consent to medical, psychological, or dental treatment for the student, the caretaker authorization affidavit does not convey legal custody of the grandchild to the grandparent and does not affect the rights of the student's parents, guardian or custodian regarding the care, physical custody, and control of the child.

R.C. 3313.64, 3109.52, 3109.65

Personal Communication Devices

Personal communication devices (“PCDs”) are electronic communication devices powered by batteries or electricity that are capable of receiving, transmitting, or receiving and transmitting communication between individuals or groups that are not issued by the District for the purpose of instruction. Examples of PCDs include computers, laptops, tablets, e-readers, cellular telephones, smartphones, gaming devices, smartwatches and other wearable technology, and other web-enabled devices used to communicate. R.C. 3313.753

Policy

A general, written statement by the Board of Education which defines its expectations or position on a particular matter and authorizes appropriate action that must or may be taken to establish and/or maintain those expectations.

President

The President of the Board of Education. (See Bylaw 0152 - Officers)

Principal

The educational leader and head administrator of one (1) or more District schools. In policy and administrative guidelines, implies delegation of designated responsibilities to appropriate members of the principal's staff.

Professional Staff Member

An employee who implements or supervises one (1) or more aspects of the District's program and whose position requires a professional credential from the Ohio State Board of Education.

Relative

The mother, father, sister, brother, spouse, parent of spouse, child, grandparents, grandchild, or dependent in the immediate household as defined in the negotiated, collectively-bargained agreement.

Shall

This word is used when an action by the Board or its designee is required. (The word "will" or "must" signifies a required action.)

Social Media

Social media are online platforms where users engage one another and/or share information and ideas through text, video, or pictures. Social media consists of any form of online publication or presence that allows interactive communication including, but not limited to, text messaging, instant messaging, websites, web logs ("blogs"), wikis, online forums (e.g., chat rooms), virtual worlds, and social networks. Examples of social media include, but are not limited to, Facebook, Facebook Messenger, Google Hangouts, Twitter, LinkedIn, YouTube, Flickr, Instagram, Pinterest, Snapchat, Skype, and Facetime. Social media does not include sending or receiving e mail through the use of District-issued e-mail accounts. Apps and services shall not be considered social media unless they are listed on the District's website as District-approved social media platforms/sites.

Student

A person who is officially enrolled in a school or program of the District.

Superintendent

The chief executive officer of the School District. In policy, implies delegation of responsibilities to appropriate staff members.

Technology Resources

The Board defines Technology Resources to include computers, laptops, tablets, e-readers, cellular/mobile telephones, smartphones, web-enabled devices, video and/or audio recording equipment, SLR and DSLR cameras, projectors, software and operating systems that work on any device, copy machines, printers and scanners, information storage devices (including mobile/portable storage devices such as external hard drives, CDs/DVDs, USB thumb drives and memory chips), the computer network, Internet connection, and online educational services and apps.

Textbook

This word is used to describe the learning material duly adopted and required as standard work for the study of a particular subject. It may be bound and printed with a hard or soft cover, or it may be electronic, e.g., computer software, interactive videodisc, magnetic media, CD ROM, computer courseware, online service, electronic medium, or other means of conveying information.

Treasurer

The chief fiscal officer of the District.

Vice-President

The Vice-President of the Board of Education. (See Bylaw 0152 - Officers)

Voting

A vote at a meeting of the Board of Education. The law requires that Board members must be physically present in order to have their vote officially recorded in the Board minutes. R.C. 3313.18, 3313.20

Citations to Ohio Statute are noted as R.C. (Revised Code). Citations to Rules of the State Board of Education are noted as A.C. (Administrative Code). Citations to the Federal Register are noted as FR, to the Code of Federal Regulations as C.F.R., and to the United States Code as U.S.C.

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Legal
R.C. 3109.52, 3109.65
R.C. 3313.18, 3313.20, 3313.64, 3313.753

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po0111

NAME

0111 - **NAME**

The Board of Education of this District shall be known officially as the Greenville City Schools Board of Education.

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R.C. 3311.01

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po0112

BOUNDARIES

0112 - **BOUNDARIES**

The Greenville City School District is comprised of all the area in the description filed in the Board office.

R.C. 3311.02

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ADDRESS

0113 - **ADDRESS**

The official address of the Greenville City Schools Board of Education shall be 215 W 4th St, Greenville, OH 45331.

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SEAL

0114 **- SEAL**

The Board of Education shall adopt an official seal for the District.

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AFFILIATION

0116 - **AFFILIATION**

The Greenville City School District shall be a participating member of the Greenville City Schools Career Technical Planning District, Upper Valley Career Center and Miami Valley Career Technology Center.

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R.C. 3311.19, 3313.911

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po0118

PHILOSOPHY OF THE BOARD

0118 - **PHILOSOPHY OF THE BOARD**

A Board of Education is a legal entity for providing a system of public education within a geographic area of the State of Ohio. The system was created by, and is governed by, State statutes. Members of a Board are, therefore, State officers chosen by citizens to represent them and the State in the legislative management of the local schools.

The Board of Education has the dual responsibility for implementing statutory requirements pertaining to public education and for meeting the desires of the citizens. While the Board has an obligation to determine and assess citizen desires, it is understood that when the citizens elect delegates to represent them in the conduct of specified educational programs, they, at the same time, endow their representatives with the authority to exercise their best judgment in determining policies, making decisions, and approving procedures for carrying out the responsibility.

The Board declares and, thereby, reaffirms its intent to:

A. maintain two-way communications with citizens of the District. The Board shall keep them informed of the progress and problems of the School District, and the citizens shall be urged to bring their aspirations and concerns about the District to the attention of this body;

B. establish policies and make decisions on the basis of declared educational philosophy and goals;

C. act as a truly representative body for citizens in all matters related to programs and operations. The Board recognizes that ultimate responsibility for public education rests with the State, but the Board of Education has been assigned specific authority through statute, and the Board shall not relinquish or fail to exercise that authority.

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AUTHORITY

0121 - **AUTHORITY**

The supervision of the public schools of this District shall be conducted by the Board of Education, hereinafter sometimes referred to as the "Board", which is constituted and governed by Code Title 33 of the Revised Code of the State of Ohio.

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po0122

BOARD POWERS

0122 - **BOARD POWERS**

The Board of Education shall be a body politic and corporate, and, as such, capable of suing and being sued; contracting and being contracted with; acquiring, holding, possessing, and disposing of real and personal property; taking and holding in trust for the use and benefit of the District, any grant or devise of land and any donation or bequest of money or other personal property.
R.C. 3313.17

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po0122.1

MEMBER POWERS

0122.1 - **MEMBER POWERS**

Board members as individuals do not separately possess the powers that reside in the Board of Education, except when and as expressly authorized by law or this Board but no Board member shall be denied facts or materials required for the proper performance of his/her duties to which s/he is legally entitled.

If in the opinion of the Superintendent a Board member's request(s) for facts and information is administratively unreasonable, s/he may withhold said facts or material until a ruling is made by the Board.

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CODE OF ETHICS/CODE OF CONDUCT

0123 - **CODE OF ETHICS/CODE OF CONDUCT**

The Board of Education believes quality public education and good Board service should be conducted in an ethical manner with traditional principles such as honesty, trust, fairness, and integrity. Each Board member should conform his/her conduct to Ohio law, the code of ethics recommended by the Ohio School Boards Association and the code of conduct set forth below as adopted from the National School Boards Association publication Becoming a Better Board Member.

While serving as a member of the Board of Education, each member is expected to agree to abide by the following code of ethics promulgated by the Ohio School Boards Association:

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

B. obey the laws of Ohio and the United States;

C. respect the confidentiality of privileged information;

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

E. work with other members to establish effective Board policies;

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

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

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

I. make every effort to attend all Board meetings;

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

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

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

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

N. avoid conflicts of interest or the appearance thereof;

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

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

In addition, the Board of Education believes that each member should agree to work cooperatively and effectively with others and conform his/her behavior to the following code of conduct by collectively and individually agreeing to:

A. abide by the code of ethics promulgated by the Ohio School Boards Association;

B. act as an advocate for the Schools and for children;

C. set high expectations for the work of the Board;

D. keep the Board's primary focus on the best interests of students;

E. strive sincerely to build better relationships with one another and the Superintendent;

F. set clear goals for the Superintendent;

G. support the Superintendent and help him/her to be as effective as possible;

H. prepare carefully before each meeting so that when each Board member has the floor, s/he can make comments that are concise, organized, and clear;

I. vote his/her individual convictions based on the available facts and his/her independent judgment and refrain from surrendering his/her judgment to particular individuals or groups;

J. devote sufficient time, thought, and study to proposed actions;

K. become well versed in parliamentary procedure;

L. listen carefully and with courtesy when other people have the floor and are speaking during Board meetings;

M. refuse to become involved with micromanagement;

N. emphasize planning, policymaking, and public relations rather than becoming involved in management of the schools;

O. establish clear goals for the District and ensure that the community is aware of these goals;

P. keep abreast of current educational issues within the District, throughout the State, and across the nation;

Q. establish fair and equitable terms and conditions of employment and evaluation of all staff; and

R. select sound instructional strategies and materials and submit them to regular and impartial evaluations.

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po0131

LEGISLATIVE

0131 - **LEGISLATIVE**

The Board of Education shall make such rules and regulations as are necessary for its governance and the governance of its employees and students of its grounds or premises by adopting bylaws and policies for the organization and operation of this Board and this School District and shall be bound to follow such bylaws and policies. R.C. 3313.20

Those bylaws and policies which are not dictated by the statutes or rules of the State Board of Education or ordered by the Superintendent of Public Instruction, or a court of competent authority may be adopted, amended, and repealed at any meeting of the Board, provided the proposed adoption, amendment, or repeal shall have been proposed at a previous Board meeting and, once proposed, shall have remained on the agenda of each succeeding Board meeting until approved or rejected except that the Board may upon a vote equivalent to that for adoption, amendment, or repeal and where compelling reasons exist, cause to suspend at any time the operation of a bylaw or policy herein contained, provided the suspension does not conflict with law, and such suspension shall terminate at the next meeting of the Board or at such earlier time as is specified in the motion to suspend.

These bylaws and policies may be adopted or amended at a single meeting of the Board in an emergency. An emergency shall be defined for purposes of this rule as any situation or set of circumstances which the Board has reason to believe will close the schools or jeopardize the safety or welfare of the students or employees of the District.

Any resolution adopted under emergency conditions shall expire automatically at the first public meeting of the Board following the abatement of the emergency unless the Board moves to adopt said resolution in final form.

Bylaws shall be adopted, amended, repealed, or suspended by a 4/5's vote of the full Board. Policies shall be adopted, amended, or repealed by a majority vote of the full Board.

The adoption, modification, repeal, or suspension of a Board bylaw or policy shall be recorded in the minutes of the Board. All bylaws and policies shall be printed in the Board policy manual. Any policy or part of a policy that is superseded by a term in a negotiated agreement shall no longer be in force and effect as a policy.

The Board may adopt, amend, or repeal rules of order for its own operation by simple resolution of the Board passed by a majority of those present and voting.

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po0131.1

TECHNICAL CORRECTIONS

0131.1 - **TECHNICAL CORRECTIONS**

Periodically, it may be deemed necessary to make technical corrections to policies that have already been adopted through normal procedures. These technical corrections may include consolidation of sections; transfer of sections; combining or dividing sections; renumbering subsections, sections, chapters, and titles; corrections or additions for grammatical or typographical errors; alterations and omissions; and/or updating the name(s) of the individual(s) who serve as District compliance officer(s), as long as the position/title remains the same as listed in the applicable Board policy, not affecting the constructions or meaning of those sections, subsections, chapters, titles, or policies as a whole, and are of a non-substantive nature.

The Superintendent is authorized to identify and undertake technical corrections, as identified above, found in the policies and regulations. Upon completion of the technical and formatting corrections, the Superintendent shall provide a brief summary of the corrections to the Board for review. Should the Board determine that a correction is substantive in nature, it will utilize the normal policy adoption procedure in Policy 0131 - Legislative to adopt the amendments to the policy or regulation.

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po0132

EXECUTIVE

0132 - **EXECUTIVE**

The Board shall exercise its executive power by the appointment of a Superintendent of Schools, hereinafter referred to as "Superintendent", for a term not longer than five (5) years. R.C. 3319.01

The Superintendent shall enforce the statutes of Ohio, rules of the State Board, and the policies of this Board. R.C. 3319.01

The Superintendent shall prepare guidelines for the administration of the District which are not inconsistent with statutes, regulations of the State Board, or the policies of this Board. (See Policy 1230.01)

Such administrative guidelines shall be binding on the employees and the students of this District when issued.

The Superintendent shall be delegated the authority to take necessary action in circumstances not provided for in Board policy, provided that such action shall be reported to the Board at the next meeting following such action.

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po0133

JUDICIAL

0133 - **JUDICIAL**

The Board of Education may assume jurisdiction over any dispute or controversy arising within the District and concerning any matter in which authority has been vested in the Board by statute, rule, a contract, or policy of this Board.

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po0141

NUMBER

0141 - **NUMBER**

The Board of Education shall consist of five (5) members elected at large.

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po0141.2

CONFLICT OF INTEREST

0141.2 - **CONFLICT OF INTEREST**

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

In the event a Board member is employed by a corporation, business, political subdivision, or a public or private institution of higher education which furnishes goods or services to the School District, the Board member shall declare their 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 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 a Board member in a position where a Board member's interest in the public schools and interest in their place of employment might conflict and to avoid appearances of conflict of interest even though such conflict may not exist.

Among the conflicts which law specifically forbids:

A. the prosecuting attorney or city attorney from serving on the Board of Education;

B. a Board member from serving as the school dentist, physician, or nurse;

C. a Board member from being employed for compensation by the Board;

D. a Board member from having, directly or indirectly, any pecuniary interest in any contract with the Board;

E. a Board member from accepting a reward, gift, or reduction in price for favoring, recommending, or advocating the introduction, adoption, or use in the school of a textbook, map, chart, or any other school supply;

F. a Board member, for a period of one (1) year after leaving office, from accepting employment with the Board where such employment was authorized by the Board while a Board member was a member thereof;

G. a Board member from soliciting or using the authority or influence of the office to secure employment with the Board;

H. a Board member from voting, deliberating, participating in discussions, or otherwise using the authority or influence of the office to create a position with the School District or to set the compensation for such position where the Board member is considering, or is being considered for, employment in that position;

I. a Board member from having an interest in a contract for the purchase of property, supplies, or fire insurance by any county, township, municipal corporation, board of education, or public institution anywhere in the State of Ohio, if such contract exceeds $150 unless the contract is let by competitive bidding;

J. a Board member from being involved in any aspect of the hiring process including, but not limited to, discussing, deliberating, interviewing, or voting on a contract with that person as a teacher or instructor if the Board member is related to that person as spouse, father, mother, step-parent, brother, sister, minor child, step-child, grandparent, grandchild, or any other person related by blood or marriage that resides in the same household as the Board member;

K. a Board member from authorizing or using the authority or influence of office to secure authorization of a public contract in which the Board member, a member of their family, or any of their business associates has an interest;

L. a Board member from authorizing or using the authority or influence of office to secure the investment of public funds in any share, bond, mortgage, or other security in which the Board member, any member of their family, or any of their business associates have an interest, or receives any brokerage, origination or servicing fees, or is an underwriter;

M. a Board member from having an interest in the profits or benefits of a public contract entered into by the District with which a Board member is connected;

N. a Board member from using the authority or influence of office to secure anything of value or the promise of anything of value to the Board member, from soliciting or accepting anything of value that is of such a character as to manifest an improper and substantial influence upon the Board member with respect to the Board member's duties.

Board members shall not accept any form of compensation from a vendor or other improper source that is seeking to do business with the District, is doing business with the District, is regulated by, or interested in matters before the District. In addition, Board members shall not enter into a contractual arrangement with a vendor seeking to do business with the District, or a vendor with whom the District is doing business, whereby an individual Board member receives compensation in any form for services rendered. Such compensation or things of value are not limited to cash, check, stocks, or any other form of securities, and gifts such as televisions, microwave ovens, computers, discount certificates, travel vouchers, tickets, passes, and other such things of value. In the event that a Board member receives such compensation, the Board member shall immediately notify the Treasurer, in writing, that they received such compensation and shall thereafter promptly transmit such compensation to the Treasurer.

Nothing herein shall prevent a Board member who attends a conference held by an association of public officials and employees from accepting a meal, or attending a reception or open house, the cost of which is financed by a private party so long as the meal, reception, or open house is: 1) of an ordinary, routine character; 2) at an educational or informational event; and 3) open to all of the public officials and employees attending the event. A Board member is prohibited from improperly using their position to secure the donation of the cost of a meal, reception, or open house at a conference of an association of public officials and employees to which the Board member or their Board belongs, while the Board member is simultaneously engaged in governmental business or regulatory activity directly affecting the related interests of the person solicited.

A Board member whose spouse is an employee in the District may not vote, authorize, or use the influence of office to secure approval of an employment contract with the Board member's spouse. Neither may the Board member vote, deliberate, discuss, or otherwise attempt to influence a collectively-bargained, negotiated agreement affecting their spouse if the spouse is an officer, executive committee member, or member of the negotiating team or committee of the employee organization or if the agreement includes provisions for health insurance under which said Board member is covered as a benefit of the spouse's employment.

Board members are responsible for knowledge of the ethics law applicable to their public service as an elected official in the State of Ohio. Board members should seek guidance on the application of Ohio’s ethics law prior to acting. This policy is an overview, not a complete statement of Ohio’s ethics laws.

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Legal

R.C. 102.03(D)(E)(F), 2921.42(A)(3), 2921.44(D-F),
R.C. 2921.02, 3313.13, 3313.33, 3313.70, 3319.21
Ohio Ethics Commission Advisory Opinion No. 2002-02 (6/13/2002)

BYLAWS TEMPLATES

po0142

QUALIFICATIONS

0142 - **QUALIFICATIONS**

Each member of the Board shall meet the qualifications specified by law and courts of competent authority.

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R.C. 3313.01, 3313.13

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po0142.1

OATH

0142.1 - **OATH**

Each member of the Board shall, before entering the duties of office, take an oath to support the Constitution of the United States and the Constitution of the State of Ohio and to faithfully and impartially perform the duties of the office.

The oath of office shall be administered to new members by the Treasurer or a member of the Board.

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R.C. 3313.10

BYLAWS TEMPLATES

po0142.3

ORIENTATION

0142.3 - **ORIENTATION**

The Board of Education believes that the preparation of each Board member for the performance of Board duties is essential to the effectiveness of the Board's functioning. The Board encourages each new Board member to understand the functions of the Board, acquire knowledge of matters related to the operation of the schools, and learn Board procedures. Accordingly, each new Board member, when his/her election is certified, no later than his/her first regular meeting as a Board member, shall receive for use during his/her term on the Board:

A. a copy of the Ohio Ethics Law as required by R.C. 102.09(D);

B. online access to the Board policy manual;

C. a copy of each current negotiated agreement;

D. the current budget statement, audit report, and related fiscal materials.

The Board will establish and maintain a library of publications and reference materials for the use of Board members and will provide a new Board member with a list of references that should be reviewed prior to being sworn in.

Each new Board member shall be invited to meet with the Board President, the Superintendent and the Treasurer to discuss Board functions, policies, and procedures.

New Board members shall be invited to attend all meetings of the Board until sworn in.

The Board shall encourage the attendance of each new Board member at orientation and training meetings.

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R.C. 3315.15

BYLAWS TEMPLATES

po0143

ELECTION

0143 - **ELECTION**

Members of the Board shall be elected at large in accordance with law.

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R.C. 3313.01, 3313.02 (City), 3313.08 (City)

BYLAWS TEMPLATES

po0144

TERM

0144 - **TERM**

The term of each Board member shall be four (4) years and shall commence on the first day of January following the member's election.

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R.C. 3313.09

BYLAWS TEMPLATES

po0145

FILLING A BOARD VACANCY

0145 - **FILLING A BOARD VACANCY**

A vacancy occurs on the Board when one (1) of the following events occurs:

A. death

B. nonresidence

C. resignation

D. failure of the person elected or appointed to qualify as an elector residence within the District within ten (10) days after the organization of the Board or of the appointment or election

E. failure of the person elected or appointed to qualify due to acceptance of duties incompatible with those of a Board member

F. removal from the District

G. absence from meetings of the Board for a period of ninety (90) days, if the absence is caused by reasons declared insufficient by a two-thirds (2/3's) vote of the remaining members of the Board and this vote was taken and entered into the record of the Board in no more than forty-five (45) days after the absence

   A member cannot be considered absent for insufficient reasons if that individual is an active or reserve member of the armed forces of the United States or Ohio National Guard and is deployed outside the territory of the District.

H. removal from office

Whenever a vacancy occurs, the Board shall fill the vacancy at any regular or special meeting held within forty-five (45) days after the vacancy occurs.

The Board shall take the following steps to fill the vacancy:

A. The Board shall seek qualified and interested candidates from the community through the news media, word of mouth, and contacts with appropriate organizations.

B. All applicants are to submit a notice of their interest, in writing, to the Superintendent.

C. The Board shall interview all interested candidates to ascertain their qualifications.

Appointment by the Board to fill a vacancy shall be by majority vote of the remaining members of the Board.

If the Board fails to appoint a member to its Board within forty-five (45) days after the vacancy occurs, the probate court of the county, upon being advised of the failure to fill the vacancy, shall act as the Board and perform the duties imposed upon the Board.

The newly-appointed Board member selected to fill a vacancy shall serve the shorter of the following periods:

A. until completion of the unexpired term, or

B. until the first day of January immediately following the next regular Board of Education election taking place more than ninety (90) days after a person is selected to fill the vacancy. At that election, a special election to fill the vacancy will be held. However, no such special election shall be held if the unexpired term ends on or before the first day of January immediately following that regular Board election.

Whenever there is a need to have a special Board election to fulfill an unexpired term, the Board shall give written notice to the Board of Elections. The term of a member elected at such a special election shall begin the first day of January immediately following the special Board election and shall be for the balance of the unexpired term.

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R.C. 3.07, 3313.11, 3313.85

BYLAWS TEMPLATES

po0146

RESIGNATION OR REMOVAL

0146 - **RESIGNATION OR REMOVAL**

Whenever a member ceases to be a bona fide resident of the District, his/her membership shall cease immediately.

The removal of a member who resigns shall become effective upon the presentation of the resignation to the Board duly convened or upon the effective date specified in the resignation, whichever is later.

Any member who fails to attend meetings of the Board for a period of ninety (90) days for reasons determined to be insufficient on the affirmative vote of two-thirds (2/3's) of the remaining members of the Board, and this vote is taken and entered into the record of the Board in no more than forty-five (45) days after the period of absence shall no longer be a member and his/her office shall be vacant.

A member cannot be considered absent for insufficient reasons if that individual is an active or reserve member of the Armed Forces of the United States or Ohio National Guard and is deployed outside the territory of the District.

A member may be removed for misconduct in office in accordance with law. R.C. 3.07 et seq.

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R.C. 3313.11

BYLAWS TEMPLATES

po0147

COMPENSATION

0147 - **COMPENSATION**

Members shall be compensated for meetings in an amount equal to the maximum allowable compensation permitted by law. Each Board member shall be compensated in any one (1) year for meetings as determined annually by the Board.

Should State law be amended to provide for an increase in the amount of compensation members may receive for the upcoming year, only newly elected and re-elected members will be eligible to receive the increase, effective with the first day of their new or subsequent term. Current members will continue to be paid at the rate in effect prior to the passage of the resolution and will only receive the increased compensation, if re-elected, effective with the first day of their subsequent term. R.C. 3313.12, 3313.202(D)

Expenses of a Board member incurred in the performance of his/her duties and expenses of a member-elect in training and orientation will be paid from the Board Service Fund, provided that each such member or member-elect submits a written statement of his/her expenses for approval by the Board at its next regular meeting. R.C. 3315.15

A Board member may request coverage for himself/herself and/or family in the District's group health care plan. The Board member must pay all premiums for the coverage and must exercise this option in writing, announced at a regular meeting and recorded in the minutes. This does not constitute "pecuniary interest" in any contract. R.C. 3313.12, 3313.202.

Within thirty (30) days after a Board member initially takes office, s/he must elect whether to become a member of the School Employees Retirement System ("SERS") in accordance with R.C. 3309.012 and A.C. 3309-1. The election shall be irrevocable while the Board member continuously holds office. If the Board member does not elect membership in the SERS, s/he shall forever be barred from claiming or purchasing membership rights or credit for the particular period of holding office for which the election and notice was required.

The Board member shall notify the Treasurer whether or not s/he wishes to participate. If the Board member elects membership in the SERS, the Treasurer shall file proper notice of the person's election with the SERS Board. Any Board member failing to make a selection shall be considered to have elected not to become a member of the SERS for the particular period for which election was required.

The Board shall establish a Board Service Fund which shall not exceed the greater of $2.00 per enrolled student or $20,000. The Board Service Fund shall be set aside from the General Fund on an annual basis by resolution of the Board and shall be used to pay expenses actually incurred by Board members in the performance of their official duties. Such Fund may also be used to pay for the expenses actually incurred by newly elected Board members relative to training and orientation to the performance of their duties prior to taking office. The following guidelines shall govern the reimbursement of expenses for Board members. However, under no circumstances will Board members be reimbursed for the purchase of alcoholic beverages.

A. Expenses will be reimbursed only for activities authorized by the Board.

B. Reimbursement for mileage, only to attend conferences, will not exceed the current rate permitted by law.

C. Attendance at Board-approved conferences should be at the location closest to the District.

D. When attending a Board-approved conference, all fees, parking, mileage, meals, and housing can be submitted for approval.

E. No entertainment expenses are reimbursable.

F. A voucher detailing the amount and nature of each expense must be submitted to the Board for approval within thirty (30) days after the expenses have been incurred.

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po0148

PUBLIC EXPRESSIONS OF MEMBERS

0148 - **PUBLIC EXPRESSIONS OF MEMBERS**

The Board President functions as the official spokesperson for the Board.

From time-to-time, however, individual Board members make public statements on school matters to local media and/or to local or State officials.

Board members should, when writing or speaking on school matters to the media, legislators, and other officials, make it clear that their views do not necessarily reflect the views of the Board or of their colleagues on the Board.

A. This bylaw shall apply to all statements and/or writings by individual Board members not explicitly sanctioned by a majority of its members, except as follows:

    1. Correspondence, such as legislative proposals, when the Board member has received official guidance from the Board on the matters discussed in the letter.

    2. Routine, not for publication, correspondence of the Superintendent and other Board employees.

    3. "Campaign articles" or "position papers" of candidates for elections to the Board.

    4. Routine "thank you" letters of the President of the Board.

    5. Statements by Board members on nonschool matters (providing the statements do not identify the author as a member of the Board).

    6. Personal statements not intended for publication.

    7. Postelection statements by Board members thanking citizens for voting for them.

B. Copies of this bylaw shall be sent to local media by the Board President.

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po0148.1

BOARD-STAFF COMMUNICATIONS

0148.1 - **BOARD-STAFF COMMUNICATIONS**

The Board of Education desires to maintain open channels of communication between itself and the staff. The basic line of communication, will, however, be through the Superintendent.

A. **Staff Communications to the Board**

Communications from staff members to the Board or its committees shall be submitted through the Superintendent. The Superintendent shall forward such communications received from staff members to the Board. This procedure is not intended to deny any staff member his/her constitutional right of free speech or the right to appeal to or otherwise address the Board on important matters through established procedures.

B. **Board Communications to Staff**

All official communications, policies, and directives of the Board of staff interest and concern to the staff will generally be communicated through the Superintendent, who shall also keep staff members informed of the Board's concerns and actions.

C. **Social Interaction**

Both staff and Board members share an interest in the schools and in education generally, and it is to be expected that when they interact at social affairs and other functions, they will informally discuss such matters as educational trends, issues, and innovations, and general activities of the District. However, since individual Board members are not authorized to act on behalf of the Board unless in open public session or when specifically vested with such authority, it will be considered to be unacceptable conduct for Board members to discuss individual personalities, personnel grievances, or other complaints with members of the staff. Instead, staff members should be encouraged to utilize the procedures, established in Board Policy or the collective bargaining agreement to have their concerns, complaints, or grievances addressed.

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po0149

ACCESS TO RECORDS

0149 - **ACCESS TO RECORDS**

Individual members of the Board do not possess the powers that reside in the Board of Education but no member of the Board shall be denied documents or information to which s/he is legally entitled and which are required in the performance of his/her duties as a Board member.

Access to District personnel and student records shall be subject to Board policies and applicable State and Federal law.

Information obtained from employee personnel records by members of the Board shall be used only for the purpose of aiding the members to fulfill their legal responsibilities in making decisions on such matters as appointments, assignments, promotions, demotions, remuneration, discipline and dismissal, or to aid the development and implementation of personnel policies, or for such other uses as are necessary to enable the Board to carry out its legal responsibilities.

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po0151

ORGANIZATIONAL MEETING

0151 - **ORGANIZATIONAL MEETING**

The Board of Education shall organize annually at a meeting held during the first fifteen (15) days of January. No later than December 31st of the previous year, the Treasurer shall survey the members of the new Board and establish the date, time, and place of the organizational meeting. The Board shall appoint a President Pro Tem who shall serve as presiding officer until the election of the Board President. The Board shall organize by electing one of its members the President and another the Vice President. (See Bylaw 0152 - Officers)

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R.C. 3313.14

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po0152

OFFICERS

0152 - **OFFICERS**

The Board of Education shall elect, from among its members, a President and Vice President. Such election shall occur at the annual organization meeting. (See Bylaw 0151 - Organizational Meeting)

A. The President of the Board shall:

1. preside at all public meetings of the Board; (See Bylaw 0163 - Presiding Officer)

2. call special meetings of the Board (R.C. 3313.16);

3. appoint all committees;

4. sign notes, minutes, conveyances, contracts, and other legal instruments for which the signature of the President is called (R.C. 3313.51, 3315.08);

5. assist in the preparation of the Board agenda.

B. The Vice President shall assume and discharge the duties of the President in the event of absence, disability, or disqualification.

C. A committee chairperson shall call meetings of the committee, keep informed on developments in activities under the committee's jurisdiction, and report to the Board for the committee.

Board Officers shall be elected by a majority vote of all members. Any member of the Board may nominate either themselves or another member for office.

Officers shall serve for one (1) year and until their respective successors are elected and shall qualify (R.C. 3313.14).

In the event that the office of President becomes vacant, the Vice President shall succeed the President and the position of Vice President shall be filled in the same manner as the election conducted at the organizational meeting.

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R.C. 3313.14, 3313.16, 3313.51
R.C. 3315.08

BYLAWS TEMPLATES

po0153

APPOINTEES

0153 - **APPOINTEES**

At the organizational meeting, the Board shall appoint:

A. a member to serve as delegate to the Ohio School Boards Association Annual Conference;

B. a member to serve as legislative liaison to the Ohio School Boards Association;

C. and another to serve as alternate;

D. a general legal advisor;

E. a designee to attend public record access training required for Board members for each term of office (R.C. 109.43).

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po0154

MOTIONS

0154 - **MOTIONS**

The Board shall, at the organizational meeting:

A. adopt the budget for the next succeeding fiscal year; (R.C. 5705.28)

B. designate a newspaper(s) published in the District as the official newspaper(s), for the publication of those notices required by law to be made in a newspaper, and if there is no such newspaper, one which is published in the county or State and circulates in the District; (R.C. 7.12)

C. designate a day, place, and time for regular meetings which shall be held at least once every two (2) months; (R.C. 3313.15)

D. establish a reasonable method whereby any person may determine the time and place of all regularly scheduled meetings and the time, place, and purpose of all special meetings; (R.C. 121.22(F))

E. determine a fee charged to individuals requesting copies of the schedule of meetings, agenda, or notice of individual meetings; (R.C. 121.22(F))

F. adopt existing bylaws and policies for its own operation and the operation of the school system; (See 0131 of these bylaws)

G. readopt continuing contracts and agreements of the Board where continuation is not authorized by law;

H. join the Ohio School Boards Association; (R.C. 3313.87)

I. adopt a calendar which shall exist only for the administrative convenience of the Board and shall not serve either to validate or void any Board action;

J. certify the number of students for purposes of establishing a Service Fund; (R.C. 3315.15)

K. establish a Service Fund for the payment of expenses actually incurred by Board members in the performance of their duties or members-elect in training and orientation to the performance of their duties. (R.C. 3315.15)

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po0155

COMMITTEES

0155 - **COMMITTEES**

Committees of Board members shall, when specifically charged to do so by the Board, conduct studies, make recommendations to the Board, and act in an advisory capacity, but shall not take action on behalf of the Board. Whenever a majority of a committee and/or sub-committee meets for any pre-arranged discussion of public business of that committee or sub-committee, it shall abide by the Sunshine Law (R.C. 121.22). The law requires that the committee or sub-committee give public notice of each meeting as well as prepare, file, and maintain minutes of the proceedings. Such minutes shall also be available for inspection by the public. A committee may meet in executive session in accordance with the provisions of Bylaw 0167.2 - Executive Session.

Committees shall consist of no more than two (2) members.

Members shall be appointed by the President.

A member may request (or refuse) appointment to a committee. Refusal to serve on any one committee shall not be grounds for lack of appointment to another committee.

Each Board committee shall be convened by a chairperson, who shall report for the committee.

The President shall appoint at the organizational meeting or as soon after the organizational meeting as practicable members of the Board to standing committees where they shall serve a term of one (1) year.

Ad hoc committees may be created and changed at any time by the President or a majority of the members present at any meeting at which the need for a committee becomes evident.

Members of ad hoc committees shall serve until the committee is discharged.

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R.C. 3313.16

BYLAWS TEMPLATES

po0157

APPOINTMENT TO JOINT VOCATIONAL SCHOOL DISTRICT BOARD

[ ] 0157 **- APPOINTMENT TO JOINT VOCATIONAL SCHOOL DISTRICT BOARD**

As a participating district of the _____ Joint Vocational School District ("JVSD"), the Board of Education is entitled to representation on the _____ JVSD Board of Education in accordance with the most recent plan for the _____ JVSD on file with the Ohio Department of Education.

Beginning with terms expiring or vacated on or after September 29, 2013, the Board shall make appointments to the _____ JVSD in accordance with this policy consistent with the requirements of R.C. Section 3311.19.

Terms of Service on JVSD Board

Members appointed by the Board under this policy to the _____ JVSD Board shall serve for three (3) year terms of office.

Each appointment by this Board to the _____ JVSD Board will be through the adoption of a resolution setting forth the appointee's qualifications in accordance with this policy and the law.

Required Qualifications of Board Appointed JVSD Board Members

The Board may appoint to the _____ JVSD an individual who is not a current member of this Board who is otherwise lawfully eligible to serve as set forth below.

Members of the _____ JVSD Board appointed under this policy shall either be Members of this Board or individuals who have experience or knowledge regarding the labor needs of the state and region with an understanding of the skills, training and education needed for current or future employment opportunities in the State.

[ ] In making an appointment, this Board will give preference to individuals who have served as members on an Ohio Joint Vocational School Business Advisory Committee who otherwise meet the statutory qualifications.

[ ] In addition, preference will be given to interested Members of this Board who otherwise meet the statutory qualifications.

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po0161

PARLIAMENTARY AUTHORITY

0161 - **PARLIAMENTARY AUTHORITY**

The parliamentary authority governing the Board of Education shall be or the rules of order of this Board.

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po0162

QUORUM

0162 - **QUORUM**

Majority of the full Board members present in person at a meeting shall constitute a quorum, and no business shall be conducted in the absence of a quorum.

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R.C. 3313.18

BYLAWS TEMPLATES

po0163

PRESIDING OFFICER

0163 - **PRESIDING OFFICER**

The President shall preside at all meetings of the Board. In the absence, disability, or disqualification of the President, the Vice-President shall act instead; if neither person is available, any member shall be designated by a plurality of those present to preside. The act of any person so designated shall be legal and binding.

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po0164

NOTICE OF MEETINGS

0164 - **NOTICE OF MEETINGS**

A. A schedule of the time and place of all regular meeting(s) shall be posted annually on the District website and in the District office.

   The notice shall also contain the following statement: "Upon request to the Superintendent, the District shall make reasonable accommodation for a disabled person to be able to participate in this activity."

B. Notice of the time, place, and purpose of each special meeting shall be given to the news media twenty-four (24) hours in advance of the meeting, except that when an emergency requires the immediate official action of the Board, the member(s) calling the meeting shall immediately notify the media requesting such notice of the time, place, and purpose of the meeting, and shall post the notice on the District's website.

C. Notice of meetings at which any specific type of public business is to be discussed shall be sent to all persons requesting such notice, provided that such persons supply the Board with stamped, addressed envelopes for the purpose.

D. Notice of the time, place, and purpose of meetings of any Board committees/commissions, such as the Records Commission, will be publicized in accordance with the special meeting notice procedures, and meetings will be conducted in accordance with rules adopted by the committees/commissions.

E. The Treasurer/CFO shall notify all Board members of each Board meeting in writing no later than two (2) days in advance of the meeting. Such notice shall include the time, place, and purpose of the meeting.

F. Posting such meeting material to the District's website shall establish a reasonable method whereby any person may determine the time and place of all regularly scheduled meetings

and the time, place, and purpose of all special meetings.

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R.C. 121.22
R.C. 3313.16

BYLAWS TEMPLATES

po0165

BOARD MEETINGS

0165 - **BOARD MEETINGS**

Regular Meetings

Regular meetings of the Board of Education shall be public and held at least once every two (2) months. The time of such meetings shall be fixed at the organization meeting. R.C. 121.22, 3313.15

Special Meetings

Special meetings of the Board shall be public. R.C. 121.22

A. Special meetings, which include emergency meetings, shall be called by the President or the Treasurer or by two (2) members of the Board by serving a written notice of the time and place of such meeting upon each Board member at least two (2) days in advance of the meeting. The notice shall be signed by the official or members calling the meeting. R.C. 3313.16

B. The agenda for a special meeting is limited to the purpose(s) set forth in the public notice that is provided at least twenty-four (24) hours in advance of the meeting. At the special meeting, the Board may only discuss those issues set forth on the agenda, whether in open session or executive session.

Emergency Meetings

Emergency meetings are a subset of special meetings of the Board and may be called by the President, Treasurer, or by two (2) members of the Board. Notice of the time, place, and purpose(s) of an emergency meeting will be given immediately to Board members and to the news media that have requested notification. The agenda for an emergency meeting is confined to the announced purpose(s) of the meeting.

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po0165.3

RECESS/ADJOURNMENT

0165.3 - **RECESS/ADJOURNMENT**

The Board may adjourn or recess at any time. The recessed or adjourned meeting, when reconvened, shall take up its agenda at the point where the motion to adjourn or recess was acted upon. Due to State public meeting notice requirements, notice of a new meeting is required where a meeting is ended by adjournment. Meetings may not be recessed from day to day but may be recessed for a period of time on a day scheduled for a regular or special meeting.

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po0166

AGENDAS

0166 - **AGENDAS**

Agenda

A. It shall be the responsibility of the Superintendent, in cooperation with the Board President, to prepare an agenda of the items of business to come before the Board of Education at each regular meeting.

B. The agenda of the regular monthly meeting or special meetings may include a report from the Superintendent on information relating to the District with such recommendations the Superintendent shall make.

C. Each agenda shall contain the following statement:

"This meeting is a meeting of the Board of Education in public for the purpose of conducting the School District's business and is not to be considered a public community meeting. Public participation is governed by Board Bylaw 0169.1 - Public Participation at Board Meetings."

D. The agenda for each regular meeting shall be provided to each Board member in advance within a reasonable period of time. Generally, the agenda should be provided no later than three (3) days prior to the meeting. The agenda for a special meeting shall be provided at least twenty-four (24) hours before the meeting.

E. The Board shall transact business according to the agenda. The agenda may be modified in accordance with the Board's adopted parliamentary procedures at any regular meeting.

Consent Agenda

The Board may use a consent agenda to efficiently address routine matters. Items on the consent agenda will be reviewed during the meeting prior to action being taken.

Items on the consent agenda shall be limited to routine matters. The following routine business items may be included in a single resolution for consideration by the Board:

A. minutes of prior meetings

B. bills for payment

C. hiring of personnel

D. resolutions that require annual adoption, such as bank signatories, association membership(s), etc.

E. resignations and leaves

A member of the Board may request any item be removed from the consent resolution. No vote of the Board will be required to remove an item from the consent agenda. A single member's request shall cause it to be relocated as an action item eligible for discussion.

Rescheduled Regular Meeting Agenda

The agenda for a rescheduled regular meeting shall be the agenda that had been established for that regular meeting and the agenda may be modified pursuant to agenda procedures detailed in this policy.

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po0167

VOTING

0167 - **VOTING**

All motions shall require for adoption a majority vote of those present and voting, except as provided by statute, these bylaws, or parliamentary authority. (See listing of exceptions below.) Upon the demand of any member of the Board, the vote shall be recorded by roll call.

Pursuant to R.C. 121.22, a motion to go into executive session requires a majority vote of a quorum and must be adopted by roll call vote.

In situations in which a specific number of affirmative votes are required and abstentions have been recorded, the motion shall fail if the specified number of affirmative votes have not been cast. In situations in which a tie vote occurs and abstentions have been recorded, the motion shall fail for lack of a majority.

All actions requiring a vote can be conducted by voice vote or show of hands, unless a roll-call vote is requested or required. A Board member must be physically present at the meeting to vote. Each vote and abstention shall be recorded. Proxy voting is prohibited. R.C. 3313.18

	Item	**Number Needed**	**R.C. Reference**
	Statutory Exceptions:		
	Administrator; employment when Superintendent nominates	Majority of Full Board	3313.18; 3319.02

	Administrator; reemployment when Superintendent refuses to appoint	3/4 of Full Board	3319.02
	Board Member; declaration that reasons for a Member's absence for ninety (90) days are sufficient to continue membership	2/3 of remaining Board members	3313.11
	Board Member; filling a vacant Board seat	Majority of remaining Board members	3313.11
	Bonds; declaring necessity to issue	Majority of Full Board	133.01(U), 133.18
	Competitive Bid; waive due to item being available only from a single source	2/3 of Full Board	3313.46(B)(2)
	Competitive Bid; waive due to project involving an energy conservation measure	2/3 of Full Board	3313.46(B)(3)

	Employee; employment of any employee	Majority of Full Board	3313.18
	Expulsion of Student; affirm, reverse, vacate or modify (or reinstate student)	Majority of Full Board	3313.66(E)
	Fact-Finding; Rejection of findings and recommendation of fact-finder under statutory impasse procedure	3/5 of Full Board	4117.14(c)(6)
	Officer; election or appointment of	Majority of Full Board	3313.18
	Payment of debt or claim	Majority of Full Board	3313.18
	Purchase of real or personal property	Majority of Full Board	3313.18
	Sale of real or personal property	Majority of Full Board	3313.18

	Superintendent Pro Tempore; appointment when Superintendent is incapacitated in such a manner that s/he is unable to perform duties	Majority of Full Board	3319.011
	Superintendent Pro Tempore; determination that incapacity of Superintendent is removed	Full Board	3319.011
	Superintendent Pro Tempore; removal for cause	2/3 of Full Board	3319.011
	Suspension of Student; affirm, reverse, vacate or modify (or reinstate a student)	Majority of Full Board	3313.66(E)
	Tax; Levying tax in excess of 10-mill limitation (not an emergency)	2/3 of Full Board	5705.21
	Teachers, Continuing Contract; rejection of Superintendent's recommendation for reemployment of teacher eligible for Continuing Contract	3/4 of Full Board	3319.11(B)(1)
	Teacher, Extended Limited Contract; Rejection of Superintendent's recommendation for Extended Limited Contract	3/4 of Full Board	3319.11(C)(3)

	when Board rejected Continuing Contract		
	Teacher; Employment when Superintendent appoints	Majority of Full Board	3313.18
	Teacher; Reemployment when Superintendent refuses to appoint	3/4 of Full Board	3319.07
	Textbook; Adoption of	Majority of Full Board	3313.18 and 3329.08
	Transfer of Funds; (authorized by 5705.15); Resolution declaring necessity of	Majority of Full Board	5705.16
	Transfer of Funds (as specified in 5705.14)	2/3 of Full Board	5705.14
	Treasurer Pro Tempore; appointment when Treasurer is incapacitated in such a manner that s/he is unable to perform duties	Majority of Full Board	3313.23

	Treasurer Pro Tempore; determination that incapacity of Treasurer is removed	Majority of Full Board	3313.23
	Treasurer Pro Tempore; removal for cause	2/3 of Full Board	3313.23
	2/3 = 4 MEMBERS OF A FIVE – PERSON BOARD		
	2/3 = 5 MEMBERS OF A SEVEN – PERSON BOARD		
	3/4 = 4 MEMBERS OF A FIVE – PERSON BOARD		
	3/4 = 6 MEMBERS OF A SEVEN – PERSON BOARD		
	3/5 = 3 MEMBERS OF A FIVE – PERSON BOARD		
	3/5 = 5 MEMBERS OF A SEVEN – PERSON BOARD		

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po0167.1

USE OF ELECTRONIC MAIL/TEXT MESSAGES

0167.1 - **USE OF ELECTRONIC MAIL/TEXT MESSAGES**

Since E-mail and Text Messages are forms of communication that could conflict with the Sunshine Law, they will be used only for the purposes of communicating:

A. messages between Board members or between a Board member and employee(s) which do not involve deliberating or rendering a decision on matters pending before the Board;

B. possible agenda items between the Superintendent and the Board President;

C. times, dates, and places of regular or special Board meetings;

D. a Board meeting agenda or public record information concerning items on the agenda;

E. requests for public record information from a member of the administration, school staff, or community pertaining to District operations;

F. responses to questions posed by members of the public, administrators, or school staff.

Under no circumstances shall Board members use E-mail or Text Messages to discuss among themselves Board business that is only to be discussed in an open meeting of the Board, is part of an executive session, or could be considered an invasion of privacy if the message were to be monitored by another party.

There should be no expectation of privacy for any messages sent by E-mail. Messages that have been deleted may still be accessible on the hard drive, if the space has not been occupied by other messages. Messages, deleted or otherwise, may be subject to disclosure under the Public Records Act, unless an exemption would apply.

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po0167.2

EXECUTIVE SESSION

0167.2 - **EXECUTIVE SESSION**

The Board and its committees and subcommittees reserve the right to enter into executive session solely to discuss one (1) or more of the following issues that are exempted from public sessions:

A. consideration of the appointment, employment, dismissal, discipline, promotion, demotion, or compensation of a public employee or official

B. investigation of charges or complaints against a public employee, official, licensee, or student unless such employee, official, licensee, or student requests a public meeting; except that consideration of the discipline of a Board member for conduct related to the performance of their duties or their removal from office shall not be held in executive session

C. consideration of the purchase of property for public purposes, or sale or other disposition of unneeded, obsolete, unfit-for-use property at competitive bidding, if premature disclosure of information would give an unfair competitive or bargaining advantage to a person whose personal, private interest is adverse to the general public interest

D. discussion with the Board's legal counsel of disputes involving the Board that are the subject of pending or imminent court action

E. preparing for, conducting, or reviewing negotiations or bargaining sessions with public employees concerning their compensation or other terms and conditions of employment

F. matters required to be confidential by Federal law or regulations or State statutes

G. specialized details of security arrangements and emergency response protocols where disclosure might reveal information that could jeopardize the District's security

H. 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 to negotiations with other political subdivisions respecting requests for economic development assistance, provided that both of the following conditions apply:

1. the information is directly related to a request for economic development assistance that is to be provided or administered under one of the statutes referenced in R.C. 121.22(G)(8)(1), or that involves public infrastructure improvements or the extension of utility services that are directly related to an economic development project, and

2. a unanimous quorum of the Board or its subcommittee determines, by a roll call vote, that the executive session is necessary to protect the interests of the applicant or the possible investment or expenditure of public funds to be made in connection with the economic development project

No official action may be taken in executive session. R.C. 121.22

Collective bargaining meetings between employers and employee organizations are private and not subject to R.C. 121.22. R.C. 4117.21

Audit conferences conducted by the Auditor of State or independent certified public accountants with District officials concerning the District’s audit are exempt from R.C. 121.22.

An executive session will be held only at a regular or special meeting. After the meeting is convened, any member may make a motion for an executive session and must state the purpose or purposes of the session by citing one (1) or more of the reasons set forth above. If the session is to discuss a personnel matter listed in paragraph A above, the particular subject for which the session has been called must be identified in the motion. The motion does not need to name the person. Upon receiving a second to the motion and a majority roll-call vote of those present and voting, the chairperson shall declare the Board in executive session.

[ ] In keeping with the confidential nature of executive sessions, no member of the Board, committee, or subcommittee shall disclose the content of discussions that take place during such sessions. **[END OF OPTION]**

All members of the Board, committee(s), or subcommittee(s) are entitled to attend executive sessions. The Board, committee, or subcommittee may invite any other person to attend an executive session.

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po0167.7

USE OF PERSONAL COMMUNICATION DEVICES

0167.7 - **USE OF PERSONAL COMMUNICATION DEVICES**

When performing duties as a Board of Education member, regardless of whether the Board member is using a personal communication device ("PCD") (as defined by Bylaw 0100) or District technology resources (as defined by Bylaw 0100), a Board member's use of PCDs or District technology resources shall be in accordance with the following policies:

A. Policy 7530.01 - **CELLULAR TELEPHONE ALLOWANCE [**

B. Policy 7530.02 - Staff Use of Personal Communication Devices

C. Policy 7540.04 - Staff Technology Acceptable Use and Safety

D. Policy 7542 - Access to District Technology Resources and/or Information Resources from Personal Communication Devices

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po0168

MINUTES

0168 - **MINUTES**

The Treasurer shall keep reasonably comprehensive minutes of all its meetings showing the time and place, the members present, the subjects considered, a summary of the deliberations sufficient enough for the public to understand the basis for the Board's actions, the actions taken, the vote of each member on roll-call votes, and any other information required to be shown in the minutes by law, which shall be promptly prepared, filed, and available to the public. Minutes of executive sessions shall reflect the general subject matter of discussions. R.C. 121.22

The Treasurer shall provide each Board member with a copy of the minutes of the last meeting no later than three (3) days before the next regular meeting.

The minutes of Board meetings shall be considered at the next succeeding meeting where they shall be read (unless waived), corrected (if necessary), and approved. The approved minutes shall be signed by the Treasurer and the President.

The approved minutes shall be filed in the Treasurer's office in a prescribed minute book as a permanent record of official Board proceedings.

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R.C. 149.43, 3313.26

BYLAWS TEMPLATES

po0169.1

PUBLIC PARTICIPATION AT BOARD MEETINGS

0169.1 - **PUBLIC PARTICIPATION AT BOARD MEETINGS**

The Board of Education recognizes the value to school governance of public comment on educational issues and the importance of allowing members of the public to express themselves on school matters of community interest. The Board offers public participation to members of the public in accordance with the procedures below. The Board applies these procedures to all speakers and does not discriminate based on the identity of the speaker, content of the speech, or viewpoint of the speaker.

The Board is also committed to conducting its meetings in a productive and efficient manner that assures that the regular agenda of the Board is completed in a reasonable period of time, honors the voluntary nature of the Board's time and using that time efficiently, and allows for a fair and adequate opportunity for input to be considered. Consequently, public participation at Board meetings will be governed by this bylaw.

In order to permit the fair and orderly expression of such comment, the Board shall provide a period for public participation at those public meetings of the Board during which action may be taken and publish rules to govern such participation in Board meetings.

The presiding officer of each Board meeting at which public participation is permitted shall administer the rules of the Board for its conduct.

The presiding officer shall be guided by the following rules:

A. Public participation shall be permitted as indicated on the order of business.

B. Anyone having a legitimate interest in the actions of the Board may participate during the designated public participation portion(s) of a meeting.

C. Attendees must register their intention to participate in the public participation portion of the meeting upon their arrival at the meeting.

D. Individuals may not register others to speak during public participation.

E. Participants must first be recognized by the presiding officer and will be requested to preface their comments by an announcement of their name, address, and group affiliation, if and when appropriate.

F. Each statement made by a participant shall be limited to three (3) minutes duration unless extended by the presiding officer.

G. During the portion of the meeting designated for public participation, no participant may speak more than once on the same topic unless all others who wish to speak on that topic have been heard.

H. All statements shall be directed to the presiding officer; no person may address or question Board members individually.

I. Audio or video recordings are permitted. The person operating the recorder should contact the Superintendent prior to the Board meeting to review possible placement of the equipment, and must agree to abide by the following conditions:

1. No obstructions are created between the Board and the audience.

2. No interviews are conducted in the meeting room while the Board is in session.

3. No commentary, adjustment of equipment, or positioning of operators is made that would distract either the Board or members of the audience while the Board is in session and not disrupt the meeting.

J. The presiding officer may:

1. interrupt, warn, or terminate a participant's session when they make comments that are repetitive, obscene, and/or comments that constitute a true threat (i.e., statements meant to frighten or intimidate one (1) or more specified persons into believing that they will be seriously harmed by the speaker or someone acting at the speaker's behest).

2. request any individual to stop speaking and/or leave the meeting when that person does not observe reasonable decorum or is disruptive to the conduct and/or orderly progress of the meeting;

3. request the assistance of law enforcement officers in the removal of a disorderly person when that person's conduct interferes with the conduct and/or orderly progress of the meeting;

4. call for a recess or an adjournment to another time when the lack of public decorum so interferes with the orderly conduct of the meeting as to warrant such action.

The portion of the meeting during which the participation of the public is invited shall be limited to thirty (30) **minutes** unless extended by a vote of the Board.

The Board may permit individuals to attend meetings remotely through live broadcast; however, public participation will be limited to those who are in attendance at the meeting site only. The Board is not responsible for any technology failures that prevent or disrupt any individual from attending remotely.

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R.C. 3313.20

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po0169.2

OPEN MEETINGS/SUNSHINE LAW

0169.2 - **OPEN MEETINGS/SUNSHINE LAW**

The Sunshine Law applies to the Board, and to any committee or subcommittee created by the Board or required by law or rule.

A "meeting" to which the Sunshine Law applies is any prearranged discussion of the public business of the Board, committee or subcommittee by a majority of its members, including, but not limited to, regular and special meetings, work sessions, retreats, planning meetings, and study groups. A series of prearranged meetings attended by a minority of the Board to discuss the public business, without giving proper notice, is a violation of the Sunshine Law. A majority of members may gather at social or other events, but may not discuss public business of the District. The Sunshine Law prohibits any private prearranged discussion of public business by a majority of Board members regardless of whether the discussion occurs face to face, telephonically, by video conference, or electronically by e-mail, text messages, tweet, or other forms of communication.

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po0171.1

REVIEW OF POLICY - EDUCATIONAL RESOURCES

0171.1 - **REVIEW OF POLICY - EDUCATIONAL RESOURCES**

It will be the policy of the Board to review its policies and procedures on educational resources on a continuing basis in order to keep them up-to-date.

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po0171.2

REVIEW OF POLICY - PHILOSOPHY AND GOALS

0171.2 - **REVIEW OF POLICY - PHILOSOPHY AND GOALS**

It will be the policy of the Board to review its policies on the philosophy of education, educational goals, curriculum and instruction, participation of disabled students, and educational options on a continuing basis in order to keep them up-to-date.

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po0171.3

REVIEW OF POLICY - COMMUNITY RELATIONS

0171.3 - **REVIEW OF POLICY - COMMUNITY RELATIONS**

It will be the policy of the Board to review its policies on planned community relations on a continuing basis in order to keep them up-to-date.

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po0175.1

SCHOOL BOARD CONFERENCES, CONVENTIONS, AND WORKSHOPS

0175.1 **- SCHOOL BOARD CONFERENCES, CONVENTIONS, AND WORKSHOPS**

The Board recognizes the value of membership and attendance at conferences and meetings at the local, County, State, and National level.

Attendance at local, County, State workshops and conferences is encouraged.

Each Board member is expected to report back to the Board after attending a conference at District expense.

Travel and personal expenses of spouse, children, or other guest traveling with a Board member shall be the responsibility of the Board member or of the individual. Expenses for convention functions attended as a group will be borne by the District within budgetary limits.

The President of the Board will regularly receive a record of Board member attendance at conferences.

A Board member who attends a conference held by an association of public officials and employees may accept a meal, or attend a reception or open house, the cost of which is financed by a private party so long as the meal, reception, or open house is: (1) of an ordinary, routine character; (2) at an educational or informational event; and (3) open to all of the public officials and employees attending the event. See Ohio Ethics Commission Advisory Opinion No. 2002-02 (6/13/2002). A Board member is prohibited from improperly using his/her position to secure the donation of the cost of a meal, reception, or open house at a conference of an association of public officials and employees to which s/he or his/her Board belongs, while the Board member is simultaneously engaged in governmental business or regulatory activity directly affecting the related interests of the person solicited.

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BOARD OPERATION GOALS

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

In accordance with these principles, the Board, through its mode of operating, will seek to achieve such goals as: formulating Board policies which best serve the educational interests; providing the Superintendent with sufficient and adequate guidelines for implementing Board policies and maintaining effective communication with the community, staff and students.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: November 17, 2022)

SCHOOL BOARD LEGAL STATUS

The General Assembly has delegated responsibility for the conduct of public schools in each school district to a local board of education; thus, school boards are instruments of the State of Ohio, and members of a Board are State officers, chosen by citizens of the district to represent them and the State in the legislative 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 school district any grant or gift of land, money, or other personal property.

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

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: November 17, 2022)

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

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

SCHOOL BOARD POWERS AND DUTIES

Under the laws of the State of Ohio, the Greenville City 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 of Education 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;

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: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: November 17, 2022)

LEGAL REF.: ORC 3313.20

BOARD MEMBER AUTHORITY
(And Duties)

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

In other instances, an individual Board member, including the President, has power only when the Board, by vote, has delegated authority to him/her.

The Board of Education will make its members, the staff, and the public aware that only the Board has authority to take action.

It will be the duty of the individual members of the Greenville City Board of Education to attend all legally called meetings of the Board, except for compelling reasons to the contrary; to participate in the normal business operations of the Board at the meetings and to represent interests of all the students and citizens of the District in matters affecting the education of the children in the District.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: November 18, 2008)
(Revision date: November 17, 2022)

LEGAL REFS.: ORC 121.22 3313.18

CROSS REF.: BBA School Board Powers and Duties

BOARD MEMBER AUTHORITY
(And Duties)

A good Board member:

1. is legally a Board member only when the Board of Education is in session; no one person, unless authorized, should speak on behalf of the Board;

2. avoids administrative decisions or attempts to second-guess the administration; the Superintendent is the chief administrator and the Board has no administrative function;

3. is well-acquainted with school policies;

3. should vote at all times in the best interest of the students of the District;

5. is flexible and realizes there are times when changes must be made, when tradition cannot be honored, and when pressure must be ignored;

6. remembers that Board of Education business at times requires confidentiality, especially in processes involving personnel, land acquisition, negotiations, and the need for security;

7. is interested in obtaining facts, but remembers also that the administration has the responsibility for operating the schools rather than spending full time making reports to the Board or an individual Board member;

8. is a good listener at Board of Education meetings, on the street corner, in the church, but never commits himself/herself, the Board of Education, or the administration;

9. knows that the reputation of the entire District is reflected in his/her behavior and attitude;

10. has a sense of humor and the ability to laugh at himself/herself when things look bleak;

11. is able to sift fact from fiction, to sort out rumors from realism and to know the difference; a gullible Board of Education member is ineffective and

12. is able to support a decision when it is made.

SOURCE: Boardmanship: A Handbook for School Board Members Published by Ohio Department of Education and Ohio School Boards Association, 1984 edition.

(Revision date: November 17, 2022)

SCHOOL BOARD ELECTIONS

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

The term of office is four years, or until a successor is elected and qualified, and begins on the first day of January after the election. Terms shall expire on December 31, except as otherwise provided by law.

Candidates for the board of education must submit a petition with the local board of elections to appear on the election ballot. The petition must be submitted in accordance with the rules and regulations established by Ohio law.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: January 16, 2001)
(Revision date: November 17, 2022)

LEGAL REFS.: ORC 3.01
3311.052
3313.02; 3313.04; 3313.05; 3313.07; 3313.08; 3313.09; 3313.11
3501.01; 3501.02; 3501.38
3503.01; 3503.02
3505.04
3513.254

BOARD MEMBER QUALIFICATIONS/OATH OF OFFICE

Under law, a board of education member must be an elector residing in the school district. To qualify as an elector, a person must be a citizen of the United States who is 18 years of age or older, a resident of the State for 30 days and a resident of the county and precinct in which he/she offers to vote.

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

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

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: November 17, 2022)

LEGAL REFS.:	ORC	3313.10; 3313.13; 3313.70 3503.01
CROSS REF.:	BBFA	Board Member Conflict of Interest

BOARD MEMBER RESIGNATION/BOARD MEMBER REMOVAL FROM OFFICE

Whenever a member shall cease to be a bona fide resident of the District which he/she was elected to represent, his/her membership shall cease immediately. The removal of a member who resigns shall become effective upon the submission of the resignation to the Board duly convened.

Any member who fails to attend meetings of the Board for a period of 90 days for reasons determined to be insufficient may be removed on the affirmative vote of two-thirds of the remaining members of the Board taken within 30 days of the said period of absence and shall no longer be a member and his/her office shall be vacant.

A member may be removed for misconduct in office in accordance with law.

[Adoption date: November 18, 2008]
(Revision date: November 17, 2022)

UNEXPIRED TERM FULFILLMENT

A vacancy in the Greenville City Board of Education may be caused by:

1. death;

2. non-residence;

3. resignation;

4. failure of a person elected or appointed to qualify within 10 days after the organization of the Board or of his/her appointment or election;

5. relocation beyond District boundaries or

6. absence from Board meetings for a period of 90 days, if the reasons for the absence are declared insufficient by a two-thirds vote of the remaining Board members. (The vote must be taken not earlier than 30 days after the absence.)

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

Each person selected to fill a vacancy holds office:

1. until the completion of the unexpired term or

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

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

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: November 17, 2022)

LEGAL REFS.: ORC 3.01; 3.02
3313.11; 3313.85

BOARD MEMBER CODE OF ETHICS

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

It is unethical for a board member to:

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

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: March 17, 2009)
(Revision date: November 17, 2022)

LEGAL REFS.: ORC 102.03; 102.04
2921.01(B); 2921.41; 2921.44
3313.13
3319.21

CROSS REF.: BBFA Board Member Conflict of Interest

BOARD MEMBER CODE OF ETHICS

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

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

obey the laws of Ohio and the United States;

respect the confidentiality of privileged information;

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

work with other members to establish effective Board policies;

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

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

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

make efforts to attend all Board meetings;

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

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

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

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

avoid conflicts of interest or the appearance thereof;

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

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

(Revision date: November 17, 2022)

BOARD MEMBER CONFLICT OF INTEREST

The Greenville City Board and individual members follow the Ohio ethics law and other laws regarding conflicts of interest.

A Board member will not have any direct or indirect pecuniary interest in a contract with the District, including being an employee of a private company or nonprofit organization that has a contract with the District.

This restriction does not apply to a Board member who is a shareholder in a corporation, does not own more than five percent of the corporation's stock and is not an officer or director of the corporation. Before the District and corporation enter into a contract, the Board member must file an affidavit with the District's Treasurer stating his/her exact status and connection with the corporation.

A Board member also is not prohibited from having a pecuniary interest in a contract with the District if all these factors apply:

1. The Board member's pecuniary interest in the contract is that the member is employed by a political subdivision, instrumentality, or agency of the state or a private institution of higher education that is contracting with the Board.

2. The Board member does not participate in any discussion or debate regarding the contract or vote on the contract.

3. The Board member files an affidavit with the school District Treasurer stating his/her exact employment status with the political subdivision, instrumentality, or agency or private institution of higher education, contracting with the Board.

A Board member will not sell any labor, equipment or supplies to the District and will not be employed by the Board in any capacity for compensation. A Board member is not prohibited from serving as a volunteer with the District provided he/she receives no compensation from the District. A Board member serving as a volunteer will be prohibited from participating in matters before the Board that affect officials and employees of the District department with which he/she volunteers.

The law specifically forbids:

1. a Prosecuting Attorney, city attorney or person serving in a similar capacity from serving on a board;

2. a Board member from serving as the school dentist, physician or nurse;

3. 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;

4. a Board member from authorizing, or employing the authority or influence of his/her office to secure authorization of, any public contract, including a contract for employment, in which he/she, a member of his/her family or his/her business associates have an interest;

5. a Board member from having an interest in the profits or benefits of a public contract entered into by, or for the use of, the District and

6. a Board member from occupying any position of profit during his/her term of office, or within one year thereafter, in the prosecution of a public contract authorized by him/her or a board of which he/she was a member at the time of authorization of that contract.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: November 18, 2008)
(Revision date: November 17, 2022)
(Revision date: December 21, 2023)

LEGAL REFS.:	ORC	102.03, 102.04
		2921.02(B); 2921.42, 2921.43, 2921.44
		3313.13; 3313.33; 3313.70
		3319.21
		4117.20
CROSS REFS.:	BBBA	Board Member Qualifications
	BBF	Board Member Code of Ethics

NOTE: *Generally, the substance of a policy in this area is established by law; however, portions may be Board policy, as in the sample policy above.*

Ohio's Ethics Laws apply to all public officials, including Board members, administrators and all District employees. It is important that all school officials and employees are aware that Ohio's Ethics Laws prohibit public officials from:

- *hiring a family member for a public job;*
- *using his or her position to get a family member a public job or contract or*
- *using his or her position to get promotions, raises or other job-related benefits for family members.*

Family members, for purposes of the Ethics Law, are: husband or wife, child or grandchild, parent or grandparent, brother or sister, stepchild or stepparent. Also included is any other person related to the official by blood or marriage who lives in the official's household.

BOARD ORGANIZATIONAL MEETING

In accordance with law, the Greenville City 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 of Education prior to December 31 of each year to establish the date of the organizational meeting. The Board appoints a president pro tempore from its membership.

Meeting Procedures

1. The President Pro Tempore calls the meeting to order.

2. The official swearing in or administration of the oath 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 President.

4. The newly elected President assumes 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. purchasing liability insurance for Board members;

   E. appointing of legislative liaison;

   F. adopting a budget for new fiscal year (before January 15);

   G. securing performance bonds for the Superintendent and Treasurer and

   H. establishing a Board service fund.

6. Upon conclusion of annual business, the Board will enter into such regular or special business as appears on the agenda for the meeting.

[Adoption date: August 18, 1987]
(Revision date: January 19, 1988)
(Revision date: July 9, 1997)
(Revision date: November 18, 2008)
(Revision date: November 17, 2022)

LEGAL REFS.:	ORC	3.24
		3313.10; 3313.14; 3313.15; 3313.203; 3313.22; 3313.25; 3313.87
CROSS REFS.:	BCB	Board Officers
	BHD	Board Member Compensation and Expenses
	BD	School Board Meetings

BOARD OFFICERS

President

The President will preside at all meetings of the Greenville City 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, if any; will be an ex-officio member of all Board committees with the power to vote and will be knowledgeable as to the business of the various committees and will generally oversee their work;

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: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: November 17, 2022)

LEGAL REFS.: ORC 3313.14; 3313.15; 3313.203; 3313.22

QUALIFICATIONS AND DUTIES OF TREASURER

Title: Treasurer

Department: Administration

Building/Facility: Central Office

Reports to: Board of Education Employment Status: Regular/Full-time

FLSA Status: Exempt

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

Essential Functions:

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

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

Other Duties and Responsibilities:

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

Qualifications:

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

Required Knowledge, Skills and Abilities:

1. knowledge of accounting principles, financial statements and investments
2. ability to research, comprehend and interpret applicable laws
3. knowledge of accounting software
4. organizational and problem-solving skills

5. ability to work effectively with others
6. ability to communicate ideas and directives clearly and effectively, both orally and in writing
7. effective, active listening skills
8. records management skills
9. experience in payroll and accounts payable procedures

Equipment Operated:

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

Additional Working Conditions:

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

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

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

_____ _____

Board President Date

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

_____ _____

Signature Date

[Adoption date: August 18, 1987]
(Revision date: March 20, 1994)
(Revision date: July 9, 1997)
(Revision date: November 18, 2008)

(Revision date: November 17, 2022)

LEGAL REFS.:	ORC	131.18
		3301.074
		3311.19
		3313.14; 3313.15; 3313.22; 3313.24; 3313.26 through 3313.34; 3313.51
		5705.41; 5705.412; 5705.45

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

INCAPACITY OF TREASURER

Should the Treasurer become incapacitated, the Board will appoint a treasurer pro tempore. The appointment will be made by a majority vote of the Board after the conditions relating to incapacity of the Treasurer are met in accordance with State law and the Family and Medical Leave Act.

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

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

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: July 17, 2007)
(Revision date: November 18, 2008)
(Revision date: November 17, 2022)

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

CROSS REFS.: BCC Qualifications and Duties of the Treasurer
BCCB Evaluation of the Treasurer
BCCC Treasurer's Contract

INCAPACITY OF TREASURER

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

1. by request of the Treasurer, if the Treasurer is absent with pay by reason of personal illness, injury or exposure to contagious disease which could be communicated to others or is absent without pay in accordance with the Family and Medical Leave Act;

2. upon certification of the attending physician that the Treasurer is unable to perform the duties of the office of Treasurer;

3. upon the determination of a referee, pursuant to the Ohio Revised Code, that the Treasurer is unable to perform the duties of the office of the Treasurer;

4. upon the granting of a leave of absence, without pay, requested by the Treasurer by reason of illness, injury or other disability of the Treasurer or

5. upon the placing of the Treasurer on an un-requested leave of absence, without pay, by reason of illness or other disability pursuant to the Ohio Revised Code.

During the period of incapacity, the Treasurer shall:

1. at his/her request, be placed on sick leave with pay, not to exceed the extent of his/her accumulated but unused sick leave and any advancement of such sick leave which may be authorized by Board policy;

2. at his/her request, or without such request, pursuant to the Family and Medical Leave Act, is placed on unpaid FMLA leave for up to 12 weeks per year or

3. at his/her request, or without such request, pursuant to the Ohio Revised Code, be placed on leave of absence without pay.

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

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

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

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

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

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

[Adoption date: August 18, 1987]
[Revision date: July 9, 1997]
[Revision date: July 17, 2007]
(Revision date: November 17, 2022)

EVALUATION OF THE TREASURER

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

The objectives of the Board's evaluation are to:

1. promote professional excellence and improve the skills of the Treasurer;

2. improve the quality of District business practices and

3. provide a basis for the review of the Treasurer's performance.

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

The evaluation of the Treasurer's abilities and performance takes place between selected Board members and the Treasurer in conference. The Board shall consider the evaluation of the Treasurer in acting to renew or non-renew his/her contract.

Evaluation criteria and method and extend of documentation are determined by the Board and the evaluation is scheduled by the Board President or as requested by the Treasurer.

[Adoption date: August 18, 1987]
[Revision date: July 17, 2007]
(Revision date: May 19, 2022)
(Revision date: November 17, 2022)

LEGAL REF.: ORC 3301.074
3313.22
ORC Chapter 3301-5

CROSS REFS.: AF Commitment to Accomplishment
BCC Qualifications and Duties of the Treasurer
BCCA Incapacity of the Treasurer
BCCC Treasurer's Contract

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 may initially be appointed to a two-year probationary term. The term commences on August 1 and continues through July 31 of the year in which the contract expires. Subsequent contracts are for up to five-year terms.

Salary and benefits are determined by the Board at the time of the appointment.

If, at any time, the opinion of the majority of Board members, the Treasurer's services are considered unsatisfactory, he/she may be removed, for cause, by a two-thirds vote of the entire Board.

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 the first Board meeting in October of the year in which the contract expires.

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

[Adoption date: July 17, 2007]
(Revision date: November 18, 2008)
(Revision date: November 17, 2022)

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 (Also AFBA)

BOARD-TREASURER RELATIONSHIP

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

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

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

The Board strives to procure the best financial leadership available. The Board, as a whole and as individual members:

1. gives the Treasurer full authority for properly discharging his/her professional duties, holding him/her responsible for acceptable results;

2. refers all complaints of the Treasurer's staff to the Treasurer for appropriate investigation and action and

3. strives to provide adequate safeguards for the Treasurer and other staff members so that they can discharge their duties on a thoroughly professional basis.

[Adoption date: July 17, 2007]
(Revision date: November 17, 2022)

LEGAL REFS.: ORC 3313.20; 3313.22; 3313.31

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

BOARD-SUPERINTENDENT RELATIONSHIP

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

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

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

The Board strives to procure, when a vacancy exists, the best professional leader available for the head administrative post. The Board, as a whole and as individual members, will:

1. give the Superintendent full administrative authority for properly discharging his/her professional duties, holding him/her responsible for acceptable results;

2. act in matters of employment or dismissal of personnel after receiving the recommendations of the Superintendent;

3. hold all meetings of the Board in the presence of the Superintendent, except when matters such as the Superintendent's contract and/or salary are under consideration and

4. refer all complaints to the Superintendent for appropriate investigation and action.

[Adoption date: November 1986]
(Revision date: July 9, 1997)
(Revision date: December 15, 2022)

BOARD COMMITTEES

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

The following rules will govern the appointment and function of Board of Education committees.

1. The committee will be established through action of the Board.

2. The chairperson and members will be named by the Board President.

3. The committee may make recommendations for Board action, but may not act for the Board unless specifically authorized.

4. The Board President and Superintendent will be ex-officio members of all committees.

5. No committee appointments extend beyond the ensuing annual organizational meeting, at which time the newly elected President has the privilege of making new appointments or re-appointments. A committee may be dissolved at any time by a vote of the Board.

6. The Sunshine Law and its exceptions apply to Board meetings and Board-appointed committee and subcommittee meetings.

[Adoption date: August 18, 1987]
(Revision date: March 15, 1994)
(Revision date: July 9, 1997)
(Revision date: November 18, 2008)
(Revision date: December 15, 2022)

LEGAL REFS:	ORC	121.22
		3313.18

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

BUSINESS ADVISORY COUNCIL

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

The Board and council adopt and file with the Ohio Department of Education, an annual plan under which the council advises and provides recommendations to the Board on matters specified by the Board, including, but not necessarily limited to, the delineation of employment skills, the development of curriculum to instill these skills, changes in the economy and in the job market and the types of employment in which future jobs are most likely to be available. This council also makes suggestions for developing a working relationship among businesses, labor organizations and educational personnel.

The Council meets with the Board at least quarterly. The Board and council file a joint statement by March 1 each year describing how they have fulfilled their responsibilities.

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

[Adoption date: January 14, 2010]
(Revision date: November 16, 2017)
(Revision date: April 19, 2018)
(Revision date: December 15, 2022)

LEGAL REFS.:	ORC	121.22(B)
		3313.174
		3313.82
		3313.821
CROSS REFS.:	BCE	Board Committees
	BCF	Advisory Committees to the Board
	BCFB	Family and Civic Engagement Committee

NOTE: *Each school district and educational service center (ESC) must establish a business advisory council except that a school district may enter into an agreement with their ESC to have the ESC business advisory council represent the businesses of the district. Joint vocational school districts are exempt from the requirement to establish a business advisory council under Ohio Revised Code 3313.82 and 3313.821.*

For the purpose of filing the required joint statement, the Ohio Department of Education recommends posting the statement on the district's website.

SCHOOL ATTORNEY

The Greenville City Board of Education may employ legal counsel in addition to the city solicitor prosecutor as necessary and pay for legal services from school funds.

The counsel will advise the Board and its officials on legal matters relating to them and their powers. The Board will establish procedures necessary to effect an efficient working relationship between the counsel and the Board and/or staff members.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: October 20, 1998)
(Revision date: November 4, 1998)
(Revision date: December 15, 2022)

LEGAL REFS.: ORC 309.10
3313.35
3319.33

CONSULTANTS TO THE BOARD

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

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

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

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

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: December 15, 2022)

LEGAL REF.: ORC 3313.171

SPECIAL INFORMATION

The Greenville City Board of Education or an individual Board member may, from time to time, need additional research before completing a policy, or need information about school operation and problems. To gather the information the Board may ask the Superintendent or his/her designee, or the Treasurer to report findings and make recommendations. Requests for such information by the Board or individual Board members should be given to the Superintendent. If individual requests for information seem excessive, the Superintendent or Treasurer may present the request to the Board of Education for consideration.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: January 16, 2001)
(Revision date: December 15, 2022)

SPECIAL INFORMATION

Members of the Board shall do their utmost to represent the public's interest in education by:

1. Requesting information and data gathered by district staff that helps make a better informed decision about policies affecting student achievement district-wide;

2. Requesting data as a Board, when practical, unless the information is readily available and will not redirect staff time;

3. Using data to represent all constituents honestly and equally and refusing to surrender my responsibilities to special interest or partisan political groups;

4. Avoiding using the Board position – and the information and data supplied in good faith – for personal gain;

5. Recognizing that decisions can be made only by a majority vote at a Board meeting after everyone on the Board has had adequate time to review all the data and information;

6. Respecting the confidentiality of privileged information; and

7. Abiding by majority decisions of the Board, while retaining the right to seek changes through ethical and constructive channels.

[Adoption date: July 15, 2003]
(Revision date: December 15, 2022)

SCHOOL BOARD MEETINGS

The Greenville City Board of Education will transact all business at an official meeting of the Board. At the organizational meeting, the Board shall fix the time for holding its regular meetings which shall be held at least once every month. Special meetings are called between the regularly scheduled meetings to consider specific topics.

All regular and special meetings of the Board and Board-appointed committee meetings are open to the public. All Board meetings are publicized and conducted in compliance with the Sunshine Law. No action may be taken in executive session.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: November 18, 2008)
(Revision date: April 11, 2013)
(Revision date: December 15, 2022)
(Revision date: June 26, 2025)

LEGAL REFS.: ORC 121.22(B)
121.22(C)
121.22 (B)(5)
3313.14
3313.15
3313.16

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

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

House Bill (HB) 257, effective April 9, 2025, enacts Ohio Revised Code (RC) 121.221 authorizing some public bodies to meet virtually in specific circumstances.

Even though a school board of education and its committees and subcommittees are public bodies, RC 121.221(B)(5)(a) provides that no public body may hold virtual meetings or hearings if the members of the public body either:

- *receive compensation (other than reimbursement for expenses) for their positions as members or*

- *are elected by vote of the general public to their positions as members.*

This means that, even though school boards are public bodies, boards whose members are either elected or receive compensation for their service would not be permitted, under RC 121.221, to hold virtual meetings. In other words, most, if not all, school boards and educational service center governing boards cannot hold virtual meetings under the newly enacted provision.

EXECUTIVE SESSIONS

Educational matters should be discussed and decisions made at public meetings of the Greenville City Board of Education. Some matters are more properly discussed by the Board in executive session. As permitted by law, the Board may enter into executive session for consideration of the following matters:

1. the appointment, employment, dismissal, discipline, promotion, demotion, or compensation of any employee or, official, or the investigation of charges or complaints against an employee, official or student, unless such individual, 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. either the purchase of property for public purposes, or the sale of property at competitive bidding, if premature disclosure or information would give an unfair advantage to a person whose personal, private interest is adverse to the general public interest;

3. specialized details of security arrangements where disclosure of the matters discussed might reveal information that could be used for the purpose of committing, or avoiding prosecution for, a violation of the law;

4. matters required to be kept confidential by Federal law or rules or State statutes;

5. preparing for, conducting, or reviewing negotiations with public employees concerning their compensation or other terms and conditions of their employment;

6. in-person conferences with an attorney for the Board concerning disputes involving the Board that are the subject of pending or imminent court action; or

7. consideration of confidential information related to the marketing plans, specific business strategy, production techniques, trade secrets or personal financial statements of an applicant for economic development assistance, or negotiations with other political subdivisions respecting requests for economic development assistance provided that:

    A. the information is directly related to a request for economic development assistance that is to be provided or administered under provisions of State law authorized in Ohio Revised Code Section 121.22(G)(8)(1), or involves public infrastructure improvements or the extension of utility services that are directly related to an economic development project and

    B. a unanimous quorum of the Board has determined by a roll call vote the executive session is necessary to protect the interests of the applicant or possible investment

or expenditure of public funds to be made in connection with the economic development project.

Conferences with a member of the Auditor of State's Office 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 will meet 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, 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 within the executive session. The minutes shall reflect the information described above.

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

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

No present or former Board members or employees shall disclose or use, without appropriate authorization, any information acquired in the course of official duties (which is confidential because of statutory provisions) or which has been clearly designated as confidential because of the status of proceedings or the circumstances under which the information was received.

[Adoption date: August 18, 1987]
(Revision date: April 18, 1989)
(Revision date: July 9, 1997)
(Revision date: January 16, 2001)
(Revision date: July 17, 2007)
(Revision date: January 9, 2014)
(Revision date: May 21, 2020)
(Revision date: January 14, 2021)
(Revision date: December 15, 2022)
(Revision date: February 20, 2025)

LEGAL REF.:	ORC	102.03
		121.22

CROSS REFS.:	AFBA	Evaluation of the Treasurer (Also BCCB)
	BCD	Board-Superintendent Relationship (Also CBI)
	BCE	Board Committees
	BCF	Advisory Committees to the Board
	BD	School Board Meetings

BDDG Minutes
KBA Public's Right to Know
KLD Public Complaints About District Personnel

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

BOARD MEETING PROCEDURES

Any legal meeting of the Board may be adjourned to a specific time and place. An adjourned regular meeting is a continuation of a regular meeting and any regular or general business may be considered.

An adjourned special meeting is a continuation of a specially called meeting and only the specific business for which the meeting was called can be considered except by unanimous consent of all members.

Any member not present at the regular or special meeting should be notified of the adjournment.

[Adoption date: November 18, 2008]
(Revision date: December 15, 2022)

LEGAL REF.: ORC 121.22

CROSS REF.: BD School Board Meetings

NOTIFICATION OF MEETINGS

Notification of all meetings of the Board and Board-appointed committees is provided as set forth herein.

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

Regular Meetings: A notice of the time and place of regularly scheduled meetings is given to the media who have requested notification and to those individuals requesting advance personal notice. The Board will post advance notice of the time and place of all regularly scheduled meetings on the District's website.

Special Meetings: A special meeting may be called by the President, the Treasurer or any two members of the Board by serving written notice of the time and place of the meeting upon each Board member at least two days before the date of the meeting. The notice must be signed by the officer or members calling the meeting. Notice by mail is authorized. The Board will post advance notice of the time, place and purpose of all special meetings on the District's website. Notice of the time, place and purpose is also 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 may receive advance personal notice of all meetings at which a specific type of public business is to be discussed by the Board. Such requests shall be directed to the Treasurer. Requests for notification by email shall include the requestor's email address. Requests for notification by mail shall include a supply of stamped, self-addressed envelopes provided by the requestor. Individuals requesting advance personal notice are responsible for providing the Treasurer with any updates to contact information.

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: October 20, 1998]
(Revision date: November 4, 1998)
(Revision date: December 15, 2022)
(Revision date: April 20, 2023)

AGENDA FORMAT

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

The Board of Education will follow the order of business established by the agenda, except as it votes to re-arrange the order for the convenience of visitors, individuals appearing before the Board, or to expedite Board business.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: December 15, 2022)

CROSS REF.: BDDC Agenda Preparation and Dissemination

AGENDA FORMAT

The order of business at regular meetings will generally be as follows:

1. Certification of meeting under ORC 121.22
2. Call to order
3. Pledge of Allegiance
4. Adoption of agenda
5. Approval of minutes
6. Superintendent's Report
7. Treasurer's Report
8. Public Participation
9. Treasurer's Business
10. Superintendent's Business
11. Discussion
12. Executive Session, if necessary
13. Grace Burdge Meeting, immediately following adjournment, if necessary
14. Adjournment

(Reviewed: December 15, 2022)

AGENDA PREPARATION AND DISSEMINATION

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

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

The Board of Education follows 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 agenda for regular Board meetings, together with supporting materials, is distributed to Board members at least four days prior to the Board meeting to permit them to give items of business careful consideration. The agenda is made available to the press, representatives of community and staff groups, and to others upon request.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: December 15, 2022)

CROSS REF.: BDDB Agenda Format

VOTING METHOD

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

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

1. any action on which a Board member requests a roll call vote;

2. all actions referred to below requiring more than a majority vote of full membership for passage and

3. re-employment of a teacher against the Superintendent's recommendation.

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

1. purchase of sale or real or personal property;

2. employment of any school employee;

3. election or appointment of an office;

4. payment of any debt or claim and

5. adoption of any textbook.

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

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: December 15, 2022)

LEGAL REFS.: ORC Chapter 133
3313.11; 3313.18; 3313.22; 3313.23; 3313.66(E)
3319.01; 3319.07; 3319.11; 3329.08
5705.14; 5705.16; 5705.21

VOTING METHOD
5-MEMBER BOARD

Item	# Needed	Reference ORC
Declare it necessary to issue bonds	4 (c)	133.18
Declare, by remaining members, that reasons for a member's absence for 90 days are insufficient to continue membership	3 (f)	3313.11
Fill a vacant Board seat (majority of remaining members)	3 (g)	3313.11
Purchase or sell real estate	3 (a)	3313.18
Appoint any employee	3 (a)	3313.18
Elect or appoint an officer	3 (a)	3313.18
Pay any debt or claim	3 (a)	3313.18
Adopt textbook	3 (a)	3313.18
Dispense with resolution authorizing purchase or sale of personal property, appointment of employees, etc., if annual appropriation resolution has been adopted by a majority of full membership	3 (a)	3313.18
Remove the Treasurer at any time for cause	4 (c)	3313.22
Appoint Treasurer Pro Tempore	3 (a)	3313.23
Determine that Treasurer's incapacity is removed	3 (a)	3313.23
Remove Treasurer Pro Tempore at any time for cause	4 (c)	3313.23

Affirm, reverse, vacate or modify an order of student expulsion; reinstate a student	3 (a)	3313.66 (E)
Employ or re-employ a local superintendent without the recommendation of the County Superintendent	4 (d)	3319.01
Appoint Superintendent Pro Tempore	3 (a)	3319.011
Remove Superintendent Pro Tempore at any time for cause	4 (c)	3319.011
Suspend or remove Business Manager	4 (c)	3319.06
Re-employ any teacher whom the Superintendent refuses to recommend for re-employment	4 (d)	3319.07
Re-employ, in a local school district, a person not nominated by the County Superintendent after considering two nominations by the County Superintendent.	3 (a)	3319.07
Reject the recommendation of the Superintendent that a teacher eligible for continuing contract be granted a continuing contract	4 (d)	3319.11
Determine at a regular meeting, which textbooks shall be used in the schools under its control	3 (a)	3329.08
(No textbooks shall be changed, nor any part thereof altered or revised, nor any other textbook substituted therefore, within four years after the date of selection and adoption thereof, as shown by the official records of such Board, except by the consent, at a regular meeting, of four-fifths of all members elected thereto.) Act to approve substitute textbooks as authorized by law.	4 (e)	3329.08
Transfers funds in certain cases	4 (c)	5705.14
Declare the necessity for certain transfers of funds	3 (a)	5705.16
Levy a tax outside 10-mill limitation (not emergency)	4 (c)	5705.21
Reject findings and recommendations of fact-finding panel by Board or employee organization under statutory impasse resolution procedure	3 (h)	4117.14(c)(6)

Waiver of textbook and material fund transfer restriction*	5 (i)	3315.17

(a) Majority of full membership
(b) 2/3 of those present and voting
(c) 2/3 of full membership
(d) ¾ of full membership
(e) 4/5 of full membership
(f) 2/3 of remaining members of the Board
(g) Majority of remaining members of the Board
(h) 3/5 of full membership
(i) Unanimous vote of full membership

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

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

(Revision date: November 4, 1998)
(Revision date: December 15, 2022)

MINUTES

The Treasurer promptly prepares, files, and maintains minutes of the regular and special meetings of the Board. Meeting minutes contain sufficient facts and information to permit the public to understand and appreciate the rationale behind the Board's decisions and reflect the general subject matter of discussions in executive sessions.

The Board reads, makes necessary corrections, and approves the minutes of each meeting at the next regular meeting of the Board.

Provided the Treasurer sends a copy of the minutes of the last Board meeting to Board members at least two days prior to the date of the next regular meeting of the Board, the Board waives the reading of its meeting minutes. Copies of meeting minutes are also made available to the public and news media.

Approved minutes are signed by the President and attested to the Treasurer as to the accuracy of the information contained. The attestation is not an authorization of any action taken or not taken during the meeting. Approved minutes are filed in the Treasurer's office in a book and are open to the public inspection as a public record of the District.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: December 15, 2022)
(Revision date: September 21, 2023)

LEGAL REFS.:	ORC	121.22 (C)
		149.43
		3313.26

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

PUBLIC PARTICIPATION AT BOARD MEETINGS

All meetings of the Greenville City Board of Education 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 minutes of public participation may be permitted at each meeting.

Each person addressing the Board shall give his/her name and address. If several people wish to speak, each person is allotted three minutes until the total time of 30 minutes is used. During that period, no person may speak twice until all who desire to speak have had the opportunity to do so. Persons desiring more time should follow the procedure of the Board to be placed on the regular agenda. The Board President may alter the above procedure upon evaluation of the circumstances.

Agendas are available to all those who attend Board meetings. The section on the agenda for public participation shall be indicated. Noted at the bottom of each agenda shall be a short paragraph outlining the Board's policy on public participation at Board meetings.

[Adoption date: August 18, 1987]
(Revision date: March 20, 1990)
(Revision date: January 11, 1995)
(Revision date: July 9, 1997)
(Revision date: August 14, 2007)
(Revision date: November 17, 2015)
(Revision date: February 20, 2020)
(Revision date: December 15, 2022)

LEGAL REFS.: ORC 121.22
3313.20

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

BROADCASTING AND TAPING OF BOARD MEETINGS

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

1. Persons interested in taking photographs, broadcasting or recording board meetings should notify the Board of their interest in doing so.

2. Persons operating cameras, broadcasting and/or recording devices must do so with a minimum of disruption to those present at the meeting. Specifically, the view between Board members and the audience must not be obstructed, interviews must not be conducted during the meeting and no commentary is to be given in a manner that distracts Board members or the audience.

3. The Board has the right to halt any recording that interrupts or disturbs the meeting.

The Board may make the necessary arrangements to have audio and/or video recordings of all regular meetings and any special meeting that it deems appropriate.

[Adoption date: July 9, 1997]
(Revision date: January 11, 2018)
(Revision date: December 15, 2022)

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

CROSS REFS.: BD School Board Meetings
BDDH Public Participation at Board Meetings (also KD)

BOARD POLICY DEVELOPMENT AND ADOPTION

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

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

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

Final action by the Board on proposals shall be in accordance with this policy. The Board takes action on most matters on the basis of recommendations presented by the Superintendent.

The Superintendent bases his/her recommendations upon the results of a study and upon the judgment of the staff and study committees.

Policies introduced and recommended to the Board should not be adopted until a subsequent meeting in order to permit further study and provide opportunity for interested parties to react. However, policies may be adopted at the first meeting at which they are presented in order to address emergency conditions or special events or as otherwise deemed appropriate by the Board.

Unless otherwise specified, a new policy or policy amendment is effective as of the date of adoption by the Board and supersedes all previous policies in that area. Unless otherwise specified, the repeal of a policy is effective as of the date the Board takes such action.

Editorial Revisions

The Board recognizes that editorial revisions to existing policies or regulations may be required from time to time. These revisions are confined to changes that do not alter the substantive meaning or application of a policy or regulation.

Editorial revisions may include, but are not limited to:

1. Retitling sections or policies, including changing the policy codes assigned by the Board for organizational purposes. This also includes corrections to internal cross-references when sections or policies are retitled or recoded;

2. Correcting clerical errors, including grammatical, typographical, formatting, or other non-substantive alterations or omissions;

3. Updating the name(s) of individuals serving as District contacts, provided that the position or title remains consistent with that identified in applicable Board policy;

4. Replacing terms with updated terminology when such changes do not change the intent of the policy but are administrative in nature, such as terminology used for staff classifications;

5. Updating the name of a state agency or governmental body when such name has been changed by legislative or regulatory action and

6. Updating statutory or regulatory citations when amended or renumbered by law.

The Superintendent is authorized to identify and implement such editorial revisions as described herein. Upon completion of any revisions, the Superintendent prepares and submit to the Board a written summary of the changes.

Should the Board determine that any revision constitutes a substantive change, such amendment is processed in accordance with Board policy.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: December 15, 2022)
(Revision date: December 18, 2025)

LEGAL REF.: ORC 3313.20(A)

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

PRELIMINARY DEVELOPMENT OF POLICIES

Proposals regarding Greenville City School District policies and operations may originate at any of several sources: a parent, a student, a community resident, an employee, a member of the Board, the Superintendent, a consultant, a civic group.

A careful and orderly process will be used in examining such proposals prior to action upon them by the Board of Education.

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

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: December 15, 2022)

POLICY ADOPTION

Adoption of new policies or changing or repealing existing policies is solely the responsibility of the Greenville City Board of Education. Policies, will be adopted, amended, or repealed only by the affirmative vote of a majority of the members of the Board when such action has been 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: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: December 20, 2005)
(Revision date: December 15, 2022)

POLICY DISSEMINATION

The Greenville City Board of Education's policy manual will be considered a public record. The Superintendent is directed to establish and maintain an orderly plan for preserving and making accessible the policies adopted by the Board of Education and the regulations needed to put them into effect. The policy manual will be available for inspection at the Superintendent's office. Board policy will also be available on the District website.

Accessibility is to extend at least to all employees of the school district, to members of the Board, and, insofar as conveniently possible, to all persons in the District. All policy manuals distributed to anyone will remain the property of the Board and will be considered as "on loan" to anyone, or any organization, in whose possession they might be at any time. They are subject to recall at any time deemed necessary for purposes of updating.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: December 20, 2005)
(Revision date: December 15, 2022)

LEGAL REF.: OAC 3301-35-03

POLICY REVIEW AND EVALUATION

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

The Board of Education 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 commission of calling to the Board's attention all policies that are out of date or for other reasons appear to need revision. To accomplish this, the Superintendent may request input from any Board or advisory committee.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: December 15, 2022)

NEW BOARD MEMBER ORIENTATION

The Greenville City Board of Education will provide an orientation program for its members-elect. The primary purpose of this program is to acquaint the members-elect with the procedures of the board and the scope of 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 taking office.

The following techniques may be employed to orient new board members:

1. Selected materials, board policies, regulations, and other helpful information are furnished to the member-elect by the superintendent or board president

2. Invitation to, and encouragement is made to attend board meetings

3. Invitation to meet with the superintendent, and other staff members and administrative personnel as may be appropriate

4. Mentoring by a veteran board member assigned by the board president

5. Invitation to meet with the treasurer for explanation of pertinent materials

6. Scheduling members-elect to attend OSBA's Capital Conference and New Board Member Academy.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: December 15, 2022)

LEGAL REFS.:	ORC	3313.87; 3313.871
CROSS REFS.:	BHBA	School Board Conferences, Conventions and Workshops
	BHD	Board Member Compensation and Expenses

SCHOOL BOARD CONFERENCES, CONVENTIONS AND WORKSHOPS

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

1. Periodically, but not less than annually, meetings determined to be most advantageous will be identified by the Board.

2. Funds for participation at such meetings will be budgeted for 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. Each Board member should instruct the Treasurer as to his/her individual needs for expenses prior to attendance at the meetings.

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.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: January 16, 2001])
(Revision date: January 5, 2023)

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

The Greenville City Board of Education will vote prior to January 1, to set the rate of compensation for newly elected or re-elected Board member(s). Because compensation for Board members may not be increased during their term of office, changes in compensation must be made prior to the beginning of their respective terms.

Beginning January 1, 2023, newly elected or re-elected Board members will receive the maximum amount permitted by law for meetings based on attendance.

Until re-elected, members in place prior to January 1, 2023 will receive the maximum amount permitted by law for twelve regular meeting per year based on attendance and may receive the maximum amount permitted by law for up to five special meetings per year based on attendance.

Board Service Fund

Action will be taken at the annual organizational meeting on the establishment of a Board "service fund" to pay expenses actually incurred by Board members or members elect in their official duties. The sum set aside will not exceed the maximum amount permitted by law. This fund will be used at the Board's discretion to provide for members' participation (not compensation) in workshops and conferences, for new Board member orientation and training, and for other expenses in connection with assigned duties as permitted by law, including those made for a public purpose as defined below.

Spending Guidelines: Definition of Public Purpose

The Board recognizes that expenditure of funds within the District must fall within the scope of serving a public purpose as defined by State law. It is the Board's determination that the following expenditures are a necessary part of the effective function of the extra 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 Superintendent, at the discretion of the Board, is permitted to honor ~~its~~ employees and nonemployees with plaques, pins, and other tokens of appreciation to include meals, refreshments or other amenities which further the interest of the District.

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

Travel Vendor Compensation

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

All travel arrangements must be in compliance with District field trip regulations and approved by the Superintendent or his/her designee.

[Adoption date:	August 18, 1987]
(Revision date:	July 9, 1997)
(Revision date:	June 20, 2000)
(Revision date:	January 21, 2003)
(Revision date:	April 22, 2008)
(Revision date:	January 5, 2023)

LEGAL REFS.:	Ohio Const. Art. II, § 20	
	ORC	3311.19
		3313.12
		3315.15
		117.10

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

BOARD MEMBER INSURANCE

As permitted by law, the Board purchases insurance for members to protect them against liability for injury or damages as a result of carrying out their duties as Board members.

[Adoption date: November 18, 2008]
(Revision date: January 5, 2023)

LEGAL REF.: ORC 3313.203

CROSS REF.: EI Insurance Management

SCHOOL BOARD LEGISLATIVE PROGRAM

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

The Board's legislative liaison member will report to the Board on State legislative proposals, and the Board will make its position known both to the Ohio School Boards Association and to appropriate State representatives and senators.

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

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: January 5, 2023)

LIAISON WITH SCHOOL BOARDS ASSOCIATIONS

The Board maintains membership in the Ohio School Boards Association **(OSBA)**. As a member of OSBA, the District is entitled to appoint a Board member as a delegate to the annual business meeting with power to vote, a Board member as a legislative liaison and a Board member to serve as a student achievement liaison.

OSBA is a founding member of the Consortium of State School Boards Associations (COSSBA).

By virtue of its membership with OSBA, The Board and its members may take advantage of and actively participate in the services provided by and through OSBA and COSSBA insofar as possible.

[Adoption date: August 15, 2019]

(Revision date: August 18, 2022)

LEGAL REFS.: ORC 3313.87

EVALUATION OF SCHOOL BOARD OPERATIONAL PROCEDURES

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

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

1. Board meetings
2. Policy development
3. Fiscal management
4. Long-range/strategic planning
5. Board role in educational program development
6. Board member orientation
7. Board member development
8. Board officer performance
9. Board-Superintendent relationship~~s~~
10. Board-Treasurer relationship~~s~~
11. Board-staff relationships
12. Board-community relationship~~s~~
13. Legislative and governmental knowledge and responses
14. Management 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: January 16, 2001]
(Revision date: November 18, 2008)
(Revision date: January 5, 2023)

CROSS REFS.:

AF	Commitment to Accomplishment
BA	Board Operation Goals
BCB	Board Officers
BCD	Board-Superintendent Relationship (Also CBI)
BD	School Board Meetings
BF	Board Policy Development and Adoption
BHA	New Board Member Orientation
BHB	Board Member Development Opportunities
CD	Management Team
DA	Fiscal Management Goals

EVALUATION OF SCHOOL BOARD OPERATIONAL PROCEDURES

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

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

SELF-EVALUATION INSTRUMENT

Board Meetings -Official action can be taken only when the Board is in session. Therefore, each meeting must be organized for maximum efficiency. Rating code: *1 = Poor 5 = Excellent*
1 = Poor 5 = Excellent

					The Board of Education:
1	2	3	4	5	receives agenda and background materials well in advance of meeting
1	2	3	4	5	makes public feel welcome; provides agenda, minutes and related materials
1	2	3	4	5	assures that meeting time, place and facilities are convenient for Board, staff and public
1	2	3	4	5	does not present new issues of complex nature for immediate action
1	2	3	4	5	does not abuse privilege of tabling important issues
1	2	3	4	5	demonstrates knowledge and use of good parliamentary procedure
1	2	3	4	5	makes distinction between Board's role and function of administrators
1	2	3	4	5	expects staff input and Superintendent's recommendation on key issues
1	2	3	4	5	ensures that a good public participation policy is in effect

1 2 3 4 5 endeavors to make most productive use of meeting time

1 2 3 4 5 conducts all meetings in accordance with the "Sunshine Law"

1 2 3 4 5 selects officers on basis of ability

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

1 2 3 4 5 actively seeks input from community in establishing goals and objectives

1 2 3 4 5 gives full support and cooperation to PTO and other citizens

1 2 3 4 5 establishes close working relationship with other units of government

1 2 3 4 5 is actively involved in State and Federal education legislation

1 2 3 4 5 maintains effective two-way communication between school officials and residents of the District

1 2 3 4 5 ensures best possible relationship between school District officials and the media

1 2 3 4 5 makes best use of facilities and resources in meeting needs of community

1 2 3 4 5 provides leadership in securing maximum community support for a good educational program

1 2 3 4 5 approves annual budget within resources that can be certified in the "fiscal certificate"

1 2 3 4 5 adopts policies which ensure sound management and fiscal control

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

The Board of Education:

1 2 3 4 5 evaluates performance of Superintendent and Treasurer on a

regular basis

1 2 3 4 5 assures that all other personnel are evaluated on a regular basis By Superintendent and staff

1 2 3 4 5 works and plans with administration in spirit of mutual trust and confidence

1 2 3 4 5 recognizes Superintendent as chief executive officer and educational leader of the District and the Treasurer as chief financial officer of the District

1 2 3 4 5 provides administrators encouragement and opportunity for professional growth

1 2 3 4 5 avoids interference with duties which are the responsibility of administrators

1 2 3 4 5 solicits input from professional staff in development of Board policies

1 2 3 4 5 addresses potential problems between Board and administrators at earliest opportunity

1 2 3 4 5 is willing to defend administrators from unjust and unfounded criticism

1 2 3 4 5 has accepted the management team concept of operating the schools

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

1 2 3 4 5 approves job descriptions for all approved positions

1 2 3 4 5 adopts appropriate personnel policies in the areas of employment evaluation, reduction in force and related matters

1 2 3 4 5 encourages professional growth through staff development, in-service programs, visitations and conferences

1 2 3 4 5 refers complaints to appropriate person for discussion

1 2 3 4 5 preserves and maintains adequate management rights in any labor relations agreement

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

1	2	3	4	5	assures equal access to curriculum and co-curricular activities for all students
1	2	3	4	5	approves course additions and deletions to the curriculum
1	2	3	4	5	balances the overall needs of students and community with efforts of special interest groups to influence the curriculum
1	2	3	4	5	encourages suggestions for curriculum improvement from students, staff and community
1	2	3	4	5	safeguards the privacy of student records
1	2	3	4	5	encourages a positive approach to student discipline safeguards the rights of students to due process
1	2	3	4	5	provides policies that implement the educational standards of the State Board of Education

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

As a Board of Education member, I:

1	2	3	4	5	keep the education and welfare of children as my primary concern
1	2	3	4	5	represent the best interests of all patrons rather than special Interest groups
1	2	3	4	5	understand the need for compromise; abide by decisions of the majority
1	2	3	4	5	channel complaints and potential problems to proper authority
1	2	3	4	5	have made the time commitment necessary to become an informed and effective Board member
1	2	3	4	5	reach decisions on the merits of issues and on the basis of best available evidence
1	2	3	4	5	committed to expressing my thoughts at appropriate times, in a

	manner that fosters good/informed decisions and constructive to the process
1 2 3 4 5	participate in in-service programs at regional, State, and national levels
1 2 3 4 5	do not individually or unilaterally make decisions or commitment on the Board's behalf
1 2 3 4 5	am open and honest with other Board members and administrators; share information and avoid "surprises" whenever possible
1 2 3 4 5	am familiar with and abide by the OSBA Code of Ethics

Additional Comments:

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[Adoption date: January 16, 2001]

ADMINISTRATION TEMPLATES

po1100

DISTRICT ORGANIZATION

1100 - **DISTRICT ORGANIZATION**

The organization of this District shall be designed to meet the objectives set by the Board of Education, ensure clear lines of authority and responsibility, and define each position with clarity.

The Superintendent shall be the chief executive officer of the School District. The Superintendent shall define and establish those administrative positions required to implement the educational system and program of learning established by the Board. In each case, the Board will approve the broad purpose and function of the position in harmony with State law and regulations.

Responsibility shall flow clearly from the Superintendent through the administrative staff to the operational personnel.

No employee should be responsible to more than one (1) supervisor.

It shall be the responsibility of the Superintendent to determine the need for and define operational requirements sufficient to ensure the smooth functioning of the District. Maintenance of an efficient, skilled operational staff is essential to the effective performance of the system.

It is the Board's intent to maintain an operational and technical staff with a high level of competence.

On occasion, the Superintendent may find it necessary to recommend to the Board the employment of specialists or consultants to maintain or support programs implemented by the District in areas requiring specialized knowledge. These positions will be considered by the Board on the merits of their potential contribution to the School District and the specific conditions of the stated contract or agreement.

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ADMINISTRATION TEMPLATES

po1110

ASSESSMENT OF DISTRICT GOALS

1110 - **ASSESSMENT OF DISTRICT GOALS**

One of the major functions of the Board of Education is to work with the administration to establish the goals by which the District can accomplish its mission and to provide the resources necessary for their accomplishment. Because of the importance the Board places on accomplishing goals, it has established the following policy for effective assessment of the District's progress toward their realization.

In conjunction with its annual evaluation of the Superintendent, the Board shall also provide the time for both the Board and the administration to assess the progress of the District, during the previous year, toward the achievement of current goals. Both the Superintendent's evaluation and the progress-assessment of goals shall take place at a time of the year when the following conditions are most favorable to assure this policy operates as intended.

A. There is adequate and reliable data available on results-to-date of each District goal (AG 1110) so assessment and evaluation can focus on how well the District is accomplishing its goals.

B. Evaluations or progress assessments of the District's learning programs as well as evaluations of key administrators and other staff have been completed so such data is available for reference by the Superintendent and Board during the assessment of District goals and the evaluation of the Superintendent.

C. Summaries and synthesized data, compiled from the evaluation of the Superintendent, and the evaluation data on programs and staff, are available to serve as reference information when determining the reasons for progress and/or lack of progress toward the accomplishment of District goals.

This annual process of assessing/evaluating the Board, the Superintendent, staff, programs, and resources shall not be considered finished until:

A. District goals and the strategies and actions being used to accomplish them have been reviewed and reprioritized;

B. revisions have been made in light of what all of the evaluation data for that year has indicated should be changed and should be continued in order to improve the accomplishment of District goals.

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ADMINISTRATION TEMPLATES

po1130

CONFLICT OF INTEREST

1130 - **CONFLICT OF INTEREST**

A. The proper performance of school business is dependent upon the maintenance of unquestionably high standards of honesty, integrity, impartiality, and professional conduct by the Board of Education's members, and the District's employees, officers, and agents. Further, such characteristics are essential to the Board's commitment to earn and keep the public's confidence in the School District. For these reasons, the Board adopts the following guidelines to assure that conflicts of interest do not occur. These guidelines apply to all District employees, officers, and agents, including members of the Board. These guidelines are not intended to be all inclusive, nor to substitute for good judgment on the part of all employees, officers, agents, and Board members.

1. No employee, officer, agent or Board member shall engage in or have a financial or other interest, directly or indirectly, in any activity that conflicts or raises a reasonable question of conflict with duties and responsibilities in the school system.

2. Employees, officers agents, and Board members shall not engage in business, private practice of their profession, the rendering of services, or the sale of goods of any type where advantage is taken of any professional relationship they may have with any student, client, or parents of such students or clients in the course of their employment or professional relationship with the District.

   Included, by way of illustration rather than limitation are the following:

   a. the provision of any private lessons or services for a fee

   b. the use, sale, or improper divulging of any privileged information about a student or client gained in the course of the employee's, officer's agent's, or Board member's employment or professional relationship with the District through the employee's, officer's, agent's, or Board member's access to District records

   c. the referral of any student or client for lessons or services to any private business or professional practitioner if there is any expectation of reciprocal referrals, sharing of fees, or other remuneration for such referrals

d. the requirement of students or clients to purchase any private goods or services provided by an employee, officer, agent, or Board member or any business or professional practitioner with whom any employee, officer, agent, or Board member has a financial or other relationship, as a condition of receiving any grades, credits, promotions, approvals, or recommendations

3. Employees, officers, agents, or Board members shall not make use of materials, equipment, or facilities of the School District in private practice. Examples would be the use of facilities before, during, or after regular business hours for service to private practice clients, or the checking out of items from an instructional materials center for private practice.

B. Exceptions to Part A of this policy shall be approved by the Superintendent **before** entering into any private relationship.

C. No employee, officer, agent, or Board member with a real or apparent conflict of interest may participate in the selection, award, or administration of a contract supported by the Federal award. A conflict of interest includes when the employee, officer, agent, or Board member, any member of their immediate family, their partner, or an organization that employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from an entity considered for a contract.

An employee, officer, agent, and Board member of the District may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors.

However, pursuant to Federal rules and in accordance with State law and regulations, the District has set standards for situations where the financial interest is not substantial or the gift is an unsolicited item of nominal value. For purposes of this section, "nominal value" means that the gift has a monetary value of $25 or less.

D. If the District has a parent, affiliate, or subsidiary organization that is not a State, local government, or Indian tribe, the District may not conduct a procurement action involving the parent, affiliate, or subsidiary organization if the District is unable, or appears to be unable, to be impartial in conducting a procurement action involving a related organization.

E. Employees, officers, agents, and Board members must promptly disclose any potential conflict of interest which may lead to a violation of this policy to the District. Upon discovery of any potential conflict of interest, the District will promptly disclose, in writing, the potential conflict of interest to the appropriate Federal agency or, if applicable, the pass-through entity.

The District will also promptly disclose whenever, in connection with the Federal award (including any activities or subawards thereunder), it has credible evidence of the commission of a violation of Federal criminal law involving fraud, conflict of interest,

bribery, or gratuity violations found in Title 18 of the United States Code or a violation of the civil False Claims Act (31 U.S.C. 3729–3733). The disclosure must be made in writing to the Federal agency, the agency's Office of Inspector General, and pass-through entity. The District is also required to report matters related to recipient integrity and performance in accordance with Appendix XII of 2 C.F.R. Part 200.

F. Employees, officers, agents, and Board members found to be in violation of this conflict of interest policy will be subject to disciplinary action, up to and including termination, as permitted by applicable Board policy and may also face criminal charges and/or risk loss of State-issued licenses/permits.

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Legal

R.C. Chapter 102, 2921.42, 2921.43
Ohio Ethics Commission Advisory Opinions No. 92-014 and 2001-03
2 C.F.R. 200.112, 200.113, 200.318

ADMINISTRATION TEMPLATES

po1200

ADMINISTRATOR ETHICS

1200 - **ADMINISTRATOR ETHICS**

The proper performance of school business and administration of an effective educational program requires the services of individuals of integrity, high ideals, and human understanding. To maintain and promote these essentials, the Board of Education expects all administrators to maintain high standards in their working relationships, provide professional leadership in the District and community, and in the performance of their duties, to:

A. recognize basic dignities of all individuals with whom they interact in the performance of duties;

B. represent accurately their qualifications;

C. exercise due care to protect the mental and physical safety of students, colleagues, and subordinates;

D. seek and apply the knowledge and skills appropriate to assigned responsibilities;

E. keep in confidence legally-confidential information;

F. ensure that their actions or those of another on their behalf are not made with specific intent of advancing private economic interests;

G. avoid accepting anything of value offered by another for the purpose of influencing judgment;

H. refrain from using his/her position or public property, or permitting another person to use an employee's position or public property for partisan political or religious purposes.

(This will in no way limit constitutionally or legally protected rights as a citizen.)

In addition, the Board believes that each administrator should maintain standards of exemplary professional conduct and conform his/her behavior to the code of ethics set forth below as adopted from the American Association of School Administrators' Statement of Ethics for School Administrators by:

A. making the well-being of students the fundamental value of all decision making and actions;

B. fulfilling professional responsibilities with honesty and integrity;

C. supporting the principle of due process and protecting the civil and human rights of all individuals;

D. obeying local, State and national laws and not knowingly joining or supporting organizations that advocate, directly or indirectly, the overthrow of the government;

E. implementing the Board's policies and administrative rules and regulations;

F. pursuing appropriate measure to correct those laws, policies, and regulations that are not consistent with sound educational goals;

G. avoiding the use of his/her position for personal gain through political, social, religious, economic, or other influences;

H. accepting academic degrees or professional certification only from duly accredited institutions;

I. maintaining the standards and seeking to improve the effectiveness of the profession through research and continuing professional development;

J. honoring all contracts until fulfillment, release or dissolution mutually agreed upon by all parties to the contract.

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ADMINISTRATION TEMPLATES

po1210

BOARD-SUPERINTENDENT RELATIONSHIP

1210 - **BOARD-SUPERINTENDENT RELATIONSHIP**

The Board of Education believes that, in general, it is the primary duty of the Board to establish policies and that of the Superintendent to administer such policies. Policy should not be originated or changed without the recommendation of the Superintendent. The Superintendent should be given the latitude to determine the best method of implementing the policies of the Board.

The Superintendent, as the chief executive officer of the School District, is the primary professional advisor to the Board. S/He is responsible for the development, supervision, and operation of the school program and facilities. His/Her methods should be made known to the staff through the administrative guidelines of the District.

The Board shall retain oversight supervision of such procedures.

In order to expedite negotiation procedures, the Superintendent is appointed as chief representative of the Board for the purpose of determining negotiation strategies and members of negotiation teams for collective bargaining with recognized unions and employee units.

The Board is responsible for determining the success of the Superintendent in meeting the goals established by the Board through annual evaluations of the Superintendent's performance. The Board, in formulating its position with regard to the performance of the Superintendent, shall rely, whenever possible, on the objective outcomes of its evaluations rather than on subjective opinions.

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ADMINISTRATION TEMPLATES

po1220

EMPLOYMENT OF THE SUPERINTENDENT

1220 - **EMPLOYMENT OF THE SUPERINTENDENT**

The Board of Education vests the primary responsibility for administration of this District in the Superintendent. The appointment of that officer is, therefore, one of the most important functions the Board can perform.

Whenever the position of Superintendent shall be vacant, the Board shall appoint a Superintendent as chief executive officer and fix his/her salary and term of office which shall be no more than five (5) years.

The Board shall actively seek the best qualified and most capable candidate for the position of District Superintendent.

It may be aided in this task by:

A. a committee of Board members;

B. the services of professional consultants;

C. the counsel of the out-going Superintendent;

D. the participation of members of the community.

Recruitment procedures shall be prepared in advance of the search and shall include the following:

A. the preparation of a written job specification for the position of Superintendent

B. preparation of written specifications of qualification in addition to proper State licensing

C. preparation of informative material describing this District and its educational goals

D. where feasible, the opportunity for applicants to visit the schools of this District

E. the requirement that each selected candidate for the position be interviewed by Board members in a format that encourages him/her to express his/her educational philosophy

F. solicitation of applications from a wide geographical area

G. consideration of all applicants fairly without discrimination on the basis of race, color, national origin, sex (including sexual orientation and transgender identity), disability, age, religion, ancestry, genetic information (collectively, "Protected Classes"), or other condition unrelated to the position of Superintendent

The Board may request the State Board of Education to issue a two (2) year alternative superintendent license to a proposed candidate for the superintendency, provided the candidate is of good moral character and meets the requirements set forth by the State Board of Education.

No person may be employed as Superintendent of this District unless s/he has signed an employment contract with the Board.

A. Such contract shall include:

1. the term for which employment is contracted, including beginning and ending dates;

2. the salary which the Superintendent shall be paid and the intervals at which s/he shall be paid;

3. the benefits to which s/he is entitled;

4. a specification of any powers and duties assigned by the Board to the Superintendent pursuant to R.C. 3319.031;

5. such other matters as may be necessary to a full and complete understanding of the employment contract.

B. The contract shall not contain tenure provisions.

The Superintendent so appointed shall devote himself/herself exclusively to the duties of his/her office and maintain his/her principal residence within the District, unless otherwise approved by the Board.

Any candidate's intentional misstatement of fact material to his/her qualification for employment or the determination of his/her salary shall be considered by this Board to constitute grounds for his/her dismissal.

Prior to employment, the candidate selected must pass a background check performed by the Bureau of Criminal Identification and Investigation and/or the Federal Bureau of Investigation.

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R.C. 3313.18, 3319.01, 3319.031, 3319.27
A.C. 3301-23-19

ADMINISTRATION TEMPLATES

po1230

RESPONSIBILITIES OF THE SUPERINTENDENT

1230 - **RESPONSIBILITIES OF THE SUPERINTENDENT**

The Superintendent shall strive to achieve District goals for students by providing educational direction and supervision to the professional staff and classified staff and by acting as a proper role model for staff and students both in the school and outside the District.

The Superintendent is directly responsible to the Board of Education for the performance of the following duties and responsibilities:

A. keep the Board informed with respect to matters affecting school operations and provide the Board with information, guidance, and support necessary to formulate policy

B. provide that all aspects of District operations comply with State and Federal laws and regulations as well as Board contracts and policies

C. provide leadership for the development, implementation, and assessment of the Strategic Plan's vision, mission, and initiatives

D. establish and implement a written educational plan for the schools of the District consistent with the educational goals adopted by the Board

E. provide for the recruitment, selection, and development of District staff in the attainment of the District's goals

F. recommend changes in staffing and instructional program based on analysis of staff and student performance assessment data

G. recommend innovations and strategies to continually improve the educational and operational practices of the District

H. promote the efficient and effective use of District resources in the daily operations of the schools

I. work constructively with the Board, administrative leadership team, and District staff in pursuit of established educational and operational goals and objectives

J. communicate effectively with parents, citizens, and community groups; secure their input, involvement, and support for school programs and initiatives

K. maintain the highest standards of personal conduct, professional practice, administrative effectiveness, and financial responsibility of the District

L. perform such other duties as the Board may direct or assign

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ADMINISTRATION TEMPLATES

po1230.01

DEVELOPMENT OF ADMINISTRATIVE GUIDELINES

1230.01 - **DEVELOPMENT OF ADMINISTRATIVE GUIDELINES**

The Board of Education delegates to the Superintendent the function of designing and implementing the guidelines, required actions, and detailed arrangements under which the District will operate. These administrative guidelines shall not be inconsistent with the policies adopted by the Board.

The Board itself will formulate and adopt administrative guidelines and rules only when required by law, and when the Superintendent recommends Board adoption.

The Superintendent may also issue such administrative and student handbooks as s/he may consider necessary for the effective administration of the schools and distribute them to employees and students and/or their parents.

As long as the provisions of these administrative guidelines and handbooks are not inconsistent with Board policies, or with Federal/State law, they will be considered to be an extension of the policy manual and binding upon all employees and students.

The Superintendent shall maintain a current organizational chart to which immediate reference can be made by the Board or any employee of the Board.

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R.C. 3313.20, 3313.47

ADMINISTRATION TEMPLATES

po1231

OUTSIDE ACTIVITIES OF STAFF

1231 **- OUTSIDE ACTIVITIES OF STAFF**

Staff members should avoid situations in which their personal interests, activities, and associations conflict with the interests of the District. If such situations threaten an administrator's effectiveness within the School System, the Superintendent and/or Board of Education shall evaluate the impact of such interest, activity, or association upon the administrator's responsibilities.

Staff members who hold a license or permit issued by the State Board of Education are expected to adhere to the State Board of Education’s Licensure Code of Professional Conduct for Ohio Educators both during and outside of work time.

Staff members may not dedicate work time to an outside interest, activity, or association.

Staff members may not use school property or school time to solicit or accept customers for private enterprises.

Staff members may not use school property for personal use that is not in accordance with Board policy, or local, State, or Federal law.

Staff members may not engage in business transactions on behalf of private enterprises in which a staff member may profit by virtue of the staff member's official position or authority or benefit financially from confidential information that the employee has obtained or may obtain by reason of their position or authority.

Staff members may not engage in nepotism as prohibited by local, State, or Federal law.

Staff members may not campaign on school property during working hours on behalf of any political issue, or candidate for local, State, or National office, or engage in activities intended to influence the outcome of an election for any political candidate, or for a levy or bond issue. Staff members are prohibited from using school property to promote or oppose any political candidate, levy or bond, even if such use occurs outside of work time or school hours. The constitutional right to express political and other opinions as citizens is reserved to all employees.

Staff members should refrain from expressions that disrupt the efficient operation of the school and/or interfere with the maintenance of discipline by school officials. Staff members should not use technology, social media, or other electronic communications to host, post, or distribute

improper or inappropriate material that could reasonably be accessed by the school community. This includes, but is not limited to, pornography, obscene material, promotion of drug use or underage consumption of alcohol, promotion of violence, disparagement of students, and disparagement of any individual based on a protected class factor or any other factor in violation of Board policy, local, State, or Federal law. Likewise, staff members should not use inappropriate language, gestures, or signs at school-related activities.

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ADMINISTRATION TEMPLATES

po1231.01

RESEARCH AND PUBLISHING

1231.01 - **RESEARCH AND PUBLISHING**

A. Administrators are encouraged to contribute articles to professional publications and to engage in approved professional research.

B. Materials that are considered for publication and/or production, which identify the District in any manner, shall be cleared with the Superintendent prior to publication and/or production.

C. Publications and productions shall be subject to the following copyright provisions:

1. Rights to copyrights or patents of books, materials, devices, etc. developed by administrators on their own time will be relinquished by the Board upon request of the administrator provided that:

    a. the books, materials, devices, etc. were prepared without the use of Board data, facilities, and/or equipment;

    b. the Board is granted the privilege of purchasing the materials or products free of any copyright or royalty charges;

    c. the administrator does not become involved in any way in the selling of the product to the Board.

The final decision regarding whether materials were produced independent of any work assignment, and/or without using school equipment, facilities, data, or equipment rests with the Superintendent.

Administrators who desire to publish or produce materials on their own time should make such action known to the Superintendent prior to the time such work is started in order that proper procedures can be established to assure that Board interests and the interests of the administrator are protected.

2. All books, materials, devices, or products that result from the paid work time and/or prescribed duties of administrators shall remain the property of the Board. The Board shall retain all rights and privileges pertaining to the ownership thereof.

   In the event that any of these products have commercial possibilities, the Superintendent is authorized to secure copyrights, patents, etc. that protect the Board's ownership of the product.

   The Superintendent is authorized to negotiate with appropriate agencies for the production and distribution of products with commercial appeal. Such negotiations shall seek fair and appropriate compensation, including sharing of royalties, for the administrator(s) who developed the products.

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ADMINISTRATION TEMPLATES

po1240

EVALUATION OF THE SUPERINTENDENT

1240 - **EVALUATION OF THE SUPERINTENDENT**

The Board of Education believes it is essential that it evaluate the Superintendent's performance periodically in order to assist both the Board and the Superintendent in the proper discharge of their responsibilities and to enable the Board to provide the District with the best possible leadership.

The Board shall annually, no later than July 31st. evaluate the performance of the Superintendent. Such evaluation shall include an assessment of:

A. the progress toward the educational goals of the District;

B. performance based on expectations prescribed in the job description;

C. the working relationship between the Board and the Superintendent.

Such assessments will be based on defined quality expectations developed by the Board for each criteria being assessed.

The Board and the Superintendent, jointly, shall, at the outset of each evaluation, determine the method by which the evaluation shall be conducted and the evaluation model to be used.

Such method may include:

A. the Superintendent's own self-analysis of the current status of the District;

B. the Superintendent's self assessment of his/her performance;

C. the active participation of each Board member;

D. a compilation of assessments on a prepared standard form by individual Board members, which shall then be reviewed jointly by the Board and Superintendent;

E. evaluation interviews between the Board and Superintendent during which no other business is discussed;

F. recommendations/commendations regarding the Superintendent's job performance.

As an outcome of the evaluation of the Superintendent's performance, the Board should be prepared to judge the advisability of retention of the Superintendent and be prepared to:

A. determine the Superintendent's salary;

B. identify strengths and weaknesses in the operation of the District and determine means by which weaknesses can be reduced and strengths are maintained;

C. establish specific objectives, the achievement of which will advance the District toward its goals.

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Legal
R.C. 3319.01

ADMINISTRATION TEMPLATES

po1240.01

NON-REEMPLOYMENT OF THE SUPERINTENDENT

1240.01 - **NON-REEMPLOYMENT OF THE SUPERINTENDENT**

The Board of Education has an obligation to the citizens of this District to employ the professional leadership best trained and equipped to meet the educational needs of the students. It shall meet that obligation by retaining only the best qualified person as Superintendent of Schools.

If the services of the Superintendent are found to be unsatisfactory to the Board, s/he shall be notified by the Board President. and given an opportunity to correct the conditions.

If his/her services continue to be unsatisfactory, the Superintendent shall be notified in writing by the Board President, as approved by the Board. Notification of its intent not to reemploy his/her services shall be given in accordance with the Superintendent's contract.

If the Superintendent fails to maintain required licensure throughout the term of employment, s/he will be immediately suspended without pay and such failure is grounds for termination.

Reporting Professional Misconduct

Consistent with Policy 8141 and State law, the Board will file a report to the Ohio Department of Education, on forms provided for that purpose, matters of professional misconduct on the part of the Superintendent, as a licensed professional, including a conviction of the Superintendent of certain enumerated crimes and/or conduct which is determined to be unbecoming to the teaching profession. Reports of any investigation regarding whether or not the Superintendent has committed an act or offense for which the Board is required to make a report to the Ohio Department of Education shall be kept in the personnel file of the Superintendent. Should the Ohio Department of Education determine that the results of that investigation do not warrant initiating an action suspending, revoking, or otherwise limiting the Superintendent's license, the report(s) of any investigation will be moved to a separate public file.

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R.C. 3319.01, 3319.16

ADMINISTRATION TEMPLATES

po1260

INCAPACITY OF THE SUPERINTENDENT

1260 - **INCAPACITY OF THE SUPERINTENDENT**

It is the legal duty of the Board of Education to appoint a temporary or acting Superintendent by a majority vote of the Board upon determination that the Superintendent is incapacitated in such a manner that s/he is unable to perform the duties of his/her office.

The Board shall fix the compensation of the temporary Superintendent who shall serve until the Superintendent's incapacity is removed or until the expiration of the Superintendent's contract whichever is sooner. S/He shall perform all of the duties and functions of the Superintendent, and may be removed at any time for cause by a two-thirds (2/3's) majority vote of the Board.

The Board shall determine that the Superintendent is incapacitated:

A. at the request of the Superintendent and with medical documentation.

B. upon certification of a physician selected and compensated by the Board; physician selected and compensated by the Superintendent; panel of three (3) physicians, one (1) selected and compensated by the Board, one (1) selected and compensated by the Superintendent, and the third selected by the two (2) physicians and compensated by the Board.

Where a physician selected by the Board disagrees with a physician selected by the Superintendent, the two (2) physicians shall agree in good faith upon a third impartial physician who shall examine the Superintendent. His/Her medical opinion shall be binding on the issue of medical capacity to perform assigned duties. The expenses of the third examination shall be borne by the board.

If the Board determines that the Superintendent is unable to perform his/her duties, s/he may:

A. 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;

B. at the request of the Board, be placed on sick leave with such pay to which s/he may be entitled or which may be authorized by Board policy;

C. at his/her request, be placed on a leave of absence without pay.

The foregoing leave shall not extend beyond the term of the contract.

The Superintendent may, upon request to the Treasurer, and proper certification of recovery, be returned to active duty status, unless the Board denies the request within ten (10) days of receipt of the request.

The Superintendent may request a hearing before the Board or with a referee on any action taken under this policy.

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R.C. 3319.011, 3319.13, 3319.16

ADMINISTRATION TEMPLATES

po1310

EMPLOYMENT OF THE TREASURER

1310 - **EMPLOYMENT OF THE TREASURER**

The Board of Education shall seek a person both capable and licensed to fill the position of Treasurer, whenever that position may be vacant. The Board shall appoint a Treasurer as chief fiscal officer and fix his/her salary and term of office which shall be not more than five (5) years.

All persons considered for the position of Treasurer shall provide evidence of their training and experience in the fields of government accounting, State and Federal laws related to school district budgeting and financing, financial report preparation, and budget and accounting management as required by statute and the standards of the State Board of Education.

The Board may, in recruiting a Treasurer, utilize the services of:

A. a committee of Board members;

B. a professional consultant;

C. the retiring Treasurer;

D. a committee of community laypersons.

To aid in the search, the Board may use:

A. a written job description for the position;

B. informative materials describing the School District;

C. a written specification of the salary and benefits;

D. the opportunity for each applicant to visit the District should s/he so desire.

Any candidate's intentional misstatement of fact material to his/her qualifications for employment or the determination of his/her salary shall be considered to constitute grounds for dismissal.

No person may be employed as Treasurer of this District unless s/he has signed an employment contract with the Board.

Such contract shall include:

A. the term for which employment is contracted, including beginning and ending dates;

B. the salary which the Treasurer shall be paid and the intervals at which s/he shall be paid;

C. the benefits to which s/he is entitled;

D. a specification of any powers and duties assigned by the Board to the Treasurer pursuant to R.C. 3319.031;

E. such other matters as may be necessary to a full and complete understanding of the employment contract.

The Treasurer shall be responsible for the financial affairs of the District.

The Treasurer shall report to and is subject to the direction of the Board.

The Treasurer shall direct and assign employees directly engaged in the day-to-day fiscal operations of the District, as those employees are so designated by the Board.

Before entering upon the duties of the office, the Treasurer of the Board shall execute a bond, in an amount and with surety to be approved by the Board, payable to the State, and conditioned for the faithful performance of all official duties required of the Treasurer. Such bond shall be deposited with the President of the Board, and a copy thereof, certified by the Treasurer, shall be filed with the County Auditor.

In lieu of executing a surety bond, the Board may authorize the Treasurer to be covered by an insurance policy issued by a Board-approved and accredited insurance carrier or joint self-insurance pool. The policy must cover the Board from losses caused by the fraudulent or dishonest actions of, and the failure to perform a duty prescribed by law of the Treasurer or other

employee. Coverage must be equal to or greater than the amount required by the Board for a surety bond. The Treasurer shall deposit with the President of the Board a certified copy of documentation from the insurance provider that evidence proof of coverage before the employee is considered qualified for the position or undertakes official duties.

Prior to employment, the candidate selected must also pass a background check performed by the Bureau of Criminal Identification and Investigation and/or the Federal Bureau of Investigation.

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R.C. 3.061, 3.30, 2909.34, 3301.074, 3313.22, 3313.24, 3313.25, 3319.031
A.C. 3301-5-01

ADMINISTRATION TEMPLATES

po1320

DUTIES OF THE TREASURER

1320 - **DUTIES OF THE TREASURER**

The District's Treasurer, in addition to the responsibilities required by law, is responsible for helping the District achieve its goals by providing leadership and supervision in the program of fiscal management.

The Treasurer shall meet the qualifications specified for the position (A.C. 3301-5-01) and shall be directly responsible to the Board for the performance of the following assigned duties and responsibilities:

A. serve as the Chief Financial Officer of the District;

B. receive, deposit, manage, disburse, and account for all Federal, State, and local funds of the District in accordance with the Board's policies, administrative guidelines, and Ohio law;

C. be responsible for the financial affairs of the District in accordance with the provisions of State law;

D. establish and maintain long-range fiscal plans and prepare the annual budget based on District resources and needs;

E. direct and assign employees who are directly engaged in the day-to-day fiscal operations of the District, as designated by the Board;

F. provide that all District fiscal activities comply with the laws and regulations of the State, the negotiated agreements, policies of the Board, and the District's administrative guidelines;

G. analyze the effectiveness of District business and financial functions and recommend appropriate changes in program, staffing, and/or management strategies to meet

established District goals;

H. work constructively with the Superintendent and District staff toward the achievement of District goals;

I. promote the efficient and effective use of District resources in the daily operations of the schools;

J. interpret the budget and the District's fiscal affairs to District staff and to interested members of the community to secure their input, involvement, and support for school programs and initiatives;

K. maintain the highest standards of personal conduct, professional practice, administrative effectiveness, and financial responsibility of the District;

L. perform such other duties as the Board may direct or assign.

Observation of the Treasurer's performance and preparation of performance reports shall be the responsibility of the Board.

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R.C. 3301.074, 3313.16, 3313.26, 3313.261, 3313.262, 3313.27, 3313.28
R.C. 3313.29, 3313.33, 3313.51
A.C. 3301-5-01

ADMINISTRATION TEMPLATES

po1330

EVALUATION OF THE TREASURER

1330 - **EVALUATION OF THE TREASURER**

The Board of Education requires evaluation of the performance of the Treasurer in order to assist both the Board and the Treasurer in the proper discharge of their responsibilities and to enable the Board to provide the District with the best possible leadership. The Board, in establishing procedures for a formal performance evaluation of the Treasurer and conducting the evaluation in accordance with those procedures, shall consider the evaluation(s) in deciding whether to renew the Treasurer's employment contract. However, the establishment of the evaluation procedure does not create an expectation of continued employment. The Board is responsible for the final determination regarding the Treasurer's employment contract.

The objectives of the Board's evaluation shall be to:

A. promote professional excellence and improve the skills of the Treasurer;

B. improve the quality of District educational services and fiscal operations;

C. provide a basis for the review of the Treasurer's performance.

Criteria for the evaluation of the Treasurer shall be based upon the job description and shall relate directly to each of the tasks described therein. Each criterion shall be brief and shall focus on a major function of the position, be based on observable information rather than on factors requiring subjective judgment, and be written in the same format.

Data for the evaluation of the Treasurer will be gathered by any one (1) or more of the following methods:

A. direct observation

B. review of a document(s) produced in the performance of assigned duties

C. interviews with the Treasurer regarding his/her knowledge of assigned duties

D. reference to previous performance reports.

The Board shall annually, no later than June 1st evaluate the performance of the Treasurer. Such evaluation shall include an assessment of the:

A. progress toward the established goals of the District;

B. performance based on expectations prescribed in the job description;

C. working relationship between the Board and the Treasurer;

D. Board's own effectiveness in providing direction to the Treasurer.

Such assessments will be based on defined quality expectations developed by the Board for each criteria being assessed.

The Board and the Treasurer, jointly, shall, at the outset of each evaluation, determine the method by which the evaluation shall be conducted and the evaluation model to be used.

Such method may include:

A. the Treasurer's own self-analysis of the current status of the District;

B. the Treasurer's self assessment of his/her performance;

C. the active participation of each Board member;

D. a compilation of assessments on a prepared standard form by individual Board members, which shall then be reviewed jointly by the Board and Treasurer;

E. evaluation interviews between the Board and Treasurer during which no other business is discussed;

F. recommendations/commendations made regarding the Treasurer's job performance.

As an outcome of the evaluation of the Treasurer's performance, the Board should be prepared to judge the advisability of retention of the Treasurer and be prepared to:

A. determine the Treasurer's salary;

B. identify strengths and weaknesses in his/her operation and determine means by which weaknesses can be reduced and strengths are maintained.

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R.C. 3313.22

ADMINISTRATION TEMPLATES

po1340

NON-REEMPLOYMENT OF THE TREASURER

1340 - **NON-REEMPLOYMENT OF THE TREASURER**

The Board of Education has an obligation to the citizens of this District to employ the professional leadership best trained and equipped to meet the educational needs of their children. It shall meet that obligation by retaining only the best qualified person as Treasurer for this District.

The Board may, at any regular or special meeting held during the period beginning on the first day of January of the calendar year preceding the year the Treasurer's contract of employment expires and ending on the first day of March of the year the contract expires, re-employ the Treasurer for a succeeding term not longer than five (5) years, beginning the first day of August immediately following the expiration of the Treasurer's current term of employment and ending July 31st.

At the expiration of a Treasurer's current term of employment, the Treasurer is deemed re-employed for a term of one (1) year at the same salary plus any increment that the Board may authorize, unless the Board, on or before March 1st of the year in which his/her contract of employment expires, either re-employs the Treasurer for a succeeding term or gives to the Treasurer written notice of its intent not to re-employ the Treasurer.

A Treasurer is automatically disqualified from service for failing to hold a valid Treasurer's license. In addition, a Treasurer who is unable to secure a surety bond or insurance policy as required by law is not considered an "otherwise qualified Treasurer", and is similarly disqualified from service. Otherwise, the termination of the Treasurer's contract shall be in accordance with R.C. 3319.16 for good and just cause.

Reporting Professional Misconduct

Consistent with Policy 8141 and State law, the Board and/or the Superintendent will file a report to the Ohio Department of Education, on forms provided for that purpose, matters of professional misconduct on the part of the Treasurer, as a licensed professional, including a conviction of the Treasurer of certain enumerated crimes and/or conduct which is determined to be unbecoming to the teaching profession. Reports of any investigation regarding whether or not the Treasurer has committed an act or offense for which the Board is required to make a report to the Ohio Department of Education shall be kept in the personnel file of the Treasurer. Should the Ohio Department of Education determine that the results of that investigation do not warrant initiating an action suspending, revoking, or otherwise limiting the Treasurer's license, the report(s) of any investigation will be moved to a separate public file.

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R.C. 3.061, 3313.22, 3313.25, 3319.16, 3319.31, 3319.313, 3319.39
A.C. 3301-73-21

ADMINISTRATION TEMPLATES

po1350

INCAPACITY OF THE TREASURER

1350 - **INCAPACITY OF THE TREASURER**

It is the legal duty of the Board of Education to appoint a temporary or acting Treasurer by a majority vote of the Board upon determination that the Treasurer is incapacitated in such a manner that s/he is unable to perform the duties of his/her office.

The Board shall fix the compensation of the temporary Treasurer who shall serve until the Treasurer's incapacity is removed or until the expiration of the Treasurer's contract whichever is sooner. S/He shall perform all of the duties and functions of the Treasurer, and may be removed at any time for cause by a two-thirds (2/3's) majority vote of the Board.

The Board shall determine that the Treasurer is incapacitated

A. at the request of the Treasurer and with medical documentation.

B. upon certification of a physician selected and compensated by the Board; physician selected and compensated by the Treasurer; panel of three (3) physicians, one (1) selected and compensated by the Board, one (1) selected and compensated by the Treasurer, and the third selected by the two (2) physicians and compensated by the Board.

Where a physician selected by the Board disagrees with a physician selected by the Treasurer, the two (2) physicians shall agree in good faith upon a third impartial physician who shall examine the Treasurer. His/Her medical opinion shall be binding on the issue of medical capacity to perform assigned duties. The expenses of the third examination shall be borne by the Board.

If the Board determines that the Treasurer is unable to perform his/her duties, s/he may:

A. 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;

B. at the request of the Board, be placed on sick leave with such pay to which s/he may be entitled or which may be authorized by Board policy;

C. at his/her request, be placed on a leave of absence without pay.

The foregoing leave shall not extend beyond the term of the contract.

The Treasurer may, upon request to the Board, and proper certification of recovery, be returned to active duty status, unless the Board denies the request within ten (10) days of receipt of the request.

The Treasurer may request a hearing before the Board or with a referee on any action taken under this policy.

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R.C. 3313.23 et seq, 3313.51

Greenville City Schools
Board of Education Policy Manual

Section C: General School Administration

CA	Administration Goals
CBA	Qualifications and Duties of Superintendent Job Description
CBAA	Incapacity of Superintendent
CBAA-R	Incapacity of Superintendent
CBC/CBD	Superintendent's Contract / Compensation & Benefits
CBG	Evaluation of the Superintendent (Also AFB)
CBI	Board-Superintendent Relationship
CCA	Organizational Chart
CCB	Line and Staff Relations
CD	Management Team
CE	Administrative Councils, Cabinets, and Committees
CH	Policy Implementation
CHA	Development of Regulations
CHB	Board Review of Regulations
CHC	Regulations Dissemination
CHCA	Approval of Handbooks and Directives
CHD	Administration in Policy Absence
CL	Administrative Reports

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.

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

Exhibits: are forms, charts, etc. to support a policy or regulations.

ADMINISTRATION GOALS

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

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

The Superintendent and the administrative staff will have the authority and responsibility necessary for their specific administrative assignments. Each administrator will also be accountable for the effectiveness with which the administrative assignments are carried out. The Board will be responsible for clearly specifying its requirements and expectations of the Superintendent, then holding the Superintendent accountable by evaluating how well those requirements and expectations have been met. In turn, the Superintendent will be responsible for clearly specifying the Board's requirements and expectations for all other administrators, then for holding each accountable by evaluating how well requirements and expectations have been met.

Major goals of administration in the District will be:

1. to manage the District's various departments, units and programs effectively;

2. to provide professional advice and counsel to the Board of Education and to advisory groups established by Board actions, generally through reviewing alternatives, analyzing the advantages and disadvantages of each and recommending a selection from among the alternatives;

3. to implement the management function so as to assure the best and most effective learning programs, through achieving such other goals as:

   A. providing leadership in keeping abreast of current education developments;

   B . arranging for the staff development necessary to the establishment and operation of learning programs that better meet more learner needs;

   C. coordinating cooperative efforts for improvement of learning programs, facilities, equipment and material and

   D. providing access to the decision-making process for the ideas of staff, students, parents and others.

4. to develop an effective program of evaluation that includes every position, program and facility in the District and

5. to develop and use team management.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: January 5, 2023)

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

QUALIFICATIONS AND DUTIES OF SUPERINTENDENT
JOB DESCRIPTION

TITLE: Superintendent of Schools

REPORTS TO: Board of Education

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

Essential Functions

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

Other Duties and Responsibilities

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

Qualifications

1. Master's Degree or higher with a major in educational administration and supervision
2. minimum of five years of public school experience in supervision and administration
3. valid Superintendent's certificate as prescribed by the State of Ohio

Required Knowledge. Skills and Abilities

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

Equipment Operated

1. telephone
2. computer

Additional Working Conditions

1. weekend and/or evening work
2. travel

Acknowledgment

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

[Adoption date: August 1987]
[Revision date: July 9, 1997)
(Revision date: January 5, 2023)

LEGAL REF.: ORC 3319.01

INCAPACITY OF SUPERINTENDENT

The Greenville City Board of Education is obligated to provide the District with sound management in all areas. As a key member of the District, the Superintendent has a major responsibility in managing the operation of the District.

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

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

[Adoption date: August 18, 1987]
[Revision date: July 9, 1997)
(Revision date: January 5, 2023)

LEGAL REFS.: ORC 3319.01; 3319.011; 3319.13; 3319.16

INCAPACITY OF SUPERINTENDENT

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

1. by request of the Superintendent, if the Superintendent is absent with pay for reasons of personal illness, injury or exposure to contagious disease which could be communicated to others;

2. upon certification of the attending physician that the Superintendent is unable to perform the duties of the office of Superintendent;

3. upon the determination of a referee, pursuant to ORC 3319.16, that the Superintendent is unable to perform the duties of the office of Superintendent;

4. upon the granting of a leave of absence without pay requested by the Superintendent for reasons of illness, injury or other disability or

5 . upon the placing of the Superintendent upon an unrequested leave of absence without pay for reasons of illness or other disability pursuant to ORC 33 19.13 and 33 19.16.

During the period of incapacity, the Superintendent may:

1. at his/her request, be placed on sick leave, with pay, not to exceed the extent of his/her accumulated, but unused, sick leave and any advancement of such sick leave which may be authorized by Board policy and

2. at his/her request, or without his/her request, the Superintendent may be placed on a leave of absence without pay pursuant to ORC 3319.13.

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

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

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

The Superintendent may request a hearing before the Board on any action taken under this policy and has the same rights as are granted under ORC 33 19.16.

The Board fixes the compensation of the Superintendent Pro Tempore in accordance with ORC 3319.01 1. He/She serves until the Superintendent's incapacity is removed or until the expiration of the Superintendent's contract or term of office, whichever is earlier.

[Approval date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: January 5, 2023)

SUPERINTENDENT'S CONTRACT / COMPENSATION AND BENEFITS

The appointment of the Superintendent will be secured through a written contractual agreement, stating the terms of the contract. The contract will meet all State requirements and will protect the rights of both the Greenville City Board of Education and the Superintendent.

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

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

If the Board intends to non-renew the Superintendent's contract, notice in writing of the non-renewal will be given to the Superintendent on or before March 1 of the contract's expiration year.

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

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: September 18, 2007)
(Revision date: March 8, 2012)
(Revision date: January 5, 2023)

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

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

EVALUATION OF THE SUPERINTENDENT

Through evaluation of the Superintendent, the Greenville City Board of Education will strive to accomplish the following:

1. clarify for the Superintendent his/her role in the school system as seen by the Board of Education;

2. clarify for all Board of Education members the role of the Superintendent in light of the job description for the position and performance goals and objectives as agreed upon by the Board and the Superintendent;

3. develop harmonious working relationships between the Board and Superintendent;

4. provide administrative leadership for the school system and

5. identify strengths and weaknesses of Superintendent's performance.

Evaluation criteria and method and extent of documentation are determined by the Board and the evaluation of the Superintendent's performance is scheduled by the Board President or as requested by the Superintendent.

The evaluation of the Superintendent's abilities and performance takes place between selected Board members and the Superintendent in conference. The Board shall consider the evaluation of the Superintendent in acting to renew or non-renew his/her contract.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: May 19, 2022)
(Revision date: January 5, 2023)

LEGAL REF.: ORC 3319.01

CROSS REFS.: Evaluation Instruments in the Central Office
CBA Qualifications and Duties of Superintendent

BOARD-SUPERINTENDENT RELATIONSHIP

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

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

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

The Board strives to procure, when a vacancy exists, the best professional leader available for the head administrative post. The Board, as a whole and as individual members, will:

1. give the Superintendent full administrative authority for properly discharging his/her professional duties, holding him/her responsible for acceptable results;

2. act in matters of employment or dismissal of personnel after receiving the recommendations of the Superintendent;

3. hold all meetings of the Board in the presence of the Superintendent, except when matters such as the Superintendent's contract and/or salary are under consideration and

4. refer all complaints to the Superintendent for appropriate investigation and action.

[Adoption date: November 1986]
(Revision date: July 9, 1997)
(Revision date: December 15, 2022)
(Revision date: January 5, 2023)

File: CCA

Greenville City Schools
Organizational Chart

People of the District

Greenville Board of Education

Superintendent (evaluates those in BOLD)

1. **Superintendent Secretary**
2. **Director of Technology**
   - a. Technology Personnel
3. **Director of Human Resources**
   - a. Title IX Coordinator (serves as coordinator)
4. **Director of Curriculum & Instruction**
   - a. EMIS Coordinator
   - b. Secretary of Curriculum
   - c. Federal Programs
   - d. ESL Program
5. **Director of Career Technology**
   - a. Virtual Academy – GVA
   - b. Maintenance Supervisor
     - i. Maintenance Personnel
   - c. CT Secretary
6. **Director of Special Services**
   - a. Speech Pathologists
   - b. School Psychologists
   - c. Homeless
   - d. Nurses (evaluated by principals)
     - i. Medical Paraprofessionals
   - **e.** Gifted Coordinator (serving as coordinator**)**
7. **Director of Athletics**
   - a. Secretary
   - b. Coaches
   - c. Transportation Supervisor
     - i. Bus Drivers
     - ii. Mechanics
     - iii. Secretary
8. **Principals (3)**
   - a. Assistant Principal(s)
   - b. School Counselors
   - c. Nurses
   - d. Secretaries
   - e. Custodians
   - f. Teachers
   - g. Paraprofessionals
9. **Food Service Manager**
   - a. Head Cooks
   - b. Café Staff

Treasurer

1. Clerk Custodian & Secretary Clerks

(Adoption date: August 18, 1987)
(Revision date: April 18, 1989)
(Revision date: March 15, 1994)
(Revision date: January 11, 1995)
(Revision date: July 9, 1997)
(Revision date: March 11, 2008)
(Revision date: March 13, 2014)
(Revision date: January 8, 2015)
(Revision date: November 18, 2021)
(Revision date: September 15, 2022)
(Revision date: August 7, 2026

Pupils

LINE AND STAFF RELATIONS

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

Lines of direct authority will be those approved by the Greenville City Board of Education and shown on District organization charts.

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

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

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: December 13, 2004)
(Revision date: January 5, 2023)

CROSS REFS.:

ABB	Staff Involvement in Decision Making (Also GBB)
ACAA	Sexual Harassment
BG	Board-Staff Communications (Also GBD)
CCA	Organizational Chart
CD	Management Team
KL	Public Complaints
KLB	Public Complaints About The Curriculum Or Instructional Materials

MANAGEMENT TEAM

The Greenville City Board of Education endorses the management team concept for this District. The management team of the District will consist of the policy team and the administrative team. The policy team consists of the Board of Education, Superintendent and Treasurer, with the Board President serving as team leader. Primary responsibilities of this team will be establishing policies to guide the District and to assure that the policies are carried out. It will be the duty of this team to establish a procedure for seeking sufficient input from appropriate sources before developing or adopting policies. The administrative team will consist of all administrators within the District with the Superintendent serving as team leader. This team will be responsible for carrying out the functions of planning, organizing, staffing, implementing and evaluating under the guidance of the policies established by the policy team.

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

The approach recognizes the mutual dependence that exists among various components of the total organization and promotes a team effort in the identification of goals, the establishment of priorities and the development of long-range plans. Although the concept promotes cooperative efforts, it also recognizes the need for independent administrative action in appropriate areas. It in no way functions to inhibit responsible decision-making.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: January 5, 2023)

CROSS REF.: CCB Staff Relations and Lines of Authority

ADMINISTRATIVE COUNCILS, CABINETS, AND COMMITTEES

The various committees which cooperate in the making of decisions in each school and on the system wide level are not shown on the administrative chart. Each school will create the groups needed for the cooperative management of its affairs. The Superintendent, when occasion demands, will appoint system wide committees to study and make recommendations concerning issues and problems that may arise.

System wide, the principals will act as an administrative council to consider administrative and personnel matters.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: January 5, 2023)

POLICY IMPLEMENTATION

The Superintendent has the responsibility for carrying out, through regulations, the policies established by the Greenville City 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 school to school. School principals will establish procedures for conducting activities in their individual schools within the larger framework of District regulations and Board policies.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: January 5, 2023)

LEGAL REF.: ORC 3313.20

DEVELOPMENT OF REGULATIONS

The Greenville City 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 in every respect consistent with the policies adopted by the Board of Education.

The Board of Education itself will formulate and adopt regulations only when required by law, and when the Superintendent recommends Board adoption in light of strong community attitudes and/or probable staff reaction.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: January 5, 2023)

CROSS REF.: CH Policy Implementation

BOARD REVIEW OF REGULATIONS

When appropriate, the Greenville City Board of Education will review regulations developed by the administration to implement policy. It will revise or veto such regulations only when they are inconsistent with policies adopted by the Board or they are not in the best interest of the Greenville City School District.

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

Before issuance, District wide regulations will be properly titled and coded as appropriate to subject and in conformance with the codification system selected by the Board. Those officially approved by the Board will be so marked; all others appearing in the manual will be considered approved provided they are in accordance with the accompanying Board policy.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: January 5, 2023)

LEGAL REF.: ORC 3313.20

CROSS REF.: CHC Regulations Dissemination

REGULATIONS DISSEMINATION

District wide regulations will be appropriately coded and included as regulations in the Greenville City Board's policy manual.

The Superintendent will also devise other appropriate means for dissemination of particular regulations prior to their effective date to the staff members, students and/or members of the public who are affected by them.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: January 5, 2023)

CROSS REF.: CHB 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 District-wide 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 may be accorded legal status of Board-approved policies and regulations. The Superintendent uses his/her judgment as to whether specific handbooks need Board approval. All handbooks published are to be made available to the Board for informational purposes.

[Adoption date: July 9, 2007]
(Revision date: August 16, 2005)
(Revision date: January 15, 2008)
(Revision date: February 16, 2023)

LEGAL REFS.: ORC 3313.20

CROSS REFS.: Staff Handbooks
Student Handbooks

ADMINISTRATION IN POLICY ABSENCE

In the absence of Greenville City Board of Education 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 will present the matter to the Board for its consideration at its next meeting.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: February 16, 2023)

ADMINISTRATIVE REPORTS

The Greenville City Board of Education may require reports from its executive officers concerning conditions and needs of the schools.

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

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: February 16, 2023)

LEGAL REFS.:	ORC	3313.94
		3315.07
		3319.04; 3319.32; 3319.33
	OAC	3301-11-01 thru 3301-11-06

Greenville City Schools
Board of Education Policy Manual

Section D: Fiscal Management

DA	Fiscal Management Goals
DAB	General Revenue Fund Cash Balance
DB/DBK	Annual Budget and Appropriations Measure/Budget Modification Authority
DBA	Annual Appropriation Measure
DBD	Budget Planning
DCA	District Cash Balance
DD	Funding Proposals and Applications
DE	Revenues from Tax Sources
DECA	Administration of Federal Grant Funds
DFA	Revenues from Investments
DFEA	Free Admissions
DGA	Authorized Signatures (Use of Facsimile Signatures)
DGD	Use of Credit/Purchase Cards
DGD-R	Greenville City School District Credit/Purchasing Cards
DGD-E	Credit / Purchasing Cards – Appendix A
DH	Bonded Employees and Officers
DI	Fiscal Accounting and Reporting
DIB	Types of Funds
DID	Inventories (Fixed Assets)
DID-R	Inventories (Fixed Assets)
DIE	Audits
DJ	Purchasing
DJ-R	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
DK	Payment Procedures
DL	Payroll Procedures
DLB	Salary Deductions
DLB-R	Salary Deductions
DLB-E	Salary Deductions
DLC	Expense Reimbursements

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.

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

Exhibits: are forms, charts, etc. to support a policy or regulations.

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DLC-R	Expense Reimbursements
DM	Deposit of Public Funds (Cash Collection Points)
DN	School Properties Disposal

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Exhibits: are forms, charts, etc. to support a policy or regulations.

FISCAL MANAGEMENT GOALS

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

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

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 that the Superintendent and 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, protection of plant, grounds and equipment through prudent and economical operation, maintenance and insurance.

The Greenville City Board of Education 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 and contributions to the educational program in relation to 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: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: February 16, 2023)

GENERAL REVENUE FUND CASH BALANCE

General Revenue Fund Cash Balance

The Board believes that maintaining a cash reserve unencumbered unreserved balance of ninety (90) days of operating expenditures is necessary in the interest of sound fiscal management. The Board affirms that tax levies shall be pursued, and/or the District's finances otherwise managed, to ensure a General Operating Fund unencumbered unreserved cash balance equivalent to at least ninety (90) days of operating expenditures. Promptly upon receiving any indication that such cash balance may not be achieved within any year of the five (5) year forecast, the treasurer/CFO shall report such a finding to the Board. Upon such notification by the treasurer/CFO, the Superintendent and treasurer/CFO will prepare and propose options that the Board may consider to forestall such an eventuality. Further, the Board believes the financial goals of the District should be in alignment with the District's strategic plan and instructional goals. When a General Operating Fund cash balance exceeds 150 days the Superintendent may prepare a plan for the expenditure of the excess General Operating cash balance on one or more of the deliverables of the strategic plan. This plan must be approved by the Board of Education and cannot result in the General Operating Fund cash balance falling below ninety (90) days in any year of the rolling five (5) year forecast.

[Adoption date: September 19, 2024)

CROSS REF: Policy DCA

ANNUAL BUDGET AND APPROPRIATIONS MEASURE / BUDGET MODIFICATION AUTHORITY

Budget

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

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

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

Appropriations

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

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

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

Budget Modification

Modification of funds between line item appropriations within each major fund and any transfers permitted by law from major fund to major fund require Board approval.

Transfers Among Categories

During the final quarter of the fiscal year, appropriations categories are examined, and the year-end status of each is estimated. Before the close of the fiscal year, the Board authorizes 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 statutes.

Transfers among funds as permitted by statutes require Board action and may require approval from the Court of Common Pleas and the Tax Commissioner.

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

[Adoption date: November 16, 2004]
(Revision date: February 16, 2023)

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

ANNUAL APPROPRIATION MEASURE

As permitted by law, the Greenville Board of Education may pass a temporary measure prior to July 1, 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 not be later than October 1.

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

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

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: February 16, 2023)

LEGAL REFS.: ORC 5705.38-5705.40

BUDGET PLANNING

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

By August 31 annually, the Board submits the following to the Ohio Department of Education and Workforce (ODEW):

1. appropriations, revenue and fund balance assumptions contained in the budget adopted by the Board for that fiscal year and

2. projections of expenditures, revenues and fund balances for the three succeeding fiscal years.

The Board submits an update of this information to ODEW by the last day of February.

The Superintendent and the Treasurer are responsible for preparing the information required by law for the Board's approval.

[Adoption date: November 16, 2004]
(Revision date: November 15, 2018)
(Revision date: February 16, 2023)
(Revision date: December 18, 2025)

LEGAL REFS.:	ORC	5705.01; 5705.28-5705.32; 5705.35; 5705.36; 5705.37; 5705.39; 5705.391
CROSS REFS.:	BCF	Advisory Committees to the Board

DISTRICT CASH BALANCE

To meet the goals and mission of the District it is important to maintain sufficient cash balances in the operating fund(s). One of the most important reasons is for cash-flow management. School districts' cash flows are generally not aligned to their payment schedules. An appropriate fund balance helps the District meet its financial obligations during those periods of time when revenue flows from taxes, state aid and other sources are insufficient.

The District also maintains an appropriate fund balance for the following purposes:

- To demonstrate financial stability in the District.
- To avoid excessive short-term borrowing that opens the District to losses from differences in investment and borrowing rates.
- To avoid spending operational funds for interest on short-term loans.
- To stabilize both the budget and tax rate.
- To preserve a high bond rating (bond rating companies will routinely downgrade districts with an inadequate fund balance, because it gives the appearance of instability).
- To accumulate sufficient assets to make designated purchases
- To provide for unexpected expenditures due to natural disasters, emergencies, etc. (A fund balance is often the only safety net for unbudgeted, unexpected expenses or emergencies).

The discretionary funds of the district are available within the General Fund where the district receives the voted tax collections for general operations. Current law requires the filing of a Five Year Forecast which, for the purposes of the policy, will set the baseline for establishment of cash needs.

While there are several methods recommended to determine the amount needed for an operating fund cash balance, the Board will determine the amount annually, at their regular meeting in July of each fiscal-year, based on the following calculation:

> Cash Balance Reserve will be a function of daily cash needs to operate. For the district, carrying a balance of 90 days of operational funds as a cash balance reserve will assure a sufficient cash balance for operations. The district will use as a basis for operational fund reserve the Five-Year Forecasted Total Expenditures (line 5.050) at the end of the prior fiscal year.

The Treasurer is required to calculate the minimum cash balance amount at the close of each fiscal-year and report it to the Board of Education at their regular meeting each July. The Treasurer is also required to report to the Board in any month that the general operating fund (Five-Year Forecasted funds) falls below the Board established cash balance.

In the event that the operating (General) fund cash balance falls below zero, the Treasurer shall report that fact to the Board of Education and recommend appropriate short term cash flow borrowing options to the Board as permitted by Ohio Law.

[Adoption date: October 31, 2013]
(Revision date: February 16, 2023)
(Revision date: September 19, 2024)

FUNDING PROPOSALS AND APPLICATIONS

The Greenville City Board of Education will consider whether to apply for any State or Federal aid or grants for which it is eligible. It charges the administrative staff with the responsibility to evaluate State and Federally funded programs, including their possible benefits to the children and youth in the 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: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: February 16, 2023)

REVENUES FROM TAX SOURCES

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

1. requests that voters approve adequate local funds for the operation of the District and determines the amount and type of levies in accordance with all statutory requirements to yield sufficient revenue for the operating expenses of the District;

2. accept available State funds to which the District is entitled by law or through regulations of the State Board of Education and

3. accept Federal funds that are available providing that there is a specific need for them and that the required matching funds are available.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: February 16, 2023)
(Revision date: December 18, 2025)

LEGAL REFS.: Ohio Const. Art. XII, Section 2
ORC 3301.07
3311.21
3313.29
3313.51
3317.01 through 3317.11
ORC 3313.17 through 3313.20
3317.01-3317.11
3323.09
Chapters 5701; 5705
5748.01-5748.06

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 and Workforce (ODEW) or other applicable pass-through entity.

The Board directs the Treasurer to develop, monitor, and enforce effective financial management systems and other documented 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 Management and Budget (OMB) 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 documented 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.

The District takes reasonable cybersecurity and other measures to safeguard information including protected personally identifiable information and other types of information the District considers sensitive consistent with State and Federal law.

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. Records are sufficient to verify that time spent and compensation (including salary and benefits) are allocable to the fund.

2. Cash Management and Fund Control
Payment methods must be established in writing that minimize the time elapsed between the drawdown 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. The District performs a cost and price analysis for every procurement over the established simplified acquisition threshold.

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.

When possible, the District ensures that small businesses, minority businesses, women's business enterprises, veteran owned businesses, and labor surplus area firms are considered in accordance with the following:

A. placing these business types on solicitation lists;

B. soliciting these business types whenever they are deemed eligible as potential sources;

C. dividing procurement transactions into separate procurements to permit maximum participation by these business types;

D. establishing delivery schedules (for example the percentage of an order to be delivered by a given date of each month), that encourages participation by these business types utilizing organizations such as the Small Business Administration and the Minority Business Development Agency of the U.S. Department of Commerce and

E. requiring the prime contractor, if subcontracts are to be let, to take the steps listed above.

The District also complies with all Buy American provisions where applicable.

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.

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.

Each employee, board member, or agent of the school system who is engaged in the selection, award, or administration of a contract supported by a federal grant or award and who has a potential conflict of interest must disclose that conflict in writing to the Treasurer. The Treasurer discloses in writing any potential conflict of interest to ODEW or other applicable pass-through-entity.

A conflict of interest would arise when the covered individual, any member of his/her immediate family, his/her partner, or an organization, which employs or is about to employ any of those parties has a financial or other interest in or receives a tangible personal benefit from a firm considered for a contract. A covered individual who is required to disclose a conflict will not participate in the selection, award, or administration of a contract supported by a federal grant or award.

Employees, Board members, or agents of the District will not solicit or accept any gratuities, favors, or items from a contractor or a party to a subcontractor for a federal grant or award. Violations of this rule are subject to disciplinary action.

The Treasurer promptly discloses in writing to ODEW or other applicable pass-through-entity all violations of federal criminal law involving fraud, conflict of interest, bribery, or gratuities potentially affecting any federal award when there is credible evidence of a violation. The Treasurer fully addresses any such violations promptly and notifies the Board accordingly.

The district informs all employees in writing of whistleblower rights and protections under State and Federal law.

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: July 21, 2016]
(Revision date: June 29, 2017)
(Revision date: November 16, 2017)
(Revision date: November 18, 2021)
(Revision date: February 16, 2023)
(Revision date: June 26, 2025)

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

NOTE: *The Uniform Grant Guidance (Uniform Guidance) issued by the U.S. Office of Management and Budget (OMB) affects certain federal funds districts receive.*

Districts are required to have written policies and/or procedures for the management of funds subject to the Uniform Guidance. The rules are outlined in the Code of Federal Regulations (CFR) 200 and emphasize the need for strong financial management systems and other internal controls aimed at controlling fraud, waste and abuse. Internal controls should be in compliance with guidance in the Standards for Internal Control in the Federal Government issued by the comptroller general of the United States or the Internal Control Integrated Framework issued by the Committee of Sponsoring Organizations of the Treadway Commission.

This policy is intended to establish the Board's expectations and standards for financial management and other internal controls necessary to meet its obligations when receiving federal grant awards. This policy is not sufficient, alone, to serve as the written controls required by the Uniform Guidance. It must be supplemented with written procedures that should be developed by the Treasurer.

REVENUES FROM INVESTMENTS

This Investment Policy applies to all financial assets of the Board, including any State and federal funds that it holds. The Treasurer is the investment officer for the Board, responsible for the purchase and sale of investments, and the carrying out of this Investment Policy. The Treasurer shall routinely monitor the contents of the Board's investment portfolio, the available markets and relative value of competing investments and will adjust the portfolio accordingly. The Treasurer shall make investments on behalf of the Board 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.

The Treasurer is responsible for the safekeeping of all documents evidencing a deposit or investment acquired by the Treasurer under this policy.

Classification of Monies Held by the Board

The Ohio Revised Code requires the classification of monies held by the Board into three categories:

1. Active Deposits

   A public deposit necessary to meet current demands on the District's treasury. Such monies shall only be deposited in accounts permitted by Ohio law.

2. Interim Deposits

   Public moneys in the treasury of the District or any subdivision after the award of inactive deposits has been made in accordance with section 135.07 of the Revised Code, which moneys are in excess of the aggregate amount of the inactive deposits as estimated by the Board prior to the period of designation and which the Treasurer or Board finds should not be deposited as active or inactive deposits for the reason that such moneys will not be needed for immediate use but will be needed before the end of the period of designation.

3. Inactive Deposits

   A public deposit other than an interim deposit or active deposit.

Objectives

The primary objectives, in order of priority, of the Board's investment activities shall be:

1. Safety

   Investments of the Board shall be undertaken in a safe manner that seeks to ensure the preservation of capital in the overall portfolio. "Safety" is defined as the certainty of

receiving the full par value plus accrued interest upon final maturity of the security. At no time shall the safety of the portfolio's principal investment be impaired or jeopardized. To attain this objective, diversification is required in order that potential losses on individual securities do not exceed the income generated from the remainder of the portfolio.

2. Liquidity

   The Board's investment portfolio shall remain sufficiently liquid to enable it to meet all operating requirements that might be reasonably anticipated, while avoiding unreasonable and avoidable risks. Portfolio liquidity is defined as the ability to sell a security on short notice at or near the par value of the security.

3. Yield

   The Board's investment portfolio shall be designed with the objective of attaining a market rate of return throughout budgetary and economic cycles, taking into account this Investment Policy, the various investment vehicles available to the Board and the cash flow characteristics of the portfolio.

Authorized Financial Dealers and Institutions

1. All investments, except for investments in securities described in Paragraphs 5 and 6 under "Authorized Investments," shall be made only through a member of the Financial Industry Regulatory Authority (FINRA), or be associated with a bank, savings bank, or savings and loan association regulated by the Superintendent of Financial Institutions, the Comptroller of Currency, the Federal Deposit Insurance Corporation, or the Board of Governors of the Federal Reserve System.

2. All financial institutions and broker/dealers described above that desire to become qualified suppliers of investment transactions to the Board must provide the Treasurer with audited annual financial statements, proof of good standing with the Comptroller of Currency or State banking regulators or FINRA certification, proof of Ohio registration, and biographical and regulatory information on the persons who are the primary contact with the entity.

3. All entities conducting investment business with the Treasurer shall sign this investment policy. All brokers, dealers, and financial institutions described in O.R.C. §135.14(M) initiating transactions with the Treasurer or Board by giving advice or making investment recommendations shall sign this investment policy acknowledging their agreement to abide by the policy's contents. All such brokers, dealers, and financial institutions executing transactions initiated by the Treasurer or Board, having read the policy's contents, shall sign the investment policy thereby acknowledging their comprehension and receipt.

Ethical Standards

All participants in the investment process shall act responsibly as custodians of the public trust, and avoid any transactions that might impair public confidence in the Board. Persons involved in the investment process shall refrain from personal business activity that could conflict with proper execution of the investment program, impair their ability to make impartial investment decisions, or which is otherwise prohibited by law. Employees and investment consultants shall disclose to the Board any material financial interests they may have in financial institutions that conduct business within the District and any large personal financial or investment positions that could be related to, or affected by, the performance of the Board's portfolio. All employees, officers and investment consultants to the Board shall subordinate their personal investment transactions to those of the Board, particularly with regard to the timing of purchases and sales.

Authorized Investments

A. The Treasurer may invest any part or all of its interim monies in any of the following types of securities:

1. United States Treasury Notes, Bills, Bonds, or any other obligation or security issued by the United States Treasury, or any other obligation guaranteed as to principal and interest by the United States.

2. Bonds, notes, debentures, or other obligations or securities issued by any federal government agency or instrumentality, including but not limited to the Federal National Mortgage Association, Federal Home Loan Bank, Federal Farm Credit Bank, Federal Home Loan Mortgage Corporation, Government National Mortgage Association and all federal agency securities shall be direct issuances of federal government agencies or instrumentalities.

3. Interim deposits in duly authorized depositories of the Board, provided those deposits are properly insured or collateralized as required by law.

4. Bonds and other obligations of the State of Ohio, or the political subdivisions of the State of Ohio, provided that, with respect to bonds or other obligations of political subdivision, all of the following apply:

    a. The bonds or other obligations are payable from general revenues of the political subdivision and backed by the full faith and credit of the political subdivision.

    b. The bonds or other obligations are rated at the time of purchase in the three highest classifications established by at least one nationally recognized standard rating service and purchased through a registered securities broker or dealer.

    c. The aggregate value of the bonds or other obligations does not exceed twenty per cent of interim moneys available for investment at the time of purchase.

d. The treasurer or governing board is not the sole purchaser of the bonds or other obligations at original issuance.

No investment shall be made under division (B)(4) of this section unless the treasurer or governing board has completed additional training for making the investments authorized by division (B)(4) of this section. The type and amount of additional training shall be approved by the treasurer of state and may be conducted by or provided under the supervision of the treasurer of sate.

5. No-load money market mutual funds consisting exclusively of securities described in paragraphs 1 and 2 of this Section and repurchase agreements secured by such obligations, provided all such investments under this paragraph shall be made with a bank or savings and loan association eligible to be a depository for public funds of Ohio subdivisions, and provided further that any such funds meet the requirements of Chapter 135 of the Revised Code, including that such funds not include any investment in a derivative.

6. Ohio's Subdivision Fund.

7. Written repurchase agreements with any eligible institution or dealer, by which the Treasurer agrees to purchase, and the institution or dealer agrees unconditionally to repurchase, any security listed in paragraphs 1 through 5 above, except certain letters of credit described in O.R.C. §135.18(B)(2). Such written repurchase agreements shall not exceed thirty (30) days, and the market value of securities subject to a written repurchase agreement must exceed the principal value of the agreement by at least two percent and be marked to market daily. Institutions and dealers participating in such agreements must provide the Treasurer with the information set forth in O.R.C. §135.14(E).

Maximum Maturities

To the extent possible, the Board will attempt to match its investments with anticipated cash flow requirements. No investment shall be made unless the Treasurer, at the time of making the investment, reasonably expects it can be held to its maturity. Except as set forth in paragraph 7 above, any interim deposit investment made must mature within five years from the date of settlement, unless the investment is matched to a specific obligation or debt of the subdivision.

Safekeeping and Custody

Any securities may be deposited for safekeeping with a qualified trustee defined in O.R.C. §135.18, except the delivery of securities acquired under any repurchase agreement under this policy shall be made to a qualified trustee, provided, however, that the qualified trustee shall be required to report to the Treasurer, Board, auditor of state, or an authorized outside auditor at any time upon request as to the identity, market value, and location of the document evidencing each security, and that if the participating institution is a designated depository of the subdivision for the current period of designation, the securities that are the subject of the repurchase agreement may be delivered to the Treasurer or held in trust by the participating institution on behalf of the

subdivision. Interest earned on any investments of deposits authorized by this section shall be collected by the Treasurer and credited by the Treasurer to the proper fund of the subdivision.

Prohibited Investment Practices

In addition to any other prohibitions in the Revised Code, the Board shall not:

1. Contract to sell securities that have not yet been acquired on the speculation that prices will decline;

2. Make any investment in "derivatives" as defined in O.R.C. §135.14(C);

3. Invest in a fund established by another public body for the purpose of investing public money of other subdivisions unless the fund is either: (a) STAROhio, or (b) a fund created solely for the purpose of acquiring, constructing, owning, leasing or operating municipal utilities as authorized under O.R.C. §715.02 or Section 4 of Article XVIII of the Ohio Constitution;

4. Enter into reverse repurchase agreements;

5. Issue taxable notes for the purchase of arbitrage;

6. Leverage current investments as collateral to purchase other assets;

7. Invest in stripped principal or interest obligations of otherwise eligible obligations; or,

8. Invest in any security that the Treasurer, at the time of making the investment, does not reasonably think can be held until its maturity.

Education

The Treasurer shall participate in any beginning and/or continuing education training programs sponsored by the State Treasurer or the State Auditor in which the Treasurer is required to participate pursuant to O.R.C. §§117.44, 135.22 and 733.27.

Internal Controls

The Treasurer shall develop and maintain procedures of the operation of the District's investment program in accordance with this Investment Policy. These procedures shall be designed to prevent loss of the District's funds due to fraud, error, misrepresentation, unanticipated market changes or imprudent actions.

Reporting

The Treasurer shall maintain a current inventory of all investments including, but not limited to:

1. Description of each security;
2. Cost;
3. Par value;
4. Expected market value, or if available, current market value;
5. Beginning, maturity and settlement dates;
6. Rates; and,
7. The names of any persons conducting transactions on behalf of the Board.

The Treasurer shall also prepare and distribute quarterly a list of all investments, including all of the above described information and a report on investment activity and returns as required by law.

Non-Binding Arbitration

The Treasurer may enter into a written investment or deposit agreement that includes a provision under which the parties agree to submit to nonbinding arbitration (but not binding arbitration) to settle any controversy that may arise out of that agreement so long as such provision meets the requirements of the Revised Code and is specifically approved by the Board. The arbitration provision shall be set forth entirely in the agreement, and the agreement shall include a conspicuous notice to the parties that any party to the arbitration may apply to the court of common pleas of the county in which the arbitration was held for an order to vacate, modify, or correct the award. Any such party may also apply to the court for an order to change venue to a court of common pleas located more than one hundred miles from the county in which the Treasurer or government board is located.

Investment Policy Adoption

This Investment Policy shall be filed in the office of the Auditor of State. The Policy shall be reviewed on an annual basis by the Board or a committee designated by it and any modifications made thereto must be approved by the Board and, upon adoption, filed in the office of the Auditor of State.

CERTIFICATION OF READING, UNDERSTANDING AND ACCEPTANCE

The undersigned, _____, hereby certifies that it has read, understands and will accept and abide by this Investment Policy and the relevant provisions of the Revised Code in its dealings with the Board, that it understands that binding arbitration provisions are not permitted and that any nonbinding arbitration provisions governing its relationship with the Board must be expressly approved by the Board, and that the officer signing this Certification is authorized to do so on behalf of the undersigned.

_____

By:_____

Title:_____

Date:_____, 20_____.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: July 28, 2011)
(Revision date: June 18, 2015)
(Revision date: February 16, 2023)

LEGAL REFS.: Intergovernmental Cooperation Act
ORC 135.01-135.21;
3313.51

FREE ADMISSIONS

All employees of the Greenville City School District will be admitted to home athletic events free upon identification at the ticket gates.

League passes or protocol passes (double passes) may be issued to the following: central office administrators, principals, assistant principals and coaches.

Complimentary passes will be issued as follows:

Two passes to each participating physician to be used in any manner he/she wishes.

Service passes will be issued to persons who render gratis service to the Athletic Department in excess of the amount of a season ticket. It is realized that many persons rendering service to the Athletic Department do so in an amount that the Department would otherwise be unable to afford and do so with no thought of reimbursement; however, these persons will be issued passes as a token of gratitude. The service pass shall be issued by the high school principal after his/her determination of the service rendered.

Junior high and/or elementary student passes to individual games shall be at the discretion of the principals involved and shall always reflect maximum recognition for the individual student.

High school performance passes will be issued by the principal at his/her discretion. Visiting school officials will be issued protocol passes by the principal.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: October 23, 2001)
(Revision date: February 16, 2023)

AUTHORIZED SIGNATURES
(Use of Facsimile Signatures)

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

A facsimile signature includes, but is not limited to, the reproduction of any authorized signature by a copper plate or a photographic, photostatic or mechanical device. Written notice of the adoption of a facsimile signature is provided to the depositories. The notice includes a description of the device to be used and a sample of the facsimile signature. Written approval must be received from the depository before the facsimile signature can be used.

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

LEGAL REFS.: ORC 9.10 through 9.12; 9.14
1306.06

[Adoption date: May 17, 2005]
(Revision date: January 10, 2019)
(Revision date: February 16, 2023)

USE OF CREDIT/PURCHASE CARDS

The Board of Education of Greenville City Schools recognizes the value of an efficient method of payment and record keeping for certain purchases.

The Board of Education, therefore, authorizes the use of Credit cards where the purchase of the goods by this method will ensure the most advantageous purchase of either goods or services for the indirect or direct educational enhancement of the students of Greenville City Schools. All purchases must be approved in conjunction with a purchase order acknowledged by the Superintendent and Treasurer.

Each particular credit card should be approved by the Board of Education for use in the school district and shall not be used to circumvent the general purchasing procedures required by law and Board Policy.

The Superintendent and Treasurer shall jointly develop administrative guidelines and procedures, which will authorize both the type of expenditures, and designated school official authorized to use the cards.

[Adoption date: January. 16, 2001]
(Revision date: December 20, 2005)
(Revision date: February 16, 2023)

GREENVILLE CITY SCHOOL DISTRICT CREDIT / PURCHASING CARDS

The District card shall only be used when all other means of purchasing are exhausted. The cards will be used to maximize the potential purchasing power of the District.

Usage of the card is subject to the transactions falling within expenditure guidelines adopted by the Board, the adopted appropriation resolution and all purchases that serve a public purpose.

Items restricted from purchasing:

- alcoholic beverages
- entertainment expense, cash advances, fixed assets
- reimbursements to or purchases from District employees
- other purchases restricted by the Treasurer/Board and published in supplemental instructions

The Treasurer and/or Superintendent may eliminate one or more of the above restrictions for certain situations for those whose duties include specifying and procuring that commodity for the District. Any such authorization must be in writing and made in advance.

ISSUANCE

Cards will be issued in the name of the District and signed by the individual who will be identified as the purchaser when making said purchase. Each authorized user will be determined on the merits of necessity and or convenience and each employee authorized will be entrusted by the BOE to use prudence and caution in the exercise of the card.

The cardholder will be responsible to the District for proper card usage, and for returning, along with the blue and green copies of the purchase order, signed properly, the signed authorized purchase slip.

To obtain a card, the cardholder will have to complete a purchasing card application (Appendix A). Upon completion of such form the cardholder will secure the approval of the Treasurer and receive the card with the final purchase order.

USE

Making a district related purchase with a credit or purchasing card is similar to using any credit card. An order for goods or services is placed with a supplier by use of the requisition system requesting the use of the credit card within the description line of the requisition. The credit card is then "checked out" from the Treasurer or the Treasurer's designee. At the time of purchase, the purchaser must advise vendor of the tax-exempt nature of the sale and provide the applicable form if requested, in conjunction with the purchase order. The supplier processes the transaction as they would any consumer credit card purchase verifying the transaction within the applicable credit limits. If purchasing in person, the same information is required with the individual being prepared to show identification at the time of purchase.

File: DGD-R

As soon as the merchandise is checked in properly, the blue and green copy of the purchase order should be returned along with the available charge slip. Notations should be made as to shortages, etc. The credit card should be returned immediately to the Treasurer or the Treasurer's designee.

RECORDKEEPING

Upon receipt of the monthly billing, the Treasurer's office will match the current charges for the month to the appropriate cardholder's statement. In the event that charges are made without proof of charge slip and/or purchase order, it will become the responsibility of the cardholder to obtain a duplicate receipt from the credit card company and have the principal sign for the acknowledgement of goods received. Where this documentation cannot be obtained in a timely fashion to either 1) avoid finance charges or 2) make any payment on the goods, the employee will become responsible by payroll deduction for any charges in which the school did not receive value. It is imperative that the District not be charged service charges on the cards issued.

The cardholder is responsible for the security of their assigned card. The card is issued in the District's name and it will be assumed that any purchase made against the card has been properly authorized unless the card is reported lost or stolen prior to use. Use of the card not in accordance with the District's policies and procedures, or failure of the cardholder or his/her designee to account properly for purchases and allow for reconciliation of the statement in a timely manner each month, may result in card revocation, personal liability to the District by payroll deduction, and/or disciplinary action.

[Adoption date: January 16, 2001]
(Revision date: February 16, 2023)

BOARD OF EDUCATION - GREENVILLE CITY SCHOOLS

APPENDIX A Date: _____

The undersigned cardholder hereby requests the issuance of a Greenville City Schools (type of card)_____ Card for use by (said employee)_____ in order to facilitate the best purchase for the Greenville City School District for the commodities and/or services listed below. The cardholder agrees to all the terms as stated in the Board policies of Greenville City Schools and affirms knowledge that a charge without documentation, e.g. no signed purchase order by authorized parties, along with the charge slip as provided by the company may constitute the need for payroll deduction in a manner to be agreed upon between the District and the personnel in question. The cardholder agrees that they will be accountable to the District for all charges made against the card; they will expeditiously file the necessary payment for reimbursement to the company in a timely manner in order to avoid interest and service charges; the cardholder will promptly notify the company and the Treasurer in the event of a lost or stolen credit card. The requester of the card understands that failure to adhere to card policies and procedures or other misuse may result in card revocation, personal liability to the district by payroll deduction, and/or disciplinary action.

If for any reason, charges not allowed are not repaid, the district will have a prior lien against and a right to withhold any or all funds payable up to the amount of disallowed charges and interest at the same rate as charged by the company which issued the charge card.

BUILDING _____

DEFAULT USAS CODE FROM WHICH PURCHASE IS BEING MADE _____

CARD IS BEING USED FOR THE FOLLWING PURCHASE OF GOODS AND/OR SERVICES:
_____
_____

REASON FOR CARD REQUEST: _____
_____
_____

NAME OF CARDHOLDER: _____

SIGNATURE OF CARDHOLDER: _____

SIGNATURE OF PRINCIPAL OR AUTHORITY: _____

PLEASE COMPLETE AND RETURN WITH REQUISITION - REQUEST FOR CARD SHOULD BE MADE IN DESCRIPTION LINE OF REQUISITION

(Revision date: February 16, 2023)

BONDED EMPLOYEES AND OFFICERS

The Treasurer is required to execute an individual surety bond meeting statutory requirements or be covered under an employee dishonesty and faithful performance of duty policy. The amount of coverage shall be determined and approved by the Board. The Treasurer may, at the time of appointment or reappointment to the position, or during the individual's term or employment, become covered under an employee dishonesty and faithful performance of duty policy in lieu of a surety bond. The Treasurer shall not commence or continue the discharge of duties until coverage is documented as required by the Board. A lack of coverage on the date on which the discharge of duties are commenced or continued by the individual shall render the office vacant and it shall be filled in accordance with law.

The employee dishonesty and faithful performance of duty policy also may cover any other entity or individual as determined by the Board including but not limited to the Superintendent, Board President and employees who handle school funds and non-employees collecting money on behalf of the District.

LEGAL REFS.:	ORC	3.06
		3.061
		131.18
		3313.25; 3313.83
		3319.05
		5705.412
CROSS REF.:	DM	Deposit of Public Funds (Cash Collection Points)
		EI, Insurance Management

NOTE: *House Bill (HB) 291 (2018) allows the Board to adopt a policy to allow for the use of an employee dishonesty and faithful performance of duty policy in lieu of a surety bond for the Treasurer, HB 444 (2021) further revised these provisions, allowing for the Treasurer to be covered under this policy at any time during their term of employment. The Board* ***must*** *adopt a policy if they want to take advantage of this option.*

[Adoption date:	August 18, 1987]
(Revision date:	July 9, 1997)
(Revision date:	December 16, 2008)
(Revision date:	July 15, 2021)
(Revision date:	February 16, 2023)
(Revision date:	December 21, 2023)

FISCAL ACCOUNTING AND REPORTING

The District's accounting system is in conformance with the Uniform School Accounting System as prescribed by the Auditor of State for the use of school districts, federal funds also are accounted for in conformance with the Uniform Guidance issued by the U.S. Office of Management and Budget and any applicable state requirements. The Treasurer is responsible for receiving and properly accounting for all funds of the District.

The financial records must be adequate to:

1. guide the making or deferring of purchases, the expansion or curtailing of programs and the controlling of expenses;

2. ensure that current data are immediately available and in such form that routine summaries can be readily made;

3. serve as a guide to budget estimates for future years and to hold expenditures to the amounts appropriated and

4. show that those in charge have handled funds within limitations established by law and in accordance with Board policy.

The Board receives monthly financial statements from the Treasurer which show receipts, disbursements, appropriations, encumbrances, and balances. The Treasurer makes all other financial reports required by law or by State or federal agencies and submits them to the proper authorities.

The Treasurer provides the Board with any other financial management reports that the Board determines necessary.

Financial records are permanent; the supporting documents may be destroyed only in compliance with the provisions of Ohio law and in compliance with specifications of the District's records commission, the Auditor of State and the Ohio History Connection.

[Adoption date: May 26, 1998]
(Revision date: December 20, 2005)
(Revision date: June 29, 2017)
(Revision date: November 16, 2017)
(Revision date: February 16, 2023)

LEGAL REFS: ORC 117.101; 117.38; 117.43
149.01 through 149.43
3301.07
3313.29; 3313.32
3315.04
Chapter 1347

Chapter 5705
2 C.F.R. Part 200

CROSS REF.: DECA Administration of Federal Grant Funds
EHA Data and Records Retention

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

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

Federal funds must be accounted for in conformance with the Uniform Guidance issued by the U.S. Office of Management and Budget. Districts are required to have written policies and/or procedures for the management of funds subject to the Uniform Guidance. The rules are outlined in the Code of Federal Regulations (CFR) 200 and emphasize the need for strong financial management systems and other internal controls aimed at controlling fraud, waste and abuse. Internal controls should be in compliance with guidance in the Standards for Internal Control in the Federal Government issued by the comptroller general of the United States or the Internal Control Integrated Framework issued by the Committee of Sponsoring Organizations of the Treadway Commission.

TYPES OF FUNDS

Textbook and Instructional Materials Fund

The Board maintains a Textbook and Instructional Materials Fund. The fund is accounted for within the District's general fund, using a reasonable accounting method implemented under the Auditor of State's Guidelines as they are currently enacted. The requirement may be less than 3% for a particular fiscal year.

This fund is used for textbooks, instructional software, materials, supplies and equipment. Any money in the fund that is not used in a fiscal year is brought forward to the next fiscal year. The amount brought forward is not intended to meet the set-aside requirement for the current fiscal year.

The percentage of revenues on deposit, as well as the definition of what constitutes textbooks and instructional materials, is subject to applicable rules to be jointly adopted by the State Auditor and the Superintendent of Public Instruction.

The fund may be used for other purposes if both of the following steps occur during a fiscal year.

1. All of the following individuals must certify, in writing, that the District has sufficient textbooks, instructional software, materials, supplies and equipment to ensure a thorough and efficient education within the District.

    a. the Superintendent

    b. a person designated by vote of the business advisory council (in districts where required)

    c. the president of the teacher's union (or designee), if applicable

2. The entire Board must unanimously adopt a resolution stating that the District has sufficient textbooks and instructional software, materials, supplies and equipment to ensure a thorough and efficient education within the District.

Capital and Maintenance Fund

The Capital and Maintenance Fund consists of 3% of all revenues received that would otherwise have been deposited in the General Fund, except that money received from a permanent improvement levy may be used to meet this requirement. Money in this fund may only be used as provided by Ohio law. The fund is implemented under the Auditor of State's Guidelines as they are currently enacted. Therefore, the requirement may be less for a particular fiscal year.

[Adoption date: May 26, 1998]

(Revision date: November 16, 2004)
(Revision date: February 16, 2023)

LEGAL REFS: ORC 3315.17; 3315.18

CROSS REFS:
BHD Board Member Compensation and Expenses
DBD Budget Planning
HA Negotiations
IGDJ Interscholastic Athletics
IIAA Textbook Selection and Adoption

INVENTORIES (FIXED ASSETS)

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

The District shall conduct a complete inventory every five years, by physical count, of all District-owned equipment and supplies. For purposes of this policy, "equipment" means a unit of furniture or furnishings, an instrument, a machine, an apparatus or articles which retain shape and appearance with use, is nonexpendable and does not lose its identity when incorporated into a more complex unit. For purpose of items purchased with federal funds, equipment is defined as tangible, nonexpendable personal property having a useful life of more than one year with an acquisition cost of $10,000 or more per unit.

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

1. The preparation of year-end financial statements in accordance with generally accepted accounting principles (GAAP);

2. adequate insurance coverage and

3. control and accountability.

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

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

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

All equipment purchased, after the initial inventory, as capital outlay or replacement with a cost of $1,000.00 or more and with an estimated useful life of five years or more is tagged and made part of the equipment inventory. For fixed asset reporting purposes, all equipment in excess of $1,500 is used. Property records and inventory systems are sufficiently maintained to account for and track equipment acquired with federal funds.

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

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

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

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: February 19, 2002)
(Revision date: December 20, 2005)
(Revision date: June 29, 2017)
(Revision date: February 16, 2023)
(Revision date: June 26, 2025)

LEGAL REF.: ORC 117.38
3313.20
3313.41
2 CFR Part 200

CROSS REF.: DECA, Administration of Federal Grant Funds

NOTE: The Uniform Grant Guidance (Uniform Guidance) outlined in 2 CFR 200 sets forth the requirements for management of equipment purchased with federal funds. Districts should ensure district procedures for inventory accurately track items purchased with federal funds.

THIS IS A REQUIRED POLICY

INVENTORIES (FIXED ASSETS)

In order to comply with generally accepted accounting principles required by the State Auditor's office and better maintain records of current inventory, the Greenville City Schools Board of Education does establish the following policy.

The Greenville City Schools Board of Education shall maintain a fixed asset accounting system. The fixed asset system shall maintain sufficient information to permit the following:

1. the preparation of year-end financial statements in accordance with generally accepted accounting principles;

2. adequate insurance coverage and

3. control and accountability.

The Treasurer is responsible for the development and maintenance of the fixed asset accounting system. The Superintendent and Treasurer shall develop procedures to ensure compliance with all fixed asset policies. To ensure control over entity property, the principal in each building shall be assigned fixed asset responsibilities and be designated to work with the Superintendent and Treasurer.

Fixed assets for GAAP reporting purposes are defined as those tangible assets of the entity with a useful life in excess of one year and an initial cost equal to or exceeding $1,000.00. Fixed assets for the purpose of maintaining adequate insurance coverage are defined as those tangible assets of the entity with a useful life in excess of one year and an initial cost equal to or exceeding $1,000.00. Fixed assets for the purpose of control and accountability are those tangible assets of the entity with a useful life in excess of one year and an initial cost equal to or exceeding $1000.00. Like assets in the same room will be grouped together and will be included if the collective value meets the dollar threshold.

Fixed assets shall be classified according to their useful lives on a functional basis.

Capital leased fixed assets and fixed assets which are jointly owned shall be identified and recorded on the fixed asset system.

Fixed assets shall be recorded at historical cost or, if that amount is not practicably determinable, at estimated historical cost. The method(s) to be used to estimate historical cost shall be established by the appraisal firm. Donated fixed assets shall be recorded at replacement cost for insurance purposes.

The purchase of fixed assets, the transfer of fixed assets between buildings and the disposal of fixed assets shall be initiated by the Superintendent or principal. They shall be required to notify the Treasurer of such. An asset to be disposed of by sale which has a current value in excess of $2,000 shall be sold at auction. The Superintendent, at his/her discretion, may require an asset, regardless of value, to be sold at auction. An auction shall be held at the discretion of

the Superintendent, when sufficient assets have accumulated to warrant the cost. The Superintendent shall establish minimum acceptable prices for assets sold at auction.

Unless otherwise noted, the following information shall be maintained for all fixed assets:

Description
Asset classification
Identification or tag number
Building using or controlling the asset Location within building, room number
Purchase price or historical cost
Date purchased (estimated or actual)
Estimated useful life
Replacement cost
Accumulated depreciation
Fund and function
Manner of disposal
Method of acquisition
Source of funds

Inventories of governmental funds and proprietary funds are stated at cost using the FIFO (first in, first out) costing method. Inventories are determined by physical count. Inventory in governmental funds consists of expendable supplies held for consumption. The cost has been recorded as an expenditure at the time individual inventory items were purchased rather than when consumed (purchase method). Reported inventories in these funds are equally offset by a fund balance reserve which indicates they are unavailable for appropriation.

The measurement unit for an inventory item is the purchase quantity. Items with less than a $50.00 value are not to be inventoried. Items to be inventoried include, but are not limited to: art supplies, paper, science supplies, wood, custodial supplies, gasoline, food service supplies (purchased food, commodity food, paper products).

The building principal shall be responsible for the inventory in his/her building.

The physical inventory will take place on or before June 30th of each year. Inventory will be taken in all buildings/rooms of the District. All school personnel will be responsible for counting their respective inventory. It is the responsibility of the building principal to assign a "checker" to check all counts randomly. Copies of the inventory forms shall be maintained in building offices.

The following timetable will be used in order to complete the inventory in a timely manner.

On or before May 1st:	The Treasurer will distribute numbered forms to the appropriate building principals. The Treasurer will maintain a distribution list of numbered forms.

On or before May 5th:	The building principal will determine if there are any obsolete items which should be discarded and will make any necessary arrangements to ensure a proper count.
On or before June 5th:	The inventory is to be taken and the forms are to be returned to the Treasurer's office.
On or before June 30th:	Costs will be assigned to the inventory by the Treasurer's office. The most recent invoice shall be used to determine cost.

[Approval date: June 22, 1995]
(Revision date: July 9, 1997)
(Revision date: July 17, 2001)

AUDITS

In accordance with State statues, all District financial records are subject to audit by the Bureau of Inspection and Supervision of Public Offices of the State Auditor's Office.

A copy of the Auditor's report is placed on file in the State Auditor's Office and a copy is submitted to the Greenville City Board of Education. The Board will make the audit report available for public inspection in the Superintendent's office.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: April 20, 2023)

LEGAL REFS.: ORC 117.09; 117.10; 117.101; 117.11; 117.12; 117.26; 117.27; 117.28
3313.27; 3313.29; 3313.483

PURCHASING

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

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

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

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

[Adoption date: May 13, 2003]
(Revision date: April 20, 2023)

LEGAL REFS: ORC 3313,171; 3313.172; 3313,18; 3313.29; 3313.31; 3313,33; 3313.37; 3313.46; 3319.04; 3327.08; 5705.38; 5705.40; 5705.41; 5705.412
Ohio Const. VIII, § 2e

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

PURCHASING

Philosophy

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

General Guidelines

1. Competitive bids or quotations shall be solicited in connection with all purchasing whenever practical. Contracts shall be awarded to the lowest responsible bidder complying with specifications and with other stipulated bidding conditions.

2. The Superintendent or his/her designee in his/her absence shall be authorized to approve purchase orders without prior approval of the Board where formal bidding procedures are not required by law and when budget appropriations are adequate to cover such obligations.

3. All purchase contracts for materials, equipment or repairs involving an expenditure of more than $50,000 shall be awarded on the basis of public advertising and competitive bidding. All contracts which require public advertising and competitive bidding shall be awarded by resolution of the Board. The Treasurer is authorized to open bids and record the same pursuant to law. Additionally, all contracts for instructional equipment and mass produced commodities shall be informally quoted with established district specifications for amounts encumbered over $25,000. These quotations will be presented at the time of requisition completion. Any implications of "bid splitting" or deliberate attempts to evade bid limitations, such as successive contracts just under the bid amount will not be processed.

4. The purchasing procedure employed shall comply with all applicable laws of the state of Ohio and regulation approved by the Board.

5. A completed ethics form will accompany the purchase of goods and services from related parties who may provide a possible conflict of interest. The purchase of goods and services from related parties will follow a higher standard as dictated by administrative guidelines.

6. Purchase of all equipment outside of Central Office will be reviewed and approved by the Director of Administrative Services.

Local Purchasing

Recognizing the fact Greenville City Schools is supported in part by tax money paid by this community, it shall be an established policy of the Board that whenever possible it will obtain equal quality of equal prices for all goods purchased. Further, whenever the prices of local business establishments are in line with out-of-District establishments, the purchase will be made locally. Exception may be made in purchasing equipment that must match existing equipment.

Cooperative Purchasing

Greenville City Schools may join with the other participating schools in a unified purchasing program when this is advantageous to the District.

1. All purchases shall be made by completing a requisition subject to approval as a purchase order. Payment for any purchases made without a purchase order shall be the responsibility of the individual making the purchase.

2. Confirming purchase orders are not to be used.

3. Cash purchases out of receipts (such as lunchroom receipts) must never be made.

4. Efforts shall be made to anticipate needs and plan ahead.

5. Comparison buying should be done where time permits; anticipating needs and planning ahead will allow for comparison buying.

[Adoption date: May 13, 2003]
(Revision date: April 19, 2018)
(Revision date: April 20, 2023)

PURCHASING AUTHORITY

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

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

The Board assigns the Superintendent the responsibility for the quality and quantity of purchases made. The prime guidelines governing this responsibility are that all purchases fall within the framework of budgetary limitations and that they be consistent with the approved educational goals and programs of the District. The purchase of such items and services requires 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 annual organization meeting, specific authorizations for the procurement of supplies, equipment and services for the budget year and for the disposal of obsolete equipment and materials.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: April 20, 2023)

LEGAL REFS.: ORC 3313.171; 3313.172; 3313.18; 3313.33; 3313.37; 3313.46
3319.04
3327.08
5705.41
Ohio Const. VIII, § 2e

PETTY CASH ACCOUNTS

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

Account access is limited to only those individuals who have a job-related need to use these accounts. Any person using the accounts must complete all required documentation.

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

Any individual with access to the petty cash account who ignores procedures and does not take prudent measures to ensure that proper security is maintained, may be held personally liable for losses.

[Adoption date: May 13, 2003]
(Revision date: November 15, 2018)
(Revision date: January 14, 2021)
(Revision date: April 20, 2023)
(Revision date: December 21, 2023)

LEGAL REFS.: ORC 9.22; 9.38
3313.291; 3313.31; 3313.51

CROSS REF: DM, Deposit of Public Funds (Cash Collection Points)

NOTE: House Bill 312 (2018) prohibits school districts from using debit cards.

THIS IS A REQUIRED POLICY

BIDDING REQUIREMENTS

Contracts to build, repair, enlarge, improve or demolish any building or other property that exceed the threshold amount set out in State law, as published by the Director of Commerce, are let only after bids are solicited and received in compliance with law. All contracts to purchase school buses, including multifunction school activity buses, require competitive bidding prior to purchasing. Competitive bidding is not required in cases of urgent necessity or for the security and protection of school property.

If the Board enters into a shared savings contract for energy conservation measures, competitive bidding is not required. The Board may also enter into an installment payment contract for the purchase and installation of energy conservation measures and competitive bidding does not need to be utilized if at least two-thirds of the entire Board adopts a resolution stating that competitive bidding does not apply to the project.

If feasible, all purchases over $25,000 but under $50,000 will be based on price quotations submitted by at least three vendors. The District's legal counsel shall approve all contracts (as to form) that are in excess of $50,000.

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

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.

[Adoption date: November 16, 2004]
(Revision date: April 20, 2017)
(Revision date: March 16, 2023)
(Revision date: December 19, 2024)
(Revision date: December 18, 2025)

LEGAL REFS.:	ORC	9.17
		9.314
		153.01; 153.12 through 153.14; 153.50 through 153.56
		ORC 3313.172; 3313.372; 3313.373; 3313.46
		3319.04; 3327.08
		2 CFR Part 200

CROSS REFS.:	DJ	Purchasing
	DJF	Purchasing Procedures
	ECF	Energy Conservation
	FA	Facilities Development Goals

FEF Construction Contracts Bidding and Awards

NOTE: *In a district lacking a business manager, the Superintendent normally acts in that capacity.*

Senate Bill (SB) 3 (2016) increased the bidding threshold from $25,000 to $50,000. SB 168 (2024) increased the bidding threshold from $50,000 to $75,000 with an annual increase of 3% thereafter. Annual increases will be published by the Director of Commerce.

PURCHASING PROCEDURES

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

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

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

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

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.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: June 29, 2017)
(Revision date: April 20, 2023)
(Revision date: June 26, 2025)

LEGAL REFS.:	ORC	3313.46
		3327.08
		5705.41(D)(1); 5705.412; 5705.44
		2 C.F.R. Part 200
CROSS REFS.:	DECA	Administration of Federal Grant Funds
	DJ	Purchasing
	DJC	Bidding Requirements

NOTE: *The Uniform Grant Guidance (Uniform Guidance) issued by the U.S. Office of Management and Budget (OMB) effects certain federal funds districts receive.*

Districts are required to have written policies and/or procedures for the management of funds subject to the Uniform Guidance. The new rules are outlined in the Code of Federal Regulations (CFR) 200 and emphasize the need for strong financial management systems and other internal controls aimed at controlling fraud, waste and abuse. Internal controls should be in compliance with guidance in the Standards for Internal Control in the Federal Government issued by the comptroller general of the United States or the Internal Control Integrated Framework issued by the Committee of Sponsoring Organizations of the Treadway Commission.

PURCHASING PROCEDURES

General

1. The Board designates the Superintendent as the purchasing agent.

2. No person may commit the District to a purchase without the appropriate certificate of the availability of funds.

3. The materials, equipment, supplies and/or services to be purchased will be of the quality required to serve the function in a satisfactory manner, as determined by the requisitioner and Superintendent.

4. It is the responsibility of the requisitioner to provide an adequate description of the item(s) purchased so that the purchasing agent may be able to prepare the specifications and to procure most expeditiously and economically the desired commodity and/or service. A source of supply should be included on requisitions for specialty or unusual items.

5. No requisitioner shall knowingly restrict competition or otherwise preclude the most economical purchase of the required items.

6. When a low bidder proposes an alternate as equal to that specified, it is the responsibility of the Treasurer to determine whether the proposed substitution is, in fact, an equal. Such decision is based on his/her evaluation and that of the requisitioner. In the case of disagreement between the requisitioner and the Treasurer, either party may refer the matter to the Superintendent.

Requisitions

1. The District establishes a standardized requisition procedure to allow authorized representatives to submit requests for the purchase of materials and supplies.

2. The following are designated as "requisitioner," that is, they are authorized to issue requisitions against stipulated segments of budgetary appropriations: Superintendent, administrative assistants, directors, supervisors and building principals. Each requisitioner will be 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 will be submitted to the Treasurer.

6. After a purchase order has been issued by the Treasurer's office, the number of the purchase order is recorded on the requisition.

7. After processing, the original copy of the requisition is filed in the office of the Treasurer.

Purchase Orders

1. Purchase orders are prepared by the appropriate person and at a minimum include the following essentials:
   A. a specification 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; prices will be shown per unit and extended;
   C. clear delivery instructions, including place and time;
   D. appropriate account code number or appropriation code and
   E. the Treasurer's certificate of available revenue and appropriation.

2. Purchase orders use an identifiable tracking system established by the District and contain the appropriate number of copies to meet District needs.

3. Verbal confirmation orders subject to subsequent confirmation by a written purchase order may be issued only in cases 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 requisition is issued immediately, marked "confirmation" indicating the purchase order number, if one was given.

Federal Procurement

Purchasing of goods and services using federal funds must be done in accordance with the above procedures and also in accordance with all federal requirements including allowability of costs. All purchases must be reasonable and free of conflicts of interest and conducted in a manner providing full and open competition.

No purchase will be made using federal funds unless the District verifies that the contractor is not suspended or debarred.

To determine which procurement method type is required, the District will (*customize to reflect process: this may be looking back at the last three years of expenditures for the specific goods or services to be purchased with federal funds and determine which method of procurement/contract type is applicable to the individual situation based on the average aggregate amount spent with the providing vendor in a fiscal year or another similar method*).

Once the threshold has been established, the following methods of procurement will be used for all purchases of goods and services made with federal funds.

Informal Procurement Methods

1. Micro-purchases are purchases up to $10,000 and may be made in accordance with District purchasing procedures when the costs are reasonable, based on research, experience, purchase history or other information and documents. To the maximum extent practicable, these purchases are distributed equitably among qualified suppliers.

2. Simplified acquisitions are purchases between $10,000 and $250,000. Prior to authorizing the purchase, the District will obtain price rates or quotations from a minimum of 3 vendors or providers.

Formal Procurement Methods

1. Sealed bid procedures are used for firm fixed price contracts over $250,000 and are used as the preferred method for construction services. Bids are solicited through an invitation to bid from an adequate number of known suppliers, which cannot be less than two responsible bidders. The District will solicit bids by (*customize to reflect process: this may be using the same process you use for bidding projects with state funds).* The contract will be awarded to the lowest responsive and responsible bidder. The District documents and provides justification for all sealed bids rejected.

2. Competitive proposals are used for all fixed price or cost reimbursement contracts over $250,000 for which sealed bids are not appropriate and must be used for architectural or engineering services. The District will publicize a request for proposal by (*customize to reflect process: this may be using various advertising methods including but not limited to, radio, internet, newspapers, etc.).* The District will evaluate proposals in order to award the contract to the most advantageous proposal when considering cost and other factors. The District will evaluate proposals by (*customize to reflect District process*, *many districts have a score sheet they use for these purposes and may refer to this and include specific details on items factored in).*

Noncompetitive Procurement Methods

Noncompetitive procurement can only be used if one of the following circumstances apply:

1. the aggregate amount does not exceed the established micro-purchase threshold;

2. the procurement transaction can only be fulfilled by a single source;

3. a public exigency or emergency exists that will not permit a delay resulting from providing public notice of competitive solicitation;

4. the applicable pass-through entity expressly authorizes a noncompetitive procurement in response to a written request from the District or

5. after soliciting several sources, competition is determined inadequate.

All solicitations:

1. Include clear and accurate description on the technical requirements for the material, product or service to be procured. This description sets forth the minimum and essential characteristics the material, product or service must meet.

2. Will not contain specifications that unduly restrict competition.

3. Identify all requirements offerors must fulfill and all other factors to be used in evaluating bids or proposals.

The District also complies with all fund specific obligations. The District includes the following clauses in contracts when required for the fund type:

1. equal employment opportunity

2. termination for cause and convenience

3. contract work hours/safety standards

4. Davis Bacon Act provisions

5. rights to inventions made under a contract

6. debarment and suspension

7. Byrd Anti-Lobbying Amendment language.

To the extent required by law, the District shall require that the person awarded a contract satisfy the bonding requirements set forth in the applicable Federal regulations.

The District maintains records to verify selection of procurement type and compliance with applicable procurement requirements.

[Approval date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: November 16, 2017)
(Revision date: November 18, 2021)
(Revision date: April 20, 2023)
(Revision date: June 26, 2025)

NOTE: *Most boards wish to review and give their official stamp of approval to procedural regulations involving purchasing, but a board would not be expected to develop such a regulation—only to review and approve it.*

The Uniform Grant Guidance (Uniform Guidance) outlined in 2 CFR 200 outlines the requirements for purchases made through the use of federal funds. Districts should ensure district procedures for purchasing items with federal funds are in compliance with the Uniform Guidance requirements. Districts may customize this regulation to reflect district practice for purchases made with federal funds.

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 and Superintendent. 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 Treasurer to review available credit card accounts to determine which account and account provider best meets the needs of the District. The Treasurer will determine how many accounts, cards and checks are to be issued, and establish a process for credit card reissuance or cancellation.

1. The District name must appear on each card and/or check associated with the credit card account. The maximum credit card account limit is $160,000. The Treasurer provides an annual report to the Board detailing all rewards received based on use of the credit card account.

2. All credit cards issued to and in the name of the District are held and supervised by the Treasurer and used only for purposes authorized by this policy. The Treasurer establishes a system for cards to be signed out for use by an authorized user.

3. Credit cards may be used for District-related transportation, reservations and expenses, conference registrations and hotel reservation guarantees for the Board and staff. Such expenses are subject to the reimbursement limits established by the Board.

4. 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.

5. 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.

6. All credit card statements are sent directly to the Treasurer's office. The Treasurer keeps a record of all credit card use.

7. Receipts and appropriate form(s) are to be turned in with the credit card to the Treasurer within five business days upon completion of approved use. Receipts for meals must include the names of all individuals for whom meals were provided and the purpose of the meeting. Failure to turn in receipts and appropriate form(s) to the Treasurer within the required timeframe may result in the charges being deemed unrelated or unsubstantiated. The user is responsible for any unsubstantiated or unrelated purchases. 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.

8. All authorized users must immediately report loss or theft of the District credit card to the Treasurer who will immediately contact the credit card issuer.

The use of the credit card for the following items is considered unauthorized use and classified as credit card misuse:

1. expenditures not specifically authorized by this policy

2. purchase of personal goods or services for an administrator, an administrator's spouse, children or anyone employed or not employed by the Board and attending a District business function;

3. payment of any fines, penalties or personal liabilities incurred by the administrator or anyone else;

4. alcoholic beverages or tobacco;

5. fuel for use in a personal vehicle;

6. entertainment expenses, including pay-per-view movie charges and/or

1. cash advances.

Persons using a credit card for personal, nonauthorized purposes or undocumented expenditures shall be held personally responsible for those expenditures. Misuse of the credit card is subject to disciplinary procedures, including termination. An employee or officer of the Board who knowingly misuses a District credit card account also is in violation of State criminal law.

[Adoption date: November 16, 2004]
(Revision date: November 15, 2018)
(Revision date: April 20, 2023)

CROSS REFS.:

DJ	Purchasing
DLC	Expense Reimbursement
GCL	Professional Staff Development Opportunities
GDL	Support Staff Development Opportunities

CREDIT CARDS

Credit cards may be used for the following purposes:

1. School business travel, meetings, lodging and meals for out of District meetings or seminars are subject to the reimbursement limits established by the Board.
2. Gratuities are permissible only when card use is for group purchases and the tip is automatically added to bill.
3. Purchases from vendors that require a credit card as form of payment do not supersede the requirement of pre-approval of a purchase order for the purchase. The use of the Board's credit card for electronic commerce must be pre-approved by the submission of a purchase order prior to purchase.
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 and original credit card charge receipts to the Treasurer's office. Credit card statements will not suffice as invoices. Credit card statements will be mailed directly to the Treasurer's office. Any late fees assessed to the District due to an employee failing to submit invoices and credit card receipts on a timely basis are the responsibility of the employee. Receipts for meals must include the names of all individuals for whom meals were provided and the purpose of the meeting.

The use of the 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.

Use

Making a district related purchase with a credit or purchasing card is similar to using any credit card. An order for goods or services is placed with a supplier by use of the requisition system requesting the use of the credit card within the description line of the requisition. The credit card is then "checked out" from the Treasurer or designee. At the time of purchase, the purchaser must advise the vendor of the tax-exempt nature of the sale and provide the applicable form if requested, in conjunction with the purchase order. The supplier processes the transaction as they would any consumer credit card purchase verifying the transaction within the applicable credit limits. If purchasing in person, the same information is required with the individual being prepared to show identification at the time of purchase.

As soon as the merchandise is checked in properly, the blue and green copies of the purchase order should be returned along with the available charge slip. Notations should be made as to shortages, etc. The credit card should be returned immediately to the Treasurer or Treasurer's designee.

Recordkeeping

Upon receipt of the monthly billing, the Treasurer's office will match the current charges for the month to the appropriate cardholder's statement. In the event that charges are made without proof of a charge slip and/or purchase order, it will become the responsibility of the cardholder to obtain a duplicate receipt from the credit card company and have the principal sign for the acknowledgement of goods received. Where this documentation cannot be obtained in a timely fashion to either 1) avoid finance charges or 2) make any payment on the goods, the employee will become responsible by payroll deduction for any charges in which the school did not receive value. It is imperative the District not be charged service charges on the cards issued.

The cardholder is responsible for the security of his/her assigned card. The card is issued in the District's name and it will be assumed that any purchase made against the card has been properly authorized unless the card is reported lost or stolen prior to its use. Use of the card not in accordance with the District's policies and procedures, or failure of the cardholder or his/her designee to account properly for purchases and allow for reconciliation of the statement in a time manner each month, may result in card revocation, personal liability to the District by payroll deduction, and/or disciplinary action.

[Approval date: November 16, 2004]
(Revision date: April 20, 2023)

PAYMENT PROCEDURES

All claims for payment from Greenville City School District funds will be processed by the Treasurer. Payment will be authorized against invoices supported by approved purchase orders, with properly submitted vouchers, or in accordance with salaries and salary schedules approved by the Board.

As an operating procedure, the Board will receive lists of bills for payment from school funds each month. Actual invoices, statements and vouchers will be available for inspection by the Board.

The Treasurer will be responsible for assuring that appropriate allocations are observed and that total expenditures do not exceed the amount allocated in the appropriations at all items.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: April 20, 2023)

LEGAL REFS.: ORC 3313.18 3315.08
5705.41; 5705.412

PAYROLL PROCEDURES

The Greenville City Board of Education authorizes the Treasurer to issue a master check against the proper funds, and to deposit the check in a payroll account in the depository bank. These funds will be disbursed by issuing checks for salaries due employees for services rendered during the payroll period. All checks are to be signed by the Treasurer.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: April 20, 2023)

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 Greenville City 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 and

3. absence not covered by paid leave.

The following are examples of deductions that may be approved by the Board:

1. employee contributions to the District's health and dental insurance and other insurance/annuity programs that are or may be approved by the Board (employee contribution of 50% for health insurance for part time employee);

2. membership dues for recognized employee organizations;

3. credit union deductions and

4. Additional voluntary benefit coverages and donation deductions.

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

In cases when an employee 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 employee 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 an employee 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: August 18, 1987]
(Revision date: November 20, 1990)
(Revision date: July 9, 1997)
(Revision date: April 20, 2023)

LEGAL REFS.:	ORC	9.41-9.43; 9.80; 9.81; 9.90; 9.91
		145.37
		3307.51
		3313.262
		3917.04

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

SALARY DEDUCTIONS

The Greenville City Schools Board of Education will make provisions for staff members to voluntarily participate in a Tax-Sheltered annuity and/or deferred compensation plan under the following guidelines:

1. The company(s) offering the annuities, deferred compensation plans, or the custodial accounts must be approved and licensed to do business in the State of Ohio to provide such benefits under IRS Sections 403, 457, Public Law 87-370 or any equivalent income tax law.

2. Any company or custodian seeking to procure business in the District must file a formal request with the Office of the Treasurer. The request shall include:

   A. certification that the company or custodian has been approved and/or registered by the mandated authorities in accordance with the State of Ohio (i.e., Commissioner of Insurance, Division of Securities, etc.);

   B. certification that any such company or custodian and soliciting agent thereof agrees to comply with all the administrative rules and procedures issued by the Board;

   C. certification that such company or custodian has a minimum number of at least five employees or one percent of the total number of employees (whichever is greater) not to exceed 50 employees. When the number of annuities falls below this participation level, additional annuity contracts will not be accepted until the total number of annuities is returned to five or one percent of the total employees, whichever is greater and

   D. newly hired employees who were actively participating in a 403(b) or a 457 plan through their previous employer will be able to establish a billing with that company or custodian. Said company/custodian must abide to 2(c) above and all other rules herein if they desire to obtain additional business in the District.

3. The company or custodian must indemnify the Board through a Hold Harmless Agreement as provided by the Board. The company/custodian shall abide by all Board policies and procedures. Additionally all Internal Revenue Codes relative to and consistent with Code Sections 403 and 457 (e.g., minimum distributions and excessive contributions) will be followed.

4. The following documents must be properly completed and filed with the Board Office of the Treasurer 30 days prior to the effective date:

   A. certification of the Company or custodian as required in Paragraph 2 a,b,c hereof;

   B. the salary reduction agreement in the prescribed format of the Board; the effective date shall be the first of the month;

C. the company or custodian will provide a maximum exclusion allowance (MEA) calculated on all salary reduction agreements entered into by the parties which includes the employee, employer and the company/custodian unless the MEA is not required by law. The company shall agree to be responsible for all costs, expenses, fees and damages incurred by the Board and/or participant in connection with the implementation and administration of the plan by reason of a challenge to the maximum exclusion allowance computed for any participant of the Plan as a result of the company's or custodians negligence;

D. any company/custodian accepting a transfer or rollover of funds shall be required to abide to paragraph 4c and

E. the employer will assist the company/custodian in providing STRS and SERS information plus Section 125 information needed as well as the employee's years of service with current employer. In addition, the District will provide to the company/custodian the amount of the salary reduction currently in force and the type of deduction 403b, 403b with incidental life insurance protection and/or a 457 deferred compensation plan. It shall be the employee's, company's or custodian's responsibility to determine the facts regarding previous total contributions made to the employee's account other than STRS, SERS and Section 125.

5. Premiums or contributions will be limited to not less than five dollars per pay period. This amount shall be in even dollars per pay period. It should be noted that terms of deduction shall be as per negotiated agreement, with the pays to be computed twice monthly during the sufficient earnings cycle. An hourly paid employee having no remuneration (e.g., during summer months) will not be permitted annuities during those times.

   A. No partial contribution or premium payment will be made. If for any reason the contribution or premium payment is not available at salary reduction time to transmit to the company/custodian when due, the employee will be notified.

   B. The employee is personally responsible for any additional charges such as loan repayment and interest as a result of executing any contractual agreement. It is the responsibility of the company/custodian to advise the Board Treasurer regarding failure of repayment for tax reporting purposes. Additionally, it is the responsibility of the company/custodian to issue all applicable 1099's.

6. In the case of any contract providing incidental life insurance, the insurance company shall furnish the employer and employee with notification of such an arrangement. The company shall also furnish the employer guaranteed monthly retirement benefit at the employee's normal retirement age inclusive of the amount of the incidental life insurance protection elected by the employee. In addition, the company shall furnish the employer at the end of each calendar year a statement of the cost of this insurance for Internal Revenue purpose. This statement must be provided to the employer not

later than January 10th of each year. This will allow the employer to prepare employee W-2's and all other applicable reports within government time frames.

7. A salary reduction agreement may be requested in writing at any time during the year provided that no previous agreement was made during the current employee (calendar) tax year. All regulation of plan regarding available entry dates must follow the negotiated agreement. The same time frames as said agreement will apply to classified staff.

8. If a salary reduction agreement has been entered into by the employee for that current year the amount of the reduction may not be increased or decreased by the employee. An employee can redirect the balance of said salary reduction to other companies/custodians so long as the redirection does not increase or decrease the amount of the salary reduction agreement.

9. A salary reduction agreement may be discontinued by the employee provided that no less than 15 days' notice has been given to the employer.

10. The Board may restrict or limit contribution on behalf of employees to the extent that the total contributions for an employee would exceed the applicable IRC 402, 402, 415 or 457 limits, any subsequent Federal regulations or determination that would otherwise subject the salary reduction to income tax.

11. It is understood that employee contributions exceeding the IRC limits would be currently treated as income and may be subject to additional taxes, interest and penalties. It is the intent of the Board of Education to instruct the companies/custodians as well as the employees of the Board to act in a prudent manner in all salary reduction agreements.

12. The Office of the Treasurer will certify that no other salary reduction agreements have been made during any applicable tax year that would be in conflict with IRC regulations for purposes of 403 and/or 457 reduction.

13. The Treasurer of the Board of Education shall be authorized to sign and execute on behalf of the Board all documents necessary to effect said purchase and indemnify the Board.

14. The Board of Education shall assume no liability in connection with the purchase or subsequent investment of any such contract. The Board does not endorse any one plan.

15. The Board of Education will assess processing fees against the company/custodian for administration costs incurred from operating the annuity/deferred compensation plans. This processing fee shall be $6.00 annually per participating employee. The Board of Education may also charge a one-time administration fee of $100.00 from each new company added to the plan. The processing fee shall be effective on January 1, 1996 and

each company/custodian shall be billed appropriately on each February 1st thereafter. The company/custodian shall remit the amount within 30 days of the date of billing.

16. The Board has entered into an agreement with an annuity compliance company of its choice to review our current plans, and to administer our compliance program; therefore, it is understood that said annuity company shall communicate the Board's policy and procedures and secure the hold harmless agreements from the companies and custodians as per our agreement with said company.

[Approval date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: November 19, 2001)
(Revision date: April 20, 2023)

SALARY DEDUCTIONS

Annuity/Deferred Compensation Agreement

This Agreement made this_____, day of_____, ____, by and between the Board of Education of Greenville City Schools (hereinafter referred to as "the Board") and _____(hereinafter referred to as "the Company").

Whereas, pursuant to Ohio Revised Code 9.91, the Company provides a tax-sheltered annuity or deferred compensation plan that meets the requirements of IRC 403 and/or 457 (hereinafter referred to as "the Plan(s)" and

Whereas, the Company, through its representatives has presented the Board with salary reduction authorization for one or more employees pursuant to Board Policy, which employees have designated the Company as designee through whom the Board shall arrange for the placement or purchase of the tax-sheltered annuity and/or deferred compensation plan(s) and

Whereas, Ohio Revised Code 9.91 and Board Policy provide that the designated Company execute a reasonable agreement protecting the Board of Education from any liability attendant to procuring the Plans.

Now, therefore, the parties hereto agree as follows:

The Company hereby agrees to comply with all Board rules, policies and regulations covering the Plan(s), including solicitation of Board employees and calculation of maximum exclusion allowances for all employee reductions designated to the Company and its Plans.

The Company, jointly and severally, hereby agree to defend, indemnify and hold harmless the Greenville City Board of Education, all of its members, officers and employees and agents from and against all claims, suits, liability, expenses, damages and loss of any kind to any person. This includes but is not limited to attorney fees which may arise out of the offering, implementation, and administration of the annuity provided by the Company that could result from the negligence of the Company. The Company agrees to accept all costs, expenses, fees and any damages incurred by the Board in connection with the implementation, administration and operation of the Plans by reason of a challenge to the maximum exclusion allowance computed for any participant of the Plan(s) as a result of the Company's negligence.

The Company hereby agrees that any information provided by the Board shall be treated as confidential and shall not be used by the Company, its agents and employees for any purpose other than to carry out their responsibilities under the Plan(s).

This agreement (inclusive with the Board's Policy and Procedures and the salary reduction agreement) constitutes the entire understanding and agreement between the parties hereto and there are no other agreements between the parties except as provided herein.

This Agreement shall be governed by and construed in accordance with the laws of the State of Ohio.

In Witness Thereof, the parties hereto have caused this Agreement to be executed as of the date first above written.

_____
Company

_____
Address

_____
Signature of Officer Printed Name of Officer

Greenville City Board of Education

By: _____
Treasurer

(Revision date: April 20, 2023 – date only added)

EXPENSE REIMBURSEMENTS

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

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

A traveler on official school business will be expected to exercise the same care in incurring expenses a prudent person exercises in traveling on personal business. Excessive costs, such as those caused by circuitous routes or luxury services or accommodations are not considered prudent, nor are they accepted for reimbursement. The District recognizes employees and Board members may receive personal frequent flyer miles or other comparable rewards as a result of District Business; such rewards may be used by the individual for personal use, provided the vendor was not selected solely to earn rewards for personal use and all internal approval processes were followed.

Use of District Tax Exempt Certificate

The District tax exempt certificate can only be used for District purchases when a sale is made to and paid for directly by the District in accordance with established purchasing procedures. Employees and Board members are prohibited from using the District tax exempt certificate when making a purchase for the District or District business when using a personal method of payment. Employees or Board members making a purchase with a personal account for a proper purpose must pay the applicable sales tax at the point of sale. Such tax is reimbursable to the employee through the established reimbursement process except that, to the extent practicable, such purchases should be limited to $250.00. If the expense will be over this amount, the employee or Board member should coordinate with the District for the purchase to be made on the District credit card or account with the use of the sales tax exempt certificate.

[Adoption date: August 18, 1997]
(Revision date: July 9, 1997)
(Revision date: June 21, 2005)
(Revision date: December 20, 2005)
(Revision date: April 20, 2023)
(Revision date: December 18, 2025)
(Revision date: April 23, 2026)

LEGAL REFS.: ORC 2921.42;2921.43
3313.12; 3313.20
3315.15, 5739.02

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

NOTE: THIS IS A REQUIRED POLICY

EXPENSE REIMBURSEMENTS

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

1. **Travel Requests**: These must be submitted in advance through the appropriate administrators to the Superintendent or his/her designee.

2. **Transportation:** All modes of transportation are authorized consistent with the requirements of the assignment and the efficient and economic conduct of official business. Travel is by the most direct route.

   A. Automobile Mileage: Reimbursement at a rate equal to the IRS rate for actual mileage from employee's point of departure which may be the work site or home, to destination and return. Mileage reimbursement will be limited to the least amount of distance from either the point of origination or the worksite then onto the final destination. The IRS rate is the maximum rate regardless of the number of passengers in the vehicle. Car pooling should be encouraged in all situations in order to maximize the potential impact to budget lines.

   B. Travel by Public Conveyance: Round-trip tickets should be purchased if these offer a price advantage. Approval is for coach fare only.

   C. Local Transportation: Local transportation such as taxicabs, ridesharing services, airport limousines and buses should be used when justified.

   D. Car Rentals: Rental cars may be used only in cases of emergencies or when no other means of local transportation is practicable and the rental has been preapproved. Emergencies include canceled airline flights or change in destination due to inclement weather or other circumstances.

3. **Subsistence:**

   A. Lodging: Any person on official District business, who must secure lodging in connection with that business, is entitled to reimbursement for the necessary business cost of the room as dictated in the most current Master Agreement. Any non-business-related expenses are the responsibility of the person or official.

   B. Meals: Reimbursement for meals are as dictated in the most current Master Agreement. Reimbursement for meals shall be made only for meals out of the District unless the staff member is representing the District and his/her attendance is required. Meals can only be reimbursed based on actual receipts showing all the detail of the transaction. All alcohol and tips are to be excluded from the bill for repayment.

1. Parking - Reimbursement for actual expenses incurred while attending approved trips, as limited by the master agreement.

2. Registration Fees - Reimbursement for a maximum as dictated by the Master Agreement in effect for teachers, unless Board of Education authorizes a higher level of payment.

Receipts - Receipts for lodging, meals, parking, registration and all other items requesting reimbursement are required to be submitted. Receipts for meals will be detailed in order to assess any restricted activities as deemed by the Auditor of State's office. Lack of detailed receipts will result in the denial of payment for meals.

Other Expenses

Gratuities - The district does not pay for gratuities.

Travel - Form and Receipts. Sharing of travel in order to maximize the use at professional development funds will be encouraged whenever possible or feasible.

Reimbursement for expenses is obtained by submitting an expense voucher after the expense was incurred by use of the district's professional leave form.

[Approval date: August 18, 1987]
(Revision date: November 20, 1990)
(Revision date: July 9, 1997)
(Revision date: November 4, 1998)
(Revision date: December 20, 2005)
(Revision date: April 23, 2026)

DEPOSIT OF PUBLIC FUNDS (CASH COLLECTION POINTS)

State law requires a proper receipting and depositing of all public monies. Therefore, all monies collected are receipted, accounted for and deposited in accordance with State law and all District policies and procedures.

The Board directs the Treasurer to develop, distribute and implement procedures for cash collection points in the District. Currently identified cash collection points include admission fees to athletic events, lunchroom sales, classroom fees, student activities/fundraisers, concession sales and miscellaneous money received by the Treasurer's Office.

In developing the procedures, the Treasurer must consider the following:

1. Segregation of duties for receipting, depositing, recording and reporting of cash.

2. Required documentation for cash drawer withdrawals and deposits and reconciliations, including documentation of cash shortages or overages and procedures for denomination exchanges. Cash drawers are only used for collecting sales receipts; no purchases or expenses may be paid from cash drawers.

3. Separate bank deposits for start-up cash withdrawals ensuring the start-up cash is kept separate from other receipts.

4. Ticket sale collection requirements including but not limited to documentation of various prices and any complimentary admission procedures and reconciliation of unsold tickets.

5. Compliance with audit requirements, including, but not limited to, compliance with the Uniform School Account System requirements.

Individuals receiving money at cash collection points are responsible for reviewing and complying with all procedures for cash collection points and are responsible for the safekeeping of money until the money is deposited.

If the money collected:

1. exceeds $1,000, it must be deposited on the next business day after the day of receipt or

2. does not exceed $1,000, it must be deposited no more than three business days following the day of receipt.

The Treasurer has established provisions for the safeguarding of cash until it can be deposited with the Treasurer and/or bank, including provisions for making bank deposits after regular banking hours. Money should be secured in a locked desk, file cabinet, safe or other secure room on school property until it can be deposited.

Cash Acceptance at School Events

In accordance with State law, the District provides for cash payment options for tickets to school-affiliated events including an athletic event, play, musical, or other school-related event or activity that the District conducts, sponsors, or participates in and for which the District charges admission to attend. These requirements do not apply to any event or activity conducted in a public facility leased by a professional sports team or a privately owned facility. The District will not charge different prices for tickets based on the use of cash or other payment methods except that it may charge a processing fee for any ticket purchased online or by credit card. For a school-affiliated event, the District will charge students from a participating school a ticket price that is less than the District's ticket price for adults. If the District does not accept cash payment from an individual who wishes to purchase a ticket using cash, the District must provide a free ticket if there are still tickets available and the individual demonstrates that they have the cash to pay for the full cost of the ticket.

If concession sales are offered during the event, at least one location (including one on each floor if sold on multiple floors) accepts cash payments.

[Adoption date: July 9, 1997]
(Revision date: November 4, 1998)
(Revision date: January 16, 2001)
(Revision date: April 19, 2005)
(Revision date: May 18, 2023)
(Revision date: December 21, 2023)
(Revision date: December 19, 2024)

LEGAL REF.: ORC 9.38
ORC 3313.291
ORC 3313.5319

CROSS REF.: DH Bonded Employees and Officers
DJB, Petty Cash Accounts
EF / EFB, Food Services Management/Free and Reduced-Price Food
IGDG, Student Activities Funds Management
KMA, Relations with Parent Organizations

Note: *Ohio Revised Code (RC) 3313.5319 requiring districts to accept cash payments at specified school-affiliated events. The provisions apply to any school district, community school, STEM school, college-prep boarding school, or chartered nonpublic school that elects to participate in athletic events regulated by an interscholastic conference or an organization that regulates interscholastic conferences (i.e., the Ohio High School Athletic Association) or interscholastic athletic competition among member schools.*

House Bill (HB) 147 (2024) expands the law regarding cash payments for school-affiliated events by prohibiting a qualifying school from establishing different prices for tickets based on the use of cash or other payment methods except that it may charge a processing fee for any ticket purchased online or by credit card.

RC 9.38 establishes requirements for the deposit of public monies and allows for the Board to adopt a policy authorizing a timeframe of up to three business days after the day of receipt of funds that do not exceed

$1,000. If a Board policy granting this is not in place these funds must be deposited in accordance with the provisions of RC 9.38 and deposited on the next business day.

Auditor of State (AOS) Bulletin 2020-006 provides best practice considerations for districts for managing cash collection points in the district. This policy should be supplemented by additional procedures developed by the Treasurer. When developing the procedures, districts should review the guidance in AOS Bulletin 2020-006.

SCHOOL PROPERTIES DISPOSAL

The Board may dispose of its real and personal property in consultation with the Superintendent and in accordance with State and/or Federal law. Property and goods purchased with federal funds are subject to the disposal requirements outlined in the Uniform Guidance issued by the U.S. Office of Management and Budget.

Real Property and "Unused School Facilities"

When the Board decides to dispose of its real property, the Board first offers such property for sale to the governing authorities of community schools, the board of trustees of any college-preparatory boarding schools, and the governing bodies of any STEM and STEAM schools that are located within the territory of the District. The Board also offers these entities the opportunity to purchase or lease any "unused school facility" as defined in Ohio Revised Code RC 3313.411.

The Board gives priority to the governing authorities of high-performing community schools that are located within the territory of the District. If more than one governing authority of a high-performing community school notifies the Treasurer of its interest in purchasing or leasing the property, the Board conducts a public auction, in accordance with the procedures set forth in State law. Only the governing authorities of high-performing community schools that notified the Treasurer are eligible to bid at the auction.

If no high-performing community school notifies the Treasurer of its interest in purchasing or leasing the property within 60 days, the Board then considers offers from other start-up community schools, college-preparatory boarding schools, STEM and STEAM schools located within the territory of the District. If more than one such entity notifies the Treasurer of its interest in purchasing or leasing the property, the Board conducts a public auction in accordance with the procedures set forth in State law. Only the entities that notified the Treasurer are eligible to bid at the auction.

If no community school, college-preparatory boarding school, STEM or STEAM school notifies the Treasurer of its interest in purchasing or leasing the property, the Board may sell the property at a public auction in accordance with the procedures set forth in State law.

If the property is not purchased at a public auction, the Board may sell the property at a private sale or may trade or donate the property in accordance with the procedures set forth in State law.

Personal Property Valued at Over $10,000

The Superintendent determines the method for appraising the property to determine whether the value of the property exceeds $10,000.

When the Board decides to dispose of personal property that is valued at over $10,000, the Board may sell the property at a public auction in accordance with the procedures set forth in State law.

If the property is not purchased at a public auction, the Board may sell the property at a private sale or may trade or donate the property in accordance with the procedures set forth in State law.

Personal Property Valued at Less Than $10,000

The Superintendent determines the method for appraising the property to determine whether the value of the property exceeds $10,000.

When the Board decides to dispose of personal property that is valued at $10,000 or less, the Board may sell the property at a private sale or may trade or donate the property in accordance with the procedures set forth in State law. When items are beyond repair and/or pose a safety concern the Board may dispose of these items via other means including, but not limited to, scraping and recycling.

Donations

The Superintendent determines the method for appraising the property to determine whether the value of the property exceeds $2,500.

When the Board decides to dispose of personal property that is valued at $2,500 or less, the Board may donate the property to certain civic and charitable organizations in accordance with the procedures set forth in State law.

[Adoption date: March 11, 2008]
(Revision date: March 8, 2012)
(Revision date: November 8, 2012)
(Revision date: November 17, 2015)
(Revision date: June 29, 2017)
(Revision date: November 16, 2017)
(Revision date: August 18, 2022)
(Revision date: May 18, 2023)

LEGAL REFS.:	ORC	131.09
		3313.17; 3313.37; 3313.40; 3313.41, 3313.411, 3313.413
		3314.051
		5705.10
		2 C.F.R. Part 200
CROSS REF.:	DECA	Administration of Federal Grant Funds
	FL	Retirement of Facilities

NOTE: *State law defines the process for disposal of school property. The disposal requirements are dependent on the type and value of property being disposed of.*

House Bill (HB) 110 made significant changes to how school districts are permitted to dispose of unused school facilities. The revisions revised the definition of "unused school facilities" with a delayed effective date of July 1, 2022. As a result of these changes, Ohio Revised Code (RC) 3313.411 defines "unused school facilities" as either:

1. *Any real property that has been used by a school district for school operations, including, but not limited to, academic instruction or administration, since July 1, 1998, but has not been used in that capacity for one year;*

2. *Any school building that has been used for direct academic instruction but less than sixty percent of the building was used for that purpose in the preceding school year*

Greenville City Schools
Board of Education Policy Manual

Section E: Support Services

EA	Support Services Goals
EB	Safety Program
EBAA	Reporting of Hazards
EBBA	First Aid
EBBA-R	First Aid
EBBA-E	Emergency Medical Authorization
EBBC	Bloodborne Pathogens
EBC	Emergency Management and Safety Plans
EBC-R	Emergency Management and Safety Plans (Administrative Rules/Protocols)
EBCB	Fire Drills
EBCBA	Tornado Drills
EBCD	Emergency Closings
EBCD-R	Emergency Closings
EBCE	Protection for Reporting Safety and Fraud Violations (Whistleblowers)
EBCE-R	Protection for Reporting Safety and Fraud Violations (Whistleblowers)
EBCE-E	Acknowledgment of Receipt of Auditor of State Fraud-Reporting System Information
EBD	Crisis Management
EBD-E	Considerations When Including Automated External Defibrillations (AEDs) in the District Crisis Management Plan
EBDA	Suicide Intervention
ECA	Buildings and Grounds Security
ECA-R	Buildings and Grounds Security
ECAB	Vandalism
ECAC	Campus Safety & Security Reports (Joint Vocational School Districts)
ECB	Buildings and Grounds Maintenance
ECF	Energy Conservation
ECG	Integrated Pest Management
ECG-R	Integrated Pest Management
EDB	Maintenance and Control of Materials
EDBA	Maintenance and Control of Instruction Materials
EDC	Authorized Use of School-Owned Materials
EDE	Computer/On-Line Services (Acceptable Use and Internet Safety)
EDE-E	Computer Network Agreement Form
EDE-R	Computer/Online Services (Acceptable Use and Internet Safety)
EDEB	Bring Your Own Technology (BYOT) Program
EDEB-R	Bring Your Own Technology (BYOT) Program

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.

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

Exhibits: are forms, charts, etc. to support a policy or regulations.

Greenville City Schools
Board of Education Policy Manual

EDEC	Artificial Intelligence
EE	Transportation Services Management
EEA	Student Transportation Services
EEAA	Walkers and Riders
EEAB	School Bus Scheduling and Routing
EEAB-R	School Bus Scheduling and Routing for Nonregular Transportation
EEAB-E	Transportation Plan Form
EEAC	School Bus Safety Program
EEAC-R	School Bus Safety Program
EEACA	Bus Driver/Early Learning Center Para Professional Examination and Training
EEACA-E	Pre-Employment Agreement (Transportation)
EEACB	School Bus Maintenance
EEACC	Student Conduct on District Managed Transportation (Also JFCC)
EEACC-R	Student Conduct on District Managed Transportation (Also JFCC-R)
EEACC-E	Student Bus Conduct Report (Also JFCC-E)
EEACCA	Recording Devices on Transportation Vehicles
EEACD	Drug Testing for Motor Van Drivers and District Personnel Required to Hold a CDL
EEACD-R	Drug Testing for District Personnel Required to Hold a CDL
EEACD-R-2	Drug Testing for Motor Van Drivers
EEACE	School Bus Idling
EEAD	Non-Routine Use of School Buses and Motor Vans
EEAD-R	Special Trip Requests
EEAE	Student Transportation in Private Vehicles
EEAE-E-1	Private Transportation Permission Form – Extra Curricular Activity
EEAE-E-2	Private Transportation Permission Form – Within The School Day
EEBA	Use of School-Owned Vehicles
EEBA-R	Use of School-Owned Vehicles
EF/EFB	Food Services Management/Free & Reduced Price Food Services
EF/EFB-R	Food Services Management/Free & Reduced-Price Food Services
EFD	Misbranded Foods and Cultivated-Protein Food Products
EFF	Food Sale Standards
EFG	Student Wellness Program
EFH	Food Allergies
EFI	Federal Educational Funds Procurement Policy
EGAAA	Copyright
EGAC	Telephone Services
EGAC-R	Staff Use of Mobile Telephones
EHA	District Record Commission, Records Retention and Disposal
EHC	Cybersecurity
EI	Insurance Management

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.

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

Exhibits: are forms, charts, etc. to support a policy or regulations.

SUPPORT SERVICES GOALS

The Greenville Board of Education views the support services operations of the school system as essential to its educational effort. The Board serves as trustee of school facilities and overseer of school business operations for the purpose of providing the facilities and services that will support a good educational program.

The Board expects operation and maintenance of the school plant, equipment, and services to set high standards of safety, to promote the health of students and staff, to reflect the aspirations of the community and to support the efforts of the staff to provide good instruction.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: May 18, 2023)

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 is encouraged to participate in the practices of the District by providing recommendations that ensure a safe environment for all.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: June 24, 2008)
(Revision date: May 8, 2014)
(Revision date: November 13, 2014)
(Revision date: May 18, 2023)

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

ORC	2744
	3313.536
	3707.26
	3737.73
OAC	3301-35-06

CROSS REFS.:

EA	Support Services Goals
EEAC	School Bus Safety Program
GBE	Staff Health and Safety
IGAE	Health Education
JHF	Student Safety

REPORTING OF HAZARDS

The Board is concerned with the safety of students and staff and, therefore, complies with all Federal and State laws and regulations to protect students and staff from known hazards that pose an immediate risk to health and safety.

Toxic Hazards

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

The Superintendent appoints an employee to serve as the District's Toxic Hazard Preparedness (THP) officer. The Supervisor of Maintenance Buildings and Grounds is the designated THP officer. The THP officer:

1. identifies potential sources of toxic hazard in cooperation with material suppliers who supply the THP officer with safety data sheets (MSDS);

2. ensures that all incoming materials, including portable containers, are properly labeled with the identity of the chemical, the hazard warning and the name and address of the manufacturer or responsible party;

3. maintains a current file of SDS for every hazardous material present on District property;

4. designs and implements a written communication program which:

   A. lists hazardous materials present on District property;

   B. details the methods used to inform staff and students of the hazards and

   C. describes the methods used to inform contractors and their employees of any hazardous substances to which they may be exposed and of any corrective measures to be employed;

5. conducts a training program in compliance with State and Federal law for all District employees to include such topics as detection of hazards, explanation of the health hazards to which they could be exposed in their work environment and the District's plan for communication, labeling, etc. and

6. establishes and maintains accurate records for each employee at risk for occupational exposure including name, social security number, hepatitis B vaccine status, results of exams, medical testing and follow-up procedures for exposure incidents and other information provided by and to health care professionals.

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

Asbestos Hazards

In its efforts to comply with the Asbestos Hazard Emergency Response Act, the Public Employment Risk Reduction Program (PERRP) and the Asbestos Abatement Contractors Licensing Act, the Board recognizes its responsibility to:

1. inspect all District buildings for the existence of asbestos or asbestos-containing materials;

2. take appropriate action based on the inspections;

3. establish a program for dealing with friable asbestos, if found;

4. maintain a program of periodic surveillance and inspection of facilities or equipment containing asbestos and

5. comply with EPA regulations governing the transportation and disposal of asbestos and asbestos-containing materials.

The Superintendent appoints a person to develop and implement the District's Asbestos-Management Program which ensures proper compliance with Federal and State law and the appropriate instruction of staff and students.

The Superintendent also ensures that, when conducting asbestos abatement projects, each contractor employed by the District is licensed pursuant to the Asbestos Abatement Contractors Licensing Act.

Occupational Exposure Training

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

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

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

Records Availability

All records required to be maintained are made available upon request for examination and copying by the employee, employee representatives and under the provisions of PERRP.

Medical records, however, are not made available to employee representatives or other persons without written consent of the employee.

Other Conditions Injurious to the Safety or Health of Building Occupants

In addition to the reporting of toxic hazards, the Board directs the Superintendent/designee to comply with all board of health inspections, as required by OAC 3701-54, to ensure that conditions injurious to the safety or health of persons on District property are minimized.

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

1. access to the building and grounds at any time during regular school hours;

2. a record of inspections of the school grounds and buildings for dangerous and recalled products that have been identified by the State Board of Health;

3. any records or other information the board of health considers necessary to evaluate the health and safety of the school and

4. a representative who accompanies the sanitarium during the course of the inspection, with advance notice from the board of health and upon request of the sanitarian.

Liability Disclaimer

Nothing in this policy should be construed in any way as an assumption of liability by the Board for any death, injury or illness that is the consequence of an accident or equipment failure or negligent or deliberate act beyond the control of the Board or its officers and employees.

[Adoption date: April 22, 2008]
(Revision date: January 14, 2010)
(Revision date: May 8, 2014)
(Revision date: May 16, 2024)

LEGAL REFS.: 29 CFR 1910.1030
Asbestos School Hazard Abatement Act; 20 USC 4011 et seq.
Asbestos Hazard Emergency Response Act; 15 USC 2641 et seq.
Comprehensive Environmental Response, Compensation and Liability Act; 42 USC 9601 et seq.
ORC 117.102
3313.473; 3313.643; 3313.71; 3313.711
3314.15 3327.10
3701.93 through 3701.936
3707.26 4113.23
4123.01 et seq.
Public Employment Risk Reduction Program; ORC 4167.01 et seq.

CROSS REFS.: EB Safety Program I

EBB	Accident Prevention and Safety Procedures
EBBC	Bloodborne Pathogens
EBC	Emergency / Safety Plans
ECG	Integrated Pest Management
GBE	Staff Health and Safety

FIRST AID

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

In the case of an emergency involving a student, the emergency medical authorization form is followed and efforts are made to contact the parent/guardian.

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

The District provides employee automated external defibrillator (AED) training in accordance with State law. Compliance with this training requirement is reported to the Ohio Department of Education and Workforce by November 30 annually through the consolidated school mandate report.

If the District reports noncompliance the Superintendent/designee must provide a written explanation to the Board within 30 days explaining this noncompliance and a written plan of action for accurately and efficiently addressing the problem.

In accordance with State law, an AED is placed in each school building. The Board directs the Superintendent/designee to develop an emergency action plan for the use of AEDs for Board approval. If an AED is used in case of emergency, a good faith effort must be made to activate or have another person activate an emergency medical services system as soon as possible. No employee who uses an AED that is placed in a school is held criminally liable or personally liable in civil damages for injury, death or loss to person or property for using an AED in good faith, regardless of whether the person has obtained appropriate training on how to perform automated external defibrillation or successfully completed a course in cardiopulmonary resuscitation, except in the case of willful or wanton misconduct or when there is no good faith attempt to activate an emergency medical services system.

[Adoption date: August 18, 1987]
(Revision date: May 17, 1988)
(Revision date: July 9, 1997)
(Revision date: November 16, 2017)
(Revision date: November 15, 2018)
(Revision date: May 18, 2023)
(Revision date: December 19, 2024)

LEGAL REFS.: ORC 2305.23
3301.56
3301.68
3313.473
3313.5310
313.6021

3313.6023
3313.712
3313.717
3701.85
OAC 3301-27-01
3301-35-06

CROSS REF.:

EB Safety Program
EBBC Bloodborne Pathogens
EBC Emergency Management and Safety Plans
IGBLA Promoting Parental Involvement
IGD Co-curricular and Extracurricular Activities
JHCD Administering Medicines to Students
Emergency Medical Authorization Form
Staff Handbooks

NOTE:

The guidelines for administering first aid and emergency care should be placed in the district's comprehensive safety plan, unless the district has included the guidelines in other staff handbooks.

House Bill 47 (2024) updated Ohio Revised Code (RC) 3313.717 to require the placement of AEDs in each school or sports facility.

Training must be provided to teachers, principals, administrative employees, coaches, athletic trainers and any other employee subject to the RC 3319.073(A) employee in-service training requirements. The Board must adopt an emergency action plan for the use of AEDs and may use the Ohio Department of Health model plan developed under RC 3701.851.

Under Ohio Revised Code (RC) 3313.6021, students in grades 9-12 are required to receive instruction in CPR and use of an AED. Students may be excused from this instruction in accordance with State law.

Senate Bill 216 (2018) enacted RC 3301.68 requiring the Ohio Department of Education (ODE) to establish, distribute and monitor a consolidated school mandate report for school districts. Except where specifically required by law, ODE cannot require a separate report for the items included in the report. Each district must complete and file the report by November 30 annually.

The report must require each district or school to denote "yes" to indicate compliance or "no" to indicate noncompliance with the following prescribed items and to provide any other information that the department requests regarding those items:

Training on the use of physical restraint or seclusion on students;
Training on harassment, intimidation, or bullying;
Training on the use of cardiopulmonary resuscitation and an automated external defibrillator;
Training on crisis prevention intervention;
The establishment of a wellness committee;
The reporting of a district's or school's compliance with nutritional standards;
Screening for hearing, vision, speech and communications, and health or medical problems and for any developmental disorders of students enrolled for the first time in kindergarten or first grade and
Compliance with interdistrict and intradistrict open enrollment requirements.

If a district or school denotes "no" on any item it must provide a written explanation to the board within 30 days for why that item was not completed and a written plan of action for accurately and efficiently addressing the problem.

THIS IS A REQUIRED POLICY

FIRST AID

The following requirements shall be adhered to by all personnel.

1. A school nurse or other trained persons are responsible for administering first aid and emergency care in each building. Although each nurse is assigned a school or group of schools for providing regular nursing services, a nurse is subject to call from any school if needed. An emergency medical service will be called in case of serious illness or injury.

2. The parents of all students are asked to sign and submit an emergency medical authorization form that indicates the procedure they wish to be followed in the event of a medical emergency involving their child. The forms are kept readily accessible in the health center of each school.

3. Only emergency care and first aid are provided. A physician or nurse provides training for first-aid treatment and emergency care for various types of illness and injury. Use of medications is limited to topical applications as directed by a physician for certain types of injuries or to such medication as might have been officially authorized for an individual student.

4. In cases in which the nature of an illness or an injury appears serious, the parent(s) are contacted and the instructions on the student's emergency card are followed. In extreme emergencies, arrangements may be made for a student's immediate hospitalization whether or not the parent(s) can be reached.

5. No elementary student who is ill or injured is sent home alone. Junior and senior high students may be sent home if the illness is minor and the parents, who have authorized such dismissal on the emergency medical forms, have been informed in advance.

6. Board-approved procedures are followed to guard against athletic injuries and to provide care and emergency treatment for injured athletes. Coaches meet all requirements of the State Board of Education.

[Approval date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: November 16, 2017)
(Revision date: May 18, 2023)

GREENVILLE CITY SCHOOLS
EMERGENCY MEDICAL AUTHORIZATION

_____	_____
Name	School
_____	_____
Address	Spouse's Name
_____	_____
	Spouse's Business Address

PURPOSE: To authorize the provision of emergency treatment by the doctor, dentist, or preferred hospital listed below to the person (school employee, volunteer in the school) indicated above.

In the event reasonable attempts to contact my spouse at_____
home phone

or at _____ have been unsuccessful, I hereby give my consent
spouse's bus. phone

for the administration of any treatment deemed necessary by Dr. _____
preferred physician

or Dr. _____, or, in the event the designated preferred practitioner
preferred dentist

is not available, by another licensed physician and the transfer of myself to

_____ or any hospital reasonably accessible.
preferred hospital

This authorization does not cover major surgery unless the medical opinions of two other licensed physicians or dentists, concurring in the necessity for such surgery, are obtained prior to the performance of such surgery.

****

Facts concerning my medical history including allergies, medications being taken, and any physical impairments to which a physician should be alerted:

_____

_____

_____

_____ _____
Date Signature

****

REFUSAL TO CONSENT

I do not give my consent for emergency medical treatment to myself. I wish the school authorities to take no action or to:

_____

_____

_____

_____ _____
Date Signature

Internal Review: May 18, 2023

BLOODBORNE PATHOGENS

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

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

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

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

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

[Adoption date: September 27, 1994]
(Revision date: July 9, 1997)
(Revision date: June 24, 2008)
(Revision date: June 14, 2011)
(Revision date: May 8, 2014)
(Revision date: May 18, 2023)
(Revision date: December 21, 2023)

LEGAL REFS.: 29 CFR 1910.1030
ORC 3707.26
Public Employment Risk Reduction Program; ORC 4167.01 et seq.

CROSS REF.: EBBA First Aid
EBC Emergency / Safety Plans
JHCC Communicable Diseases

**Bloodborne pathogens are pathogenic microorganisms that are present in human blood and can cause disease in humans. These include, but are not limited to, hepatitis B virus (HBV), hepatitis C virus (HCV) and human immunodeficiency virus (HIV).*

**Bloodborne pathogens are pathogenic microorganisms that are present in human blood and can cause disease in humans. These include, but are not limited to, hepatitis B virus (HBV), hepatitis C virus (HCV) and human immunodeficiency virus (HIV).*

EMERGENCY MANAGEMENT AND SAFETY PLANS

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

An emergency is defined as a serious, unexpected, and often dangerous situation requiring immediate action that threatens the actual safety and security of students, employees or visitors of the District or whose impact threatens the feeling of safety and security, both of which are detrimental to a positive learning environment. Emergencies or hazards include, but are not limited to, an active shooter, hostage situations, bomb threats, act of terrorism, infectious diseases or pandemic, severe weather, bullying, threats of violence or threats to life, and other natural, technological or human-caused events that the administrator knew or should have reasonably known about that compromise the health or safety of students, employees, administrators or property.

Comprehensive Emergency Management and Test

The Superintendent/designee develops a comprehensive emergency management plan meeting State law requirements for each building with the involvement of applicable stakeholders. The plan establishes protocols for addressing and responding to serious threats to the safety of the school property, students, staff and 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, mental health professionals, public health officials and other outside experts who could assist in responding to and recovering from an emergency, and informing parents of affected students. The plan includes the emergency operations plan established under State law, a floor plan unique to each floor of the building, a site plan including all building property and surrounding property, an emergency contact sheet. A threat assessment plan, a protocol for school threat assessment teams established under State law including completion of required trainings, a protocol that addresses student use of cellular telephones during an active threat or emergency, and stakeholder signatures. The plan is kept in a secure location and is not considered a public record.

A copy of each school building's current comprehensive emergency management plan is filed with the Director of Public Safety and the law enforcement agency that has jurisdiction over the school building. Upon request the plan also is provided to the regional mobile training officer and 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 law enforcement 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. The administration certifies the accuracy of the plan, emergency contact information sheet, floor plan and site plan to the Director of Public Safety between January 1

and July 1 annually. 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 applicable stakeholders.

Although the plan is reviewed annually, State law requires the District's comprehensive emergency management plan must be updated at least every three years from the previous date of compliance 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. The three-year review process reflects on lessons learned based on areas of improvement identified in the required emergency management test and actual emergencies at the school building, and best practices to continually improve the plan.

An emergency management test is conducted annually in accordance with State law. Student participation in such tests is not mandatory. Parental consent should be obtained when students are to be included in emergency management tests. When evaluating student inclusion in emergency management tests, the administration considers what benefit such inclusion may have on the student population in preparation for an emergency and to enhance the safety of students in the building. Administrators consider age-appropriate participation, guidance, trauma-informed best practice and training in preparing for student participation in any tests.

Emergency Drills

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

[Adoption date: August 18, 1987]
(Revision date: May 17, 1988)
(Revision date: July 9, 1997)
(Revision date: August 17, 1999)
(Revision date: October 19, 1999)
(Revision date: September 18, 2007)
(Revision date: April 22, 2008)
(Revision date: January 14, 2010)
(Revision date: May 24, 2011)
(Revision date: November 13, 2014)
(Revision date: April 19, 2018)
(Revision date: May 20, 2021)
(Revision date: November 17, 2022)
(Revision date: May 18, 2023)
(Revision date: December 18, 2025)

LEGAL REFS.: ORC 109.78
149.43
149.433
2305.235
2923.11
3301.56
3313.20; 3313.669; 3313.717; 3313.719; 3313.753; 3313.951
3314.03; 3314.16
3701.85
3737.73; 3737.99
5502.262
5502.70
5502.703
OAC 4501:5-1-01

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
JFCK, Use of Cellphones and Electronic Communications Devices by Students
JHCD Administering Medicines to Students
JHF Student Safety
KBCA News Releases
KK Visitors to the Schools
Emergency/Safety Plans Handbook

***NOTE**: State law outlines specific requirements for development and implementation of emergency management plans and tests. When considering options for school safety and security, House Bill (HB) 99 (2022) authorizes the use of armed staff in accordance with statutory requirements. Districts choosing to arm staff should follow all required protocols and work with legal counsel. HB 99 also established the Crisis Center and Mobile Training Team, designed to provide school safety and security services to all public and nonpublic schools, not just those that decide to arm staff. The bill requires the appointment of 16 regional mobile training officers to assist districts in various aspects of school safety and security. HB 96 (2025) modifies Ohio Revised Code 5502.262 requiring administrators to incorporate a protocol that addresses student use of cellular telephones during an active threat or emergency, into comprehensive emergency management plans.*

THIS IS A REQUIRED POLICY

EMERGENCY MANAGEMENT AND SAFETY PLANS
(Administrative Rules/Protocols)

The Board directs the Superintendent/designee to prepare and maintain a comprehensive emergency management plan meeting State law requirements. The plan is kept in the central office in a secure location.

Administrative Rules/Protocols

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

1. 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. Guidance regarding bloodborne pathogen risk reduction.

5. Procedures for administering medications to students.

6. A written comprehensive safety plan addressing:
   a. safety management accountabilities and strategies;
   b. safe work practices;
   c. accident analysis procedures;
   d. job safety analysis procedures;
   e. safety committees and employee involvement strategies;
   f. employee safety and health training;
   g. treatment of sick or injured workers;
   h. safety and health hazard audits;
   i. ergonomics;
   j. transportation safety;
   k. identification and control of physical hazards;
   l. substance abuse; and
   m. personal protective equipment.

7. 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.

8. 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.)

9. Protocols on staff and student hand washing.

10. No-smoking signs.

11. The District's integrated pest management policy.

12. Protocols for using automated external defibrillators (AEDs).

13. Protocols for the management of students with life-threatening allergies.

(Approval date: May 24, 2011)
(Revision date: May 8, 2014)
(Revision date: November 13, 2014)
(Revision date: April 19, 2018)
(Revision date: May 18, 2023)

FIRE DRILLS

Principals are responsible for arranging and conducting at least one fire drill each month. Specific written instructions concerning the procedures and exits in case of fire shall be given to each teacher and all other employees who either directly or indirectly work with students.

The instructions shall describe procedures and directions of exit for all areas which are ever occupied by students or personnel. Directions shall be brief and concise.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: May 18, 2023)

LEGAL REFS.: ORC 3737.73; 3739.99

TORNADO DRILLS

Principals are responsible for arranging and conducting a minimum of one tornado drill during the months April through July. Specific written instructions concerning the procedures and exits in case of a tornado are given to teachers, and all other employees who work with students.

Principals report to the Superintendent, and/or appropriate authorities, the results of such drills on the quarterly report forms. Each building principal files a Tornado Alert Procedure plan in the main office and/or building.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: May 18, 2023)

LEGAL REFS.: ORC 3737.73; 3737.99

PROTECTION FOR REPORTING SAFETY AND FRAUD VIOLATIONS
(Whistleblowers)

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

In addition to the comprehensive safety plan, staff members are encouraged to participate in the safety practices of the District by providing recommendations that ensure a safe environment for all.

The Board also is concerned with the prevention of fraud, including the misuse and misappropriation of public money. In accordance with State law, all employees and Board members are provided with training materials detailing the Auditor of State's (AOS) fraud reporting system and the means of reporting fraud, waste and abuse. New employees and Board members must confirm receipt of the materials within 30 days of beginning employment or taking office. Employees and Board members must complete the training every four years. The District maintains records verifying receipt of materials using the form provided by AOS.

The Board shall put forth its best efforts in prevention and correction of safety and fraud issues; however, there may be times when such violations may occur. Staff members who report these violations in good faith have the right to do so without any retaliation by the Board, District administrators or other staff members.

Timely notification to AOS via the AOS fraud reporting system or other means must be made by the following individuals if, during their term of office or in the course of their employment, they become aware of fraud, theft in office or the misuse or misappropriation of public money as defined in State law:

1. Board members;

2. employees with a fiduciary duty to the District;

3. employees in a supervisory position;

4. employees of District departments or offices that are responsible for processing any revenue or expenses of the District.

The Board does not condone, nor does it tolerate, any act of discrimination, harassment or other acts of retaliation at any time for the reporting of safety and fraud violations. Staff members in violation of this policy will be disciplined in accordance with the negotiated agreement, Board policy and/or State law.

[Adoption date: December 15, 2009]
(Revision date: November 8, 2012)

(Revision date: May 18, 2023)
(Revision date: December 19, 2024)

LEGAL REF.: ORC 117.01
117.103
124.341
4113.52

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

NOTE: *Ohio Revised Code Section (RC) 4113.52 contains the provisions for:*

- *the protection of employees who report safety violations (whistleblowers);*
- *what should happen if the District does not correct the violations;*
- *notifying the employees who report violations of the status of those violations;*
- *the prohibitions against retaliation for making reports and*
- *legal remedies for retaliation.*

A summary of these prohibitions is outlined in the regulation that follows.

RC 117.103 requires the Auditor of State (AOS) to maintain a system for the reporting of fraud, including the misuse of public money by a public office or public official. The system allows anonymous complaints to be made through a toll-free telephone number, the AOS's website or through the U.S. mail.

It requires the AOS to maintain a log that contains:

- *the date the complaint was received;*
- *a general description of the complaint;*
- *the public office or agency against whom the complaint is directed and*
- *a general description of the status of the review by the Auditor's office.*

AOS must develop training materials detailing Ohio's fraud reporting system and the means of reporting fraud, waste and abuse that are as concise as practicable. AOS must provide the training materials to school employees and Board members. Each new employee and Board member must confirm receipt of this material within 30 days of beginning employment or taking office and every four years thereafter.

Districts are audited for compliance with the requirement to provide employees and public officials with the training materials. Districts should use the model AOS forms to track compliance.

Under RC 4113.52, as revised by Senate Bill 91, timely notification to AOS via the AOS fraud reporting system or other means must be made by defined individuals if, during their term of office or in the course of their employment, they become aware of fraud, theft in office or the misuse or misappropriation of public money.

Misappropriation of public money is defined as "knowingly using public money or public property for an unauthorized, improper, or unlawful purpose to serve a private or personal benefit or interest."

Misuse of public money is defined as "knowingly using public money or public property in a manner not authorized by law."

PROTECTION FOR REPORTING SAFETY AND FRAUD VIOLATIONS
(Whistleblowers)

State law contains a number of provisions concerning the reporting of safety and fraud violations. The following regulation gives a brief overview of these provisions.

A. Safety Violations

1. Awareness and reporting of a violation

   If an employee becomes aware of a violation of any State or Federal law, or any Board policy or regulation that the District has authority to correct, and the employee reasonably believes that the violation is a criminal offense that is likely to cause an imminent risk of physical harm, a public health or safety hazard, a felony or an improper solicitation for a contribution, the employee shall orally notify his/her supervisor or other responsible administrator of the violation and subsequently file with the supervisor or administrator a written report that provides sufficient detail to identify and describe the violation.

2. Not correcting the violation

   If the District does not correct the violation or make a reasonable and good faith effort to correct the violation within 24 hours after the oral notification or the receipt of the report, whichever is earlier, the employee may file a written report that provides sufficient detail to identify and describe the violation with the city or county prosecutor where the violation occurred, with a peace officer, with the inspector general if the violation is within the inspector general's jurisdiction, or with any other appropriate public official or agency that has regulatory authority over the District.

3. Notifying the employee

   If an employee makes a report, the employer, within 24 hours after the oral notification was made or the report was received or by the close of business on the next regular business day following the day on which the oral notification was made or the report was received, whichever is later, shall notify the employee, in writing, of any effort of the employer to correct the alleged violation or hazard, or of the absence of the alleged violation or hazard.

4. Reporting fellow employees' violations

   If an employee becomes aware of a violation by a fellow employee of any State or Federal law, any Board policy or regulation or any work rule or procedure, and the employee reasonably believes that the violation is a criminal offense that is likely to cause an imminent risk of physical harm, a public health or safety hazard, a felony or an improper solicitation for a contribution, the employee shall orally notify his/her supervisor or other responsible administrator of the violation and subsequently shall file

with that supervisor or administrator a written report that provides sufficient detail to identify and describe the violation.

5. Retaliation

The District shall not take any disciplinary or retaliatory action against an employee for making any authorized report or having made any inquiry or taken any other action to ensure the accuracy of any information reported.

The District shall not take any disciplinary or retaliatory action against an employee for making any authorized report if the employee made a reasonable and good faith effort to determine the accuracy of any information so reported, or as a result of the employee's having made any inquiry or taken any other action to ensure the accuracy of any information reported.

Disciplinary or retaliatory action by the District includes, but is not limited to:

A. removing or suspending the employee from employment;

B. withholding from the employee salary increases or employee benefits to which the employee is otherwise entitled;

C. transferring or reassigning the employee;

D. denying the employee a promotion that otherwise would have been received or

E. reducing the employee in pay or position.

6. Accuracy of reports

The employee shall make a reasonable and good faith effort to determine the accuracy of any information reported. If the employee fails to make such an effort, the employee may be subject to disciplinary action, including suspension or removal, for reporting information without a reasonable basis to do so.

7. Legal remedies for retaliation

If the District takes any disciplinary or retaliatory action against the employee as a result of the employee's having filed a report, the employee may bring a civil action in the Court of Common Pleas for appropriate injunctive relief or for the remedies set forth in the next paragraph, or both, within 180 days after the date the disciplinary or retaliatory action was taken.

The court, in rendering a judgment for the employee, may order, as it determines appropriate, reinstatement of the employee to the same position that the employee held at the time of the disciplinary or retaliatory action and at the same site of

employment or to a comparable position at that site, the payment of back wages, full reinstatement of fringe benefits and seniority rights or any combination of these remedies.

The court also may award the prevailing party all or a portion of the costs of litigation and, if the employee who brought the action prevails in the action, may award the prevailing employee reasonable attorney's fees, witness fees and fees for experts who testify at trial, in an amount the court determines appropriate. If the court determines that the District has deliberately retaliated, the court, in making an award of back pay, may include interest.

B. Fraud violations

1. Reporting of a fraud violation

If an employee becomes aware of fraud, including the misuse of public resources by a public office or public official, the employee may file a written report identifying the fraud or misuse with his/her supervisor or responsible administrator or file a complaint with the Auditor of State's (AOS) fraud reporting system.

Timely notification to AOS via the AOS fraud reporting system or other means must be made by the following individuals if, during their term of office or in the course of their employment, they become aware of fraud, theft in office or the misuse or misappropriation of public money as defined in State law:

i) Board members;

ii) employees with a fiduciary duty to the District;

iii) employees in a supervisory position;

iv) employees of District departments or offices who are responsible for processing any revenue or expenses of the District.

If an employee reasonably believes that the fraud or misuse of public resources is a criminal offense, the employee may, besides filing a report with his/her supervisor or responsible administrator or with the Auditor of State's AOS's fraud reporting system, report it to a prosecuting attorney, director of law or chief legal officer with the appropriate jurisdiction.

2. Retaliation

The District shall not take any disciplinary action against an employee for filing a report if the employee made a reasonable effort to determine the accuracy of any information in the report.

Disciplinary or retaliatory action by the District includes, but is not limited to:

A. removing or suspending the employee from employment;

B. withholding from the employee salary increases or employee benefits to which the employee is otherwise entitled;

C. transferring or reassigning the employee;

D. denying the employee a promotion that otherwise would have been received or

E. reducing the employee in pay or position.

3. Legal remedies for retaliation

If the District takes any disciplinary or retaliatory action against the employee as a result of the employee's having filed a complaint or report, the employee pursue relief and remedies in accordance with all applicable statutory procedures.

[Approval date: December 15, 2009]
(Revision date: November 8, 2012)
(Revision date: May 18, 2023)
(Revision date: December 19, 2024)

ACKNOWLEDGMENT OF RECEIPT OF AUDITOR OF STATE FRAUD-REPORTING SYSTEM INFORMATION

Pursuant to Ohio Revised Code Section 117.103(B), the auditor of state shall create training material detailing Ohio's fraud-reporting system and the means of reporting fraud, waste, and abuse. The auditor of state shall provide the training material to employees and elected officials of a political subdivision.

Current employees and elected officials shall complete the training within ninety days of the date specified by the auditor of state as noted in Bulletin 2024-005. No exceptions will be allowed unless good cause exists for noncompliance. Each new employee or elected official shall confirm receipt of this material within thirty days after taking office or beginning employment. The training shall be required every four years for each employee or elected official.

By signing below, you are acknowledging both that the Auditor of State provided you information about the fraud-reporting system as described by Section 117.103(B) of the Revised Code and that you have completed review of the training material.

I, _____, have been provided and reviewed materials regarding the fraud-reporting system operated by the Ohio Auditor of State's office. I further state that the undersigned signature acknowledges receipt and review of this information.

_____

Name Title Department

_____

Signature Date

Adoption Date: December 19, 2024

EMERGENCY CLOSINGS

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

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

The Board adopts a plan to make up a maximum of the number of hours equivalent to three days of instruction for closures due to disease epidemic, hazardous weather conditions, law enforcement emergencies, inoperability of school buses or other equipment necessary to school's operation, damage to a school building or other temporary circumstances due to utility failures rendering the school building unfit for school use. This provision does not apply for schools operating blended or online learning programs.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: July 17, 2001)
(Revision date: February 19, 2008)
(Revision date: January 15, 2009)
(Revision date: January 18, 2011)
(Revision date: November 8, 2012)
(Revision date: May 8, 2014)
(Revision date: November 16, 2017)
(Revision date: May 18, 2023)
(Revision date: December 21, 2023)

LEGAL REFS: ORC 3313.48; 3313.482;

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

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

NOTE: *House Bill 33 (2023) establishes new requirements whereby school districts must adopt a plan to provide instruction via online delivery in order to make up hours in that school year for which it is necessary to close schools for disease epidemic, hazardous weather conditions, law enforcement emergencies, inoperability of school buses or other equipment necessary to school's operation, damage to a school building or other temporary circumstances due to utility failures rendering the school building unfit for school use.*

The plan must be designed to ensure continuity of learning for students during a school closure and include all of the following:

- *a statement that the school, to the extent possible, will provide for teacher-directed synchronous learning in which the teacher and students are interacting in real time on a virtual learning platform during the closure;*
- *the school's attendance requirements, including how the school will document participation in learning opportunities and how the school will reach out to students to ensure engagement during the closure;*
- *a description of how equitable access to quality instruction will be ensured, including how the school will address the needs of students with disabilities, English learners and other vulnerable student populations;*
- *the process the school will use to notify staff, students and parents that the school will be using online instruction;*
- *information on contacting teachers by telephone, email, or virtual learning platform during the closure and*
- *a description of how the school will meet the needs of staff and students regarding internet connectivity and technology for online delivery of instruction.*

The plan must provide for making up any number of hours, up to a maximum of the number of hours that are the equivalent of three school days.

The plan also must include the written consent of the teachers' union.

Joint vocational school districts may include additional hours in their plan as a result of one or more of their member schools being closed; such additional hours may include additional online lessons, planned student internships, student projects or other options specified in the plan.

THIS IS A REQUIRED POLICY

EMERGENCY CLOSINGS

In accordance with State law, the Board annually adopts a plan by August 1 of each year designed to ensure continuity of learning for students during a school closure due to disease epidemic, hazardous weather conditions, law enforcement emergencies, inoperability of school buses or other equipment necessary to school's operation, damage to a school building or other temporary circumstances due to utility failures rendering the school building unfit for school use. The plan must provide for making up any number of hours, up to a maximum of the number of hours that are the equivalent of three school days.

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

The plan includes all of the following:

1. a statement that the school, to the extent possible, will provide for teacher-directed synchronous learning in which the teacher and students are interacting in real time on a virtual learning platform during the closure;

2. the school's attendance requirements, including how the school will document participation in learning opportunities and how the school will reach out to students to ensure engagement during the closure;

3. a description of how equitable access to quality instruction will be ensured, including how the school will address the needs of students with disabilities, English learners and other vulnerable student populations;

4. the process the school will use to notify staff, students and parents that the school will be using online instruction;

5. information on contacting teachers by telephone, email, or virtual learning platform during the closure and

6. description of how the school will meet the needs of staff and students regarding internet connectivity and technology for online delivery of instruction.

PERSONNEL DELAY / CALAMITY DAY PROCEDURE

For the state approved number of calamity days during any school year, only designated personnel are required to report to work. For the purposes of this policy, designated personnel include the following:

- Maintenance employees
- Custodians
- Treasurer's Office employees

Other personnel may be considered designated personnel by authorization of the superintendent. Designated classified personnel reporting to work during the state approved number of calamity days will be paid at a rate of time and one half for hours worked.

When more than the state approved number of calamity days occur during a school year, all twelve-month employees must work their regular hours or take vacation or personal leave. Compensatory time may not be taken on calamity days.

In the event of a level 3 emergency as determined by the county sheriff, the superintendent/designee will determine if designated personnel are to report to work.

On 2 and 3-hour delay start days 12-month secretaries and administrators will report at their normal time.

[Adoption date: January 26, 1999]
(Revision date: February 19, 2008)
(Revision date: January 18, 2011)
(Revision date: January 24, 2012)
(Revision date: March 8, 2012)
(Revision date: May 8, 2014)
(Revision date: April 20, 2017)
(Revision date: May 18, 2023)
(Revision date: November 16, 2023)

CROSS REFS.: GDBB Classified Staff Supplementary Pay Plans

PROTECTION FOR REPORTING SAFETY AND FRAUD VIOLATIONS (Whistleblowers)

State law contains a number of provisions concerning the reporting of safety and fraud violations. The following regulation gives a brief overview of these provisions.

A. Safety Violations

1. Awareness and reporting of a violation

   If an employee becomes aware of a violation of any State or Federal law, or any Board policy or regulation that the District has authority to correct, and the employee reasonably believes that the violation is a criminal offense that is likely to cause an imminent risk of physical harm, a public health or safety hazard, a felony or an improper solicitation for a contribution, the employee shall orally notify his/her supervisor or other responsible administrator of the violation and subsequently file with the supervisor or administrator a written report that provides sufficient detail to identify and describe the violation.

2. Not correcting the violation

   If the District does not correct the violation or make a reasonable and good faith effort to correct the violation within 24 hours after the oral notification or the receipt of the report, whichever is earlier, the employee may file a written report that provides sufficient detail to identify and describe the violation with the city or county prosecutor where the violation occurred, with a peace officer, with the inspector general if the violation is within the inspector general's jurisdiction, or with any other appropriate public official or agency that has regulatory authority over the District.

3. Notifying the employee

   If an employee makes a report, the employer, within 24 hours after the oral notification was made or the report was received or by the close of business on the next regular business day following the day on which the oral notification was made or the report was received, whichever is later, shall notify the employee, in writing, of any effort of the employer to correct the alleged violation or hazard, or of the absence of the alleged violation or hazard.

4. Reporting fellow employees' violations

   If an employee becomes aware of a violation by a fellow employee of any State or Federal law, any Board policy or regulation or any work rule or procedure, and the employee reasonably believes that the violation is a criminal offense that is likely to cause an imminent risk of physical harm, a public health or safety hazard, a felony or an improper solicitation for a contribution, the employee shall orally notify his/her supervisor or other responsible administrator of the violation and subsequently shall file

with that supervisor or administrator a written report that provides sufficient detail to identify and describe the violation.

5. Retaliation

The District shall not take any disciplinary or retaliatory action against an employee for making any authorized report or having made any inquiry or taken any other action to ensure the accuracy of any information reported.

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Disciplinary or retaliatory action by the District includes, but is not limited to:

A. removing or suspending the employee from employment;

B. withholding from the employee salary increases or employee benefits to which the employee is otherwise entitled;

C. transferring or reassigning the employee;

D. denying the employee a promotion that otherwise would have been received or

E. reducing the employee in pay or position.

6. Accuracy of reports

The employee shall make a reasonable and good faith effort to determine the accuracy of any information reported. If the employee fails to make such an effort, the employee may be subject to disciplinary action, including suspension or removal, for reporting information without a reasonable basis to do so.

7. Legal remedies for retaliation

If the District takes any disciplinary or retaliatory action against the employee as a result of the employee's having filed a report, the employee may bring a civil action in the Court of Common Pleas for appropriate injunctive relief or for the remedies set forth in the next paragraph, or both, within 180 days after the date the disciplinary or retaliatory action was taken.

The court, in rendering a judgment for the employee, may order, as it determines appropriate, reinstatement of the employee to the same position that the employee held at the time of the disciplinary or retaliatory action and at the same site of

employment or to a comparable position at that site, the payment of back wages, full reinstatement of fringe benefits and seniority rights or any combination of these remedies.

The court also may award the prevailing party all or a portion of the costs of litigation and, if the employee who brought the action prevails in the action, may award the prevailing employee reasonable attorney's fees, witness fees and fees for experts who testify at trial, in an amount the court determines appropriate. If the court determines that the District has deliberately retaliated, the court, in making an award of back pay, may include interest.

B. Fraud violations

1. Reporting of a fraud violation

If an employee becomes aware of fraud, including the misuse of public resources by a public office or public official, the employee may file a written report identifying the fraud or misuse with his/her supervisor or responsible administrator or file a complaint with the Auditor of State's fraud reporting system.

If an employee reasonably believes that the fraud or misuse of public resources is a criminal offense, the employee may, besides filing a report with his/her supervisor or responsible administrator or with the Auditor of State's fraud reporting system, report it to a prosecuting attorney, director of law or chief legal officer with the appropriate jurisdiction.

2. Retaliation

The District shall not take any disciplinary action against an employee for filing a report if the employee made a reasonable effort to determine the accuracy of any information in the report.

Disciplinary or retaliatory action by the District includes, but is not limited to:

A. removing or suspending the employee from employment;

B. withholding from the employee salary increases or employee benefits to which the employee is otherwise entitled;

C. transferring or reassigning the employee;

D. denying the employee a promotion that otherwise would have been received or

E. reducing the employee in pay or position.

3. Legal remedies for retaliation

If the District takes any disciplinary or retaliatory action against the employee as a result of the employee's having filed a complaint or report, the employee may file an appeal with the State Personnel Board of Review within 30 days after receiving actual notice of the District's action.

The Board shall immediately notify the District and shall hear the appeal. The Board may affirm or disaffirm the action of the District or may issue any other order as is appropriate. The order is appealable to the Court of Common Pleas.

[Approval date: December 15, 2009]
(Revision date: November 8, 2012)
(Revision date: May 18, 2023)

CRISIS MANAGEMENT

The Board of Education recognizes that a crisis situation can occur at any time and such situations have 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 for students, staff, parents and other affected members of the District.

There are unlimited possibilities for crisis situations 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 pro-active in preparing for possible crisis situations, the Board directs the Superintendent to require the development of a Building Crisis Plan for each building which addresses:

1. the primary goal of preventing a crisis situation from occurring;

2. appropriate means of dealing with a crisis situation 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 situation was handled with suggestions for improvement in the future, if necessary.

The administration will annually review the Building Crisis 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 or designee.

[Adoption date: July 9, 1997]
(Revision date: August 17, 1999)
(Revision date: October 19, 1999)
(Revision date: November 16, 2004)
(Revision date: May 18, 2023)

LEGAL REF.:	ORC	2305.235
		3313.20; 3313.717
		3314.16
		3701.85

CROSS REFS.:	EBC	Emergency Plans
	EBDA	Suicide Intervention
	GBE	Staff Health and Safety
	JHF	Student Safety
	KBCA	News Releases
	Emergency Plans Flip Chart	

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.

[Adoption date: November 16, 2004]
(Revision date: May 18, 2023)

SUICIDE INTERVENTION

Suicide is the third leading cause of death among school-aged children. The Board takes seriously the responsibility in assisting at-risk students in finding appropriate intervention/counseling assistance. Realizing that a student suicide can have far-reaching and long-lasting effects on the community, the Board has in place a postvention plan to assist members of the District in dealing with a student death. This plan will be implemented by the building principal when appropriate to do so.

[Adoption date: July 9, 1997]
(Revision date: May 18, 2023)

CROSS REFS.:

EBD	Crisis Management
JHC	Student Health Services and Requirements
JHF	Student Safety

BUILDINGS AND GROUNDS SECURITY

Buildings and grounds of the Greenville City School District constitute one of the greatest investments of the District. It is in the best interest of the District to protect the investment adequately.

Security means not only maintenance of a secure (locked) building, but protection from fire hazards and faulty equipment, and safe practices in the use of electrical, plumbing, and heating equipment. The Board requires and encourages close cooperation with local police and fire departments and with insurance company inspectors.

The following list is representative, but not all-inclusive, of inspections that regularly occur.

1. Health Department
2. Fire Department
3. Industrial Relations
4. Insurance Agency
5. Disaster Control
6. Ohio Department of Education
7. Ohio Department of Transportation
8. North Central Evaluation
9. Occupational Safety and Health Administration

Access to school buildings and grounds outside of regular school hours will be limited to personnel whose work requires it. An adequate key control system will be established, which will limit access to buildings to authorized personnel and will safeguard against the entrance to buildings by persons unauthorized to have keys.

Funds and valuable records will be kept in a safe place and under lock and key.

Surveillance Equipment

The Board recognizes the District's responsibility to maintain order and discipline on school property and in school vehicles. Recognizing the value of electronic surveillance systems in monitoring activity, the Board directs the administration to develop regulations to implement the surveillance program. The regulations must be in compliance with law to protect the privacy rights of students and staff.

1. Cameras

   Surveillance cameras may be used both inside and outside of buildings to assist in the security of students, staff and property.

2. Metal Detectors

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

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

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: March 29, 2005)
(Revision date: May 18, 2023)

LEGAL REF.: The Elementary And Secondary Education Act; 20 USC 1221 et seq.
Family Educational Rights And Privacy Act; 20 USC Section 1232g
U.S. Const. Amend. IV
ORC 149.41; 149.43
1347.01 et seq.
3313.20

CROSS REFS.:
EBC Emergency Plans
JFCJ Weapons in the Schools
JFG Interrogations and Searches
JO Student Records
KK Visitors To Schools

BUILDINGS AND GROUNDS SECURITY

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

Cameras

1. The administration notifies its students and staff that camera surveillance may occur on school property or in school vehicles. Notices are placed in student and staff handbooks.

2. The use of cameras in transportation vehicles is supervised by the building principals and the transportation supervisor.

3. The use of cameras is subject to District policies concerning the confidentiality of student and staff records.

4. Surveillance cameras are used only to promote the order, safety and security of students, staff and property.

Portable Metal Detectors

Notices are posted at each main doorway and in student handbooks explaining that weapons are not permitted at school and that students may be required to submit to a metal detector check.

1. Prior to beginning metal detector checks, an administrator or law enforcement officer explains the process to the student body, emphasizing that checks are intended to maintain a safe school environment.

2. The administrator or officer checks each student by visually searching his/her locker and having them bring contents to a checkpoint.

3. The administration or officer will ask the student to remove all metal-containing objects from his/her clothing and personal effects. The administrator/officer scans the student without touching him/her, as well as the student's personal effects. Scan of the student's person is done by an adult who is the same sex as the student. If the student refused to cooperate, the administrator/officer may proceed with the check in the presence of another adult.

4. If the metal detector is activated during scanning of the student's effects, the administrator/officer opens the student's bag, purse, etc. and looks for weapons. If the detector is activated during scanning of the student's person, the student is given a second opportunity to remove any metal-containing object from his/her person.

5. If the metal detector is again activated, a same-sex administrator/officer conducts a pat-down search of the student's outer clothing in the area where the metal detector was activated. If the administrator/officer feels an object on the student's person, the student is given an opportunity to remove the object. If the student refuses, the administrator/officer escorts the student into a private room and removes the object from the student in the presence of an adult witness of the same sex.

6. If a properly conducted search yields a weapon or any other illegal material, it is turned over to the proper legal authorities for ultimate disposition.

[Approval date: March 29, 2005]
(Revision date: May 18, 2023)

VANDALISM

Every citizen of the District, students, and members of the police department are urged by the Board to cooperate in reporting any incidents of vandalism to property belonging to the District and the name(s) of the person(s) believed to be responsible. Each employee of the District will report to the principal of the school every incident of vandalism known to him/her and, if known, the names of those responsible.

The Greenville Board of Education may offer a reward for information leading to the arrest and conviction of any person who steals or damages Board property.

The Superintendent is authorized to sign a criminal complaint and to press charges against perpetrators of vandalism against school property, and 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 will be placed on a home referral basis. A parent conference will determine the final resolution.

Parents and students will be made aware of the legal implications involved. Parents are liable up to the amount provided by law, for the willful destruction of property by a minor in their custody or control. If the parents 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: August 18, 1987]
(Revision date: May 17, 1988)
(Revision date: July 9, 1997)
(Revision date: June 15, 2023)

LEGAL REFS.:	ORC	2909.05
		3109.09
		3313.173
		3737.99

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

CAMPUS SAFETY AND SECURITY REPORTS
(Joint Vocational School Districts)

In compliance with the requirements for participating in postsecondary Title IV financial aid programs, the District complies with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act). The District is concerned with the safety and welfare of students and staff and has developed procedures meeting the requirements of Federal law to address crime response and prevention.

The Board directs the Superintendent/designee to:

1. Collect, classify and count crime reports and statistics;

2. Issue campus alerts;

3. Provide educational programs and campaigns;

4. Develop procedures for institutional disciplinary action in cases of dating violence, domestic violence, sexual assault and stalking and

5. Submit crime statistics to the U.S. Department of Education.

The District will publish and distribute an annual security report meeting statutory requirements. The annual security report will include District policies outlining:

1. How students and others should report crimes or other emergencies occurring on campus;

2. Security of and access to campus facilities;

3. Crime prevention;

4. Campus law enforcement and security;

5. Alcohol and drugs;

6. Dating violence, domestic violence, sexual assault and stalking and

7. Obtaining registered sex offender information

[Adoption date: January 12, 2017]
(Revision date: June 15, 2023)

LEGAL REFS.: Jeanne Clery Disclosure of Campus Security Policy and Campus Crime

Statistics Act, 20 U.S.C. Section 1092(f)

CROSS REFS.:

ACA/ACAA	Nondiscrimination on the Basis of Sex/Sexual Harassment
EBC	Emergency Management and Safety Plans
ECA	Buildings and Grounds Security
JFCH/JFCI	Alcohol Use by Students/Student Drug Abuse
Student Handbooks	
Employee Handbooks	

NOTE:

Joint vocational school districts (JVSDs) participating in federal Title IV student financial assistance programs, such as Pell grants and the Perkins Loan Program, must comply with the provisions of the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics (Clery) Act.

These grants are tied to JVSD adult education programs. If your institution primarily serves secondary school students but enrolls even one postsecondary school student and participates in the Title IV programs, you must comply with the requirements. This policy alone does not meet your requirements for compliance. Additional district level policies and procedures are required to ensure compliance and typically appear in an adult education program handbook. Districts also must create reports meeting statutory requirements.

Detailed compliance information is available in the Clery Act handbook on the U.S. Department of Education website.

BUILDINGS AND GROUNDS MAINTENANCE

Schedules shall be provided for the periodic regular painting and repair of the district property. Approximately the same amount of work shall be scheduled each year.

The person in charge of maintenance shall present, through the Superintendent, to the Board, a list of major needed repairs, replacements and improvements to be taken care of during the summer.

The Greenville Board of Education shall make inspection of the needs and approve that program which it deems necessary for the satisfactory maintenance of the District.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: June 15, 2023)

ENERGY CONSERVATION

The Greenville Board of Education believes that measures should be taken to conserve energy in order to protect our natural resources and to minimize the District's expenditures as our costs for energy continually increase. The Superintendent, supported by the school staff, will develop and implement operating procedures to reduce energy consumption in the schools. The Board also directs the Superintendent and the staff continually to assess the consumption of energy and make recommendations for improved use of energy resources.

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

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

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: June 15, 2023)

LEGAL REFS.: ORC 3313.372; 3313.373

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.

Parents of minor students, adult students and staff enrolled or employed at the school may request to receive prior notification of scheduled service visits by pesticide businesses in which pesticides may be applied, or of scheduled pesticide applications by licensed school employees.

In order to keep the facilities and grounds safe, the administration may investigate a variety of chemical and nonchemical methods that are designed to control pests effectively while minimizing potential exposure to students and staff.

[Adoption date: June 24, 2008]
(Revision date: May 8, 2014)
(Revision date: June 15, 2023)

LEGAL REFS.: Public Employment Risk Reduction ~~Act~~ program; ORC 4167.01 et seq.
ORC 921.01; 921.06; 921.16; 921.18
OAC 901:5-11-14 and 5-11-15

CROSS REFS.: EB Safety Program
EBAA Reporting of Hazards
EBC Emergency/Safety Plans

GBE Staff Health and Safety

INTEGRATED PEST MANAGEMENT

The District's Integrated Pest Management (IPM) program includes the following components:

Identification

A knowledgeable person or company competent to carry out pest management duties finds the origin of a pest problem or potential problem.

Prevention and Monitoring

Pest problems are prevented by routine monitoring, identification of potential pest problems and through education of the school community. When necessary, habitat modification is used to discourage pests from an area.

The individual/company responsible for the District's IPM program routinely inspects the building, including entrances, food/water storage sites and restrooms for pest activity. The individual/company responds to complaints reported by students, staff, parents or other school community members.

Education and Training

Everyone in a school community plays a role in pest management. Students, staff and other stakeholders are provided with the information necessary to implement the IPM program successfully. The IPM policy is available to students, staff, and any individual/company hired to carry out pest management duties.

Education and training programs address common human habits and other cultural practices which may be pest conducive.

Approved Least Toxic Chemical Use

Nontoxic methods of pest control are preferred. When applicable, the District uses environmental, cultural, mechanical and sanitation controls as the primary sources of pest control.

If nontoxic methods of pest control fail or are impractical, the least toxic chemical pesticide that is effective is used. Application techniques that minimize exposure are approved prior to being used. Only trained and qualified workers handle and apply the pesticides.

A record of all chemical pest control treatments is kept for at least a three years. All records are made available upon request to the general public, the Ohio Department of Agriculture-Section of Pesticide Regulations and the board of health upon request.

Pre-notification

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 provides notice to affected persons, prior to the date and time of the pesticide application. The notice includes the date, time and location of the application, the name of the product being used and the telephone number to contact the school/company for more information.

(Approval date: June 24, 2008)
(Revision date: June 15, 2023)

MAINTENANCE AND CONTROL OF MATERIALS

School teachers and officials must exercise continuous and vigilant care of all Board-owned equipment. Teachers should inform students that they are responsible for all school property assigned to them. In the event that equipment or other materials entrusted to a student are lost, defaced or destroyed, it will be the responsibility of the parent to reimburse the District.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: June 15, 2023)

LEGAL REFS.: ORC 3313.40; 3313.41

CROSS REF.: JN Student Fees, Fines and Charges

MAINTENANCE AND CONTROL OF INSTRUCTION MATERIALS

Teachers keep a careful list of all books issued to students of the Greenville schools. Lost textbooks are reported to the building principal at the close of school in June. Students are charged for any lost or damaged textbook. The building principal is responsible for developing a procedure to assure that all textbooks are accounted for and for assessing students for those lost or damaged.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: June 15, 2023)

LEGAL REFS.: ORC 3313.40; 3313.41

CROSS REF.: JN Student Fees, Fines, and Charges

AUTHORIZED USE OF SCHOOL-OWNED MATERIALS

Lending of School-Owned Equipment

The Board believes that District-owned equipment is a valuable resource which may be loaned for community use under certain conditions only, provided that such use does not infringe on the original and necessary purpose of the equipment or interfere with the educational program of the schools.

School equipment may be loaned to responsible community members or groups for a worthy educational, civic or charitable purpose when:

1. the group or individual borrowing the equipment agrees in writing to accept responsibility for repairing or replacing any equipment damaged or lost while in its/his/her possession and additionally acknowledges that adequate insurance coverage is available in the case of loss of damage;

2. the equipment is not both unusually expensive and also subject to easy damage;

3. the equipment is in good condition;

4. the group or individual will provide a competent operator for any machines or equipment loaned, as needed, and

5. any incidental costs as a result of the use of equipment will be reimbursed by the authorized user to the District.

School equipment may be removed from school property by staff members when such equipment is necessary to accomplish tasks arising from their school or job responsibilities. The consent of the principal is required for such removal. Use of school equipment by staff members in all other situations may be approved by the building principal on a case-by-case basis as long as the above listed stipulations are agreed to in advance.

[Adoption date: May 17, 2005]
(Revision date: June 15, 2023)

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 the administration. 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 which 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.

An employee’s personal or private use of social media may have unintended consequences. While the Board respects its employees’ First Amendment rights, those rights do not include permission to post inflammatory comments that could compromise the District’s mission, undermine staff relationships, or cause a substantial disruption to the school environment. This warning includes staff members’ online conduct that occurs off school property, including from the employee’s personal communication device. Postings to social media should be done in a manner sensitive to the staff member’s professional responsibilities.

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 may also use monitoring devices that, to the extent permitted by law, maintain a running log of internet activity, and record which sites a particular user has visited.

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

1. taken as a whole and with respect to minors appeals to a prurient interest in nudity, sex or excretion;

2. depicts, describes or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts or lewd exhibition of genitals or

3. taken as a whole, lacks serious literary, artistic, political or scientific value as to minors.

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. The District reserves the right to amend policies and regulations as necessary throughout the school year. Users are notified of the updated policies and regulations and must comply with the updated requirements. These policies and regulations also apply to use of District-owned devices, or accessing of District intranet and software programs off District property. All users using platforms established for e-learning regardless of whether the student or employee is using a personal or District provided device must be used in accordance with the standards for conduct outlined in this policy and the accompanying regulation. Users in violation of this policy or the accompanying regulation may be subject to discipline.

Monitoring of School-Issued Devices

For the following provisions, "school-issued device" means hardware, software, devices and accounts that a school district, acting independently or with a technology provider, provides to an individual student for dedicated student use. "Technology provider" means a person who contracts with a school district to provide a school-issued device for student use and creates, receives or maintains educational records pursuant or incidental to its contract with the District. "Technology provider" does not include a county board of developmental disabilities, educational service center, information technology center, assessment provider, curriculum provider, or city, local, exempted village or joint vocational school district that enters into a service contract with a school district that includes issuing school-issued devices to students.

In compliance with State law, the District and technology providers in contract with the District are prohibited from electronically accessing or monitoring the following except when otherwise authorized by law:

1. location-tracking features of a school-issued device;

2. audio or visual receiving, transmitting or recording features of a school-issued device;

3. student interactions with a school-issued device, including, but not limited to, keystrokes and web-browsing activity.

These prohibitions on electronic access and monitoring of school-issued devices do not apply in the following circumstances:

1. where limited to a noncommercial educational purpose for instruction, technical support or exam-proctoring by District employees, student teachers, staff, a vendor or the Ohio Department of Education and Workforce (ODEW);

2. the activity is permitted under a judicial warrant or subpoena unless otherwise prohibited by State or Federal law;

3. the District or provider is notified or becomes aware that the device is missing or stolen;

4. the activity is necessary to prevent or respond to a threat to life or safety and access is limited to that purpose;

5. the activity is necessary to comply with Federal or State law;

6. the activity is necessary to participate in federal or state funding programs.

In any year the District or a technology provider elects to generally monitor a school-issued device under any of these circumstances, the District must provide notice to all parents of enrolled students. If access or monitoring of a student's school-issued device occurs due to a judicial warrant or subpoena, a missing or stolen device, or in response to a threat to life or safety and the school district initiates responsive action, the District must notify the parent of the student within 72 hours of access and provide a written description of the triggering circumstance, including which features of the device were accessed and a description of the threat, if any. This notice is not required when the notice itself would pose a threat to life or safety.

A contract entered into between a school district and a county board of developmental disabilities, educational service center, joint vocational school district, another school district or an information technology center for services, including the general monitoring or access of school-issued devices, must indicate which entity is responsible for providing notice.

Maintenance of Education Records by Technology Providers

Technology providers in contract with the District must comply with State law provisions related to the collection, use and protection of data as if it were a school district. Education records created, received, maintained or disseminated by technology providers are solely the property of the District. Technology providers in contract with the District must comply with the following:

1. if education records maintained by the technology provider are subject to a breach, the technology provider will disclose to the District all information necessary to comply with State law following discovery of the breach;

2. unless renewal of a contract with the District is reasonably anticipated, the technology provider will destroy or return all education records created, received or maintained to the District within 90 days of the expiration of the contract;

3. the technology provider cannot sell, share or disseminate education records, except as part of a valid delegation or assignment under the contract with the District, unless otherwise allowed by State law;

4. the technology provider cannot use education records for any commercial purpose other than the services contracted for by the District.

A contract between technology providers and the District must ensure appropriate security safeguards for education records, including, but not limited to:

1. a restriction on unauthorized access by the technology provider's employees or contractors;

2. a requirement that the technology provider's employees or contractors may be authorized to access education records only as necessary to fulfill the official duties of the employee or contractor.

Notice and Inspection of Technology Provider Contracts

The District must provide parents and students annual notice by August 1 of any curriculum, testing or assessment technology provider contract affecting a student's education records. The notice can be by mail, electronic mail or other direct form of communication and must do all of the following:

1. identify each curriculum, testing or assessment technology provider with access to education records;

2. identify the education records affected by the curriculum, testing or assessment technology provider contract;

3. include information about the contract inspection;

4. provide contact information for a school department that can answer parent and student questions or concerns regarding programs or activities that allow a technology provider access to education records.

The District must also provide parents and students an opportunity to inspect a complete copy of any technology provider contract.

[Adoption date: July 9, 1997]
(Revision date: April 19, 2005)
(Revision date: May 24, 2011)
(Revision date: November 8, 2012)
(Revision date: July 8, 2014)
(Revision date: January 14, 2021)*note: this policy was EDE-1-E & EDE-2-E (now EDE)*
(Revision date: June 15, 2023)
(Revision date: October 17, 2024)
(Revision date: June 26, 2025)
(Revision date: December 18, 2025)

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
3319.325
3319.325 through 3319.327

CROSS REFS.:

AC	Nondiscrimination
ACA	Nondiscrimination On The Basis Of Sex
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 & Dating Violence)
Staff Handbooks	
Student Handbooks	

NOTE: *Senate Bill (SB) 29 (2024) created new provisions Ohio Revised Code (RC) 3319.325 through 3319.327 related to the use of educational records by technology providers and impacts other RC provisions. The new provisions require technology providers in contract with districts to comply with the same provisions as districts under RC Chapter 1347 with regard to data collection and use. The new provisions also impact contracts between technology providers and districts, requiring safeguards and creating prohibitions against use of data and educational records, including against use for commercial purposes by technology providers. Commercial purposes do not include providing specific services contracted for, or using aggregate information removed of any personally identifiable information for improving maintaining, developing, supporting or diagnosing the provider's site, service or operation.*

House Bill (HB) 432 (2024) amended SB 29 provisions to limit notification requirements on districts and impact on district contracts with technology providers. Changes include, but are not limited to, revised definitions of "student" to include only currently enrolled K-12 students rather than also including formerly enrolled students and applicants. The definition of "technology provider" was narrowed to limit impact on district contracts. Finally, circumstances in which 72-hour notice is required were limited to specified circumstances where districts initiate "responsive action," such as disciplinary measures.

Other changes SB 29 makes include specifying that, unless otherwise provided by law, no one can release or permit access to educational support services data for any public school student. A minor revision to RC 149.43 excludes "educational support services data" from the definition of public records in order to prohibit release or access to such data.

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.*

The District must create a plan for educating students concerning appropriate online behavior; this plan is separate from the policy manual. The FCC has provided resources including OnGuardOnline.gov to aid districts in developing local plans.

In addition, the popularity of social networking websites has made it necessary for administrators to address the access of these sites on District property. Specific language restricting use, along with the disciplinary penalties imposed on offenders, should be placed in staff and student handbooks.

It is important to note that the FCC recognizes that while some individual social media sites could potentially contain material harmful to minors, social networking websites are not per se harmful to minors, and therefore do not automatically have to be blocked. This decision is left up to the District's discretion.

Additional policy language addressing social networking is found in GBH (Also JM), Staff-Student Relations and IIBH, District Websites.

Additionally, the Board shall make a local determination as to what is classified "inappropriate for minors" in line with the current definition.

In report 11-125, FCC adopted the following definition of minor: "any individual who has not attained the age of 17 years." All E-Rate program participants must use this definition of minor for the purpose of this topic.

The District internet safety policy must be made available to the FCC upon request.

THIS IS A REQUIRED POLICY

Greenville City School District
COMPUTER NETWORK AGREEMENT FORM

I hereby apply for a student/employee account on the District computer network:

Circle one: student employee

Name: _____

School: _____

Home address: _____

City, State, Zip: _____

Home Phone: _____

I have read and I understand this computer policy and its guidelines and regulations and agree to abide by all of the rules and standards for acceptable use stated therein and any policy or regulation updates provided by the District. I further state that all information provided for the creation of this account is truthful and accurate.

Signature: _____ Date: _____

Parental Release Form
(for students under 18 years of age)

I/We, _____, the parent(s) of (student name) _____, have read and understand the computer policy and its guidelines and regulations and we agree to its terms and conditions. We confirm our child's intentions to abide by the terms and conditions therein and any policy or regulation updates provided by the District. We also agree to supervise our child's use of the computer network from home or outside of the classroom.

Signature: _____ Date: _____

(Adoption date: January 14, 2021)
(Revision date: June 15, 2023)

Greenville City School District
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.

(Revision date: September 15, 1998)
(Revision date: January 14, 2021) **note this regulation was EDE-1-R & EDE-2-R (now EDE-R)*
(Revision date: June 15, 2023)

BRING YOUR OWN TECHNOLOGY (BYOT) PROGRAM

The District recognizes the importance of technology and the educational benefits available through the use of technology. The use of portable electronic devices in the classroom can add educational value when such devices deliver content and extend, enhance or reinforce the student learning process. Classroom teachers determine the appropriateness of in-class use of electronic devices, consistent with district instructional objectives, and with approval of the building principal.

All personal electronic devices must be used in a responsible and legal manner. Students using their own devices are subject to the District Acceptable Use Policy and guidelines, Board approved BYOT guidelines, all other Board policies and procedures, including but not limited to the student code of conduct. Failure to adhere to these guidelines may result in the revocation of the privilege to use personal electronic devices in the classroom and/or disciplinary action as appropriate.

The following personal electronic devices are approved:
(Customize to reflect district-approved devices)

1. Laptop computers
2. Tablet PCs
3. iPads
4. E-readers

Students at the middle school and high school levels are permitted to use approved personal electronic devices for educational purposes under the direction of a classroom teacher.

Students using their own electronic devices may access only the wireless Internet provided by the District. The District provided Internet access is filtered in compliance with the Children's Internet Protection Act. Internet access from outside sources allowing for 3G, 4G, or 5G access is not permitted on school grounds in order to promote safe, filtered Internet access.

BYOT activities are implemented at the discretion of classroom teachers and building administrators. When electronic devices are used to enhance learning in the classroom, students without a personal device will be provided access to an appropriate district-owned digital device.

Violations of any board policies, regulations, or school rules involving a student's personal electronic device may result in the loss of use of the device in school and/or disciplinary action. The school reserves the right to inspect a student's personal electronic device if there is reason to believe that the student has violated board policies, regulations, school rules or has engaged in other misconduct while using their personal electronic device. Any search will be conducted in compliance with board policies.

[Adoption date: November 8, 2012]
(Revision date: June 15, 2023)

(Revision date: August 15, 2024)

LEGAL REFS:
U.S. Const. Art. I, Section 8
Family Educational Rights and Privacy Act; 20 USC 1232g et seq.
Children's Internet Protection Act; 47 USC 254 (h)(5)(b)(iii); (P.L. 106-554, HR 4577, 2000, 114 Stat 2763)
ORC 3313.20
3319.321

CROSS REFS.:
AC Nondiscrimination
ACA Nondiscrimination on the Basis of Sex
ACAA Sexual Harassment
EDE Computer/Online Services (Acceptable Use and Internet Safety)
GBCB Staff Conduct
GBH Staff-Student Relations (Also JM)
IB Academic Freedom
IIA Instructional Materials
IIBH District Websites
JFC Student Conduct (Zero Tolerance)
JFCF Hazing and Bullying (Harassment, Intimidation and Dating Violence)
JFCK Use of Cell Phones and Electronic Communications Devices by Students
JFG Interrogations and Searches
Staff Handbooks
Student Handbooks

NOTE: *Districts who are implementing a BYOT program should work with appropriate stakeholders to address:*

- *Digital equity and access to devices*
- *Infrastructure requirements*
- *Building specific guidelines*

It is important to reference and ensure compliance with Children's Internet Protection Act (CIPA) requirements as referenced in EDE, Computer/Online Services (Acceptable Use and Internet Safety).

The district should state specifically in the policy what grade levels the program is for and what devices specifically are permitted.

BRING YOUR OWN TECHNOLOGY (BYOT) PROGRAM

The use of an approved personal electronic device is a privilege, and students may be denied access at any time. Students wishing to participate in the Bring your Own Technology program must comply with the following guidelines and procedures. Students:

1. must abide by the District Acceptable Use Policy and Regulations, and are subject to all student code of conduct restrictions and disciplinary consequences relating to use or misuse of technology.

2. are responsible for ensuring the safety of their own personal devices. The District is not responsible for the loss or theft of a device, nor are they responsible for any damage done to the device while at school.

3. will use approved devices only for an educational purpose, and only when directed by a classroom teacher or administrator.

4. must keep devices turned off when not directed to use them.

5. may not use the camera feature to capture, record, or transmit audio, video or still photos of other students, faculty, or staff without explicit permission given by the subject of the photo or video.

6. are not to use the device in a manner that is disruptive to the educational environment.

7. exhibiting harassing, intimidating behavior or found bullying through the use of a personal electronic device are subject to discipline under the District Hazing and Bullying policy and procedures.

8. are responsible for servicing their personal electronic devices. The District will not service, repair or maintain any non-district owned technology brought to, and used at school by students.

[Approval date: November 8, 2012]
(Revision date: June 15, 2023)

ARTIFICIAL INTELLIGENCE

The Board recognizes the need to prepare staff and students for an increasingly technological future. Thus, the Board is committed to providing staff and students with the knowledge and skills necessary to navigate emerging technological innovations effectively and appropriately, including generative artificial intelligence (AI). This includes placing emphasis on building AI literacy within the District as an essential component of technological readiness for both staff and students.

For purposes of this policy, "AI tool" is defined as AI applications, algorithms or systems that make use of AI to generate outputs based on human inputs, with an emphasis on generative AI.

The Board directs the Superintendent/designee to develop procedures for staff and students concerning the use of AI and AI tools, consistent with the following:

1. Prohibits use inconsistent with District policies and procedures, classroom instructions and requirements, AI tool terms of service including age limits, or State and Federal law;

2. Prohibits use inconsistent with expectations for staff and student conduct, including for discrimination, harassment or hazing and bullying;

3. Prohibits input of confidential staff and student data;

4. Prohibits representing content created using AI or AI tools as their own work product;

5. Requires disclosure of use of AI and AI tools;

6. Requires that all AI tools, whether free or fee-based, be reviewed and receive prior approval from the Superintendent/designee before being recommended or used in connection with staff work or student assignments;

7. Establishes guidelines for seeking approval of new AI tools and maintains a list of approved AI tools and

8. Clarifies that staff and students are responsible for all reasonably foreseeable consequences of use of AI and AI tools.

All District staff and students must comply with all provisions of the District's policies and procedures on the use of generative AI and other emerging technologies and State and Federal law.

Reporting AI Concerns and Misuse

Staff and students with concerns about the safety and effectiveness of the use of AI or AI tools, or who suspect misuse that violates District policies and procedures or other applicable law, should contact the Superintendent/designee. All educators are required to comply with the Licensure Code of Professional Conduct for Ohio Educators. Uses of AI not aligned with the licensure Code of Professional Conduct for Ohio Educators may be reported to the State Board of Education for further investigation.

Data Privacy and Management

The District recognizes the importance of effective data privacy and management, including the protection of District data and information. The District will ensure that confidential data and other sensitive staff and student information is protected while using AI and AI tools.

Review of AI Use

The District will regularly review its use of AI and recommend updates to the Board that address safety, privacy, staff and student needs and other relevant areas. Recommendations to the Board will also address relevant updates to State and Federal laws and guidance concerning regulation of AI.

Training

The District will incorporate AI literacy into relevant curriculum and professional learning opportunities for staff and students. The District will train staff and students on the requirements of this policy and procedures, other District policies and procedures regarding data privacy and management, and acceptable uses of AI and AI prohibitions.

Staff and students may be disciplined for use of AI and AI tools inconsistent with District policies and procedures.

[Adoption date: April 23, 2026)

***NOTE**: House Bill (HB) 96 (2025) enacted Ohio Revised Code (RC) 3301.24, requiring school districts, community schools and STEM schools to adopt a policy on AI use by July 1, 2026. The new provision also required the Ohio Department of Education and Workforce (ODEW) to develop a model policy on the use of AI in schools that addresses appropriate educational uses of AI for both staff and students by Dec. 31, 2025.*

This sample policy was created to address developments in artificial intelligence (AI) related specifically to generative AI and is not meant to limit more common uses of AI in schools. Some examples of more common uses of AI in schools include AI used in predictive text, spell check, AI used by search engine algorithms, social media algorithms or other similar applications of AI that are already prolific and widely accepted as standard practice in schools.

AI refers broadly to any hardware or software programmed to perform tasks that generally require humans by applying probabilistic algorithms. These tasks include problem-solving, decision-making and pattern recognition.

Generative AI is an innovation in AI. Generative AI refers to any subset of AI trained to create new and unique content based on human prompts that is programmed to resemble content created by humans. This includes large language models (LLMs) that produce text content like ChatGPT, but also includes generative AIs that produce audio, picture, video or other content.

The policy is designed to establish goals, from which additional District-level procedures can be developed for implementation. Districts also can review the InnovateOhio AI toolkit for practical guidance.

THIS IS A REQUIRED POLICY

TRANSPORTATION SERVICES MANAGEMENT

The responsibility for the transportation program shall be delegated to the Transportation Manager. He/She shall devise rules and regulations for the proper supervision of this service subject to State regulations for safe student transportation, and subject to the approval of the Superintendent of Schools and the Greenville City Board of Education. He/She shall be directly responsible to the Superintendent or his/her designee.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: June 15, 2023)

LEGAL REFS.: ORC 3317.07 3327

STUDENT TRANSPORTATION SERVICES

The transportation policies of the Board are aimed at providing a safe, efficient and economical method of getting students to and from school. It is the desire of the Board that the transportation schedule serves the best interests of all students and the District. The Board provides transportation as required by State law.

In addition to that required by law, the Board may provide school bus transportation to all elementary and secondary school students to the extent determined by the administration and approved with all statutory obligations and approved by the Board. All regulations governing student transportation will be in accordance with the Ohio School Bus Operation Regulations issued by the Ohio Department of Education and Workforce, the Ohio State Highway Patrol, and the Department of Public Safety and as required by State law.

The District will transport as many students as practical on school buses that meet all the state requirements for pupil transportation. In some cases, students may be transported by other means as defined by State law.

Fees may not be charged to students for routine transportation or for non-routine transportation for educational field trips provided during the school day.

The Board annually approves designated bus stops and time schedules as presented by the Superintendent/designee, and grants authority to the transportation supervisor/designee to adjust stops during the school year in accordance with statutory timelines and obligations.

The District's transportation program will be under the direction of the transportation supervisor who is responsible to the Superintendent or his/her designee. The Board directs the Superintendent/designee to develop District-level policies and procedures for the safe and efficient operation of student transportation services.

Transportation to Community, STEM, STEAM and Private Schools

The District will provide transportation for eligible students who attend community, STEM, STEAM, and private schools in compliance with State law.

When transportation for any student is not practical by any means approved by State law, the Board may resolve to declare transportation impractical and offer the student payment in lieu of transportation in accordance with State law.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: February 13, 2014)
(Revision date: January 14, 2016)
(Revision date: January 11, 2018)
(Revision date: November 18, 2021)
(Revision date: July 11, 2023)

(Revision date: December 18, 2025)

LEGAL REFS.:	ORC	3327.01-3327.10
		3327.015
		3327.016
		4511.76-4511.78
	OAC	Chapter 3301-83

CROSS REFS.:	EEAA	Eligibility Zones for Pupil Transportation
	EEAC	School Bus Safety Program

NOTE: In all city, local and exempted village districts, the board provides transportation for resident elementary students, kindergarten through grade eight, who live more than two miles from the school of attendance and for all students with physical or mental disabilities that make walking impossible or unsafe. The transporting of high school students is optional. Students attending a joint vocational school must be provided with transportation from the high school to the JVSD. Buses used to transport students may be operated by the district, other districts or in some cases private contractors that meet the requirements for the state for pupil transportation. The approved alternative methods for transporting students are outlined in Ohio Administrative Code 3301-83-19.

House Bill 166 enacted new Ohio Revised Code 3327.015, which states that if a district provides transportation beyond the requirements of State law, it cannot reduce that level of transportation after the first day of the school year. Districts should make certain that all transportation policies are accurate and reflect local practice.

The board must provide transportation to nonpublic, community, STEM and STEAM school students on the same basis as it is provided to resident students attending district schools.

The board is not required to transport nonpublic or community school students whose travel is more than 30 minutes to school from their district school of assignment. These students are not eligible for any services, including payment in lieu of transportation in accordance with State law.

State law permits districts, upon request, to transport students in grades K-12 who do not reside in the district to a nonpublic school the student attends if the:

1. *student's resident district is not required to transport the student because the travel time is more than 30 minutes and*

2. *parent agrees to reimburse the nonresident district for the costs of transporting the student that exceed the amount the district receives from the state.*

If the nonresident district declines the request, it is required to state its reasons in writing.

It is advisable for a board to delegate to the superintendent/designee the responsibility of developing district- level policies and procedures for the daily transportation procedure. Many laws will apply in these areas.

WALKERS AND RIDERS

The Greenville Board of Education shall own and maintain its own buses. Children living in the District will be transported between their homes and schools as follows:

1. living one mile or more from the school building of attendance will be transported both ways.

2. Senior High School students (grades 9-12) living two miles or more from the building will be transported both ways.

A list of students being transported on each bus must be prepared for the Superintendent or his/her designee. This list shall contain the name of each student, his/her grade and should be listed in order from the first stop in A.M. to last stop.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: July 21, 2016)
(Revision date: July 11, 2023

LEGAL REFS.: ORC 3317.07
3327.01; 3327.02; 3327.04; 3327.05; 3327.08

SCHOOL BUS SCHEDULING AND ROUTING

Bus routes, schedules, and stops will be developed under the direction of the Superintendent of the Greenville Schools. The purpose of bus scheduling and routing will be to achieve maximum service with a minimum fleet of buses consistent with rendering reasonable equal service to all students.

Bus routes will follow the most direct roads practicable for bus travel to serve those students entitled to transportation service. Where an alternate route may be selected without sacrifice of efficiency or economy, preference will be given to that route serving the largest number of students more directly.

Routes will be designed to eliminate as many turn around points as possible, and to employ as nearly as practicable the full carrying capacity for each bus trip. No bus will be overloaded. New routes will be established only when full capacity of the trips on existing routes has been reached or is imminent.

Authorized bus stops will be located at convenient intervals in places where pupils may board and get off, cross highways, and await arrival of buses with the utmost safety permitted by highway conditions.

The number of bus stops on each trip will be limited, consistent with the policy stated as to service, so as to enable buses to make the run-in reasonable time.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: July 11, 2023)

LEGAL REFS.: ORC 3327.03; 3327.12

SCHOOL BUS SCHEDULING AND ROUTING FOR NONREGULAR TRANSPORTATION

The following procedure will be used to establish eligibility for non-regular transportation:

The Superintendent and the Transportation Supervisor will review all requests by parents or guardians of student in the Greenville City School District requiring non-regular transportation and/or additional bus stops and routes.

The following guidelines shall be used by the panel in determining eligibility for such requests:

1. No request will be approved outside of the student's regular school attendance area. -

2. Nonresident stops for students who normally ride the same bus. Such stops will conform to criteria for other stops except that additional time and mileage will be a factor.

3. Nonresident stops for students who normally would not ride that bus. Bus overload, mileage and time will be factors.

4. Multiple stops for the same student will not be approved. Students shall be assigned to one (1) pick up bus stop and/or one (1) drop off bus stop. The AM and PM bus stop address may be different from one another. Stops that vary on a daily basis or week to week basis shall not be approved, unless there are extenuating circumstances approved by Administration.

   Parents who have been granted shared-parenting by the court and who have filed the court papers at the school building of attendance will be granted one stop for each parent's home. As previously stated stops that vary on a daily basis or week to week basis shall not be approved.

5. Requests for new stops: All factors will be considered - particularly safety for the majority of students at the proposed stop; additional mileage and time; whether the proposed new stop constitutes a service for some that cannot be implemented for all students in like situations.

6. Reasonableness of the request in the judgment of the panel.

7. Request forms can be secured from all school offices, turned into the principal or the bus driver, who will forward them to the Transportation Supervisor.

   Requests in writing from parents or legal guardians for non-regular bus service (bus pass) for students wishing to go home with another student who is normally bussed should only be done in an emergency. Such requests made directly to the building principal, his/her assistant, or secretary and signed by the student's parent or legal guardian may be approved at our discretion. Approval is subject to bus overload.

a. Requests for more than one student to go home with the same student for parties, sleepovers, etc. will not be approved.

b. Parents are encouraged to have a family member or friend pick up the child at the bus stop in lieu of changing student's daily bus service.

c. Bus pick up at a regular stop will be permitted providing the student has a note signed by the parent or legal guardian and is subject to bus overload

8. Requests by phone will be considered only in emergency situations. Emergency bus service may be approved at our discretion with approval being subject to bus overload.

   a. A phone call must be received from the parent or legal guardian stating the emergency to the principal, his/her assistant or the building secretary requesting emergency bus service. At the time of the call, proof of identification must be provided.

   b. Requests will be denied for non-emergency daily service such as; play dates, parties, staying overnight with friends, school projects, etc. These events should be dealt with in advance and students would be best served to use normal bus service with parents providing transportation later in the day.

The Superintendent is authorized to approve such applications approved by the panel until such recommendations can be brought before the Board in a regular meeting.

[Approval date: August 18, 1987]
(Revision date: November 20, 1990)
(Revision date: July 9, 1997)
(Revision date: March 8, 2012)
(Revision date: July 11, 2023)

Greenville City School Transportation Department

511 Markwith Ave. Greenville, OH 45331
Office 937-548-3185 www.greenville.k12.oh.us
Completed forms may be emailed: schoolbus@gcswave.com

Transportation Plan Form_____School Year

A NEW FORM MUST BE COMPLETED EACH YEAR

You must fill out one form for each child who needs bus service and will ride a Greenville City School bus. Please check all information to make sure this is the schedule you want for your child. New forms may take up to three (3) days to process. The boxes in the middle are for an alternate transportation plan if your child needs bus service anywhere other than their home bus stop. **An alternate bus stop shall only be approved for child care and shared parenting.** If a change is made during the school year, a new form shall be submitted and approved before the child is allowed to ride a different bus or get on/off at another bus stop.

Child's Name: _____
Last Name First Name

School:_____Grade:_____ Home Phone Number: _____

Home Address: _____Parent/Guardian Email Address:_____

Mother's Name:_____ Cell:_____Work: _____

Father's Name:_____ Cell:_____Work: _____

My child will use the regular *bus stop closest to their home address* : AM only_____PM only_____BOTH_____

Parent/Guardian Signature:_____ Date: _____

CHILDCARE PROVIDER: YES_____CHILD CARE PROVIDERS NAME: _____

CHILD CARE PROVIDERS ADDRESS:_____PHONE:_____

_____EVERYDAY TO AND FROM SCHOOL _____EVERYDAY TO SCHOOL _____EVERYDAY FROM SCHOOL

Parent/Guardian Signature:_____Date: _____

SHARED PARENTING: YES_____ CO-PARENT NAME: _____

CO-PARENT ADDRESS:_____PHONE:_____

_____EVERYDAY TO *AND* FROM SCHOOL _____EVERYDAY TO SCHOOL _____EVERYDAY FROM SCHOOL

_____OTHER: CHECK DAYS OF WEEK TRANSPORTATION IS NEEDED (NOTE: *MUST BE SAME DAYS EVERYWEEK)*

AM ____MONDAY ____TUESDAY_____WEDNESDAY_____THURSDAY_____FRIDAY

PM ____MONDAY ____TUESDAY_____WEDNESDAY_____THURSDAY_____FRIDAY

Parent/Guardian Signature:_____Date: _____

Office Use Only:

Pick Up Bus Stop Location: _____ Bus #:_____

Drop Off Bus Stop Location: _____ Bus #:_____

_____ _____
Transportation Supervisor **Effective Date**

St. Mary's Transportation Form

511 Markwith Avenue, Greenville, OH 45331
Office: 937-548-3185 ext. 7, www.greenville.k12.oh.us
Completed forms may be emailed: schoolbus@gcswave.com

Transportation Plan Form_____School Year

A NEW FORM MUST BE COMPLETED EACH YEAR

You must fill out one form for each child who needs bus service and will ride a Greenville City School bus. Please check all information to make sure this is the schedule you want for your child. New forms may take up to three (3) days to process. The boxes in the middle are for an alternate transportation plan if your child needs bus service anywhere other than their home bus stop. An alternate bus stop shall only be approved for childcare and shared parenting. If a change is made during the school year, a new form shall be submitted and approved before the child is allowed to ride a different bus or get on/off at another bus stop.

Child's Name: _____ _____
Last Name First Name Birth Date

School: _____ Grade: _____ Home Phone Number: _____

Home Address: _____Parent/Guardian Email Address:_____

Mother's Name: _____ Cell: _____ Work: _____

Father's Name: _____ Cell: _____ Work: _____

My child will use the regular *bus stop closest to their home address*: AM only ____ PM only ____ BOTH ____

Parent/Guardian Signature: _____ Date: _____

Childcare Provider: Yes ____ CHILDCARE PROVIDERS NAME: _____

Child Care Providers Address: _____Phone: _____

_____ EVERY DAY TO *AND* FROM SCHOOL _____ EVERY DAY TO SCHOOL _____ EVERY DAY FROM SCHOOL

Parent/Guardian Signature: _____ Date: _____

Shared Parenting: Yes ____ Co-Parent Name: _____
Co-Parent Address: _____ Phone: _____

_____ EVERY DAY TO *AND* FROM SCHOOL _____ EVERY DAY TO SCHOOL _____ EVERY DAY FROM SCHOOL

_____ OTHER: CHECK DAYS OF WEEK TRANSPORTATION IS NEEDED (Note: *MUST BE SAME DAYS EVERY WEEK)*

AM ___ MONDAY ___ TUESDAY ___ WEDNESDAY ___ THURSDAY ___ FRIDAY
PM ___ MONDAY ___ TUESDAY ___ WEDNESDAY ___ THURSDAY ___ FRIDAY

Parent/Guardian Signature: _____ Date: _____

Office Use Only:

Pick Up Bus Stop Location: _____ Bus #:_____

Drop Off Bus Stop Location: _____ Bus #:_____

_____ _____
Transportation Supervisor Effective Date:

Montessori Transportation Form

511 Markwith Ave. Greenville, OH 45331
Office: 937-548-3185 ext. #7 www.greenville.k12.oh.us
Completed forms may be emailed: schoolbus@gcswave.com

Transportation Plan Form_____School Year

A NEW FORM MUST BE COMPLETED EACH YEAR

You must fill out one form for each child who needs bus service and will ride a Greenville City School bus. Please check all information to make sure this is the schedule you want for you child. New forms may take up to three (3) days to process. The boxes in the middle are for an alternate transportation plan if your child needs bus service anywhere other than their home bus stop. **An alternate bus stop shall only be approved for child care and shared parenting.** If a change is made during the school year, a new form shall be submitted and approved before the child is allowed to ride a different bus or get on or off at another bus stop.

Child's Name: _____ _____
Last Name First Name Birth Date

School: _____ Grade: _____ Home Phone Number: _____

Home Address: _____Parent/Guardian Email Address:_____

Mother's Name: _____ Cell: _____ Work: _____

Father's Name: _____ Cell: _____ Work: _____

Childcare Provider: Yes ____ CHILDCARE PROVIDERS NAME: _____

Child Care Providers Address: _____Phone: _____

_____ EVERY DAY TO *AND* FROM SCHOOL _____ EVERY DAY TO SCHOOL _____ EVERY DAY FROM SCHOOL

Parent/Guardian Signature: _____ Date: _____

Shared Parenting: Yes ____ Co-Parent Name: _____
Co-Parent Address: _____ Phone: _____

_____ EVERY DAY TO *AND* FROM SCHOOL _____ EVERY DAY TO SCHOOL _____ EVERY DAY FROM SCHOOL

_____ OTHER: CHECK DAYS OF WEEK TRANSPORTATION IS NEEDED (Note: *MUST BE SAME DAYS EVERY WEEK)*

AM ___ MONDAY ___ TUESDAY ___ WEDNESDAY ___ THURSDAY ___ FRIDAY
PM ___ MONDAY ___ TUESDAY ___ WEDNESDAY ___ THURSDAY ___ FRIDAY

Parent/Guardian Signature: _____ Date: _____

Office Use Only:

Pick Up Bus Stop Location: _____ Bus #:_____

Drop Off Bus Stop Location: _____ Bus #:_____

_____ _____
Transportation Supervisor Effective Date:

SCHOOL BUS SAFETY PROGRAM

The primary consideration in all matters pertaining to transportation and welfare of student riders. Safety precautions shall include the following.

1. The District's transportation program will meet all State requirements regarding the testing and approval of bus drivers, standards for buses and safe speeds.

2. The District conducts safety audits in accordance with State law of its bus routes, bus stops and school pickup and drop off sites on school property to reduce safety risks and mitigate the severity of school bus accidents at least annually. Safety audits may include the input of District bus drivers and will include an examination of all items required by law.

3. The Board directs the Superintendent/designee to implement personnel policies and/or programs for bus drivers that include, but are not limited to, providing opportunities for professional development, conducting performance reviews in accordance with law, and implementing wellness support programming offered by the Ohio Department of Education and Workforce and the Ohio Department of Public Safety specific to bus drivers that encourages drivers to utilize the programming.

4. Drivers of Board owned, leased, contracted or operated vehicles including school buses have met state training and credentialing qualifications and the vehicles have been equipped for safety and signage according to state law.

5. The District develops procedures for drivers making school bus stops to receive and discharge students in accordance with State law. Administrators and transportation personnel will develop procedures to ensure school bus stop locations are designated in safe locations and comply with State law requirements, including the requirement to conduct safety audits at least annually. Bus stops are limited, where feasable, so that students from several homes can meet safely at a central point for group pick up. Pupils in grades kindergarten through eight may walk no more than one-half mile to a designated bus stop. Students in grade nine through 12, if offered transportation, may have to walk farther to a designated pickup point.

6. Three emergency evacuation drills, supervised by someone other than the bus driver, are conducted annually to thoroughly acquaint student riders with procedures in emergency situations.

7. Additional emergency procedures are developed as required by State law for handling medical, mechanical, natural or other emergencies.

8. All vehicles used to transport students are inspected in accordance with State law and maintained in such condition as to provide safe and efficient transportation service with a minimum of delay~~s~~ and disruption of service due to mechanical or equipment failure.

9. The District offers a school bus safety orientation program to students, parents and/or guardians at the beginning of each school year that offers opportunities to meet their bus drivers, tour a bus and learn about school safety, and provides families with take-home materials to encourage positive school bus behaviors. When possible, orientations should be incorporated into existing school-required orientations, meetings or assemblies.

10. Students in kindergarten through third grade are given instruction on school bus safety and behavior within the first two weeks of the school year. Regularly transported students in grade four through 12 are instructed in safety procedures in accordance with State law.

11. Passengers participating in non-routine use of school buses will receive safety instructions at the beginning of the bus trip in accordance with State law.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: April 19, 2005)
(Revision date: January 15, 2009)
(Revision date: February 13, 2014)
(Revision date: July 11, 2023)
(Revision date: December 18, 2025)

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

CROSS REF.:	EB	Safety Program
	EEA	Student Transportation Services
	EEAD	Non-Routine Use of School Buses
	GBQ	Criminal Record Check
	IICA	Field Trips

NOTE: Districts are encouraged to develop for distribution a drivers' manual that includes by reference, the Ohio pre-service driver training manual, the Ohio pupil transportation rules and regulations, as well as the local requirements of the transportation program, including the drivers' responsibilities for the care and maintenance of buses and other school vehicles.

SCHOOL BUS SAFETY PROGRAM

Authorized Driver Only - No one shall be permitted to operate the school bus (transporting students) except a driver qualified as previously stated in policy EEAC.

Safety in Operation - Operators of school busses shall at all times operate such vehicles in a safe, prudent and careful manner having due regard for the traffic and the use of the highway by others.

Speed - No school bus shall be operated on the highways at a speed in excess of the safe and legal speed for driving conditions prevailing.

Vehicles Required To Stop At Grade Crossings - Sec. 4511.63, Revised Code, "The Operator of any motor vehicle, carrying passengers, before crossing at grade any track of a railroad, shall stop such vehicle and while so stopped he/she shall listen through an open door or open window and look in both directions along the track for any approaching train, and for signals indicating the approach of a train, and shall proceed only upon exercising due care after stopping, looking and listening as required by this section and upon proceeding, the operator of any such vehicle shall cross only in such gear of the vehicle that there will be no necessity for changing gears while traversing such crossing and the operator shall not shift gears while crossing the tracks."

Note: This section applies whether the school bus is loaded or empty. Added precaution must be used at multiple track crossings.

Doors - The doors of the school bus shall be kept closed while the bus is in motion.

Care When Fueling - The driver shall not permit the gasoline tank to be filled while passengers are on the bus or while the motor is running.

Operational Regulations - School bus operations and driving procedures shall be in accordance with existing regulations as issued by the State Department of Education and the Ohio Department of Highway Safety and the Ohio State Highway Patrol.

Each bus driver shall have access to current regulations and periodic in-service meetings shall be held by the transportation manager to insure full knowledge and compliance of such regulations.

[Approval date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: July 11, 2023)

BUS DRIVER / EARLY LEARNING CENTER PARA PROFESSIONAL EXAMINATION AND TRAINING

The Greenville Board of Education recognizes the importance of competent, qualified and licensed regular and substitute bus drivers and the Early Learning Center para professionals. The Board believes the following training and licensing fee schedule is appropriate and will be so implemented.

1. New Drivers

   A. Cost responsible to the Board
      1) Drug Test
      2) Physical examination
      3) Pre-service drive training program
      4) Initial skills test
      5) License fee to be reimbursed (in order for reimbursement driver must inform supervisor for requisition)

   B. Cost responsible to driver
      1) Temporary permit fee
      2) Deputy Registrar fee for initial CDL
      3) Required retake skills test fee (if needed)
      4) FBI & BCII background checks

2. Bus Drivers Currently Employed

   A. Cost responsible to the Board
      1) License fee (renewal plus vision fee and lamination)
      2) Physical examination
      3) Advanced School Bus Driver Training (every 6 years for recertification. Drive will be provided a school vehicle to site of training.)
      4) Drive time with OBI – Hourly rate not to exceed 4 hours
      5) FBI & BCII background checks
      6) Random Drug & Alcohol test

   B. Cost responsible to driver
      1) Deputy Registrar fee for CDL renewal
      2) Other physical examinations (unless requested by the district)

3. New and employed Early Learning Center para professionals

   A. Cost responsible to the Board
      1) Physical examination as required by Ohio Administrative Code.

[Adoption date: March 20, 1990]

(Revision date: July 9, 1997)
(Revision date: May 24, 2011)
(Revision date: December 15, 2011)
(Revision date: November 14, 2013)
(Revision date: July 11, 2023)

LEGAL REF.: HB 381
Ohio Administrative Code 3301-37-04 (E)

Greenville City Schools Transportation Department

PRE-EMPLOYMENT AGREEMENT

FAILURE TO PASS DRUG TEST:

I understand in the event the result of my pre-employment drug screen is positive, I will pay in full the cost of the drug screening test and physical exam (approximately $100). The drug test will be taken at Wayne Hospital and the T8 physical will be done by Wilson Hospital Occupational Health. In the event I fail either the drug test or the T8 physical, I will have 30 days in which to repay Greenville City Schools.

BOARD APPROVED DRIVERS:

In the event I leave the employment of Greenville City Schools Transportation Department, for any reason, within a period of one year after the date the Board Of Education approves my employment, I will be liable for the reimbursement of the costs the District incurs ($625.50-$779.50 depending on the amount of training hours) associated with my training. This amount includes, but may not be limited to, the Pre-employment drug test, T8 physical, Pre-Service classroom hours and CDL testing fees. It is agreed that I will have up to 90 days after my separation in which to repay Greenville City Schools.

Signature of Driver: _____

Date: _____

Transportation Supervisor Signature: _____

Date: _____

(Revision date: May 8, 2014)
(Revision date: July 11, 2023)

SCHOOL BUS MAINTENANCE

The school bus driver accepts the responsibility for the care and maintenance of the bus. All items needing attention are reported to the bus manager promptly. Each driver personally signs for gasoline, oil or repairs for his/her bus when these items are purchased at an outside place of business.

The investment in buses is a large one, and each driver protects this investment by proper care of the bus through periodic services such as maintenance inspections and adjustments which are required under normal operating conditions. These periodic services are as follows.

1. Check front wheel bearings - adjust if needed. Lubricate as required in connection with other operations

2. Inspect condition of brake linings and drums

3. Service transmission - drain, flush and refill

4. Lubricate gear shift and reactionary levers and vacuum cylinders

All school buses are presented to the State Highway Patrol for inspection at least one time each school term.

The certified driver of the school bus presents his/her bus for inspection at the time and place designated by the transportation manager.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: July 11, 2023)

STUDENT CONDUCT ON DISTRICT MANAGED TRANSPORTATION

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 vehicle at the beginning of the school day and after the student leaves the vehicle.

Policies and procedures for student conduct on District managed transportation are designed to ensure the safety and welfare of all passengers and are developed cooperatively with administrators and transportation personnel.

Students on District managed transportation are under the authority of, and directly responsible to, the driver. The driver has the authority to enforce the established regulations for rider 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 District managed transportation privileges for a period not to exceed one school year. The only due process required is the student must receive notice of intended suspension from District managed transportation and an opportunity to appear before the Superintendent or other administrator before the suspension is imposed.

The Board's policy regarding suspension from District managed transportation privileges must be posted in a central location in each school building and made available to students upon request.

Regulations regarding conduct on District managed transportation, as well as general information about the school transportation program, are available to all parents and students.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: March 17, 2009)
(Revision date: May 19, 2022)
(Revision date: July 11, 2023)

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

CROSS REFS.: JFC Student Conduct (Zero Tolerance)
JG Student Discipline
Staff Handbooks
Student Handbooks

NOTE: *Ohio Revised Code Section 3327.014 requires the Board to identify in its policy "a period of time" for suspension of school bus riding privileges. The provision in the third paragraph to suspend for a period "not to exceed one school year" is intentionally broad to allow the District more flexibility in administering discipline.*

STUDENT CONDUCT ON DISTRICT MANAGED TRANSPORTATION

The following regulations pertain to student conduct on District managed transportation and are intended to ensure the safety and welfare of the students, the driver and other drivers on the road and to ensure safety and proper maintenance of school vehicles.

Students will:

1. be careful in approaching bus stops, walk on the left facing oncoming traffic, be sure that the road is clear both ways before crossing the highway and wait in a location clear of traffic;

2. arrive at the bus stop before the bus is scheduled to arrive in order to permit the bus to follow the time schedule;

3. wait in the school bus or motor van driver designated place of safety in an area clear of traffic and refrain from exhibiting behavior at the bus stop that threatens life, limb or property of any individual;

4. sit in assigned seats (drivers have the right to assign a student to a seat);

5. go directly to their assigned seat without disturbing or crowding other students and remain seated while the vehicle is moving;

6. observe classroom conduct, or the bus conduct established by administrators and transportation personnel and obey the driver promptly and respectfully;

7. keep the vehicle clean and free of trip hazards;

8. refrain from eating and drinking on the bus except as necessitated for medical reasons or as permitted by the District for non-routine trips when supervised by an appropriate chaperone, school administrator or school personnel;

9. refrain from using profane language and from loud talking or laughing (unnecessary confusion diverts the driver's attention and might result in a serious accident);

10. remain seated behind the barrier, keeping aisles and exits clear, keep head, arms and hands inside the vehicle at all times and not throw or pass objects on, from or into the vehicle;

11. comply with applicable State and Federal standards for seat belts or restraints;

12. be courteous to fellow students and to the driver;

13. treat equipment as one would treat valuable furniture in their home (damage to the school vehicle is strictly forbidden);

14. refrain from using nicotine products, or any cigarette, tobacco, alternative to nicotine product, vapor product or electronic smoking device on the vehicle or possessing alcohol or drugs on the vehicle except in accordance with medication policies under State law and

15. carry on the vehicle only items that can be held in their laps or can otherwise be secured on the vehicle in accordance with State law.

Students must remain seated until the vehicle stops, then promptly unload and wait in their designated place of safety until the vehicle leaves. Students who must cross the street to reach the residence side of the street must wait for the signal from the driver and cross in front of the vehicle after also checking for traffic themselves.

Failure of a student to follow these regulations may result in his/her forfeiting the right of transportation on District managed transportation.

Discipline

The Board authorizes the Superintendent or other administrators to suspend a student from transportation privileges only for a period of up to one school year. The only due process required is notice to the student of an intended bus riding suspension and an opportunity to appear before the administrator considering the suspension before it happens. The administrator's decision is final.

When discipline problems with individual students arise, use the following guidelines.

1. If possible, the driver should resolve the problem.

2. When the driver is unable to resolve the problem, he/she should report it to the transportation supervisor. The transportation supervisor and driver, if necessary, confer with the principal. Any discipline is imposed by the principal of the school.

3. Problems that cannot be resolved by measures specified above are referred to the Superintendent.

The suspension of preschool students and students with disabilities from transportation may require a modification of these procedures and complies with all applicable statutory requirements.

NOTE: It is advisable that regulations in the area of student transportation bear the Board's official stamp of approval.

(Approval date: August 18, 1987)
(Revision date: July 9, 1997)
(Revision date: July 21, 2009)
(Revision date: May 18, 2010)
(Revision date: May 8, 2014)
(Revision date: December 9, 2014)
(Revision date: May 19, 2022)
(Revision date: July 11, 2023)
(Revision date: December 18, 2025)

File: EEACC-E
(Also JFCC-E)

GREENVILLE CITY SCHOOLS

SCHOOL BUS CONDUCT REPORT

Name	**Student Address**	**Phone number**
School	**Grade**	**Date of incident**
Driver	**Bus number**	**AM** ☐ **PM** ☐ **Trip/Route**

Dear Parent/Guardian: The purpose of the report is to inform you of a discipline incident involving the student on the school bus which may have jeopardized the safety and well being of all the students and driver. You are urged to both appreciate the action taken by the driver and to cooperate with the corrective action initiated today by the School District.

{OAC 3301-83-08} & {GCS B.O.E.-JFCC-R} Pupil Transportation Management Policies Infraction

- Must be at bus stop 5 minutes prior to scheduled bus arrival time
- Must wait in driver designated 'Place of Safety"
- Must not threaten life, limb or property of ANY individual
- Must sit in assigned seat (Driver is to assign seat)
- Must remain seated keeping aisles and exits clear
- Must observe classroom conduct & OBEY DRIVER PROMPTLY AND RESPECTFULLY
- Must not use profanity
- Must not eat/drink/chew gum
- Must not use any form of tobacco products on the bus or while waiting at the bus stop
- Must not use or possess any drugs or any form of alcohol which includes non-prescription drugs
- Must not throw objects on, from or into the bus
- Must be able to hold objects in lap
- Must board and depart bus at the assigned bus stop
- Must keep head, arms and belongings inside bus at all times
- Must not use electronic devices on bus unless approved by a school administrator.

_____

_____

_____

DISCIPLINARY ACTION TAKEN BY SCHOOL DISTRICT

_____

_____

_____

___ Conference held with student ___ Communication with parent/guardian

___ Denial of school privileges ___ Bus transportation denied for ___ days

Date bus suspension begins: _____ Date student may resume riding bus: _____

RIDING A SCHOOL BUS IS A PRIVILEGE WHICH MAY BE REVOKED. PARENTS ARE URGED TO APPRECIATE THE ACTION TAKEN AND TO DISCUSS THE BEHAVIOR TO PREVENT FURTHER OCCURRENCES.

_____ _____

SCHOOL ADMIINISTATOR SIGNATURE DATE PARENT SIGNATURE DATE

WHITE COPY/ PARENT YELLOW/ SCHOOL COPY PINK COPY/ DRIVER

RECORDING DEVICES ON TRANSPORTATION VEHICLES

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

The recording devices monitor student behavior and the recordings are hereby stipulated as admissible evidence in student disciplinary proceedings. The recordings are student records subject to District confidentiality, Board policy and administrative regulations.

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

[Adoption date: July 9, 1997]
(Revision date: January 14, 2016)
(Revision date: July 11, 2023)

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

CROSS REFS.: EEAC School Bus Safety Program
EEACC Student Conduct on District Managed Transportation (Also JFCC)
JO Student Records

DRUG TESTING FOR MOTOR VAN DRIVERS AND DISTRICT PERSONNEL REQUIRED TO HOLD A COMMERCIAL DRIVER'S LICENSE

Drug Testing for Motor Van Drivers

Motor van drivers are subject to a drug and alcohol testing program that fulfills the requirements of Federal and State regulations. The Board directs the Superintendent/designee to develop a drug testing program for motor van drivers in compliance with State and Federal laws and regulations.

Drug Testing for District Personnel Required to Hold a Commercial Driver's License

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

[Adoption date: October 19, 2004]
(Revision date: January 14, 2016)
(Revision date: July 11, 2023)
(Revision date: December 18, 2025)

LEGAL REFS.:
49 USC 31136, 31301, et seq.
49 CFR Subtitle A, Part 40
ORC 4506.15; 4506.16
OAC 3301-83-06
OAC 3301-83-07

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

NOTE: THIS IS A REQUIRED POLICY

DRUG TESTING FOR DISTRICT PERSONNEL REQUIRED TO HOLD A COMMERCIAL DRIVER'S LICENSE

School bus drivers and others required to hold a commercial driver's license (CDL) are subject to a drug and alcohol testing program that fulfills the requirements of federal regulations.

These regulations reflect several requirements of the Federal drug testing regulations but are not intended in any way to modify or limit the procedures for drug and alcohol testing. District personnel must adhere to the detailed provisions of Federal regulations in administering the District's drug and alcohol program. Districts must also adhere to State laws pertaining to drug and alcohol testing for drivers required to hold a CDL.

References to tests in these regulations include both drug and alcohol tests unless the context specifies otherwise. The terms drugs and controlled substances are interchangeable and have the same meaning. Testing includes the Department of Transportation current drug testing requirements.

Pre-Employment Tests

Prior to the first time a driver performs safety-sensitive functions for the District a controlled substance test is administered.

The test is required of an applicant only after he/she has been offered employment. Employment is conditional upon the applicant's receiving a negative drug test result.

An employee also may be exempt from the pre-employment drug test if he/she has participated in a drug testing program within 30 days prior to the application for employment. While participating in that program the employee must either have been tested for drugs within the last six months (from the date of application) or participated in a random drug testing program in the previous 12 months. The responsible administrator must be able to make all verifications required by law.

Post-Accident Tests

Prior to a driver operating a school bus, the District will provide the driver with necessary post-accident information, procedures and instructions, so that the driver will be able to comply with these requirements.

Alcohol and controlled substance tests are conducted in the time limits imposed by the Federal regulations after an accident on any driver who:

1. was performing safety-sensitive functions with respect to the vehicle if the accident involved loss of human life and/or

2. received a citation under State or local law for a moving-traffic violation arising from the accident.

No driver involved in an accident may use alcohol for eight hours after the accident or until he/she undergoes a post-accident alcohol test, whichever occurs first.

If an alcohol test is not administered within two hours or if a drug test is not administered within 32 hours after the accident, the responsible administrator prepares and maintains records explaining why the test was not conducted.

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

The Board reserves the right to require any driver involved in an accident while on duty to undergo alcohol and controlled substance testing.

Random Tests

Alcohol and controlled substance tests are conducted on a random basis at unannounced times throughout the year. Random tests are conducted just before, during or just after the performance of safety-sensitive functions. Once notified of selection for drug testing, a driver must proceed immediately to a collection site to provide a urine specimen.

Drivers are selected by a scientifically valid random process, and each driver has an equal chance of being tested each time selections are made. All drivers, whether full-time or substitute, and other individuals who are certified to operate school buses and may be called upon to do so, will be included in the random pool. Individuals who are selected for a random test but who are not operating a school bus at the time of the selection will be passed over, and an alternate driver will be tested under the random draw. The number of bus drivers selected for random testing is in accordance with Federal regulations.

Reasonable Suspicion Tests

Tests must be conducted when a properly trained supervisor or District official has reasonable suspicion that the driver has violated the District's alcohol or drug prohibitions. This reasonable suspicion must be based on specific, contemporaneous, articulable observations concerning the driver's appearance, behavior, speech or body odors. The observations may include indications of chronic and withdrawal effects of controlled substances.

Alcohol tests are authorized for reasonable suspicion only if the required observations are made during, just before or just after the period of the workday when the driver must comply with alcohol prohibitions. If an alcohol test is not administered within two hours of determination of reasonable suspicion, the appropriate administrator prepares and maintains a record explaining why this was not done. Attempts to conduct alcohol tests terminate after eight hours.

An alcohol test may not be conducted by the person who determines that reasonable suspicion exists to conduct such a test.

A supervisor or District official who makes a finding of reasonable suspicion must also make a written record of his/her observations leading to a reasonable-suspicion drug test within 24 hours of the observed behavior or before the results of the drug test are released, whichever is earlier.

In accordance with federal regulations, third party information may not be the only determining factor used to conduct reasonable suspicion testing.

Records

Employee drug and alcohol test results and records are maintained under strict confidentiality and released only in accordance with law. Upon written request, a driver receives copies of any records pertaining to his/her use of drugs or alcohol, including any records pertaining to his/her drug or alcohol tests. Records are made available to a subsequent employer or other identified persons only as expressly requested in writing by the driver.

Notifications

Each driver receives educational materials that explain the requirements of the Code of Federal Regulations, Title 49, Part 382, together with a copy of the policy and regulations for meeting these requirements. Representatives of employee organizations are notified of the availability of this information. The information identifies:

1. the person designated by the Board to answer driver questions about the materials;

2. categories of drivers who are subject to the drug and alcohol testing requirements;

3. sufficient information about the safety-sensitive functions performed by drivers to make clear for what period of the workday driver compliance is required;

4. specific information concerning driver conduct that is prohibited;

5. circumstances under which a driver is tested for drugs and/or alcohol;

6. procedures that are used to test for the presence of drugs and alcohol, protect the driver and the integrity of the testing processes, safeguard the validity of test results and ensure that test results are attributed to the correct driver;

7. the requirement that a driver submit to drug and alcohol tests administered in accordance with Federal regulations;

8. an explanation of what constitutes a refusal to submit to a drug or alcohol test and the attendant consequences;

9. consequences for drivers found to have violated the drug and alcohol prohibitions including the requirement that the driver be removed immediately from safety-sensitive functions and the procedures for referral, evaluation and treatment;

10. consequences for drivers found to have an alcohol concentration of 0.02 or greater but less than 0.04 and

11. information concerning the effects of drugs and alcohol on an individual's health, work and personal life; external and internal signs and symptoms of a drug or alcohol problem; and available methods of intervening when a drug or alcohol problem is suspected including confrontation, referral to an employee assistance program and/or referral to administrative officials.

Each driver must sign a statement certifying that he/she has received a copy of the above materials.

The Board designated administrator notifies a driver of the results of a pre-employment drug test if the driver requests such results within 60 calendar days of being notified of the disposition of his/her employment application.

The Board-designee notifies a driver of the results of random, reasonable suspicion and post-accident drug tests if the tests results are verified positive. The designee also tells the driver which controlled substances were verified as positive.

Drivers inform their supervisors if at any time they are using a controlled substance which their physician has prescribed for therapeutic purposes. Such a substance may be used only if the physician is familiar with the driver's medical history and has advised the driver that it will not adversely affect his/her ability to safely operate a commercial motor vehicle. The District may require additional written notification from the prescribing physician.

Enforcement

Any driver who refused to submit to post-accident, random, reasonable-suspicion or follow-up tests is not allowed to perform or continue to perform safety-sensitive functions and is ineligible to operate a school bus in the state. The Ohio Department of Education will be notified of the refusal to test.

A driver who in any other way violates District prohibitions related to drug and alcohol receives from the Board designed the names, addresses and telephone numbers of substance-abuse professionals and counseling and treatment programs available to evaluate and resolve drug-and-alcohol-related problems. The employee is evaluated by a substance abuse professional who determines what help, if any, the driver needs in resolving such a problem.

Any substance-abuse professional who determines that a driver needs assistance will not refer the driver to a private practice, person or organization in which he/she has a financial interest, except under circumstances allowed by law.

Before the driver is returned to safety-sensitive duties, if at all, the Board designee must ensure that the employee:

1. has been evaluated by a substance-abuse professional;

2. has complied with any recommended treatment;

3. has taken a return-to-duty drug and alcohol test with a result indicating an alcohol concentration level of less than 0.02 and

4. is subject to unannounced follow-up drug and alcohol tests. (The number and frequency of such follow-up testing is as directed by the substance-abuse professional and consists of at least six hours in the first 12 months following the driver's return to duty.)

In accordance with State law a driver may not operate a school bus when a drug or alcohol test indicates any measurable or detectable amount of a controlled substance.

[Adoption date: October 19, 2004]
(Revision date: February 13, 2014)
(Revision date: April 19, 2018)
(Revision date: July 11, 2023)

DRUG TESTING FOR MOTOR VAN DRIVERS

Van drivers employed by the District are subject to a drug and alcohol testing program in compliance with this policy and State and Federal law. Employees who violate this policy are subject to disciplinary proceedings in accordance with prescribed administrative regulations, local, State and Federal law and/or the negotiated agreement, up to and including termination. Any employee in violation of this policy may be required to participate in a drug-abuse assistance or rehabilitation program approved by the Board.

The Board directs the Superintendent to determine the need for any other drug testing procedures not included in this policy, such as a random drug testing program. If established, such procedures are established in consultation with an approved drug testing provider and take into consideration all requirements of law and/or the collective bargaining agreement.

The drug testing includes the substances identified by the testing panel as determined by the Superintendent/designee.

Pre-Employment Tests

Prior to the first time a van driver performs safety-sensitive functions for the District, a controlled substances test is administered.

The test is required of an applicant only after he/she has been offered employment. Employment is conditional upon the applicant receiving a negative drug test result.

Post-Accident Tests

The District provides van drivers with necessary post-accident information, procedures and instructions, so that the driver will be able to comply with these requirements.

Alcohol and controlled substance tests are conducted in accordance with timelines established by the District after an accident on any driver who:

1. was performing safety-sensitive functions with respect to the vehicle if the accident involved loss of human life and/or

2. received a citation under State or local law for a moving-traffic violation arising from the accident.

Van drivers involved in an accident may be prohibited from using alcohol for a period of time to be established by the District or until he/she undergoes a post-accident alcohol test, whichever occurs first.

Post-accident tests are conducted in accordance with timelines and protocols developed by the District in consultation with the testing provider.

The Board reserves the right to require any van driver involved in an accident while on duty to undergo alcohol and controlled substance testing.

Reasonable Suspicion

The District follows the established drug-free workplace policy for reasonable suspicion testing.

The Board directs the Superintendent to determine the need for any other drug testing procedures not included in this policy. If established, such procedures are established in consultation with an approved drug testing provider and take into consideration all requirements of law and/or the collective bargaining agreement.

(Adoption Date: December 18, 2025)

SCHOOL BUS IDLING

The Greenville City School Board of Education is committed to transporting students on school buses in a manner that is safe and consistent with the Board's goal of resource conversation. The Board recognizes that accumulated emissions from diesel engines can be harmful to students and bus drivers, also, unnecessary engine idling wastes diesel fuel and financial resources. Therefore, the Board prohibits all unnecessary diesel engine idling in excess of ten (10) minutes.

Diesel engine idling in excess of five minutes in school loading zones is not permitted unless the operation of a wheelchair lift is required. This policy applies to all buses used to transport students to and from school, 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: March 19, 2007]
(Revision date: January 15, 2008)
(Revision date: July 11, 2023)

LEGAL REFS.:	ORC	3327.01
		4511.76
	ORC	3301-83-20 (O)
CROSS REFS.:	ECF	Energy Conservation
	EEAC	School Bus Safety Program
	Staff Handbooks	

NON-ROUTINE USE OF SCHOOL BUSES AND MOTOR VANS

Buses and motor vans owned by the Board are used primarily for the purpose of transporting students to and from school and for school-approved activities.

"Non-routine student transportation" is defined as transportation of passengers for purposes other than regularly scheduled routes to and from school, including but not limited to transportation to school-related events. School buses and motor vans 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.

Buses and motor vans will be available to all classes, groups, or organizations within the District's schools in accordance with the following.

1. The use of District-owned buses and motor vans will be scheduled through the transportation office.

2. Fees charged to groups for the use of the District-owned buses and motor vans are established in accordance with State law and made part of the District regulations.

3. The drivers of the buses and motor vans must meet all Federal, State, and District requirements for drivers, including proper licensing, certification or other qualifications. Bus drivers must be registered with the Ohio Department of Education and Workforce as a qualified bus driver.

4. The drivers of the buses and motor vans ensure that the vehicles are not overloaded, emergency exits are not blocked, and that students conduct themselves in a safe and orderly manner while in the vehicles, and that the vehicles are operated in a safe and lawful manner.

5. The drivers of the buses and motor vans will be responsible for reporting in writing to the transportation office the condition of the vehicles, particularly any need for repair or servicing.

The District is permitted to make its school buses available to a municipal corporation or other political subdivision or agency of the state, or with an agency of the federal government to operate its buses to assist the agency, group, organization, or political subdivision in the fulfillment of its legitimate activities and in times of emergency.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: January 9, 2014)

(Revision date: January 14, 2016)
(Revision date: November 18, 2021)
(Revision date: July 11, 2023)
(Revision date: December 18, 2025)

LEGAL REFS.: ORC 3327.01; 3327.05; 3327.018; 3327.10; 3327.13; 3327.14; 3327.15
OAC Chapter 3301-83

CROSS REFS.: EEACD Drug Testing for Motor Van Drivers and District Personnel Required to Hold a Commercial Driver's License
GBQ Criminal Records Check
IICA Field Trips

SPECIAL TRIP REQUESTS

Special trip requests are those defined as falling outside the established field trip policy guidelines. Such requests, involving any activity affecting Greenville School District students, should be made through the building principal directly to the Superintendent. The following criteria will be evaluated concerning such requests.

1. Educational value of the trip.

2. Requests should not be made to affect regular scheduled classes. A State or regional activity that requires more than one day out-of-school, or a national activity that requires more than two days out-of-school will not be approved unless the activity is recognized in the N.A.S.S.P. advisory list of contests and activities. (Available in each building principal's office.)

3. Funding available without the use of school moneys. New fund-raising activities for approved special trips will be restricted to service activities and shall not include soliciting.

4. Students shall not be eliminated as a result of a lack of funds.

5. Activity should be voluntary to students including parental approval.

6. Activity should not be used to exploit students as defined in the NASSP guidelines.

7. Proof of insurance coverage equivalent to that maintained by the District. Any additional insurance necessary would be the responsibility of the sponsoring group.

8. Proper chaperones shall be available to monitor students at all times.

9. Trips that exceed the Ohio Transportation guidelines shall meet the approval of the Board of Education.

The Greenville Board of Education encourages all organizations to plan. explore and exhaust every effort to restrict special trip requests to remain within the Ohio School Transportation Guidelines (emphasis added).

[Approval date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: July 11, 2023)

STUDENT TRANSPORTATION IN PRIVATE VEHICLES

The Greenville Board of Education will attempt to provide a school vehicle for reasonable student transportation requested by an employee, the use of student or family vehicles for school activities will be prohibited except where the GHS release form is signed by the parent or guardian.

The Greenville Board of Education will procure insurance covering the liability of employees transporting students in the employee's own vehicle. For the protection of all concerned, school employee will carry adequate liability insurance and student will carry adequate health insurance.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: August 15, 2000)
(Revision date: November 18, 2008)
(Revision date: January 8, 2015)
(Revision date: July 11, 2023)

LEGAL REFS.: ORC 3327.01; 3327.02; 3327.09

GREENVILLE CITY SCHOOLS
PRIVATE TRANSPORTATION PERMISSION FORM – EXTRA CURRICULAR ACTIVITY

Date _____

_____ has permission to ride from _____
(Name of Student) (Name of Event)

with a coach, advisor, administrator or their own parent/legal guardian in a private vehicle. I release Greenville City Schools Board of Education, its employees or agents, from any and all liability and damages associated with the aforementioned transportation arrangement.

I understand that the vehicle liability insurance of the private vehicle in which my student will be transported will serve as primary coverage for liability purposes, with the insurance of Greenville City Schools being secondary coverage for liability purposes, in the event that the student is being transported by an employee of Greenville City Schools. The school administration will keep on file a copy of proof of vehicle liability insurance coverage for the vehicles of district employees that are transporting students, whenever possible. It is the responsibility of the employee to provide the proof of liability insurance coverage.

_____	_____	_____
Printed – Parent/Guardian Name	Parent/Guardian Signature	Date

(Approval date: September 19, 2009)
(Revision date: January 8, 2015)
(Revision date: August 17, 2023)

GREENVILLE CITY SCHOOLS
PRIVATE TRANSPORTATION PERMISSION FORM – WITHIN THE SCHOOL DAY

I understand and give consent for my student _____ to transport themselves in their private vehicle, ride with a student in a private vehicle, or ride with a GHS staff member in a private vehicle from _____ to _____ for the purpose of _____. I release Greenville City Schools Board of Education, its employees or agents, from any and all liability and damages associated with the aforementioned transportation arrangement.

I understand that the vehicle liability insurance of the private vehicle in which my student will be transported will serve as primary coverage for liability purposes, with the insurance of Greenville City Schools being secondary coverage for liability purposes. The school administration will keep on a file proof of vehicle liability insurance coverage for the vehicles of district employees that are transporting students. It is the responsibility of the employee to maintain and update insurance liability coverage.

_____	_____	_____
Printed – Parent/Guardian Name	Parent/Guardian Signature	Date

(Approval date: November 18, 2008)
(Revision date: September 19, 2009)
(Revision date: January 8, 2015)
(Revision date: August 17, 2023)

USE OF SCHOOL-OWNED VEHICLES

In the interests of economy and efficiency, the Board may authorize employee use of school-owned vehicles. The Superintendent/designee is responsible for developing and implementing regulations for the proper use. Regulations may include, but are not limited to:

1. list of vehicles and appropriate insurance coverage;
2. list of authorized users;
3. authorized uses;
4. unauthorized uses;
5. mandatory record keeping;
6. care and maintenance of vehicles;
7. observance of all Federal, State, local and District laws, policies and regulations and
8. restrictions for use by non-employees.

Employees in violation of this policy and the established regulations are subject to disciplinary action, up to and including termination.

[Adoption date: December 2, 2005]
(Revision date: September 18, 2007)
(Revision date: February 17, 2009)
(Revision date: August 17, 2023)

LEGAL REFS.: ORC 121.07
125.832
4513.263; 4513.264

CROSS REFS.: GBCB Staff Conduct
GBE Staff Health and Safety
GBP Drug Free Workplace
Staff Handbooks

CONTRACT REFS.: Teachers' Negotiated Agreement

USE OF SCHOOL-OWNED VEHICLES

Certain designated employees are authorized to use school-owned vehicles in accordance with the following regulations.

Authorized Vehicles and Users

The Superintendent/designee:

1. authorizes which employees have the use of school-owned vehicles;
2. keeps a record of their drivers' license numbers;
3. checks annually all drivers' driving records and
4. keeps a list of vehicles and appropriate insurance coverage.

Authorized Uses

1. Unless specific permission is granted by the Superintendent, use of school-owned vehicles is restricted to District business only.
2. All cargo must be related to the performance of District business.
3. The cost of gasoline and oil is reimbursed only upon submitting the proper receipts.

Unauthorized Uses

Drivers are prohibited from:

1. operating vehicles while under the influences of drugs and/or alcohol;
2. transporting non-school passengers, including hitchhikers and
3. operating vehicles, without an ear piece, while talking on the cellular telephone.
4. operating a school bus or van while talking or texting on a cellular telephone.

Record Keeping

Drivers are required to keep and maintain accurate records when using vehicles for personal use. Personal use of school-owned vehicles must be reported as a taxable benefit in accordance with Internal Revenue Service regulations.

Vehicle Care and Maintenance

1. School-owned vehicles must be maintained and operated in a safe and efficient manner.

2. Drivers must report any defect or damage as soon as one is identified or sustained.

3. Drivers are responsible for the interior cleanliness of vehicles used.

Observance of All Laws, Policies and Regulations

Drivers must:

1. comply with all applicable Federal, State, local and Board laws, regulations and policies;

2. wear seat belts;

3. be personally liable for all traffic and parking violations and supply proof of payment;

4. maintain a valid drivers' license and insurance;

5. immediately notify the Superintendent/designee if their driving privileges change in any way, e.g., license suspension or revocation and

6. immediately report any accident or related injury to the proper governmental authority and the Superintendent/designee.

Violators are subject to disciplinary action, up to and including termination.

[Approval date: February 17, 2009]
(Revision date: February 15, 2011)
(Revision date: August 17, 2023)

FOOD SERVICES MANAGEMENT/FREE AND REDUCED-PRICE FOOD SERVICES

The Greenville Board of Education operates a food services program in its schools. Food preparation is centralized for elementary, intermediate and secondary schools when appropriate.

Food services may include breakfasts and lunches in all schools through participation in the National Child Nutrition Programs. The food services supervisor reviews and recommends to the Board the types of foods to be sold.

The food service 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 will rest 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 and in compliance with State law, 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 for free or reduced-price meals receive free 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 student attending a state-mandated summer remedial program.

In addition to those required by Federal law, the District complies with all State law requirements for the provision of school breakfast programs.

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 will also be permitted to bring their lunches from home and to purchase milk and incidental items.

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

The district provides for at least one employee, who has received instruction in methods to prevent choking and has demonstrated an ability to perform the Heimlich maneuver, to be present while students are being served.

Meal Charges

The Board directs the administration to develop procedures for the management of meal charges and unpaid meal charges. The procedures allow for students to receive the daily nutrition they need, minimize the identification of students with insufficient funds to pay, maintain the integrity of the school food service account, and includes guidelines for the collection of delinquent meal charges. The procedures are provided to all parents and all District and school staff responsible for enforcement at the start of each school year.

Students with Special Dietary Needs

At the beginning of each school year, or at the time of enrollment, parents are responsible for communicating any special dietary needs of their child, including food allergies, to the District. Students with dietary needs that qualify as disabilities under law are provided reasonable accommodation.

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

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

The District develops and implements administrative regulations for the management of food-allergic students. Such regulations include, but are not limited to, school-wide training programs regarding food allergy education, staff development regarding food allergy identification and management, allergy emergency drills, strategies for the identification of students with life-threatening food allergies and management skills including avoidance measures, designation of typical symptoms and dosing instructions for medications.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: October 22, 2002)
(Revision date: January 14, 2010)
(Revision date: August 17, 2017)
(Revision date: July 15, 2021)
(Revision date: August 17, 2023)

(Revision date: December 21, 2023)

Legal References:

Child Nutrition and WIC Reauthorization Act; Pub. L. No. 108-265 (Title I, Section 204), 118 Stat. 729
National School Lunch Act; 42 USC 1751 et seq.
Child Nutrition Act of 1966; 42 USC 1771 et seq.
Americans with Disabilities Act; 42 USC 12101 et seq.
Rehabilitation Act; 29 USC 794
ORC 3313.719
ORC 3313.81
ORC 3313.812
ORC 3313.813
ORC 3313.815
ORC 3313.818
ORC 3314.18
OAC 3301-91-01 through 3301-91-09

CROSS REFS.:

ACB	Nondiscrimination on the Basis of Disability
EFF	Food Sale Standards
EFG	Student Wellness Program
EFH	Food Allergies
JHCD	Administering Medicines to Students
JN	Student Fees, Fines and Charges

NOTE: Pursuant to Ohio Revised Code 3313.818 public schools, community schools and STEM schools must offer breakfast to all students either before or during the school day in the following situations. In the 2020-21 school year this applies to a school in which 70% or more of the enrolled students during the previous school year were eligible under federal requirements for free or reduced-price breakfasts or lunches. In the 2021-22 school year this applies to a school in which 60% or more of the enrolled students during the previous school year were eligible under federal requirements for free or reduced-price breakfasts or lunches. In the 2022-23 school year this applies to a school in which 50% or more of the enrolled students during the previous school year were eligible under federal requirements for free or reduced-price breakfasts or lunches.

House Bill (HB) 33 (2023) provides funding to reimburse districts the cost of providing free breakfast and lunch to students qualifying for reduced-price meals. Starting on the bill's effective date of Oct. 3, 2023, the budget language requires public schools that participate in the National School Breakfast or Lunch Program to provide a breakfast and lunch at no cost to each student eligible for a reduced-price breakfast or lunch. The state will reimburse the school 30 cents per reduced-price breakfast served and 40 cents per reduced-price lunch served. Schools will continue to certify students for free or reduced-price meals and count meals as free, reduced, or paid. As of Oct. 3, 2023, schools will not collect money from reduced-price eligible students for breakfasts or lunches they receive.

House Bill (HB) 1 (2009) requires all school districts, community schools and STEM schools to establish a written policy with respect to protecting students with peanut or other food allergies. In developing the policy, administrators must consult with parents, school nurses and other school employees, school volunteers, students and community members.

The United States Department of Agriculture (USDA) memo SP 46-2016 requires all districts participating in the National School Lunch Program and School Breakfast Program to have a written and clearly communicated meal charge policy. Districts should develop a district level policy meeting the requirements of the USDA memo. Considerations for the policy include but are not limited to clearly setting forth the district process regarding whether the district allows meals to be charged, whether alternate meals are provided and how unpaid meal charges are handled, including the collection of delinquent meal charge debt. The policy must be provided in writing to all households at the start of each school year and to households that transfer to a school during the school year. The meal charge policy must also be provided to all school or district level staff responsible for policy enforcement.

Details on food services management may be included in the Support Services Manual, Food Service section.

THIS IS A REQUIRED POLICY

FOOD SERVICES MANAGEMENT/FREE AND REDUCED-PRICE FOOD SERVICES

The Board directs the administration to develop procedures for the management of meal charges and unpaid meal charges. The procedures allow for students to receive the daily nutrition they need, minimize the identification of students with insufficient funds to pay, maintain the integrity of the school food service account, and includes guidelines for the collection of delinquent meal charges. The procedures are provided to all parents and all District and school staff responsible for enforcement at the start of each school year.

Purpose:
Providing breakfast and lunch for school age students is the responsibility of the parents. School breakfast and lunch accounts can be funded through multiple methods:

1. Cash or check sent to school in a clearly marked envelope with student's first and last name.
2. Electronic Credit Card Payments through K-12 payment center which can be accessed through the district website at www.greenville.k12.oh.us.
3. A "No Cash Back" policy will be followed when students pay for their breakfast or lunch while in the serving line. All monies paid will be deposited into the students account. It is strongly encouraged that parents/guardians make meal payments in advance.

At Greenville City Schools, we believe it is important to provide meals so that children receive the nutrition they need to stay focused during the school day. The following procedure shall apply in the event that a child neither has a lunch nor the funds to purchase a lunch.

Scope of Responsibility:
The Food Service Department will:

- Maintain charge records
- Notifying students/parents/guardians of outstanding balances by Phone, Email, Text, and mail.

The School District will:

- Assist with collection of outstanding balances by sending home balance sheets generated by the Food Service Department
- Encourage families to apply for free and reduced price meal benefit. Any family that falls into a negative balance will receive a written notification to encourage them to apply for free or reduced price meal benefits.
- Encourage families to pre-pay for meals and money is accepted in the school office daily for payments on the day of service.
- Families will be notified of the school Unpaid Meal Charge Policy in writing before the school year begins and with each new transfer student. This policy will also be posted on the Food Service Website.

The Parent/Guardian will:

- Maintain a positive balance in your child's lunch account
- Apply for meal subsidy to avoid outstanding balances
- Contact the Food Service Department and the School to resolve any issues with your child's lunch account

Procedure:

1. Charging for meals is strongly discouraged.

2. Only Federally designated reimbursable meals can be charged to an account with funds amounts less than $0.00.
3. Once the child's account goes below $5.00 Dollars, the student will be told that their funds are running low, and will be asked to let their parents/guardians know to add more funds to the account to avoid going into the negative.
4. When the account has reached the -$4.00 limit, the school's automated phone dialer(One-Call) will send out reminders twice each month to those students who owe lunch money.
5. No A la Carte or Snack Items will be allowed to be charged to an account with insufficient funds.
6. Negative Balance Notices will be given to students at the end of each quarter to take home to parent/guardians as a reminder to replenish the student meal account with money owed and to remind them that failure to pay meal charges may result in loss of field day privileges.
7. If the parent/guardian application for FREE meal status is approved, the student/parent/guardian is still responsible to pay the full account balance and bring the account into good standing.
8. If the application for REDUCED meal status is approved, then the student/parent/guardian is still responsible to pay the full account balance and bring the account into good standing
9. At the conclusion of each semester:
    a. Parents/guardians will be sent a written request for "Payment in Full"
    b. All charges must be paid before the last day of School each Year.
    c. Outstanding charges will be added to the student's withholding record and carried over from school year to school year.
    d. Seniors must pay all charges before graduation in order to graduate.

[Adoption date: September 21, 2017]
(Revision date: August 17, 2023)

MISBRANDED FOODS AND CULTIVATED-PROTEIN FOOD PRODUCTS

In accordance with State law, the Board prohibits the purchase of food that is either misbranded as a meat product or an egg product or that is a cultivated-protein food product as defined by State law.

Cross References:

EF/EFB, Food Services Management/Free and Reduced-Price Food Services

Legan References: ORC 3313.8110
ORC 3715.60
ORC 3715.601
ORC 3715.602

Note: House Bill (HB) 10 (2026) requires the board of education of each city, exempted village, local and joint vocational school district to adopt a policy to prevent the purchase of foods either misbranded as a meat product or an egg product or that is a cultivated-protein food product.

THIS IS A REQUIRED POLICY

[Adoption date: March 19, 2026]

FOOD SALE STANDARDS

Through its food service program, the Greenville Board of Education 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 will be based on the following guidelines.

1. The types of food sold in the schools will be determined as to 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 to students will be consistent with the nutrient intake needs and eating patterns of students and compatible with class schedule for schools within the District. The following restrictions are enforced for non-breakfast/lunch and beverage sales:

    a. Foods or beverages which 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 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.

Compliance with nutritional standards is reported to the Ohio Department of Education by November 30 annually through the consolidated school mandate report.

If the District reports noncompliance the Superintendent/designee must provide a written explanation to the Board within 30 days explaining this noncompliance and a written plan of action for accurately and efficiently addressing the problem.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: February 9, 2012)
(Revision date: November 8, 2012)
(Revision date: October 16, 2014)
(Revision date: November 15, 2018)
(Revision date: August 17, 2023)
(Revision date: November 16, 2023)

LEGAL REF.: ORC 3303.68 3313.814; 3313.816; 3313.817
OAC 3301-91-09

CROSS REFS.: EF Food Services Management
EFG Student Wellness Program
IGDF Student Fundraising Activities

NOTE: *In light of the national concerns with poor health and childhood obesity, districts should be particularly vigilant of the types of foods sold in the schools. School wellness plans and programs must include nutrition guidelines equal to the guidelines issued by the U.S. Department of Agriculture (USDA).*

Senate Bill (SB) 210, passed in 2010, requires boards of education to adopt standards specifying the nutritional standards governing the types of food and beverages that may be sold on school premises and the time and place each type of food or beverage may be sold. Boards are encouraged to delegate this duty to food services supervisors and/or other administrators. Specifications should be detailed in food services plans of operation or administrative guidelines and made available to the board for adoption.

The USDA interim final rule establishing standards for all food and beverages sold on school campus throughout the school day to students, took effect July 1, 2014. Where the provisions of SB 210 and the USDA rules differ, districts are required to comply with the more restrictive requirements. The Ohio Department of Education (ODE) has provided information on their website for district implementation of these requirements. The ODE information also outlines foods that are exempt from the specific nutrition requirements (including fresh fruits) and provides necessary definitions and standards. Districts should review the new guidelines when establishing guidelines for the sale of food and beverage items to students during the school day on school premises.

Fundraisers: ODE may set a number of exempt fundraisers that happen during the school day and must be infrequent in nature. ODE has not yet determined if any exempt fundraisers will be allowed during the regular school day. Food and beverages sold outside of the defined regular school day and/or any food and beverages given to students at no cost are exempt from the nutrition standards.

SB 216 (2018) enacted Ohio Revised Code (RC) 3301.68 requiring the ODE to establish, distribute and monitor a consolidated school mandate report for school districts. Except where specifically required by law, ODE cannot require a separate report for the items included in the report. Each district must complete and file the report by November 30 annually.

The report must require each district or school to denote "yes" to indicate compliance or "no" to indicate noncompliance with the following prescribed items and to provide any other information that the department requests regarding those items:

- Training on the use of physical restraint or seclusion on students;
- Training on harassment, intimidation, or bullying;
- Training on the use of cardiopulmonary resuscitation and an automated external defibrillator;
- Training on crisis prevention intervention;
- The establishment of a wellness committee;
- The reporting of a district's or school's compliance with nutritional standards;
- Screening for hearing, vision, speech and communications, and health or medical problems and for any developmental disorders of students enrolled for the first time in kindergarten or first grade and
- Compliance with interdistrict and intradistrict open enrollment requirements.

If a district or school denotes "no" on any item it must provide a written explanation to the board within 30 days for why that item was not completed and a written plan of action for accurately and efficiently addressing the problem.

STUDENT WELLNESS PROGRAM

The Board directs the Superintendent/designee to develop and maintain a student wellness program plan in compliance with Federal law.

The local 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 reimbursable school meals 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 program 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: May 16, 2006]
(Revision date: May 8, 2014)
(Reviewed: November 17, 2015)
(Revision date: April 20, 2017)
(Revision date: July 19, 2018)
(Revision date: November 15, 2018)
(Reviewed: August 15, 2019)
(Revision date: November 21, 2019)
(Reviewed: October 21, 2021)
(Reviewed: September 15, 2022)
(Reviewed: August 17, 2023)

(Revision date: November 16, 2023)
(Reviewed: October 17, 2024)

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 3301.68
ORC 3313.814
OAC 3301-91-09

CROSS REFS:
EF Food Services Management
EFB Free and Reduced-Price Food Services
EFF Food Sale Standards
IGAE Health Education
IGAF Physical Education
KJ Advertising in the Schools

Note: *In response to the Reauthorization of the Child Nutrition and Women, Infants and Children Act of 2004, districts are required to develop a "school wellness" policy. Components of the program are listed in the policy.*

On July 29, 2016, the U.S. Department of Agriculture (USDA) Food and Nutrition Service finalized regulations to create a framework and guidelines for locally established written wellness policies. The final rule expands the existing requirements to strengthen policies and increase transparency. The final rule became effective August 29, 2016 and it requires districts to begin developing a revised local wellness policy during the 2016-2017 school year, with full compliance by June 30, 2017.

Districts that allow the marketing of food and beverages to students must have policies that allow marketing and advertising of only those foods and beverages that meet the USDA Smart Snacks in School nutrition standards.

FOOD ALLERGIES

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

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

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

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

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

(Adoption Date: May 20, 2021)
(Revision: August 17, 2023)

LEGAL REFS.: Child Nutrition and WIC Reauthorization Act; Pub. L. No. 108-265 (Title I, Section 204), 118 Stat. 729 National School Lunch Act;
42 USC 1751 et seq.
Child Nutrition Act of 1966; 42 USC 1771 et seq.
Americans with Disabilities Act Amendments Act of 2008; 42 USC 12101 et seq.
Rehabilitation Act of 1973, 29 USC 794
ORC 3313.719; 3313.81; 3313.812; 3313.813
3314.03
3326.11
OAC 3301-91-01 through 3301-91-08

CROSS REFS.: ACB, Nondiscrimination on the Basis of Disability
EF, Food Services Management
EFB, Free and Reduced-Price Food Services
EFF, Food Sale Standards
EFG, Student Wellness Program
IGBA, Programs for Students with Disabilities
JHCD, Administering Medicines to Students

Note: *House Bill (HB) 1 (2009) requires all districts, community schools and STEM schools to establish a written policy with respect to protecting students with food allergies. In developing the policy, districts must consult with parents, school nurses and other school employees, school volunteers, students and community members.*

HB 231 (2021) states that if a Board chooses to develop staff training and instruction for students in grade K-12 on food allergies that training may include: instruction on food allergies; signs and symptoms of anaphylaxis; prevention of allergic reactions; management and administration of epinephrine; and follow-up and reporting procedure.

FEDERAL EDUCATIONAL FUNDS PROCUREMENT POLICY

Procurement of all supplies, materials, equipment, and services paid for from Federal funds or School matching funds shall be made in accordance with all applicable Federal, State, and local statutes and/or regulations, the terms and conditions of the Federal grant, Board of Directors policies, and administrative procedures.

In addition to applicable policies otherwise approved by the Board, the following policies shall apply when the School expends federal grant funds to purchase property or obtain services.

A. Competition. To the extent required by law, the School shall use procurement methods that provide for full, free, and open competition and comply with the federal procurement regulations. The School shall award the contract to the party whose bid or proposal, after considering all appropriate facts, is most advantageous to the School if the School solicits bids or competitive proposals to secure property or services. The School shall avoid unnecessary restrictions on competition.

Some of the situations considered to be restrictive of competition include, but are not limited to, the following:

1. unreasonable requirements on firms in order for them to qualify to do business;
2. unnecessary experience and excessive bonding requirements;
3. non-competitive practices between firms or affiliated companies;
4. noncompetitive contracts to consultants that are on retainer contracts;
5. organizational conflicts of interest;
6. specification of a "brand name" product instead of allowing for an "or equal" product to be offered and describing the performance or other relevant requirements of the procurement; or
7. any arbitrary action in the procurement process.

Further, the School does not use statutorily or administratively imposed State, local, or tribal geographical preferences in the evaluation of bids or proposals, unless (1) an applicable Federal statute expressly mandates or encourages a geographic preference; or (2) the School is contracting for architectural and engineering services, in which case geographic location may be a selection criterion provided its application leaves an appropriate number of qualified firms, given the nature and size of the project, to compete for the contract.

B. Solicitation Language: The School requires that all solicitations incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured. Such description shall not, in competitive procurements, contain features which unduly restrict competition. The description may include a statement of the qualitative nature of the material, product or service to be procured and, when necessary, shall set forth those minimum essential characteristics and standards to which it shall conform if it is to satisfy its intended use. Detailed product specifications, that would restrict competition to a single vendor, should be avoided if at all possible.

When it is impractical or uneconomical to make a clear and accurate description of the technical requirements, a "brand name or equivalent" description may be used as a means to define the performance or other salient requirements of procurement. The specific features of the named brand which shall be met by offers shall be clearly stated; and identify all requirements which the offerors shall fulfill and all other factors to be used in evaluating bids or proposals. Solicitations for contracts that involve the purchase of food must include requirements to comply with the Buy American Provision**,** USDA Regulation (7 CFR Part 250 and 7 CFR Part 210).

C. Procurement Procedures. To the extent required by law:

1. The School shall review any proposed procurement to avoid purchasing unnecessary or duplicative property or services. Additionally, consideration shall be given to consolidating or breaking out procurements to obtain a more economical purchase.
2. Before acquiring an item, the School shall compare the advantages of leasing versus purchasing property.
3. The School is encouraged to enter into inter-entity agreements where appropriate for the procurement or use of common or shared goods and services.
4. The School shall conduct a cost or price analysis in connection with every procurement transaction over $10.000, including contract modifications.
5. The School shall ensure that its solicitations for goods and services contain the descriptions and provide the other information required under the applicable federal regulations.
6. The School shall attempt to ensure that the parties it contracts with are responsible and capable of fulfilling the terms of the contract. Consideration will be given to such matters as contractor integrity, compliance with public policy, price, quality, record of past performance, references, financial and technical resources, and management capabilities.
7. The School shall create and maintain records that document the procurement process that the School followed in each procurement transaction, including the rationale for utilizing the selected procurement method, the basis for awarding the contract, the justification for lack of competition if competitive bids or offers are not sought and the basis for award cost or price.

8. The School shall make its procurement records available for review by the appropriate federal officials. This includes keeping an original copy of all invoices for goods and services for 3 years (in paper or electronic form, if supported), from the end of the year in which the expense was incurred.

D. Contract Provisions. Procurement contracts shall, at a minimum, include the terms and conditions that are required by the applicable federal procurement regulations.

For spending related to the child nutrition program funds, contracts shall require the following clauses: equal employment opportunity, termination for cause and convenience, Contract Work Hours/Safety Standards, Davis Bacon Act provisions, Rights to Interventions Made Under a Contract, Debarment and Suspension, and the Bryd Anti-Lobbying Amendment language. To the extent required by law, the School shall require that the person awarded a contract satisfy the bonding requirements set forth in the applicable federal regulations.

The School and vendor shall comply with the Buy American Provision for all solicitations and contracts that involve the purchase of food, USDA Regulation (7 CFR Part 250 and 7 CFR Part 210). The vendor is required to utilize, to the maximum extent practicable, domestic commodities and products.

E. Contract Administration. The School shall delegate to one or more School employees or contractors the responsibility for the administration of all procurement contracts and ensuring that the party awarded the contract satisfies the terms of the procurement contract.

F. Small/Minority/Women Businesses. To the extent possible, the School shall take affirmative steps in an attempt to contract with small businesses, minority-owned firms, and women's business enterprises. When required, the School will consult with appropriate sources such as the Small Business Administration or the Ohio Department of Administrative Services to find suppliers that may qualify. Affirmative steps may include:

- Placing qualified small and minority businesses and women's business on solicitation lists.
- Assuring that small and minority businesses, and women's business enterprises are solicited whenever they are potential sources.
- Dividing total requirements, when feasible, into smaller tasks or quantities to permit maximum participation by small and minority businesses, and women's business enterprises.

- Establishing delivery schedules, where permissible, which encourage participation by small and minority businesses, and women's business enterprises.

Federal Grant Administration

The School shall ensure that these procedures are followed with respect to all federal grant applications submitted by the School and all federal grants that are awarded to the School.

A. Monitoring Grant Applications. The School shall delegate to one or more persons the responsibility for monitoring all pending federal grant applications, who shall provide the Board with a report on the status of all federal grant applications on a regular basis as needed.

B. Monitoring Grant Expenditures. The School shall delegate to one or more persons the responsibility for monitoring federal grant expenditures, who shall provide the Board with a report on the expenditures made from each federal grant on a regular basis as needed.

C. Final Expenditure Reports. The School shall delegate to one or more persons the responsibility for reviewing all final expenditure reports for each federal grant that the School was awarded, reconciling the report(s) with the School's financial records, and ensuring that the final expenditure report for each federal grant is complete and accurate.

CODE OF CONDUCT

No employee, officer, or agent of the School shall participate in the selection, award, or administration of a contract supported by Federal funds if a real or apparent conflict of interest would be involved. Such a conflict would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in the firm selected for an award. The officers, employees, and agents of the School shall neither solicit nor accept gratuities, favors, or anything on monetary value from contractors, or parties to sub-agreements. However, the School may set standards for situations in which the financial interest is not substantial or the gift is an unsolicited item of nominal value. The School may take disciplinary action for violations of this code of conduct by its officers, employees, or agents.

MICRO-PURCHASES ($1 - $10,000) - *No quotes required.*

Personnel authorized to make purchases for federally sponsored projects may take procurement actions of up to $10,000 or such amount as may be set by the Federal Acquisition Regulation, in the aggregate, without documenting vendor quotes, if the School considers the price to be reasonable. Personnel are expected to exercise prudence; to keep the procurement guiding principles in mind; to observe ordinary procedures for purchase decisions and channels; and to take reasonable steps to secure cost-effective goods and services, including taking advantage of

negotiated supplier contracts available to the School or other discounts. To the extent practicable, the School shall distribute micro-purchases equitably among qualified suppliers.

SMALL PURCHASES $10,001 TO $250,000 (SIMPLIFIED ACQUISITION THRESHOLD) – *Minimum three quotes*

The simplified acquisition threshold ($250,000 or as updated in 41 USC §134) is established by the federal government to define when streamlined procurement processes can be used and when more formal competition is required.

For purchases in this range, the Board will obtain price or rate quotations from an adequate number of qualified sources, as determined by the Board based on the nature of the goods and services being acquired. These quotes should be made by email, fax, or in writing; oral quotes are acceptable if other methods are not readily available or would unacceptably delay a time-sensitive procurement decision, but must be documented with a dated summary. All suppliers shall receive identical information. Solicitations must not restrict competition. In addition, the request for quotes shall include the following:

1. Written Specifications will be prepared and provided to the vendors.

2. Clear and accurate descriptions of the technical requirements for the product or service being procured as well as clear evaluation criteria.

3. Where applicable, the specifications must include a requirement that goods must be produced and processed in the United States.

4. Where applicable, the specifications must include a requirement that affirmative steps are taken to include small, minority, and women's businesses

If several qualified vendors were invited to submit quotes or proposals and only one or two did so, the procurement process may move forward using the available quotes. Sole source procurement may occasionally be acceptable, for instance when there is one known vendor who is uniquely qualified, or when a vendor who successfully competed for one stage of a project and performed to a high standard of quality and value may be invited to continue providing similar goods or services for the next stage of the project without a new quote or bid process.

A best-value analysis should be done. For standardized goods, the lowest price will generally be the best value. For non-standardized goods or professional services, a more complex analysis is appropriate and the lowest price may not represent the best value.

A procurement justification must be documented that includes, at minimum:

- The basis for selecting the vendor,
- The basis for the vendor's price, and
- How the purchaser knows the price is reasonable

If a contract will be signed as part of the procurement action, all applicable procedures and limitations shall be made in accordance with all applicable Federal, State, and local statutes and/or regulations must be observed. Please note that no contracts may be signed with contractors that have relevant Exclusions listed on SAM.gov.

PROCUREMENTS ABOVE THE SIMPLIFIED ACQUISITION THRESHOLD

For purchases above the simplified acquisition threshold ($250,000 or as updated in 41 USC §134), a more formal and carefully documented competitive procurement process is required. The School should consult with financial and legal advisors to determine appropriate procedures for each procurement action at this level, in order to assure compliance with the requirements and limitations established in accordance with all applicable Federal, State, and local statutes and/or regulations.

TYPES OF CONTRACTS

Formal Contracts: Purchases made through a formal procurement process such as sealed bids or competitive proposals.

Competitive Sealed Bidding: Bids are publicly solicited and a firm fixed price contract (lump sum or unit price) is awarded to the responsible bidder whose bid, conforming with all the material terms and conditions of the invitation for bids, is the lowest in price

The Competitive Sealed Bidding method is the preferred method for procuring construction if the following conditions apply:

- A complete, adequate, and realistic specification or purchase description is available;
- More than one responsible bidder is willing and able to compete effectively, and
- The procurement lends itself to a firm fixed price contract and the selection of contractor can be made principally on the basis of price.

If Competitive Sealed Bidding is used, bids must be solicited to an adequate number of known suppliers, providing them with a sufficient amount of time to respond. Under the sealed bidding method of procurement, it is not necessary to conduct discussions with bidders in order to obtain the greatest value for the School, as the award is to be made to the lowest responsive and responsible bidder. The invitation for bids must be publicly advertised.

Competitive Proposals (Negotiated Procurement): Procurement by competitive proposals. The technique of competitive proposals is normally conducted with more than one source submitting an offer, and either a fixed price or cost-reimbursement type contract is awarded. It is generally used when conditions are not appropriate for the use of sealed bids.

The Request for Proposals ("RFP") must be solicited to an adequate number of qualified sources. Any timely response to the RFP must be considered to the maximum extent practicable.

Evaluation of the proposals received must be accomplished in accordance with School procedures. Each proposal must be scored based upon the evaluation criteria contained in the RFP. Evaluation criteria must not be changed after receipt of offers.

Contracts must be awarded to the supplier whose proposal is the most advantageous to the program, with price and any other evaluation criteria considered.

Procurement by Noncompetitive Proposals (Sole Source Contracting): Procurement by noncompetitive proposals is procurement through the solicitation of a proposal from only one source and may be used only under specified circumstances.

Procurement through the solicitation of a proposal from only one source may be used **only if** one or more of the following circumstances apply:

1. The item or service is available only from a single source.
2. The public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation.
3. The Federal awarding agency or pass-through entity expressly authorizes noncompetitive proposals in response to a written request from the School.
4. After solicitation of a number of sources, competition is determined inadequate.

Time and Materials Contracts: The School may use a time and materials type contract only (1) after a determination that no other contract is suitable; and (2) if the contract includes a ceiling price that the contractor exceeds at its own risk. Time and materials type contract means a contract whose cost to the School is the sum of the actual costs of materials, and direct labor hours charged at fixed hourly rates that reflect wages, general and administrative expenses, and profit.

Since this formula generates an open-ended contract price, a time-and-materials contract provides no positive profit incentive to the contractor for cost control or labor efficiency. Therefore, the School sets a ceiling price for each contract that the contractor exceeds at its own risk. Further, the School shall assert a high degree of oversight in order to obtain reasonable assurance that the contractor is using efficient methods and effective cost controls.

DEBARMENT AND SUSPENSION

Suspension is an action taken by the School that immediately prohibits a person from participating in covered transactions and transactions covered under the Federal Acquisition Regulation (48 CFR chapter 1) for a temporary period, pending completion of an agency investigation and any judicial or administrative proceedings that may ensue. A person so excluded is suspended. (2 CFR Part 180 Subpart G)

Debarment is an action taken to exclude a person from participating in covered transactions and transactions covered under the Federal Acquisition Regulation (48 CFR chapter 1). A person so

excluded is debarred. (2 CFR Part 180 Subpart H)

The School shall not contract or subcontract with or award sub grants to any person or company who is debarred or suspended. For contracts over $25,000, the School shall confirm that the vendor is not debarred or suspended by either checking the Federal government's System for Award Management, which maintains a list of such debarred or suspended vendors at www.sam.gov; collecting a certification from the vendor; or adding a clause or condition to the covered transaction with that vendor. (2 CFR Part 180 Subpart C)

BID PROTEST

The School maintains the following protest procedures to handle and resolve disputes relating to procurements and, in all instances, discloses information regarding the protest to the awarding agency.

A bidder who wishes to file a bid protest shall file such notice and follow procedures prescribed by the Request For Proposals (RFPs) or the individual bid specifications package, for resolution. Bid protests shall be filed in writing with the individual identified in the bid specifications package within seventy-two (72) hours of the opening of the bids in protest.

Within five (5) days of receipt of a protest, the designated individual shall review the protest as submitted and render a decision regarding the merits of the protest and any impact on the acceptance and rejection of bids submitted. Notice of the filing of a bid protest shall be communicated to the Board and shall be so noted in any subsequent recommendation for the acceptance of bids and awarding of contracts.

Failure to file a notice of intent to protest, or failure to file a formal written protest within the time prescribed, shall constitute a waiver of proceedings.

MAINTENANCE OF PROCUREMENT RECORDS

The school administrator, or its designee must maintain records sufficient to detail the history of all procurements. These records will include but are not necessarily limited to the following: rationale for the method of procurement, selection of contract type, contractor selection or rejection, and the basis for the contract price (including a cost or price analysis). Records will be maintained for a period of 3 years.

(Adoption Date: October 21, 2021)
(Revision Date: May 18, 2023)
(Revision Date: August 17, 2023)

COPYRIGHT

It is the policy of the Board to conform to existing United States copyright laws and to maintain the highest ethical standards in the use of copyrighted materials for instructional purposes.

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

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

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

[Adoption date: July 9, 1997]
(Revision date: August 17, 2023)

LEGAL REF.: Copyright Act of 1976

CROSS REFS.: Rules and Regulations in Media Center and District Offices

TELEPHONE SERVICES

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

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

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

[Adoption date: August 18, 1997]
(Revision date: July 9, 1997)
(Revision date: February 19, 2008)
(Revision date: October 18, 2018)
(Revision date: August 17, 2023)

LEGAL REFS.: ORC 3313.20 OAC 3301-35-06

CROSS REFS.: JFCK Use of Cell Phones and Electronic Communications Devices by Students
Staff Handbooks
Student Handbooks

STAFF USE OF MOBILE TELEPHONES

Mobile Telephone technology, including technology with e-mail capacity, referred to in this policy as ("Mobile Telephones") enables individuals to communicate more easily whenever a situation arises necessitating immediate contact and communication, regardless of the person's location at the time. Therefore, the Superintendent and Treasurer and those identified by the Superintendent and Treasurer as needing Mobile Telephones to allow them to communicate more efficiently may be provided an allowance, up to the amount approved annually by the Greenville Board of Education ("Board") so that they can acquire (a) Mobile Telephone (s) and an associated Mobile Telephone Service Plan.

The Board or its designee may conduct an annual review of each staff members' level of service and may adjust the amount recommended to and approved by the Board.

Required: Staff members receiving this allowance shall provide their Mobile Telephone numbers to the Treasurer and others so that they may be contacted as needed.

Furthermore, covered staff members will not generally be required to submit a copy of their detailed monthly bill. This reimbursement shall be considered additional compensation for income tax purposes.

Safety

Employee safety is a priority of the Board, and responsible use of Mobile Telephones includes safe use.

Employees who use a Mobile Telephone for business use are expected to refrain from using their telephone while driving. Safety must come before all other concerns. Regardless of the circumstances, including slow or stopped traffic, employees are strongly encouraged to pull off to the side of the road and safely stop the vehicle before placing or accepting a call. If acceptance of a call is unavoidable, and pulling over is not an option, employees are expected to keep the call short, use hands-free options if available, refrain from discussion of complicated or emotional topics, and keep their eyes on the road. Special care should be taken in situations where there is traffic, inclement weather, or the employee is driving in an unfamiliar area.

Employees are responsible for operating Board-owned vehicles and potentially hazardous equipment in a safe and prudent manner. Therefore, employees should refrain from using Mobile Telephones while operating such vehicle or equipment.

Mobile Telephone calls are not secure. Therefore, employees should use discretion in relaying confidential information particularly as it related to students.

Use of Personal Mobile Telephone While at Work

Board employees may carry Mobile Telephones with them while on Board time and/or while operating Board equipment, but are subject to the following restrictions:

1. Excessive use of a personal Mobile Telephone for personal business or other personal matters during work hours is considered outside the employee's scope of employment.
2. The Board assumes no liability for loss or damage to employees' personal Mobile Telephones carried in Board vehicles or left on Board property. Employees assume the risk of loss or damage to personal Mobile Telephones carried by employees during work hours.
3. An employee's use of his/her personal cell phone on school property and at school events for which the employee is paid the allowance under this policy shall be subject to the District's Acceptable Use Policy.
4. Receiving payment of the allowance under this policy and using an employee's own cell phone on school property, during work time, or at school events and activities shall constitute the employee's consent to a District search of the personal cell phone in question.

Employee Owned Equipment

The District is not required to maintain individual Mobile Telephones accounts and equipment for any employee. In lieu of maintaining individual accounts and equipment, the Board may provide a Mobile Telephone allowance paid throughout the employees' contract for the Superintendent, Treasurer, and any other employee the Superintendent or Treasurer designates as having a compelling need to have a Mobile Telephone available for emergency or other school-related purposes. Payments will be through regular payroll and shall be reported as taxable income.

If an employee who has a compelling need to have a Mobile Telephone for school-related purposes is employed after July 1, the employee will receive a pro-rated allowance for the months qualifying for the reimbursement.

Any district administrative employee receiving a Mobile Telephone allowance will be required to register his/her phone account number with the Treasurer within 30 days of the commencement of the allowance. Failure to register the Mobile Telephone account number within this time period or to maintain the account in active status will result in the suspension of the allowance and possible reimbursement to the district.

District employees receiving a Mobile Telephone allowance will be personally responsible for all costs related to the Mobile Telephone plan they choose, even if those costs exceed the amount of the allowance. Because the Mobile Telephone account is the property of the employee, it is understood that the phone will be used for both school-related and personal communication.

The Mobile Telephone allowance will be paid to the employee each payroll throughout the year.

The District does not endorse any specific wireless telephone carrier, equipment or calling plan.

(Adoption date: August 17, 2004)
(Revision date: February 19, 2008)
(Revision date: October 18, 2018)
(Revision date: August 17, 2023)

DISTRICT RECORD COMMISSION, RECORDS RETENTION AND DISPOSAL

All records are the property of the District and shall not be 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.

“Records” include any document, device or item, regardless of physical form or characteristic, including an electronic record (as defined in Ohio Revised Code Section (RC) 1306.01), created or received by or coming under the jurisdiction of the District that serves to document the organization, functions, policies, decisions, procedures, operations or other activities of the District. "Records" does not include personal notes or any document, device, or item, regardless of physical form or whether an assistive device or application was used, of a public official, or of the official's attorney, employee, or agent, that is used, maintained, and accessed solely by the individual who creates it or causes its creation.

District Records Commission

The District Records Commission revises and reviews schedules of records retention (RC-2 forms), reviews applications for one-time disposal of obsolete records (RC-1 forms), and reviews certificates of disposal (RC-3 forms) submitted by any employee of the District.

The Commission is composed of the Board President, the Treasurer and the Superintendent and meets at least once every 12 months. The Commission will post advance notice of the time and place of all regularly scheduled meetings and the time, place and purpose of all special meetings on the District’s website. For special meetings, notice of the time, place and purpose is also given at least 24 hours in advance of the meeting to all news media and individuals who have requested such notice.

Any person may receive advance personal notice of all meetings at which a specific type of public business is to be discussed by the Commission. Such requests shall be directed to the Treasurer. Requests for notification by email shall include the requestor’s email address. Requests for notification by mail shall include a supply of stamped, self-addressed envelopes provided by the requestor. Individuals requesting advance personal notice are responsible for providing the Treasurer with any updates to contact information.

The minutes of the meetings of the Commission are promptly prepared, filed and maintained by the Treasurer and are open to public inspection.

Records Retention Schedule

The District Records Commission revises and reviews a schedule of records retention. When the Commission has approved a schedule of records retention, the schedule is sent to the Ohio History Connection (OHC) for review. OHC will review the schedule within a period of 60 days. During this time, OHC may select for its custody any records it considers to be of continuing

historical value. OHC will denote upon any schedule of records retention the records for which they will require a certificate of records disposal prior to their disposal. After OHC has completed its 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.

The Commission may at any time review any records retention schedule it has previously approved and may revise that schedule in accordance with State law.

Disposal of Records

Before public records are disposed of pursuant to an approved records retention schedule, the Commission verifies whether OHC requires a certificate of records disposal (RC-3 form) prior to disposal. If OHC has requested to review the records, the District will complete a certificate of records disposal and give OHC 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. OHC may not review or select for its custody the records set forth in RC 149.381(E). If OHC has not requested to review the records, or if OHC has not responded within the statutory review period, the District disposes of the public records pursuant to its approved records retention schedule.

If the District discovers records that have never been properly scheduled on an RC-2 and are no longer created or were only created once and they no longer have any administrative, fiscal, legal, or historical value, the District will submit an application for the one-time disposal of these obsolete records (RC-1 form) to OHC for review. OHC will review the application within a period of 60 days. During this time, OHC may select for its custody any records it considers to be of continuing historical value. After OHC has completed its review, it will forward the application to the Auditor of State for their approval or disapproval. The Auditor of State must approve or disapprove the application within 60 days.

[Adoption date: July 9, 1997]
(Revision date: November 16, 2004)
(Revision date: January 9, 2014)
(Revision date: August 17, 2023)
(Revision date: December 18, 2025)

LEGAL REFS.:	ORC	9.01
		121.22 (F)
		149.011; 149.35; 149.381; 149.41; 1306.01 (G)
		Ohio Historical Society Form RC-1
		Ohio Historical Society Form RC-2
		Ohio Historical Society Form FC-3
CROSS REF.:	DI	Fiscal Accounting and Reporting GBL, Personnel Records
	GBL	Personnel Records
	JO	Student Records
	KBA,	Public's Right to Know

NOTE: *Ohio Revised Code (RC) 121.22(F) requires every public body, including school district commissions, to establish by rule a reasonable method whereby any person may determine the time and place of all regularly scheduled meetings and the time, place and purpose of all special meetings. OSBA's model policy requires the District Records Commission to post advance notice of its meetings on the District's website. This specific method is not required by law; a commission may establish an alternate "reasonable method" of notice, whereby any person may determine the time and place of all regularly scheduled meetings and the time, place and purpose of all special meetings of the commission.*

Districts use a variety of methods to consistently provide notice of their meetings, including posting notice on the District's website, announcements in newspapers, and at community centers, libraries or recreation centers.

In evaluating its method of providing notice, the District Records Commission should determine which method is likely to reach the public and ensure that the Commission consistently provides notice through that method.

THIS IS A REQUIRED POLICY

CYBERSECURITY

The Board is concerned with preventing cybersecurity incidents that result in a substantial loss of confidentiality, integrity or availability of the District's information system or network; seriously impact the safety and resiliency of the District's operational systems and processes; disrupt the District's ability to engage in business, school operations or to deliver goods or services; or unlawfully access the District's information system or network or the nonpublic information contained therein.

The Board adopts a cybersecurity program that safeguards District data, information technology, and information technology resources to ensure availability, confidentiality, and integrity. The program must be consistent with generally accepted best practices for cybersecurity and may include, but is not limited to:

1. identifying and addressing the critical functions and cybersecurity risks of the District;

2. identifying the potential impacts of a cybersecurity breach;

3. specifying mechanisms to detect potential threats and cybersecurity events;

4. specifying procedures for the District to establish communication channels, analyze incidents and take actions to contain cybersecurity incidents;

5. establishing procedures for the repair of infrastructure impacted by a cybersecurity incident and the maintenance of security after the incident;

6. establishing cybersecurity training requirements for all employees of the District; the frequency, duration and detail of which correspond to the duties of each employee.

The District will not pay or otherwise comply with a ransom demand related to a ransomware or cybersecurity incident unless the Board approves the payment or compliance by formal Board resolution that specifically states why payment or compliance is in the best interest of the District.

The District complies with all incident reporting requirements under State law. Any records, documents, or reports related to incident reporting requirements and the cybersecurity program and framework are not public records under Ohio Revised Code (RC) 149.43. A record identifying cybersecurity-related software, hardware, goods and services that are being considered for procurement, have been procured or are being used by the District, including the vendor name, product name, project name or project description is a security record under section RC 149.433.

To further assist in protecting against the loss of District funds through cybersecurity threats and incidents, the District provides training to employees on recognizing attempted cyberattacks, including but not limited to spear phishing emails, and provides training to prevent payment re-direct schemes. Training to prevent payment re-direct schemes must

include how to recognize these schemes and include procedures to verify and validate requests prior to any fund transfers, including requiring in-person change requests where appropriate and use of added layers of authentication and security such as those available through the District's financial institutions.

District staff, students and other authorized users of District networks and data systems are required to comply with cybersecurity program. Failure to comply may result in discipline.

(Adoption date: December 18, 2025)

Legal References

Children's Internet Protection Act; 47 USC 254 (h)(5)(b)(iii); (P.L. 106-554, HR 4577, 2000, 114 Stat 2763)
Family Educational Rights and Privacy Act; 20 USC 1232g
Family Educational Rights and Privacy Act; 20 USC 1232h
Individuals with Disabilities Education Act; 20 USC 1400 et seq.
ORC 9.64
ORC 149.43
ORC 149.433
ORC 1347.12

NOTE: In addition to this policy, districts should develop district-level procedures for management of cybersecurity risks. Districts also should review Auditor of State (AOS) bulletin 2024-03 addressing payment redirect and business email compromise schemes. The bulletin was released to set clear standards and expectations for public entities and employees regarding the handling of requests for payment redirects. Per the bulletin, "failure to follow the guidance in this bulletin may result in an AOS finding when a loss occurs, and the employee is considered liable as a result of negligence or performing duties without reasonable care."

House Bill 96 (2025) requires districts to adopt a cybersecurity program under Ohio Revised Code 9.64 and also institutes other requirements for districts as outlined in the new provisions including but not limited to the reporting of fraud and limits on payment of ransom.

THIS IS A REQUIRED POLICY

INSURANCE MANAGEMENT

The Greenville 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 Treasurer will have the responsibility of administering the total insurance program.

The District will make every effort to obtain insurance at the most economical cost, consistent with required coverage and service, through obtaining quotations or bids.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: July 17, 2001)
(Revision date: August 17, 2023)

LEGAL REFS.:	ORC	9.83
		9.90
		3313.201; 3313.202; 3313.203
		3327.09
		3917.01; 3917.04
CROSS REFS.:	BHE	Board Member Insurance
	GCBC	Certificated Staff Fringe Benefits
	GDBC	Classified Staff Fringe Benefits
	JHA	Student Insurance Program

Greenville City Schools
Board of Education Policy Manual

Section F: Facilities Development

FA	Facilities Development Goals
FB	Facilities Planning
FD	Tax Issues (also KBE)
FEE	Site Acquisition Procedure
FEF	Construction Contracts Bidding and Awards
FF	Naming New Facilities
FL	Retirement of Facilities

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.

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

Exhibits: are forms, charts, etc. to support a policy or regulations.

FACILITIES DEVELOPMENT GOALS

The Greenville City Board of Education believes that educational programs are influenced greatly by the environment within which they function. The development of a quality educational program and school facilities must go hand in hand. School facilities must be designed in ways to enhance the delivery of learning experiences provided to students.

It is this Board's goal to provide the facilities needed for the number of students in the District, to provide the kind of facilities that will best facilitate the educational program and to develop a long-range planning and evaluation program.

The Board recognizes that capital funds are limited and that it must establish priorities in order to make the best use of the school building dollar.

Facility design will be expected to plan for simplicity, sound economics (including low long-range maintenance costs) efficiency in energy needs, low insurance rates, high educational utility and flexibility. The facility design will meet or exceed all pertinent building requirements. The design should also provide for appropriate access for the community, staff members, and students.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: January 16, 2001)
(Revision date: August 17, 2023)

LEGAL REFS.: ORC 3318.01
OAC 3301-35-03

FACILITIES PLANNING

The Greenville City Board of Education is responsible for the regular operation and orderly development of its physical plant. For this reason, the Board will concern itself with both short- and long-range planning as it relates to the properties of the District.

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 from time to time and the respective construction projects 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.

The board of education shall review the planning for facilities on an annual basis.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: January 16, 2001)
(Revision date: August 17, 2023)

LEGAL. REFS.:	ORC	3313.37
		3315.10
		Chapter 3318
	OAC	3301-35-03(c); 3301-35-06

TAX ISSUES

The Greenville City Board of Education examines financial needs in advance of any levy or bond elections. The Board provides the public with information on levy and bond elections, school building needs and provides all other notices and information required by law.

It does not use District funds to promote approval of school-related tax issues.

Tax reduction factors are considered in coordination with the Sexennial Reappraisal and/or the Triennial Update in affected District counties. In considering a potential tax issue, the Board examines all legal options to obtain additional revenue.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: April 16, 2000)
(Revision date: August 17, 2023)
(Revision date: December 18, 2025)

LEGAL REFS.: Ohio Const. Art XII, § 2, 5
ORC Chapter 133
319.301
3311.21
ORC 3313.37
ORC 3313.375
3501.01
Chapter 5705
Chapter 5713
5715.33
5748.01 et seq.
OAC 5703-25-45 through 5703-25-49

CROSS REF.: BCF Advisory Committees to the Board
FL Retirement of Facilities

SITE ACQUISITION PROCEDURE

When the Greenville City Board of Education determines that land should be acquired for school purposes, it will authorize the Superintendent to discuss the purchase of the property. He/She may get information about the property from a qualified appraiser and may also get advice about the purchase from an attorney. If an agreement is reached, the Board will authorize the Superintendent to acquire the property at the agreed-upon price.

If, the Board is unable to reach an agreement with the property owners, appropriation proceedings will begin. The amount of compensation to be awarded to the owners of the land will be deposited with the Clerk of the Common Pleas Court when the action is filed.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: August 17, 2023)

LEGAL REFS.: ORC 3313.37; 3313.39

CONSTRUCTION CONTRACTS BIDDING AND AWARDS

Upon the approval of working drawings and specifications by the Greenville City Board of Education and state agencies, the Board solicits 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 a cashier's check, letter of credit or other manner allowable under State law equal to ten percent of the total bid. The advertisement states that the Board reserves the right to reject any or all bids and to re-advertise the project if necessary.

The Board requires that all contracts in excess of $25,000 be approved as to form by legal counsel.

The architect or authorized individual takes the responsibility for preparing the advertisements, bid forms, bid bond forms, performance and payment bonds, and forms of agreement between the Board and the successful bidder(s). Bids are opened publicly and entered in the minutes of the Board. The architect or authorized individual assists the Board and District personnel in analyzing the bids. The Board attorney or other authorized individual's advice on awarding the contract is of particular value with respect to legal aspects of contract provisions regulating alterations, extras, nonperformance, damages and security bonds.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: January 16, 2001)
(Revision date: August 17, 2023)
(Revision date: December 18, 2025)

LEGAL REFS.:	ORC	9.33 through 9.333
		Chapter 153
		Chapter 1305
		3313.37; 3313.46
		3318.01 et seq.
		Chapter 4703
	OAC	Chapter 4101 generally (Ohio Building Code)

CROSS REFS.:	DJ	Purchasing
	DJC	Bidding Requirements
	DJF	Purchasing Procedures

NAMING NEW FACILITIES

The Board is responsible for the naming/renaming of all Board-owned facilities.

The Board considers facilities to include, but not be limited to, buildings, athletic fields, stadiums, gymnasiums, libraries, and multi-purpose rooms. In selecting a name, the Board may consider individuals, geographical locations, general features of the area in which the school or facility is located and other names that are deemed appropriate by the Board. If the facility is named for an individual, that individual must have made an outstanding contribution to the community, county, state, or nation.

The Board may direct the Superintendent to establish a committee composed of administrators, parents, community members, employees, and, when applicable, students to suggest names. The Board will not be influenced in its decision by personal prejudice or favoritism, political pressure or temporary popularity in choosing a name. Although the Board may consider all recommendations, final authority rests with the Board.

[Adoption date: May 21, 2002]
(Revision date: July 5, 2022)
(Revision date: September 21, 2023)

LEGAL REF.: ORC 3313.20

RETIREMENT OF FACILITIES

When a school building becomes inadequate by virtue of age, condition, size of site, lack of need, or other overriding limitations and cannot reasonably and economically be brought up to the current educational standards, the building will be considered for closing. The Superintendent will recommend to the Greenville City Board of Education which facilities appear to justify further analysis.

The Board may seek both professional advice and the advice of the community in making its recommendations as to the retirement of any school facility. The Board may consider all or some of the following factors:

1. age and current physical condition of the facilities, its operating systems, programs and facilities, including accessibility issues

2. adequacy of site, location, access, surrounding development, traffic patterns, and other environmental conditions;

3. reassignment of students, including alternative plans according to Board policy;

4. transportation factors, including number of students bused, time, distance, and safety;

5. alternative uses of buildings;

6. cost/savings:

   A. Personnel
   B. Plant Operation
   C. Transportation
   D. Capital Investment
   E. Alternative Use

7. continuity of instructional and community programs.

If the Board determines to close a school, it will first consider other uses of the building then it will consider its sale. The historic value of any building will also be considered by the Board. In such cases, it may take special action to provide for its preservation.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: January 16, 2001)
(Revision date: September 21, 2023)

LEGAL REF.: ORC 3313.41

Greenville City Schools
Board of Education Policy Manual

Section G: Personnel

GA	Personnel Policies Goals
GBA	Equal Opportunity Employment
GBB	Staff Involvement in Decision Making (also ABB)
GBCA	Staff Conflict of Interest
GBCB	Staff Conduct
GBCC	Staff Dress and Grooming
GBD	Board-Staff Communications
GBE	Staff Health and Safety
GBE-R	Staff Health and Safety
GBG	Staff Participation in Political Activities
GBH	Staff-Student Relations (also JM)
GBI	Staff Gifts and Solicitations
GBK	Smoking on District Property by Staff Members
GBL	Personnel Records
GBM	Staff Complaints and Grievances
GBP	Drug-Free Workplace
GBP-R	Substance-Free Workplace and Awareness Program
GBQ	Criminal Record Check
GBQ-R	Criminal Record Check
GBQ-E	Criminal Record Check
GBR	Family Medical Leave
GBR-R	Family and Medical Leave
GBS	Health Insurance Portability & Accountability (HIPAA)
GBS-E	Notice of Privacy Practices
GCA	Certificated Staff Positions
GCB-1	Professional Staff Contracts and Compensation Plans (Teachers)
GCB-1-R	Professional Staff Contracts and Compensation Plans (Teachers)
GCB-2	Professional Staff Contracts and Compensation Plans (Administrators)
GCB-2-R	Professional Staff Contracts and Compensation Plans (Alternative Administrative License
GCBA	Professional Staff Salary Schedules
GCBA-R	Certificated Staff Salary Schedules
GCBB	Professional Staff Supplemental Contracts
GCBC	Certificated Staff Fringe Benefits
GCBD	Certificated Staff Leaves and Absences
GCBD-R	Certificated Staff Leave for Jury Duty

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.

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

Exhibits: are forms, charts, etc. to support a policy or regulations.

Greenville City Schools
Board of Education Policy Manual

GCBE	Administrative Vacations and Holidays
GCC	Certificated Staff Recruiting
GCD	Professional Staff Hiring
GCD-R	Professional Staff Hiring
GCE	Part-Time and Substitute Certificated Staff Employment
GCI	Professional Staff Assignments and Transfers
GCJ	Certificated Staff Time Schedules
GCKA	Certificated Staff Extended Service
GCKB	Certificated Staff Meetings
GCL	Professional Staff Development Opportunities
GCLA	Certificated Staff Visitations and Conferences
GCLA-R	Certificated Staff Visitations and Conferences
GCLA-2-R	Administrative Professional Leave Guidelines
GCN-1	Evaluation of Professional Staff (Ohio Teacher Evaluation System) (also AFC-1)
GCN-2	Evaluation of Certificated Staff (Administrators) (also AFC-2)
GCN-2-R	Evaluation of Certificated Staff (Administrators) (also AFC-2-R)
GCNA	Evaluation of School Counselors (also AFCA)
GCPA	Reduction in Certificated Staff Work Force
GCPA-R	Reduction in Certificated Staff Work Force
GCPB	Resignation of Certificated Staff Members
GCPCA	Severance Pay
GCPD	Suspension and Termination of Certificated Staff Members
GCQAB	Tutoring for Pay
GCQB	Professional Research and Publishing
GDA	Classified Staff Positions
GDB	Classified Staff Contracts and Compensation Plans
GDBA	Classified Staff Salary Schedules
GDBB	Classified Staff Supplementary Pay Plans
GDBB-R	Classified Staff Supplementary Pay Plans
GDBC	Classified Staff Fringe Benefits
GDBD	Classified Staff Leaves and Absences
GDBD-R	Classified Staff Absences
GDBE	Support Staff Vacations and Holidays
GDC/GDCA/GDD	Support Staff Recruiting/Posting of Vacancies/Hiring
GDE	Part-Time, Temporary and Substitute Classified Staff Employment
GDF	Classified Staff Orientation
GDG	Classified Staff Probation and Tenure
GDI	Classified Staff Assignments and Transfers
GDJ	Classified Staff Time Schedules
GDL	Classified Staff Development Opportunities

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.

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Exhibits: are forms, charts, etc. to support a policy or regulations.

Greenville City Schools
Board of Education Policy Manual

GDN	Evaluation of Classified Staff (also AFD)
GDN-R	Evaluation of Classified Staff
GDPA	Reduction in Classified Staff Work Force
GDPB	Resignation of Classified Staff Members
GDPD	Suspension and Dismissal of Classified Staff Members

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.

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

Exhibits: are forms, charts, etc. to support a policy or regulations.

PERSONNEL POLICIES GOALS

The personnel employed by the Board are a very important resource for effectively conducting a quality learning program. The District's program will function best when it employs properly certified, licensed or registered personnel, conducts appropriate staff development activities and establishes policies and working conditions that are conducive to high moral and enable each staff member to make the fullest contribution to District programs and services.

The goals of the personnel program include:

1. developing and implementing those strategies and procedures for personnel recruitment, screening and selection, which result in employing the best available candidates: those with the highest capabilities, strongest commitment to quality education and greatest probability of effectively implementing the educational program;

2. developing a general assignment strategy, which makes the greatest contribution to the educational program, and using it as the primary basis for determining staff assignments;

3. providing positive programs of staff development designed to contribute both to improvement of the educational program and to each staff member's career development aspirations;

4. providing for a genuine team approach to education, including staff involvement in planning, decision making and evaluation;

5. developing and using for personnel evaluation positive processes that contribute to the improvement of staff capabilities and assist in making employment decisions and

6. encouraging all employees to be cognizant of their roles in instilling ethical principles and democratic ideals in all students.

[Adoption date: August 18, 1987]
(Revision date: September 8, 1990)
(Revision date: July 9, 1997)
(Revision date: June 18, 2002)
(Revision date: November 15, 2018)
(Revision date: May 20, 2021)
(Revision date: September 21, 2023)

LEGAL REF.: ORC 124.11; 3313.602; 3319.01; 3319.02; 3319.081; 3319.11; 3319.111; 3319.221
Chapter 4117

CROSS REF.: GBB Staff Involvement in Decision Making (Also ABB)

NOTE: The personnel section of the OSBA coding system is divided into three subsections: the GA and GB series, topics pertaining to all personnel; the GC series, topics pertaining to

professional or certificated personnel; the GD series, topics pertaining to support (or classified) personnel.

EQUAL OPPORTUNITY EMPLOYMENT

The District provides equal opportunities for employment, retention and advancement of all personnel.

This Board encourages all personnel to assist in the accomplishment of this goal through their personal commitment to the concept of equal opportunity for all personnel regardless of race, color, national origin, citizenship status, religion, sex, economic status, age, disability or military status.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: March 17, 2009)
(Revision date: September 21, 2023)

LEGAL REFS.:
Civil Rights Act, Title VI; 42 USC 2000d
Executive Order 11246, as amended by Executive Order 11375
Equal Employment Opportunity Act, Title VII; 42 USC 2000e et seq.
Education Amendments of 1972, Title IX; 20 USC 1681
Rehabilitation Act; 29 USC 794
Age Discrimination in Employment Act; 29 USC 623
Immigration Reform and Control Act; 8 USC 1324a et seq.
Americans with Disabilities Act; 42 USC 12101 et seq.
ORC Chapter 4112
5903.01(G)

CROSS REFS.:
AC Nondiscrimination
ACA Nondiscrimination on the Basis of Sex
ACAA Sexual Harassment
ACB Nondiscrimination on the Basis of Disability.

STAFF INVOLVEMENT IN DECISION MAKING

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

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

All employees in this District will have the opportunity to bring their ideas or grievances to the Greenville City 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: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: September 15, 2022)
(Revision date: September 21, 2023)

LEGAL REF.: OAC 3301-35-03

CROSS REFS.:
BF Board Policy Development and Adoption
CCB Staff Relations and Lines of Authority
CD Management Team
CE Administrative Councils, Cabinets and Committees
DBD Budget Planning
IF Curriculum Development

STAFF CONFLICT OF INTEREST

Employees of the Greenville City Board of Education will not engage in nor have a financial interest, directly or indirectly, in any activity that conflicts (or raises a reasonable question of conflict) with their duties and responsibilities in the school system.

Employees will not engage in work of any type where information concerning customer, client, or employer originates from any information available to them through school sources.

Employees will not sell textbooks, instructional supplies, equipment, reference books, or any other school products to the schools in the District. They will not furnish the names of students or parents to anyone selling these materials.

In order that there will be no conflict of interest in the evaluation of employees, at no time may any administrator responsible for the evaluation of an employee be directly related to that employee.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: September 21, 2023)

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 abide by, the laws of the State of Ohio, the negotiated agreement, the policies of the Greenville City Board of Education, and the administrative regulations designed to implement them. All educators also are required to comply with the Licensure Code of Professional Conduct for Ohio Educators.

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 will be expected to carry out their assigned responsibilities. Essential to the success of ongoing operations and the instructional program are the following specific responsibilities, which will be required of all personnel, but not be limited to the following:

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: August 18, 1987]
(Revision date: September 17, 1991)
(Revision date: July 9, 1997)
(Revision date: July 20, 2004)
(Revision date: December 15, 2009)
(Revision date: November 16, 2017)
(Revision date: August 18, 2022)
(Revision date: September 21, 2023)

LEGAL REFS.: Gun-Free Schools Act; 20 USC 7151
Gun-Free School Zones Act; 18 USC 922
ORC 109.78
ORC 124.34
ORC 149.43
ORC 2923.1210
ORC 2923.1212
ORC 2923.122
ORC 3319.081

ORC 3319.16
ORC 3319.31
ORC 3319.311
ORC 3319.36
ORC 5502.70
ORC 5502.703
OAC Chapter 3301-73

CROSS REFS.:

GBCA	Staff Conflict of Interest
GBH	Staff-Student Relations (Also JM)
JFC	Student Conduct (Zero Tolerance)
JHF	Student Safety
KGB	Public Conduct on District Property

NOTE: *The Licensure Code of Professional Conduct for Ohio Educators (Licensure Code) is adopted and updated by the State Board of Education (SBOE) due to legislative requirements. The Licensure Code serves as a basis for decisions on issues relating to licensure and provides a guide for conduct having professional implications. It covers teachers, principals, superintendents, educational aides, coaches, substitute teachers and other individuals credentialed by the SBOE. It is used in conjunction with applicable statutes and administrative rules.*

Ohio's concealed-carry gun laws enable an individual with a valid concealed-carry license or temporary emergency license who is either a driver or passenger in a motor vehicle in a school safety zone to have a loaded handgun if one of the following applies: (1) the loaded handgun is in a holster on the person's person; (2) the loaded handgun is in a closed case, bag, box or other container that is in plain sight and that has a lid, cover or closing mechanism; (3) the lid, cover or closing mechanism on the container has a zipper, snap or buckle and must be opened for a person to gain access to the handgun; (4) the loaded handgun is securely encased by being stored in a closed glove compartment or vehicle console or in a case that is locked. SB 199 revisions to RC 2923.122, effective March 19, 2017, allow a person who has a valid concealed handgun license to leave the firearm in a motor vehicle while in a school safety zone, so long as the vehicle is locked. Senate Bill (SB) 215, effective June 13, 2022, made several changes to Ohio's concealed-carry gun laws. The bill allows all "qualifying adults," as defined by Ohio Revised Code Section (RC) 2923.111, to carry a concealed handgun without a valid concealed-carry license or temporary emergency license and references to concealed handgun licensees throughout the RC now generally apply to qualifying adults, except where specifically limited. In June 2022, the Ohio Attorney General's office released a guidance document clarifying that SB 215 does not allow a qualifying adult to possess a firearm in a school safety zone in accordance with the provisions outlined above and it remains a felony under both Federal and State law for a permitless carrier to bring a firearm into a school safety zone.

RC 2923.1210, added through SB 199 (2017), states that a public or private employer may not establish, maintain or enforce a policy that prohibits a person who has a valid concealed handgun license from transporting or storing a firearm or ammunition when both of the following conditions are met:

- *Each firearm and all of the ammunition remains inside the person's privately-owned motor vehicle while the person is physically present inside the motor vehicle, or each firearm and all of the ammunition is locked within the trunk, glove box, or other enclosed compartment or container within or on the person's privately-owned motor vehicle and*

- *The vehicle is in a location where it is otherwise permitted to be.*

When considering options for school safety and security, House Bill (HB) 99 (2022) authorizes the use of armed staff in accordance with statutory requirements. Districts choosing to arm staff should follow all required protocols and work with legal counsel.

Staff Dress and Grooming

Staff dress and grooming should enhance a positive image of the District and not disrupt the educational process, interfere with the maintenance of a positive teaching/learning climate or compromise reasonable standards of health, safety and decency.

The Board retains the authority to specify the following dress and grooming guidelines for staff. All staff members will, when acting in their official capacities, including extracurricular activities:

1. be physically clean, neat and well groomed;

2. dress in a manner reflecting their professional assignment and

3. refrain from wearing political clothing, buttons, or pins.

(Adoption date: December 21, 2023)

Legal References
ORC 3313.20

Cross References
GBCB, Staff Conduct

BOARD-STAFF COMMUNICATIONS

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

Staff Communications to the Board

All communications or reports to the Board of Education or any of its subcommittees from principals, supervisors, teachers, or other staff members will be submitted through the Superintendent. This procedure does not deny the right of any employee to appeal to the Board about administrative decisions on important matters, provided that the Superintendent has been notified of the forthcoming appeal and that it is processed in accordance with the Board's policy on complaints and grievances. Staff members are also reminded that Board meetings are public meetings. As such, they provide an excellent opportunity to observe, firsthand, the Board's deliberations on problems of staff concern.

Board Communications to 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 problems, concerns and actions.

Visits to Schools

Board members should visit the buildings at least on an annual basis. Board members should indicate to the principal the reason (s) for the visit (if it is being made for other than general interest). Board members must recognize that their presence in the schools could be subject to a variety of interpretations by school employees. Such visits will be regarded as informal expressions of interest in school affairs and not as “inspections” or visits for supervisory or administrative purposes. Official visits by Board members will be carried on only under Board authorization.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: May 18, 1999)
(Revision date: February 9, 2012)
(Revision date: September 21, 2023

LEGAL REF.: ORC 3313.20

CROSS REF.: GBM Staff Complaints and Grievances

STAFF HEALTH AND SAFETY

Through its overall safety program and various policies pertaining to school personnel, the Board attempts to ensure the safety of employees during their working hours and assist them in the maintenance of good health.

All employees are expected to observe commonly recognized practices which promote the health and safety of school personnel.

Bus drivers will have an annual examination in compliance with Ohio law. The results of all physical examinations are filed with the Superintendent.

Employees who are required by Ohio or Federal law to have respiratory protection are required to have two physical examinations. The first examination must take place prior to the individual's wearing a respirator. The second examination must take place after the individual's exposure to any hazardous material (within 30 days if it is a one-time exposure, and at least annually if it is ongoing exposure).

The Board may require an individual examination of an employee whenever, in its judgment, it is necessary to protect the health and safety of students or other employees. Whenever the Board requires an employee to submit to a physical examination other than those required by law, the Board assumes the cost of the examination. All health examinations required of employees are made by one of the physicians approved for this purpose by the Board.

Any genetic information acquired as a result of individual examinations will be handled in accordance with Federal law.

Workers' Compensation

In case of injury while pursuing duties in keeping with the employee's contract, the employee may be eligible for payment of medical expenses under the Workers' Compensation Act of Ohio.

Any employee who is injured while at work should immediately report such injury to his/her supervisor and complete the necessary forms to make application for payment under this Act.

The injured employee may be requested to undergo chemical testing, as established by law and administrative regulation. The employee must prove that the injury was not proximately caused by the employee being intoxicated, under the influence of a controlled substance not prescribed by the employee's physician or under the influence of marihuana (marijuana). The results of or the employee's refusal to submit to, any of the requested chemical tests may affect the employee's eligibility to receive workers' compensation benefits.

[Adoption date: August 18, 1987]
(Revision date: June 25, 1996)
(Revision date: July 9, 1997)

(Revision date: September 15, 1998)
(Revision date: March 23, 2004)
(Revision date: May 20, 2004)
(Revision date: December 13, 2004)
(Revision date: October 20, 2016)
(Revision date: September 21, 2023)

LEGAL REFS.:

ORC 3313.643; 3313.71; 3313.711
3327.10
4113.23
4123.01 et seq.
4123.35
4123.54
Asbestos School Hazard Abatement Act
Asbestos Hazard Emergency Response Act
Comprehensive Environmental Response Compensation and Liability Act
42 USC 9601 ET SEQ.

CROSS REFS.:

EB Safety Program
EBBC Bloodborne Pathogens EBD, Crisis Management
EEACD Drug Testing for District Personnel Required to Hold A Commercial Driver's License
GBCB Staff Conduct
GBP Drug-Free Workplace
GBQ Criminal Record Check
GCBC Certificated Staff Fringe Benefits
GDBC Classified Staff Fringe Benefits
Staff Handbooks

NOTE:

This category is for statements on staff physical and mental health examination requirements, the board's commitment to assisting employees in the maintenance of good health, its concern with occupational safety and so on.

Language regarding the handling of genetic information has been added in compliance with the Genetic Information Nondiscrimination Act of 2008. Additional language should be added to all medical request forms and is available upon request.

Observe the cross-references. Health insurance plans for employees are properly coded under Fringe Benefits for the appropriate category of staff.

House Bill (HB) 523 (2016) created a medical marijuana program. The medical marijuana program is primarily outlined in Ohio Revised Code (RC) Chapter 3796. Under this chapter marijuana means marihuana as defined in RC 3719.01. HB 523 also updated the workers' compensation drug testing provisions and here the terminology used is "marihuana."

STAFF HEALTH AND SAFETY

Workers' Compensation Benefits Eligibility - Chemical Testing

Under Ohio's Workers' Compensation Law, every employee who is injured in the course of employment is entitled to benefits, if necessary, to compensate him/her for lost work time, payment for medical, nursing and hospital services, medicines and funeral expenses, unless the injury was proximately caused by the employee being intoxicated or under the influence of a controlled substance not prescribed by the employee's physician or under the influence of marihuana (marijuana).

Testing Procedures

An injury is deemed to have been proximately caused by the employee being intoxicated or under the influence of a controlled substance not prescribed by the employee's physician 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 .08g/210L*.

3. Within eight hours of the injury, the employee's urine alcohol level tests equal to or greater than .11 g/l00 ml*.

4. Within 32 hours of the injury, the employee tests above both the following levels established for an enzyme multiplied immunoassay technique (EMIT) screening test and above the following levels established for a gas chromatography/mass spectrometry test, or in the alternative, above the levels established for a gas chromatography/mass spectrometry (GC/MS) test alone as follows, for substances not prescribed by a physician 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 (HHS).

6. The employee refuses to submit to a requested chemical test.

Legal Protections

All testing will be conducted by a qualified, federally certified testing laboratory or a laboratory that meets or exceeds HHS standards for laboratory certification selected by the Board, and any positive test result will be confirmed by a medical review officer.

Confidentiality

All test results will remain confidential as between the employee, the Board and the Bureau of Workers' Compensation.

*This represents the minimum testing level used to establish intoxication under current State law prohibiting the operation of a motor vehicle while intoxicated, otherwise known as the State "OMVI" law.

[Approval date: March 23, 2004]
(Revision date: December 13, 2004)
(Revision date: April 21, 2009)
(Revision date: October 20, 2016)
(Revision date: September 21, 2023)

STAFF PARTICIPATION IN POLITICAL ACTIVITIES

Employees of the Greenville City School 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 are determined by the Board and law.

Employees are not permitted to use public funds to support or oppose the nomination or election of a candidate for public office; the investigation, prosecution or recall of a public official; or the passage of a levy or bond issue. This includes but is not limited to campaigning while acting in their official capacity. Employees may attend public meetings to present information about the District's finances, activities, and actions in a manner that is not designed to influence the outcome of an election or the passage of a levy or bond issue, even though the election, levy or bond issue is discussed or debated at the meeting.

District staff may not wear political buttons, pins or t-shirts while they are acting in their official capacity.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: September 21, 2023)
(Revision date: December 21, 2023)

LEGAL REFS.: Intergovernmental Personnel Act, 42 USC 4701 et seq.
ORC 9.03
124.57
3315.07

NOTE: *Civil service employees in city districts are not permitted to take part in partisan political activities unless a negotiated agreement specifically provides for it.*

THIS IS A REQUIRED POLICY

STAFF-STUDENT RELATIONS

The relationship between the District's staff and students must be one of cooperation, understanding and mutual respect. Staff members have a responsibility to provide an atmosphere conducive to learning and to motivate each student to perform to his/her capacity.

Staff members should strive to secure individual and group discipline and should be treated with respect by students at all times. By the same token, staff members should extend to students the same respect and courtesy that they, as staff members, have a right to demand.

Although it is desired that staff members have a sincere interest in students as individuals, partiality and the appearance of impropriety must be avoided. Excessive informal and/or social involvement with students is prohibited. Such conduct is not compatible with professional ethics and, as such, will not be tolerated.

Staff members are expected to use good judgment in their relationships with students both inside and outside of the school context including, but not limited to, the following guidelines:

1. Staff members shall not make deprecatory comments to students regarding the school, its staff, and/or its students.

2. The exchange of purchased gifts between staff members and students is discouraged.

3. Staff-sponsored parties at which students are in attendance, unless they are a part of the school's extracurricular program and are properly supervised, are prohibited.

4. Staff members shall not fraternize, written or verbally, with students except on matters that pertain to school-related issues. This does not apply to family members.

5. Staff members shall not associate with students at any time in any situation or activity which could be considered sexually suggestive or involve the presence or use of tobacco, alcohol or drugs.

6. Soliciting, encouraging, engaging or consummating an inappropriate relationship with any student, minor or individual who was a student in the preceding 12 months is prohibited.

7. Staff members shall not use disparaging remarks, insults or sarcasm against students under any circumstances.

8. Staff members shall maintain appropriate professional, emotional and social boundaries in the supervision, control and protection of students commensurate with their assigned duties and responsibilities.

9. Staff members shall not send students on personal errands.

10. Staff members shall, pursuant to law and board policy, immediately report any suspected signs of child abuse or neglect

11. Staff members shall not attempt to diagnose or treat a student's personal problem relating to sexual behavior, substance abuse, mental or physical health and/or family relationships

12. Staff members shall not willingly or knowingly violate any student confidentiality required by Federal or State law.

13. Staff members shall not groom a student or minor for the purpose of establishing an inappropriate emotional, romantic or sexual relationship.

Social Media

1. District staff are prohibited from posting data, documents, photographs, or inappropriate information on any social media platform that might result in a disruption of classroom activity or that violates State or Federal law relating to staff and student privacy. The Superintendent/designee has full discretion in determining when a disruption of classroom activity has occurred.

2. District staff are prohibited from providing personal social media passwords to students.

3. Fraternization between District staff and students via the Internet, personal e-mail accounts, text messaging, personal social media and other modes of virtual technology is also prohibited.

4. Access of personal social media during school hours is prohibited.

Violation of the prohibitions listed above will result in staff and/or student discipline in accordance with State law, Board policies and regulations, the Staff and Student Codes of Conduct and handbooks and/or staff negotiated agreements. Violations by staff also may be reported to the Ohio Department State Board of Education for further investigation.

Nothing in this policy prohibits District staff and students from the use of education web sites and/or use of social media created for curricular, co-curricular or extracurricular purposes.

[Adoption date: January 16, 2001]
(Revision date: December 15, 2009)
(Revision date: May 24, 2011)
(Revision date: September 21, 2023)
(Revision date: June 26, 2025)

CROSS REFS.:	GBC	Staff Ethics
	GBCA	Staff Conflict of Interest GBCB, Staff Conduct
	GBCB	Staff Conduct
	GBI	Staff Gifts and Solicitations
	JHG	Reporting Child Abuse
	IIBH	District Websites
	JFC	Student Conduct (zero tolerance)
	JG	Student Discipline
	JHF	Student Safety
	JHG	Reporting of Child Abuse
	JL	Student Gifts and Solicitations JO, Student Records
	JO	Student Records
	KBA	Public's Right to Know
		Staff Handbooks
		Student Handbooks

CONTRACT REFS.: Teachers' Negotiated Agreement

STAFF GIFTS AND SOLICITATIONS

Gifts

Presentation of gifts to, and the arrangement of social affairs for, employees leaving the District are governed by the following policy:

1. Each building principal appoints, or employees may volunteer for, a small social committee to plan social affairs.

2. Any gifts to be presented to departing employees by their respective groups are at the discretion of the group involved.

The Board authorizes the expenditure of public funds to purchase meals, refreshments and tokens of appreciation for employees and Board members in the completion of their responsibilities. The Board believes that such expenditures are necessary, on occasion, to further a public purpose in the general operation~~s~~ of the District. Such public purpose includes, but may not be limited to, employee development activities, employee recognition activities and certain routine meetings that may be enhanced by such amenities.

Such expenditures shall be made consistent with the District's purchasing policy and within the appropriation limits established by the Board.

Vendor Compensation

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

Solicitations

The Superintendent annually approves all solicitations that are to be permitted in the schools. No organization may solicit funds of staff members in the schools, nor may anyone distribute flyers or other materials related to fund drives through the schools, without prior approval of the Superintendent. Solicitations of political contributions from a District employee are prohibited while the employee is performing official duties or in areas of a public building where official business is transacted or conducted.

Employees may not engage in the sale of products to the schools, even if the proceeds of such sales are intended for charitable or civic purposes. No staff member is to collect any money or distribute any fundraising literature without the expressed approval of the Superintendent.

Staff members are prohibited from soliciting funds in the name of the school or District through the use of online fundraising or a crowdfunding campaign without approval of the

Superintendent. All crowdfunding campaigns must comply with District policies and procedures.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: June 20, 2000)
(Revision date: September 21, 2023)
(Revision date: December 21, 2023)

Legal References
ORC 102.03
ORC 117.01
ORC 2921.43
ORC 3313.81
ORC 3313.811
ORC 3315.15
ORC 3329.10
ORC 3517.092

Cross References
GBIA (Also IGDFA), Online Fundraising Campaigns/Crowdfunding
IGDG, Student Activities Funds Management
IICA, Field Trips
JL, Student Gifts and Solicitations

SMOKING ON DISTRICT PROPERTY BY STAFF MEMBERS

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. Smoking is defined by State law as inhaling, exhaling, burning, or carrying any lighted or heated tobacco product or plant product intended for inhalation in any manner or in any form. Smoking also includes the use of an electronic smoking device and vapor products.

Recognizing these health issues, the Board prohibits smoking as defined by State law in all District-owned, leased or contracted buildings and vehicles. The Board may designate legally compliant outdoor smoking areas.

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: July 19, 1994]
(Revision date: July 9, 1997)
(Revision date: September 12, 2002)
(Revision date: March 11, 2008)
(Revision date: May 8, 2014)
(Revision date: November 21, 2019)
(Revision date: November 18, 2021)
(Revision date: September 21, 2023)

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
Goals 2000: Educate America Act; 20 USC 6081 through 6084
ORC 3313.20
3794.01; 3794.02; 3794.04; 3794.06
OAC 3301-35-02; 3301-35-05

CROSS REFS.: JFCG Tobacco Use by Students
KGC Smoking on District Property

PERSONNEL RECORDS

The Superintendent develops and implements a comprehensive and efficient system of personnel records. The Treasurer is hereby designated as the employee directly responsible for the personnel records system. The following guidelines govern such records.

1. Personnel files contain records and information relative to compensation, payroll deductions, evaluations and such information as may be required by state or federal government or considered pertinent by the Superintendent. Anonymous material or materials from an unidentified source are not placed in a staff member's file.

2. A personnel file for each employee is accurately maintained in the District office in accordance with administrative regulations incorporating the requirements set forth under the Ohio Privacy Act for the protection of employees. Employees will be notified whenever personal information concerning them is placed in their file.

3. State law requires that all public records be promptly prepared and made available for inspection to any member of the general public at all reasonable times during regular business hours. Upon request, the person directly responsible for personnel records is required to make copies available at cost, within a reasonable period of time.

4. The public has access to all records in the personnel file with the following exceptions:

   A. medical records;

   B. records pertaining to adoption, probation or parole proceedings;

   C. trial preparation records;

   D. confidential law enforcement investigatory records;

   E. social security number and

   F. records of which the release is prohibited by State or Federal law.

   Additional exceptions are listed in Ohio Revised Code Section 149.43.

5. The District is required to keep reports of investigations of employee misconduct in the employee's personnel file; unless State Superintendent of Public Instruction or his/her designee determines that the report does not warrant taking action against the employee. If the State Superintendent of Public Instruction or his/her designee determines no action is warranted, the investigation report must be moved from the employee's personnel file to a separate public file.

6. Each employee has the right, upon written request, to review the contents of his/her own personnel file. If a document is not disclosed to the employee because it is

determined by a physician, psychiatrist or psychologist to be likely to have an adverse effect upon the employee, the document will be released to the designated medical authority. Requests are made to the Superintendent and scheduled for a time convenient for the parties involved.

7. Employees may make written objections to any information contained in the file. Any written objection must be signed by the staff member and becomes part of the employee's personnel file after the appeal procedure outlined in State law. The appeal procedure permits any employee who disputes the accuracy, relevance, timeliness or completeness of information maintained in his/her file to compel the District to investigate the current status of the information.

8. Personnel records should be reviewed only within the confines of the Superintendent's office or the Board's office.

[Adoption date: August 18, 1987]
(Revision date: June 25, 1996)
(Revision date: July 9, 1997)
(Revision date: April 22, 2008)
(Revision date: January 9, 2014)
(Revision date: September 21, 2023)

LEGAL REFS.:	ORC	9.01; 9.35
		149.011; 149.41; 149.43
		1347.01 et seq.
		3317.061
		3319.311; 3319.314
		4113.23
	OAC	3301-35-03(A)(10)
CROSS REF.:	EHA	Data and Records Retention
	KBA	Public's Right to Know

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

STAFF COMPLAINTS AND GRIEVANCES

The Greenville City Board of Education encourages the administration to develop effective means for resolving differences that may arise among employees reducing potential areas of grievances and establishing and maintaining recognized channels of communication.

Grievance procedures should provide for prompt and equitable adjustment of differences at the lowest possible administrative level. Each employee should be assured opportunity for an orderly presentation and review of complaints and concerns.

The procedures established for the resolution of grievances in contracts negotiated with recognized employee bargaining units applies only to "grievances" as defined in the particular contract(s).

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: April 21, 2009)
(Revision date: September 21, 2023)

LEGAL REFS.: ORC 4117.09; 4117.10

CROSS REF.: GB General Personnel Policies

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

DRUG-FREE WORKPLACE

The Board endeavors to provide a safe workplace for all employees realizing that the use/abuse of drugs and alcohol can endanger the health, safety and well being of the nonuser, as well as the user.

Because of the Board's commitment to provide a safe workplace, no employee of the Greenville City School District engaged in work or while in the workplace shall unlawfully manufacture, distribute, dispense, possess or use alcohol, any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana or any other controlled substance, as defined in Federal and State laws, in the workplace. The Board also prohibits the use and possession of legally acquired medical marijuana in the workplace.

"Workplace" is the site for the performance of any work done in connection with the District. The workplace includes any District building, property, vehicles, or Board-approved vehicle used to transport students to and from school or school activities (at other sites off District property); or any school-sponsored or District activity, event or function, such as a field trip or athletic event where students are under the jurisdiction of District authorities.

As a condition of employment, each employee shall notify his/her supervisor of his/her conviction of any criminal drug statute for a violation occurring in the workplace as defined above, not later than five days after such conviction.

Employees are given a copy of the standards of conduct and the statement of disciplinary sanctions and are notified that compliance with the standards of conduct is mandatory. 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. Employees who violate the policy shall be subject to disciplinary proceedings in accordance with prescribed administrative regulations, local, state and federal law and/or the negotiated agreement, up to and including termination. Any employee in violation of this policy may be required to participate in a drug-abuse assistance or rehabilitation program approved by the Board.

[Adoption date: May, 1996]
(Revision date: June 25, 1996)
(Revision date: July 9, 1997)
(Revision date: May 18, 1999)
(Revision date: December 13, 2004)
(Revision date: October 20, 2016)
(Revision date: September 21, 2023)

LEGAL REFS.: Drug-Free Workplace Act of 1988; 41 USC 701 et seq.; 20 USC 3474, 1221e-3(a)(l)
Drug-Free Campus and Schools Act, 20 USC 3224(a)

ORC 3796.28
4123.01 et seq.; 4123.35; 4123.54

CROSS REFS.:
EB Safety Program
EEACD Drug Testing for District Personnel Required to Hold A Commercial Driver's License
GBCB Staff Conduct
GBE Staff Health and Safety
GBQ Criminal Record Check Staff Handbooks
Staff Handbook

CONTRACT REFS.: Teachers' Negotiated Agreement

SUBSTANCE-FREE WORKPLACE AND AWARENESS PROGRAM

General

1. It is the policy of the Greenville Board of Education to establish a drug-free workplace. Drug or alcohol abuse in the workplace is dangerous and can lead to harm to not only the person abusing drugs or alcohol, but also to fellow employees and students. It is especially important that employees not use drugs or alcohol 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.

2. For these reasons the Greenville Board of Education is committed to maintaining a drug-free workplace, and will enforce a policy requiring all employees to refrain from the use, sale, purchase, possession or being under the influence of drugs or alcohol while on the job, on school premises or on or while using school equipment. Employees who fail to comply with this policy will be subject to discipline, up to and including termination from employment, unless the employee uses the Rehabilitation Option described in this policy.

3. Where this policy has been violated, the employee may, within approval of the Superintendent, elect to seek rehabilitation through an approved treatment program, provided the employee is otherwise eligible for continuing employment. A Re-Entry Agreement, which will include an understanding that the employee will cooperate in all recommended treatment(s) and abstain from the use of any mind-altering substance, must be signed by an employee electing this Rehabilitation Option. Rehabilitation in lieu of discipline is available only one time during any employee's tenure of employment. Rehabilitation, whether undertaken voluntarily, or in lieu of discipline, shall be entirely at the employee's expense, and without pay, except as may be covered by applicable group health plan terms, sick leave policies and other leaves of absence policies.

4. Any employee who is convicted of violating a criminal drug statute for conduct occurring in the workplace must report his/her conviction to the administration no later than five working days after the conviction. Failure to do so will result in discipline up to and including termination from employment.

5. Employees will be provided with information concerning alcohol and other drug abuse, as follows.

   A. All employees will be provided with a copy of this policy.

   B. The Superintendent will maintain information on community resources and employee benefits available to employees for assistance in dealing with chemical dependency problems.

6. The Board of Education does not maintain a drug/alcohol rehabilitation program, but there are programs within the area available to employees who need help with a drug or alcohol problem.

7. Compliance with the Standard of Conduct Required is mandatory.

[Approval date: January 11, 1994]
(Revision date: July 9, 1997)
(Revision date: May 18, 1999)
(Revision date: September 21, 2023)

CRIMINAL RECORD CHECK

The Board shall request from the Superintendent of the Bureau of Criminal Investigation (BCI) criminal record checks of all candidates under final consideration for employment or appointment in the District. The BCI criminal record checks include information from the Federal Bureau of Investigation (FBI), unless the individual can demonstrate that he/she has been a resident of the state for the preceding five years and has previously been subject to a BCI check, in which case only a FBI check is required.

At the time of candidates' initial application for employment, applicants are given a separate written statement informing them that each must provide a set of fingerprint impressions as part of the criminal records check process and that the Board uses a criminal records check as part of the initial hiring process and at various times during the employment career. The Board may employ persons on the condition that the candidate submit to and pass a BCI criminal records check in accordance with State law. Any person conditionally hired who fails to pass a BCI criminal records check is released from employment.

An applicant for employment may provide a certified copy of a BCI criminal background check to the District in compliance with the State law. The District may accept this criminal records check in place of its own records check if the date of acceptance by the District is within one year after the date of issuance by the BCI.

State law requires subsequent criminal records checks every five years for all school employees except school bus or motor van drivers. For currently employed school bus or motor van 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 record check shall be assured that all records pertaining to such information are destroyed.

In accordance with State law, the District may require additional background checks for any applicant for employment or a prospective volunteer.

Volunteers

The District notifies current and prospective volunteers who have or will have unsupervised access to students on a regular basis 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:	December 13, 1993]
(Revision date:	July 9, 1997)
(Revision date:	April 22, 2008)
(Revision date:	April 12, 2012)
(Revision date:	January 9, 2014)
(Revision date:	November 16, 2017)
(Revision date:	July 19, 2018)
(Revision date:	November 18, 2021)
(Revision date:	September 21, 2023)
(Revision date:	December 18, 2025)

LEGAL REFS.:	ORC	109.57; 109.572; 109.575; 109.576
		2953.32
		3301.074
		3314.19; 3314.41
		3319.088; 3319.089; 3319.22; 3319.222; 3319.29; 3319.291; 3319.303; 3319.311; 3319.313; 3319.315; 3319.39; 3319.391; 3319.392
		3319.393
		3327.10
	OAC	3301-83-06

CROSS REFS.:	EEAC	School Bus Safety Program
	GBL	Personnel Records
	GCBB	Professional Staff Supplemental Contracts
	GCD	Professional Staff Hiring
	GCPD	Suspension and Termination of Professional Staff Members
	GDBB	Support Staff Pupil Activity Contracts
	GDD	Support Staff Hiring
	GDPD	Suspension and Termination of Support Staff Members
	IIC	Community Instructional Resources (Also KF)
	IICC	School Volunteers
	KBA	Public's Right to Know
	LEA	Student Teaching and Internships

NOTE: *School districts must initiate the five-year cycle by requesting criminal records checks by September 5, 2008. State law identifies a number of individuals to submit to criminal record checks for initial and renewal of licenses, certificates or permits; and every five years if holding an eight-year professional teaching certificate or permanent teaching certificate. These individuals are persons with professional educator licenses, teachers' certificates, educational aid permits, educational paraprofessional licenses, and conditional teaching permits for those seeking alternative educator licenses, intervention specialists, treasurers, business managers and those with pupil activity program permits who do not have valid educator licenses, certificates or permits.*

With respect to contractors, "essential school services" are those services which are provided by a private company under a contract with the district that the district's superintendent has determined are necessary for the operation of the district and that would need to be provided by employees of the district if the services were not provided by the private company.

If a contractor meets the definition and is covered by State law, the district may not allow that contractor to work in the district unless the contractor's employer provides documentation of a criminal records check or the district adopts certain safety measures to safeguard students. The contractor's employer may provide proof that the person has (1) been subject to a criminal records check in the five years prior to the date for the proposed work and (2) the criminal records check indicates they have not been convicted of or pleaded guilty to any offense listed in ORC section RC 3319.39(B)(1). Instead of criminal records check for a contractor who meets the definitions above, the district may require an employee of the district to be present in the same room with the child or within a 30-yard radius of the child if they are outside.

House Bill 110 (2021) enacted RC 3319.393, allowing districts to further discern the background of an applicant or potential volunteer through additional criminal records checks.

CRIMINAL RECORD CHECK

1. Each applicant for a position with Greenville City Schools will be notified in writing on the application that he/she is required to provide a set of fingerprint impressions, and that, as a precondition to employment, a criminal record check is required to be conducted and satisfactorily completed.

2. The Board will pay the fee for the initial criminal records check conducted at the District office, for all final applicants recommended to the Board. If the applicant does not provide his/her fingerprints and all the information necessary to complete the forms, the applicant cannot be hired. The applicant will be notified in writing of this requirement on the application.

3. Applicants to be considered for substitute employment will pay the criminal records check fee, and that if he/she fails to pay the fee, he/she will not be considered for substitute employment. If the applicant does not provide his/her fingerprints and all the information necessary to complete the forms, the applicant cannot be hired. The applicant will be notified in writing of this requirement on the application.

4. The Board will pay the fee for the initial criminal records check conducted at the District office, for all volunteers with unsupervised access to students as approved by the Superintendent. Criminal record check fees will be waived for substitute employees who volunteer one full day of employment with the intention of volunteering for the remainder of the school year.

5. All applications for renewal of licenses, certificates or permits; including five year criminal records checks if holding an eight-year professional teaching certificate or permanent teaching certificate will be at the employee's expense with the exception of district bus drivers. All employees will be charged at the same cost as paid by the Board of Education.

6. The criminal records check will be requested from the Ohio Bureau of Criminal Identification and Investigation (BCII). The Board will use the appropriate BCII form and fingerprint impression sheet or its electronic equivalent to be completed by the applicant. The properly completed BCII form and fingerprint impression sheet or its electronic equivalent shall then be submitted to the BCII along with the Board's request for a criminal records check. All criminal records checks will be conducted at the District office. If an outside agency is used, no reimbursement will be provided by the Board unless otherwise approved by the Superintendent or designee.

7. Each applicant for a position with the Board may be employed conditionally, at the sole discretion of the Board, until the criminal records check is completed and the Board receives the results of the criminal records check. If the results of the criminal records check indicate that the applicant has been convicted of or pleaded guilty to any crime listed in ORC 3319.39(B)(1)(a) or any existing or former law of Ohio, another state, or the United States that is substantially equivalent to any offenses listed in 3319.39(B)(1)(a), the

applicant shall be immediately released from employment with the Board. The disqualifying crimes are listed below.

Aggravated murder, Murder, Voluntary manslaughter, Involuntary manslaughter

Aggravated assault, Assault

Failing to provide for a functionally impaired person

Aggravated menacing

Abuse or neglect of a patient

Kidnapping, Abduction, Child stealing, Criminal child enticement

Rape, Sexual battery, Corruption of a minor, Importuning, Sexual imposition, Gross sexual, imposition, Voyeurism, Public indecency, Compelling or promoting prostitution, Procuring, Prostitution after positive HIV test, Disseminating matter harmful to juveniles, Pandering obscenity, Pandering obscenity involving a minor, Pandering sexually oriented matter involving a minor, Illegal use of a minor in nudity oriented material or performance

Aggravated robbery, Robbery, Aggravated burglary, Burglary

Unlawful abortion

Endangering children

Contribution to the unruliness or delinquency of children

Domestic violence

Carrying concealed weapons

Having weapons while under disability

Improperly discharging a firearm at or into a school or residence

Corrupting another with drugs, Trafficking-aggravated trafficking in drugs, Illegal manufacture of drugs-illegal cultivation of marijuana-methamphetamine offences, Aggravated funding of drug or marijuana trafficking, Illegal administration or distribution of anabolic steroids, Placing harmful objects in or adulterating food or confection

Interference with custody

Possession of controlled substances

Additionally, each teacher applicant who has been convicted or pleaded guilty to any of the following offenses cannot be employed (ORC 3319.31).

engaging in an immoral act, incompetence, negligence, or conduct that is unbecoming to the applicant's or person's position

any felony

any offense of violence

any offense of theft

any offense of drug abuse that is not a minor misdemeanor

gross sexual imposition

importuning

any offense of a municipality or another state which is substantively comparable to the above listed offenses.

8. If the applicant fails to present proof or evidence that he/she has resided in Ohio for five years prior to the date of the criminal records check requests or fails to provide evidence that the BCII has requested information about the applicant from the Federal Bureau of Investigation (FBI) in connection with a criminal records check performed on the applicant within that same five years, then the Board shall request that the BCII obtain information from the FBI as a part of the criminal records check for the applicant. Proof of residency may include but not limited to Ohio Tax Returns, utility bills, lease agreements, mortgage payments or information from Board of Elections.

9 The report of a criminal records check conducted by the BCII pursuant to the Criminal Records Check policy shall not be made available to any person other than the applicant, a court, a hearing officer, or other necessary individuals involved with the employment or with the denial of employment of the applicant. Greenville City Schools shall maintain a separate alphabetical file of all BCII criminal records check.

[Approval date: December 13, 1993]
(Revision date: July 9, 1997)
(Revision date: April 22, 2008)
(Revision date: May 7, 2008)
(Revision date: September 21, 2023)

GREENVILLE CITY SCHOOLS

will be the leader in educational offerings, student performance and community involvement, and will maximize the potential of each and every student.

CRIMINAL RECORD CHECK

I acknowledge being informed that, as a precondition to employment in the position for which I am applying, I must, in accordance with Ohio law, both provide a set of fingerprints and satisfactorily pass a criminal record check if I am to be considered for employment or administrator approved volunteer.

I represent that all information furnished in connection with this application is true and accurate to the best of my knowledge. I further recognize that, should the employer discover that I have falsified any such information; I will not be hired or, if already hired, will be subject to termination from employment on that ground. If I am serving in a volunteer capacity, I will be banned from any future volunteer activities.

I certify that the personal identifiers provided on the form as reviewed by you on the inViseID screen are accurate and I voluntarily and knowingly authorize the National Webcheck Agency (Biometric Information Management) to submit information to the Ohio Bureau of Criminal Identification and Investigation (BCI&I) to conduct a criminal records check for information related to me. I voluntarily and knowingly authorize BCI&I to disseminate criminal arrest, conviction and juvenile delinquency adjudication records to the webcheck provider or agency I have designated to receive this information. I voluntarily and knowingly release and discharge the Ohio Attorney General's Office, BCI&I and their employees from all claims and liability related to this authorized criminal record review and dissemination. The authorization and waiver is valid for one year from the date this background check was conducted.

_____ _____

Applicant's Name Printed Applicant's Signature

_____

Date

GCS Office Use ONLY

Reason: ☐ Initial Employment Building: _____

☐ Employee License Renewal ☐ Employee-5 Year Update Position: _____

☐ Coach/Supplemental Contract

☐ Substitute ☐ Volunteer

☐ Other: _____

Amount Paid:

☐ BCII = $22.00 ☐ FBI = $24.00 ☐ BID = $3.00 ($49.00 total)

Total Paid: _____ ☐ Cash ☐ Check #_____ ☐ No Charge Reason: _____

Taken by: _____

BOE Policy Manual: GBQ-E (Revision Date: 10-19-2023)

FAMILY AND MEDICAL LEAVE

The Board provides leave to eligible employees consistent with the Family and Medical Leave Act (FMLA). Eligible employees are entitled to up to 12 work weeks (or 26 workweeks 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 reinstates the employee to the same or an equivalent position after the employee's return from leave.

In complying with the FMLA, the District adheres to the requirements of applicable State and Federal law.

Additional information is contained in the regulations which follow this policy.

[Adoption date: November 15, 1994]
(Revision date: July 9, 1997)
(Revision date: April 21, 2009)
(Revision date: January 9, 2014)
(Revision date: February 20, 2020)
(Revision date: October 19, 2023)

LEGAL REFS.: Family and Medical Leave Act of 1993; 29 USC 2601 et seq.; 29 CFR Part 825
Genetic Information Nondiscrimination Act of 2008; 42 USC 2000ff et seq.
ORC 124.38 (for city districts only)
3319.13; 3319.141

CROSS REFS.: GCBD Professional Staff Leaves and Absences
GDBD Support Staff Leaves and Absences

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

NOTE: Genetic information acquired in relation to FMLA and its certification process falls into an exception to the prohibition against acquisition of genetic information under the Genetic Information Nondiscrimination Act of 2008. Although acquisition of genetic information is not prohibited in this instance, employers are still prohibited from discriminating based on such genetic information.

FAMILY AND MEDICAL LEAVE

An employee who has worked for the District for at least 12 months and who has worked at least 1,250 hours in the 12 months preceding the beginning of the leave is eligible for leave under the Family and Medical Leave Act (FMLA). The 12 months an employee must have been employed by the District do not need to be consecutive months. The 1,250 hours of service do not include vacation leave, sick leave, holidays or other paid leaves of absences. However, an employee returning from fulfilling his/her Uniformed Services Employment and Reemployment Rights Act (USERRA) covered service obligation shall be credited with the hours of service that would have been performed but for the period of military service in determining whether the employee worked the 1,250 hours of service.

Leave Entitlement

An eligible employee is allowed to take up to 12 workweeks of leave during a 12-month period. The District has chosen the following method to determine the 12-month period in which the 12 workweeks of leave entitlement occurs:

a "rolling" 12-month period measured backward from the date any employee uses any FMLA leave

An employee may be eligible for 26 workweeks of FMLA leave during a single 12-month period to care for a covered servicemember with a serious injury or illness. The District will determine the "single 12-month period" using the 12-month period measured forward from the date an employee's first FMLA leave to care for the covered service member begins.

Types of Leave

An eligible employee may take FMLA leave for the following purposes:

1. birth and care for a newborn child;

2. placement with an employee of a son or daughter for adoption or foster care;

3. care for a spouse, child or parent with a serious health condition. An employee may not take FMLA leave to care for a parent-in-law;

4. recovery from a serious health condition that keeps the employee from performing the essential functions of his/her job;

5. to respond to a "qualifying exigency" that arises because a spouse, child or parent is a military member on covered active duty or;

6. to care for a covered service member with a serious injury or illness if the employee is the spouse, son, daughter, parent or next of kin of the covered service member.

The District requires eligible employees to use any accrued and unused paid vacation, personal or sick leave concurrently with unpaid FMLA leave.

An employer cannot compel an employee to use, nor may an employee elect to use, accrued medical/sick leave in any situation for which the leave could not normally be used.

Spouses Employed by the District

If spouses eligible for leave are both employed by the District, either spouse is entitled to the full amount of FMLA leave even if their spouse has already exhausted leave for a qualifying event.

Intermittent and Reduced Leave

FMLA leave may be taken intermittently or on a reduced leave schedule under certain circumstances. Intermittent leave is leave taken in separate blocks of time due to a single qualifying reason.

Reduced leave is a leave schedule that reduces the employee's usual number of hours per workweek or hours per workday.

Intermittent or reduced leave is available only for the employee's own serious health condition; to care for a parent, son or daughter with a serious health condition; to care for a covered service member's serious injury or illness or for leave taken due to a qualifying exigency. Such leave may not be used for the birth or adoption/placement of a child only if the Board agrees.

If an employee needs leave intermittently or on a reduced leave schedule for planned medical treatment, the employee must make a reasonable effort to schedule the treatment so as not to unduly disrupt the employer's operations.

If the employee needs intermittent leave or leave on a reduced schedule that is foreseeable, the Superintendent may require the employee to temporarily transfer during the period that the intermittent or reduced leave schedule is required to an available position for which the employee is qualified and which better accommodates recurring periods of leave than does the employee's regular position.

If an eligible instructional employee (i.e., those whose principal function is to teach and instruct students in a class, a small group or an individual setting) needs intermittent leave or leave on a reduced leave schedule due to foreseeable medical treatments, and the employee would be on leave for more than 20%of the total number of working days over the period the leave would extend, the District may require the employee either to:

1. take leave for a period or periods of a particular duration, not greater than the duration of the planned treatment or

2. transfer temporarily to an available alternative position for which the employee is qualified, which has equivalent pay and benefits and which better accommodates recurring periods of leave than does the employee's regular position.

Benefits

The Board maintains the employee's health coverage under the group health insurance plan during the period of FMLA leave on the same conditions as coverage would have been provided if the employee had been continuously employed during the entire leave period. Prior to the beginning of the FMLA leave, the employee should make arrangements with the Treasurer to pay the employee's share of health insurance.

An employee may, but is not entitled to, accrue any additional benefits or seniority during unpaid FMLA leave. Benefits accrued at the time leave began (e.g., paid vacation, sick or personal leave to the extent not substituted for unpaid FMLA leave), however, must be available to an employee upon return from leave.

The Board is entitled to recover health care premiums paid during the leave if the employee fails to return from leave. Recovery cannot occur if the employee fails to return because of the continuation, recurrence or onset of a serious health condition or due to circumstances beyond the control of the employee.

Notice

When the FMLA leave is foreseeable, the employee must notify the Superintendent at least 30 days prior to the date when the leave is to begin. If the leave is not foreseeable, the employee must give notice as early as is practical. An employee shall provide at least verbal notice sufficient to make the District aware that the employee needs FMLA-qualifying leave, and the anticipated timing and duration of the leave.

The Board may deny the leave if the employee does not meet the notice requirements.

Certification

The Board may require the employee to provide a complete and sufficient certification from a health care provider containing specific information if he/she requests a medical leave. If there is a question concerning the validity of such certification, a second and, if necessary, a third opinion can be required, both at the expense of the District.

Upon the employee's return to work from FMLA leave occasioned by the employee's own serious health condition, the Board requires that the employee present a fitness statement from the employee's health care provider certifying that the employee is able to return to work.

Reinstatement

When the employee returns from the leave, the Board reinstates the employee to the same or an equivalent position with equivalent benefits, pay, terms and conditions of employment. An employee has no greater right to reinstatement or to other benefits and conditions of employment than if the employee had been continuously employed during the FMLA leave period.

Instructional Employees

Special leave rules apply to instructional employees. Instructional employees are those employees whose principal function is to teach and instruct students in a small group, or in an individual setting. This term includes teachers, athletic coaches, driving instructors and special education assistants such as signers for the hearing impaired. It does not include teacher assistants or aides who do not have as their principal job actual teaching or instructing, nor does it include auxiliary personnel such as counselors, psychologists or curriculum specialists. It also does not include cafeteria workers, maintenance workers or bus drivers.

The following limitations also apply to instructional employees who take leave near the end of a semester, for purposes other than the employee's own serious health condition.

1. When an instructional employee begins leave more than five weeks before the end of a semester the Board may require the employee to continue taking leave until the end of the semester if the leave will last at least three weeks and the employee would return to work during the three-week period before the end of the semester.

2. When an instructional employee begins leave less than five weeks before the end of a semester, the Board may require the employee to continue taking leave until the end of the semester if the leave will last more than two weeks and the employee would return to work during the two-week period before the end of the semester.

3. When an instructional employee begins leave less than three weeks before the end of a semester and the leave lasts more than five working days, the Board may require the employee to continue taking leave until the end of the semester.

In all cases, only the period of leave until the employee is ready and able to return to work shall be charged against the employee's FMLA leave entitlement. Any additional leave required by the Board is not counted as FMLA leave. However, the Board is required to maintain the employee's group health insurance and restore the employee to the same or equivalent job upon the conclusion of the leave.

(Approval date: April 21, 2009)
(Revision date: January 9, 2014)
(Revision date: February 20, 2020)
(Revision date: October 19, 2023)

HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY (HIPAA)

The Health Insurance Portability and Accountability Act of 1996 (HIPAA) grants individuals the right to receive notice of the uses and disclosures of their protected health information that may be made by the District, and sets forth the individual's rights and the District's legal obligations with respect to protected health information. The purpose of this policy is to assist the District in complying with the HIPAA privacy standards, to ensure that individuals receive adequate notice of the District's practices with regard to the dissemination and use of protected health information, and to protect the confidentiality and integrity of protected health information.

Confidentiality of Individually Identifiable Health Information

All officers, employees and agents of the District must preserve the confidentiality and integrity of individually identifiable health information pertaining to any individual. Individually identifiable health information is protected health information and shall be safeguarded to the extent possible in compliance with the requirements of the security and privacy rules and standards established by the HIPAA.

The District and its employees do not use or disclose an individual's protected health information for any purpose without the properly documented consent or authorization of the individual or his/her authorized representative unless required or authorized to do so under State or Federal law or this policy, unless an emergency exists or unless the information has been sufficiently de-identified that the recipient of the information would be unable to link the information to a specific individual.

Prior to releasing any protected health information for the purposes set forth above, the District representative disclosing the information verifies the identity and authority of the individual to whom disclosure is made. This verification may include the examination of official documents, badges, driver's licenses, workplace identity cards, credentials or other relevant forms of identification or verification.

All employees of the District are expected to comply with and cooperate fully with the administration of this policy. The District does not tolerate any violation of the HIPAA privacy or security standards or this policy. Any such violation constitutes grounds for disciplinary action, up to and including termination of employment.

Any employee of the District who believes that there has been a breach of these privacy and security policies and procedures or a breach of the integrity or confidentiality of any person's protected health information shall immediately report such breach to his/her immediate supervisor or the Board-appointed privacy/security officer. The privacy/security officer conducts a thorough and confidential investigation of any reported breach and notifies the complainant of the results of the investigation and any corrective action taken.

The District does not retaliate or permit reprisals against any employee who reports a breach to the integrity or confidentiality of protected health information. Any employee involved in retaliatory behavior or reprisals against another individual for reporting an infraction of this policy is subject to disciplinary action up to and including termination of employment.

Following the discoveries of a breach of unsecured health information, the privacy/security officer notifies each individual whose unsecured protected health information has been, or is reasonably believed to have been accessed, acquired, used or disclosed as a result of a breach. Any individual responsible for the unauthorized use or disclosure is referred to the Superintendent or his/her designee for appropriate disciplinary measures.

Privacy/Security Officer

The Treasurer is the privacy/security officer for the District. The privacy/security officer is responsible for overseeing all ongoing activities related to the development, implementation, maintenance and adherence to the District's policies and procedures concerning the security and privacy of protected health information.

Notice

The District distributes a Notice of Privacy Practices to individuals at the time of their enrollment in the health plan and within 60 days of any material revision. The notice is also posted in a clear and prominent location in each facility in the District and is printed in staff handbooks and the health plan booklet. The District also notifies individuals covered by the health plan of the availability of and how to obtain the notice at least once every three years.

Training

All employees receive training regarding the District's privacy policies and procedures as necessary and appropriate to carry out their job duties. Training is also provided when there is a material change in the District's privacy practices or procedures.

Documentation

Documentation is required in support of the policies and procedures of the District and all other parts of the HIPAA privacy regulations that directly require documentation, including, but not limited to, all authorizations and revocations of authorizations, complaints and disposition of complaints. All documentation is kept in written or electronic form for a period of six years from the date of creation or from the date when it was last in effect, whichever is later.

[Adoption date: February 13, 2014]
(Revision date: October 19, 2023)

LEGAL REFS.: Health Insurance Portability and Accountability Act; 29 USC 1181 et seq.
45 C.F.R.
ORC 9.01; 9.35

149.41; 149.43
1347.01 et seq.
4113.23

CROSS REF.: KBA Public's Right to Know

NOTICE OF PRIVACY PRACTICES

YOUR INFORMATION. YOUR RIGHTS. OUR RESPONSIBILITIES.
THIS NOTICE DESCRIBES HOW MEDICAL INFORMATION ABOUT YOU MAY BE USED AND DISCLOSED AND HOW YOU CAN GET ACCESS TO THIS INFORMATION. PLEASE REVIEW IT CAREFULLY.

If you have questions about this notice please contact: District Treasurer, St. Clair Memorial Hall at 937-548-3185.

Your Rights - You have the right to:

- Get a copy of your health and claims records
- Correct your health and claims records
- Request confidential communication
- Ask us to limit the information we share
- Get a list of those with whom we've shared your information
- Get a copy of this privacy notice
- Choose someone to act for you
- File a complaint if you believe your privacy rights have been violated

Your Choices - You have some choices in the way that we use and share information as we:

- Answer coverage questions from your family and friends
- Provide disaster relief
- Market our services and sell your information

Our Uses and Disclosures - We may use and share your information as we:

- Help manage the health care treatment you receive
- Run our organization
- Pay for your health services
- Administer your health plan
- Help with public health and safety issues
- Do research
- Comply with the law
- Respond to organ and tissue donation requests and work with a medical examiner or funeral director
- Address workers' compensation, law enforcement, and other government requests
- Respond to lawsuits and legal actions

Your Rights - When it comes to your health information, you have certain rights.
This section explains your rights and some of our responsibilities to help you.

Get a copy of health and claims records

- You can ask to see or get a copy of your health and claims records and other health information we have about you. Ask us how to do this.

- We will provide a copy or a summary of your health and claims records, usually within 30 days of your request. We may charge a reasonable, cost-based fee.

Ask us to correct health and claims records

- You can ask us to correct your health and claims records if you think they are incorrect or incomplete. Ask us how to do this.
- We may say "no" to your request, but we'll tell you why in writing within 60 days.

Request confidential communications

- You can ask us to contact you in a specific way (for example, home or office phone) or to send mail to a different address.
- We will consider all reasonable requests, and must say "yes" if you tell us you would be in danger if we do not.

Ask us to limit what we use or share

- You can ask us not to use or share certain health information for treatment, payment, or our operations.
- We are not required to agree to your request, and we may say "no" if it would affect your care.

Get a list of those with whom we've shared information

- You can ask for a list (accounting) of the times we've shared your health information for six years prior to the date you ask, who we shared it with, and why.
- We will include all the disclosures except for those about treatment, payment, and health care operations, and certain other disclosures (such as any you asked us to make). We'll provide one accounting a year for free but will charge a reasonable, cost-based fee if you ask for another one within 12 months.

Get a copy of this privacy notice

You can ask for a paper copy of this notice at any time, even if you have agreed to receive the notice electronically. We will provide you with a paper copy promptly.

Choose someone to act for you

- If you have given someone medical power of attorney or if someone is your legal guardian, that person can exercise your rights and make choices about your health information.
- We will make sure the person has this authority and can act for you before we take any action.

File a complaint if you feel your rights are violated

- You can complain if you feel we have violated your rights by contacting us using the information on page one.
- You can file a complaint with the U.S. Department of Health and Human Services Office for Civil Rights by sending a letter to 200 Independence Avenue, S.W., Washington, D.C. 20201, calling 1-877-696-6775, or visiting www.hhs.gov/ocr/privacy/hipaa/complaints/.

- We will not retaliate against you for filing a complaint.

Your Choices - For certain health information, you can tell us your choices about what we share. If you have a clear preference for how we share your information in the situations described below, talk to us. Tell us what you want us to do, and we will follow your instructions.

In these cases, you have both the right and choice to tell us to:

- Share information with your family, close friends, or others involved in payment for your care
- Share information in a disaster relief situation

If you are not able to tell us your preference, for example if you are unconscious, we may go ahead and share your information if we believe it is in your best interest. We may also share your information when needed to lessen a serious and imminent threat to health or safety.

In these cases we never share your information unless you give us written permission:

- Marketing purposes
- Sale of your information

Our Uses and Disclosures - How do we typically use or share your health information?
We typically use or share your health information in the following ways.

Help manage the health care treatment you receive
We can use your health information and share it with professionals who are treating you.
Example: A doctor sends us information about your diagnosis and treatment plan so we can arrange additional services.

Run our organization

- We can use and disclose your information to run our organization and contact you when necessary.
- We are not allowed to use genetic information to decide whether we will give you coverage and the price of that coverage. This does not apply to long-term care plans.

Example: We use health information about you to develop better services for you.

Pay for your health services
We can use and disclose your health information as we pay for your health services.
Example: We share information about you with your dental plan to coordinate payment for your dental work.

Administer your plan
We may disclose your health information to your health plan sponsor for plan administration.
Example: Your company contracts with us to provide a health plan, and we provide your company with certain statistics to explain the premiums we charge.

How else can we use or share your health information?

We are allowed or required to share your information in other ways – usually in ways that contribute to the public good, such as public health and research. We have to meet many conditions in the law before we can share your information for these purposes. For more information see: www.hhs.gov/ocr/privacy/hipaa/understanding/consumers/index.html.

Help with public health and safety issues

We can share health information about you for certain situations such as:

- Preventing disease
- Helping with product recalls
- Reporting adverse reactions to medications
- Reporting suspected abuse, neglect, or domestic violence
- Preventing or reducing a serious threat to anyone's health or safety

Do research

We can use or share your information for health research.

Comply with the law

We will share information about you if State or Federal laws require it, including with the Department of Health and Human Services if it wants to see that we're complying with Federal privacy law.

Respond to organ and tissue donation requests and work with a medical examiner or funeral director

- We can share health information about you with organ procurement organizations.
- We can share health information with a coroner, medical examiner, or funeral director when an individual dies.

Address workers' compensation, law enforcement, and other government requests

We can use or share health information about you:

- For workers' compensation claims
- For law enforcement purposes or with a law enforcement official
- With health oversight agencies for activities authorized by law
- For special government functions such as military, national security, and presidential protective services

Respond to lawsuits and legal actions

We can share health information about you in response to a court or administrative order, or in response to a subpoena.

Our Responsibilities

- We are required by law to maintain the privacy and security of your protected health information.

- We will let you know promptly if a breach occurs that may have compromised the privacy or security of your information.

- We must follow the duties and privacy practices described in this notice and give you a copy of it.

- We will not use or share your information other than as described here unless you tell us we can in writing. If you tell us we can, you may change your mind at any time. Let us know in writing if you change your mind.

For more information see:
www.hhs.gov/ocr/privacy/hipaa/understanding/consumers/noticepp.html.

Changes to the Terms of this Notice

We can change the terms of this notice, and the changes will apply to all information we have about you. The new notice will be available upon request, on our website, and we will mail a copy to you.

Source: U.S. Department of Health and Human Services. www.hhs.gov

(Effective Date: February 13, 2014)
(Revision date: October 19, 2023)

CERTIFICATED STAFF POSITIONS

All certificated staff positions are created only with the approval of the Greenville City Board of Education. It is the Board's intent to activate a sufficient number of positions to accomplish the District's goals and objectives.

Before any new position is established, the Superintendent presents for the Board's approval a job description for the position, which specifies the job holder's qualifications, the job's performance responsibilities, and the method by which the performance of these responsibilities will be evaluated (unless these items are already in place).

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 reductions, only the Board may abolish a position it has created.

The Superintendent keeps all job descriptions current and presents recommended changes to the Board for approval.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: October 19, 2023)

LEGAL REFS.: ORC 3319.02; 3319.03; 3319.09; 3319.10; 3319.22
4117.01
OAC 3301-35-01; 3301-35-03

PROFESSIONAL STAFF CONTRACTS AND COMPENSATION PLANS
(Teachers)

The Board believes that a fair teacher compensation plan, which includes an adequate base salary, increments and employee benefits, is necessary to attract and hold highly qualified men and women to provide a quality educational program.

As required by law, notice of annual salary is given to each certificated/licensed employee by July 1.

Teacher Contracts

Written contracts of employment are issued to all certified/licensed teaching personnel. Contracts are by and between the staff member and the Board.

For purposes of this policy, "written notice" means delivery of notice by personal service, by certified mail with return receipt requested, by regular mail with a certificate of mailing, by some other form of delivery with proof of delivery and by electronic delivery that includes electronic proof of delivery.

The basic types of contracts are as follows:

1. Limited Contract

   A limited contract is one to five years in length. It may be entered into by a teacher who has not been an employee of the Board for at least three years and must be entered into, regardless of length of previous employment, by a teacher who holds a provisional or alternative license or who holds a professional license and is not eligible to be considered for a continuing contract.

   Any teacher employed under a limited contract and not eligible to be considered for a continuing contract is, at the expiration of the contract, considered reemployed at the same salary plus any increment provided by the salary schedule, unless acted upon by the Board.

   The Board may, acting on the Superintendent's written recommendation that the teacher not be reemployed, not renew a limited contract so long as evaluation procedures have been completed in compliance with law. The Board must give the teacher written notice of its intent not to reemploy on or before June 1.

2. Extended Limited Contract

   An extended limited contract of one or two years in length is given to a teacher who is eligible for consideration for, but not awarded, a continuing contract.

3. Continuing Contract

Teachers who have taught in the District for at least three years within the last five years and teachers who have attained continuing contract status elsewhere and have served two years in the District are eligible for continuing contracts.

A continuing contract may be issued to eligible teachers who:

A. Hold a professional, permanent or life teaching certificate or

B. Any teacher who was initially issued a teacher's certificate or educator's license prior to January 1, 2011 who meets the following conditions:

   1. Holds a professional educator license or senior professional educator license or lead professional educator license;

   2. Has completed the applicable one of the following:

      a. If the teacher did not hold a master's degree at the time of initially receiving the license, 30 semester hours of coursework are required in the area of licensure or in an area related to teaching since the initial issuance of the license.

      b. If the teacher held a master's degree at the time of initially receiving his/her license, six semester hours of graduate course work are required in the area of licensure or in an area related to teaching since the initial issuance of the license.

C. Any teacher who never held a teacher's certificate and was initially issued an educator license on or after January 1, 2011 who meets the following conditions:

   1. Holds a professional educator license or a senior professional educator license or lead professional educator license;

   2. Has held an educator license for at least seven years;

   3. Has completed the applicable one of the following:

      a. If the teacher did not hold a master's degree at the time of initially receiving an educator license, 30 semester hours of course work in the area of licensure or an area related to the teaching field since the issuance of the license.

      b. If the teacher held a master's degree at the time of initially receiving his/her license, six semester hours of graduate course work are required in the area

of licensure or in an area related to teaching since the initial issuance of the license.

Upon the recommendation of the Superintendent that a teacher eligible for continuing contract service status be reemployed, a continuing contract is granted unless the Board rejects the recommendation by three-fourths vote. A continuing contract remains in effect until the teacher resigns, elects to retire, is retired for reasons consistent with law or until he/she is terminated or suspended.

If the Board rejects the recommendation for reemployment of the teacher, the Superintendent may recommend reemployment of the teacher under an extended limited contract for a term not to exceed two years, if continuing service status has not previously been attained elsewhere. Written notice of the Superintendent's intention to make such a recommendation must be given to the teacher with reasons directed at the professional improvement of the teacher on or before June 1. Upon subsequent reemployment of the teacher, only a continuing contract may be entered into.

The Board may reject the Superintendent's recommendation for reemployment of the teacher under an extended limited contract by three-fourths vote of its full membership.

The Board declares its intention not to reemploy the teacher by giving the teacher written notice on or before June 1. If evaluation procedures have not been completed in compliance with law or if the Board fails to give the teacher written notice of its intent not to reemploy by the aforementioned date, the teacher is reemployed under an extended limited contract for a term not to exceed one year at the same salary plus any increment provided by the salary schedule.

The Superintendent's recommendation is considered in all contracts pertaining to certificated/licensed individuals.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: September 19, 2000)
(Revision date: January 16, 2001)
(Revision date: February 26, 2009)
(Revision date: February 13, 2014)
(Revision date: October 19, 2023)

LEGAL REFS.: ORC 3313.53
3317.13; 3317.14
3319.07; 3319.08; 3319.09; 3319.10; 3319.11; 3319.111; 3319.12; 3319.22; 3319.227; 3319.24; 3319.26

CROSS REFS.: GCBA Professional Staff Salary Schedules
GCBB Professional Staff Supplemental Contracts

GCBC Professional Staff Fringe Benefits
GCBD Professional Staff Leaves and Absences
GCBE Professional Staff Vacations and Holidays

CONTRACT REF.: Teachers' Negotiated Agreement

NOTE: Specific provisions for teacher contracts are established through negotiated agreements for those districts with collective bargaining units. Supplemental contracts for teachers are addressed in policy GCBB.

Policy GCB-1 applies to teachers. Policy GCB-2 applies to administrators. This numbering system is followed in other policies such as AFC-1 regarding teachers and AFC-2 regarding the same topic for administrators.

House Bill (HB) 33 (2023) revised delivery of notice requirements related to teacher employment contracts in Revised Code (RC) 3319.11. Prior to the revisions, written notice referenced in this policy could only be delivered by personal service or by certified mail with return receipt requested. Effective October 3, 2023, written notice referenced in this policy can also be delivered by regular mail with a certificate of mailing, by some other form of delivery with proof of delivery, and by electronic delivery that includes electronic proof of delivery.

PROFESSIONAL STAFF CONTRACTS AND COMPENSATION PLANS
(Teachers)

1. Each employee must comply with all rules and regulations of the Board of Education.

2. All teaching positions are regarded as carrying an appropriate amount of extracurricular work. This is part of the teaching contract. It includes meetings called by the Superintendent or principal and any specially assigned duty.

3. Teachers shall keep an outline of class procedures by some type of lesson plan. This will be an aid to the principal in performing his/her duties and also provide a guide for substitute teachers.

4. Each teacher shall prepare and follow a daily schedule which has been approved by the principal. A copy of this schedule shall be filed with the principal and Superintendent within two weeks after the beginning of the school term.

5. Teachers shall be responsible for all school property and equipment entrusted to them. School equipment shall not be available for personal use unless the Superintendent or his/her designee approves the request.

6. Teachers shall give every reasonable assistance to students when lack of achievement is due to absence caused by illness or other legitimate causes. Extra help should be given to any student when needed.

7. Teachers shall, in so far as is practical, become acquainted with parents of their students and are urged to visit them in their homes and at parent-teacher meetings.

8. Teachers are not to promote, advertise or sell tickets for any organization during school time, nor permit any of their school time to be occupied by agents except as directed by the principal or Superintendent.

9. Teachers shall keep all records and make all reports as directed by the rules and regulations or those required by the principal or Superintendent.

10. Teachers shall give their full attention to their school duties and shall not take employment outside of school hours that will interfere with their participation in regularly scheduled meetings held in the interest of the school system.

11. Principals and teachers shall not permit any soliciting, selling, collection or buying of materials, or secure cash for school purposes for school organizations or individuals by students or employees of the Board without first securing the approval and permission of the Superintendent.

12. Part-time teachers (those staff members employed on less than full contract) are to attend the full sessions of the pre-school orientation conference, or other meetings or conferences as scheduled for the faculty.

13. 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:

    a. hold a bachelor's degree from an accredited institution of higher education;
    b. maintain a cumulative undergraduate grade-point average of at least 2.5 out of 4.0, or its equivalent;
    c. passage an examination prescribed by the of a State Board-prescribed SBOE in the subject area to be taught; examination (Praxis II) and
    d. successfully completion complete of the summer training institute operated by Teach For America and
    e. 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.

[Approval date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: May 13, 2003)
(Revision date: May 18, 2015)
(Revision date: Oct. 19, 2023)

PROFESSIONAL STAFF CONTRACTS AND COMPENSATION PLANS
(Administrators)

Fair compensation plans are necessary in order to attract and retain properly certified or licensed administrators to provide and manage a quality educational program.

The Board may establish a salary schedule for its administrators, with the exception that the salary of the Superintendent is usually determined by the employee contract. Notice of annual salary is given to each administrator by July 1.

All administrators are issued written limited contracts. The contract specifies the administrative position and duties, the salary and other compensation to be paid for performance of such duties, the number of days to be worked, the number of days of vacation leave and any paid holidays in the contractual year.

The term of the administrator's contract will not exceed three years, except that an individual who has been employed as an administrator for three years or more shall be entitled to receive a contract of not fewer than two nor more than five years. The Superintendent may recommend employment of an individual who has served as an administrator in the District for three years or more under a one-year administrative contract once during such individual's administrative career in the District.

An administrator who has earned teacher tenure in the District retains such status while serving as administrator. Any administrator who previously obtained teacher tenure in another district achieves teacher tenure in the District after re-employment with two or more years' experience as an administrator in the District.

The Superintendent's recommendation is considered in all contract renewals. All administrators are evaluated annually. In the year an administrator's contract does not expire, the evaluation is completed and a written copy is given to the administrator no later than the end of the administrator’s contract year as define by his/her salary notice.

In the year an administrator's contract does expire, two evaluations are completed: one preliminary and one final. The preliminary evaluation is conducted at least 60 days prior to any Board action on the employee's contract and a written copy of the preliminary evaluation is given to the administrator at this time.

The final evaluation includes the Superintendent's intended recommendation for the employee’s contract. A written copy of the final evaluation must be provided to the employee at least five days prior to the Board's action to renew or non-renew the employee's contract. If the Board fails to take action on the expiring contract, then the administrator is renewed. If the administrator has been in the District for two years or less, he/she will receive a one-year contract. If the administrator has been in, the District three years or more, he/she will receive a two-year contract.

Before June 1, any administrator whose contract expires at the end of the school year is notified by the Board of the date on which the contract expires and of the individual's right to request a meeting with the Board in executive session to discuss the reasons for considering renewal or nonrenewal of his/her contract. Also prior to June 1 of the year in which the employment contract expires, any administrator whom the Board intends to non-renew receives written notification of the Board's intent not to re-employ.

The Board may request an alternative administrative license valid for employing a superintendent, principal or assistant principal or other administrative specialist working in a central office or supervisory capacity, consistent with State law.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: September 19, 2000)
(Revision date: January 16, 2001)
(Revision date: February 17, 2009)
(Revision date: February 13, 2014)
(Revision date: May 19, 2022)
(Revision date: October 19, 2023)

LEGAL REFS.: ORC 3319.01; 3319.02; 3319.111; 3319.12; 3319.27
4117.01
OAC 3301-24-11; 3301-24-12

CROSS REFS.: GCBA Professional Staff Salary Schedules
GCBB Professional Staff Supplemental Contracts
GCBC Professional Staff Fringe Benefits
GCBD Professional Staff Leaves and Absences
GCBE Professional Staff Vacations and Holidays

Cross References: GCBA-Professional Staff Salary Schedules
GCBB – Professional Staff Supplemental Contracts
GCBC – Professional Staff Fringe Benefits
GCBD- Professional Staff Leaves and Absences (Version 1)
GCBD-Professional Staff Leaves and Absences (Version 2)
GCBE-Professional Staff Vacations and Holidays

PROFESSIONAL STAFF CONTRACTS AND COMPENSATION PLANS
(Alternative Administrative License)

The Board may request that the State Department of Education (ODE) issue an alternative administrative license valid for employing a principal, assistant principal, superintendent, or other administrative specialist working in a central office or supervisory capacity.

ODE may issue a one-year alternative principal license renewable two times), valid for serving as principal or assistant principal, or a two-year alternative superintendent or administrative specialist license (renewable one time) at the request of the District. The individual must:

1. be of good moral character;

2. submit to a BCII background check;

3. meet the following educational requirements:

   A. have a bachelor's degree or master's degree (for principals, assistant principals and administrative specialists) and have a cumulative undergraduate grade-point average (GPA) of at least 3.0 on a 4.0 scale, or a cumulative graduate level GPA of at least 3.0 on a 4.0 scale if the individual holds a master's degree.

   B. hold a master's degree (for superintendents) with a cumulative GPA of at least 3.0 on a 4.0 scale

4. have two or more years of teaching experience or five years of documented successful work experience in education, management or administration (for principals) or five or more years of documented successful experience in teaching, education, management or administration (for administrative specialists and superintendents).

The District provides a mentoring program for alternatively licensed administrators compliant with State law.

ODE may issue a professional administrative license to an individual with an alternative principal license or alternative superintendent or alternative administrative specialist license in accordance with State law.

The District develops and implements a planned program for obtaining classroom-teaching experience for individuals issued an alternative principal license without two years of teaching experience under a standard teaching license, a professional pupil services license, an alternative teaching license, or a permanent non-tax certificate. The District develops and implements a plan outlining observation or classroom instruction across grade levels and subject area for individuals issued an alternative administrative specialist or superintendent license without two years of teaching experience under a standard teaching license, a

professional pupil services license, an alternative teaching license, or a permanent non-tax certificate. All such programs meet the requirements of State law.

NOTE: The State Board of Education-adopted requirements for alternative licensure to ensure that qualified individuals have increasing opportunities to become school administrators through alternative routes. The law ensures that alternative routes are standards-based and high quality.

Alternative administrator licenses are available to individuals for whom their employing district has a board resolution supporting their position.

The requirements for the alternative principal license are outlined in Ohio Administrative Code (OAC) 3301-24-11. OAC 3301-24-12 outlines the requirements for alternative superintendent or other administrative specialist licenses.

[Adoption date: February 17, 2009]
(Revision date: April 21, 2016)
(Revision date: May 19, 2022)
(Revision date: October 19, 2023)

PROFESSIONAL STAFF SALARY SCHEDULES

The Greenville City Board of Education adopts a a salary schedule for its regular teaching personnel and places each teacher in the District on the salary schedule in accordance with training and experience.

Placement on the salary schedule will be in accordance with regulations developed by the administration and approval by the Board and placement is in compliance with the negotiated agreement.

Retired administrators, who are subsequently employed by the Board, are granted credit on the salary schedule as determined by the Board on a case-by-case basis.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: April 21, 2009)
(Revision date: October 19, 2023)

LEGAL REFS.: ORC 3317.13; 3317.14
3319.12

CROSS REF.: GCB Professional Staff Contracts and Compensation Plans

CONTRACT REF.: Teachers' Negotiated Agreement

CERTIFICATED STAFF SALARY SCHEDULES

Purpose of the Schedule

The successful operation of a salary schedule is dependent upon the ability of a Board of Education to maintain it. Therefore, the salary schedule is an expression of policy and serves as a guide in fixing salaries.

This schedule is designed to improve the Greenville Schools by:

A. Improving professional standards
B. Aiding in the constructive classification of candidates and teachers
C. Encouraging and rewarding teacher growth on all teaching levels
D. Setting forth in a clear and concise manner the criteria by which teachers are paid, the salaries which they may expect, and the annual increments and maximum
E. Recognizing extra service
F. Attracting and holding superior teachers

Classification of Teachers

Class I	Non-degree teachers
Class II	Teachers with a bachelor's degree from a recognized college
Class III	Teachers with a bachelor's degree from a recognized college and 135 semester hours
Class IV	Teachers with a bachelor's degree from a recognized college and 150 semester hours
Class V	Teachers with a master's degree from a recognized college
Class VI	Teachers with a master's degree from a recognized college and fifteen (15) semester hours after receiving the MA degree

Regulations

1. All teachers must comply with the teacher certification/licensure laws and the regulations of the Division of Teacher Education and Certification/Licensure in the Ohio Department of Education.

2. If a teacher receives training sufficient to change his classification that change shall be made at the beginning of the next school term.

3. In computing years of service, credit shall be given for each school year that teacher was in service as a regular teacher in any state accredited school system; provided, however, the superintendent may evaluate such service for each new teacher and that no new teacher shall be given credit for more than five (5) years of military service. Fractional units of training or experience will not be recognized. A year's service must consist of at least 120 days. Parts of years may not be added together to make one (1) year.

4. Training Requirements

   A. The superintendent shall classify teachers by April 1 of each year for purpose of salary designation.

   B. An official transcript for each teacher must be on file with the superintendent to eliminate error in crediting training.

      1. Teachers will not be paid their regular salary without proper certification/licensure on file. Returning teachers who do not have proper certification/licensure on file at the beginning of the school year will be paid at the same rate as a substitute teacher. Teachers new to the district have 60 days to produce appropriate certification/licensure. Failure to produce appropriate certification/licensure after 60 days could result in the new teacher being paid the substitute teacher rate until the appropriate certification/licensure is received.

      2. Any teacher receiving enough summer extension school credits to change salary classification for the following year must report such credit by August 15 in order that a salary change may be effected. No credits for salary change will be accepted after this date. Because transcripts may not be obtainable that early, a written statement from each teacher as to the number of credits expected to be earned prior to the opening of school will be accepted for tentative salary purposes. This credit must be substantiated by an official transcript as soon as it is available, and no later than October 30.

      3. There shall be an administrator assigned to each building.

      4. Tutors, summer school teachers, home instruction teachers will be paid as established by the Board pursuant to the negotiated agreement.

[Approval date: August 18, 1987]
(Revision date: November 15, 1994)
(Revision date: July 9, 1997)
(Revision date: September 19, 2000)
(Revision date: October 19, 2023)

PROFESSIONAL STAFF SUPPLEMENTAL CONTRACTS

Certain positions assigned to professional staff members may require extra responsibility or extra time beyond that required of all professional staff members. When the Board and administration determine the need, qualified staff selected for such positions are provided supplemental contracts and additional compensation.

The Board approves the positions and the compensation for these assignments. Supplemental contracts for such assignments are awarded by the Board upon the recommendation of the Superintendent.

An employee who is offered and undertakes a supplemental assignment will enter into a one-year limited contract with the Board. This one-year contract will expire at the completion of the specific duty for the year indicated.

Pay for supplemental assignments will be based upon work performed beyond regular duties and beyond the regular work day.

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 consideration. Upon the identification of the position, the individual must complete requirements established by the Ohio Department of Education, Ohio law and the Ohio Administrative Code.

[Adoption date: August 18, 1987]
(Revision date: September 17, 1991)
(Revision date: November 15, 1994)
(Revision date: July 9, 1997)
(Revision date: February 17, 2009)
(Revision date: October 19, 2023)

LEGAL REFS.:	ORC	3313.53
		3319.08; 3319.11; 3319.111; 3319.39
	OAC	3301-20-01
		3301-27-01; 3301-27-02
CROSS REFS.:	GCB	Professional Staff Contracts and Compensation Plans
	GCKA	Professional Staff Extra Duty
	GDBB	Support Staff Pupil Activity Contracts
	IGD	Co-Curricular and Extra-Curricular Activities
	IGDJ	interscholastic Athletics

CONTRACT REF.: Teachers' Negotiated Agreement

CERTIFICATED STAFF FRINGE BENEFITS

Benefits in addition to basic salary are recognized by the Greenville City Board of Education as an integral part of the total compensation plan for staff members.

The benefits extended certificated staff members will be designed to promote their present and future economic security.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: October 19, 2023)

LEGAL REFS.: ORC 9.83; 9.90
3313.20--3313.203; 3313.38
3319.141
3917.04
4123.01
Chapter 4141

CROSS REF.: El Insurance Management

CONTRACT REF.: Teachers' Negotiated Agreement

CERTIFICATED STAFF LEAVES AND ABSENCES

The Greenville City Board of Education will provide a plan for considering leaves and absences for its staff members in accordance with the Ohio Revised Code and Board policies.

A leave of absence is a period of extended absence from duty without pay by a staff member, for which written request has been made and formal approval granted by the Board of Education. Without request, the Board may grant a leave of absence to a staff member because of physical or mental disability. A hearing for requested leave will be afforded the staff member upon request. Provisions are also made in law and Board policies for short-term leaves of absence.

Compensation, if any, during leaves of absence will depend on the type of leave. Deductions will be made in salaries for absence in accordance with regulations developed by the administration and approved by the Board. The terms and conditions of a leave of absence must comply with the negotiated agreement.

When group insurance policy permits, an employee may continue to participate in Board-approved insurance programs provided the employee pays the entire premium for these benefits.

A staff member will terminate his/her affiliation with the Board if, at the expiration of the specified period of leave, he/she declines the position that is offered to him/her. An employee will be granted the same contract status held at the start of his/her leave when he/she returns to duty if his/her contract has not expired during the period of the leave of absence.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: October 19, 2023)

LEGAL REFS.: Family and Medical Leave Act; 29 USC 2611 et seq.
ORC 124.39
3313.20; 3313.211
3319.08; 3319.09; 3319.13; 3319.131; 3319.14; 3319.143

CROSS REF.: Forms in Central Office

CONTRACT REF.: Teachers' Negotiated Agreement

CERTIFICATED STAFF LEAVE FOR JURY DUTY

Teachers may petition the court to defer assignment until vacation. The Superintendent of the Greenville City School District shall be notified promptly when such a summons is received.

If a teacher is not excused from jury duty, such teacher shall be paid the difference between what is paid by the court, and the teacher's daily rate.

[Approval date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: May 18, 1999)
(Revision date: October 19, 2023)

ADMINISTRATIVE VACATIONS AND HOLIDAYS

The school calendar, as adopted by the Greenville City BOE, will establish the school recess periods and holidays for all administrators employed on a school-year basis.

Except as holidays have been declared for the District or vacation days have been scheduled, all classified/certificated/licensed staff members employed on a 12-month basis will be expected to work during the recess periods of the school year.

Vacations

The Board allows only 12-month employees to earn vacation days. Carryover of unused vacation days will be limited to a maximum of five days; however, the Board encourages their use prior to separation/retirement.

The Board of Education provides paid vacation leave to the treasurer and superintendent who are employed under twelve month contracts. The Board recognizes, however, that these positions, by their nature, are not amendable to substitution during periods of administrator absence.

As such, the Board authorizes the treasurer and superintendent who have accrued, unused vacation leave to receive payment annually for such days, in lieu of utilizing them, consistent with a plan adopted by Board.

Payment for accrued, unused vacation leave shall be based upon the treasurer and superintendent per diem rate of pay for the contract year at issue.

The Superintendent and Treasurer will notify the board and essential personnel of vacation leave time.

Any vacation must be approved in advance by the Superintendent. Any request for approval of vacation must be in writing and must be submitted to the Superintendent at least two weeks prior to the beginning of the requested vacation. The Superintendent will have the discretion to approve or disapprove the requested vacation considering the operational and educational needs of the District and so as to prevent disruption and interruption of service to the District. No administrator may take more than 20 vacation days during any four-month period.

The schedule for earning vacation is as follows. Administrators with zero to four years of experience in a 12 month administrative position will earn three weeks of vacation annually. Administrators with five or more years of experience in a 12 month administrative position will earn four weeks of vacation annually.

(This policy applies to all classified/certificated/licensed administrators.)

[Adoption date: August 18, 1987]

(Revision date: June 25, 1996)
(Revision date: July 9, 1997)
(Revision date: April 16, 2002)
(Revision date: May 16, 2006)
(Revision date: February 14, 2013)
(Revision date: November 16, 2023)

LEGAL REFS.: ORC 3319.02(F); 3313.63; 124.384(C), 124.39(C); 3313.24; 3319.02; 3319.03; 3319.05 O.A.G Opinion No. 2011-025

CROSS REF.: Forms in Central Office

CERTIFICATED STAFF RECRUITING

Because the quality of the staff hired by the Greenville City Board of Education is the major component of an effective, productive educational program, the Board and the administration of the District will make every effort to attract and retain the most qualified personnel.

The Board expects the Superintendent, with the assistance of the administrative staff, to determine the personnel needs of the school system and the individual schools and to locate the best qualified candidates to recommend for employment.

The search for good teachers and other professional employees will extend to a wide variety of educational institutions and geographical areas. The search will take into consideration the characteristics of the community and the school system as well as the need for a heterogeneous staff from various backgrounds and with differing levels of experience.

Recruitment procedures will include posting all openings so that the talents and potential of individuals already employed by the school system will not be overlooked. Any current employee may apply for any position for which he/she has certification and meets other stated requirements.

All candidates shall be considered on the basis of their merits, qualifications and the needs of the District.

The appropriate building administrator will be expected to be involved in recruiting and interviewing. The Superintendent's recommendation will reflect, although not necessarily agree with, their estimation of the candidate being recommended.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: November 16, 2023)

LEGAL REF.: OAC 3301-35-03

PROFESSIONAL STAFF HIRING

The Superintendent determines the District's personnel needs and recommends to the Board properly certified, licensed or registered candidates for employment. Through recruiting and evaluation procedures, the Superintendent recruits and recommends to the Board the employment and retention of personnel.

It will be the duty of the Superintendent to see that persons nominated for employment in the schools meet all certification/licensure/registration requirements and the requirements of the Board for the type of position for which the nomination is made.

The following guidelines will be 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 wide~~ly~~ varied backgrounds, educational preparation, and previous experience. Concerted efforts are made to maintain a variation in the staff.

3. Interviewing and selection procedures ensure that the administrator who is directly responsible for the work of a staff member has an opportunity to aid in the selection process. The final recommendation to the Board is made by the Superintendent or by another individual designated by the Board in the event that the Superintendent's nomination of a teacher would create an unlawful interest in a public contract.

4. No candidate is hired without an interview and a criminal records check.

5. All candidates are considered on the basis of their merits, qualifications and the needs of the District. In each instance, the Superintendent and others having a role in the selection process seek to recommend the best qualified applicant for the job.

6. All candidates for teaching positions must be properly certified or licensed.

7. No candidate is hired prior to the District consulting the educator profile database maintained on the Board of Education's (SBOE) website. After consulting the educator profile database, the District also may consult the SBOE office of professional conduct and/or consult any prior education-related employer of the candidate in accordance with State law.

While the Board of Education may accept or reject a nomination, an appointment will be valid only if made with the recommendation of the Superintendent or by another individual designated by the Board in the event the Superintendent's nomination of a teacher would create an unlawful interest in a public contract. In the case of a rejection, it is the duty of the Superintendent to make another nomination.

Employment of Retired Administrators

The Board recognizes that recruiting and retaining properly certified or licensed administrative personnel has become increasingly difficult in Ohio's competitive marketplace. Therefore, the board may, under appropriate circumstances, offer to enter into administrative employment agreements with qualified retired administrators whenever practical and when such action appears to be in the best interests of the district. Retired administrators may be employed as administrators on a part-time or full-time basis.

For purposes of this policy, a "Retired Administrator" is an individual who has retired pursuant to STRS or SERS rules and regulations.

The Board authorizes and directs the Superintendent to develop administrative regulations to implement this policy at the soonest practicable time.

Rehiring of Retirees

If an employee is retiring and seeks re-employment in the same position, then notice must be given 60 days prior to the date re-employment is to begin. If the Board has urgent reasons to fill the position in an expedited manner and these reasons are explained in the notice, the public notice must be given 30 days prior to the date re-employment is to begin. The notice must state that the person is or will be retired and is seeking re-employment in the District. The notice must include the time, date and location of a public meeting, which must take place 15 to 30 days prior to employment. Notices and meetings are not required if the person has been retired for at least one year before re-employment is to begin.

[Adoption date: August 18, 1987]
(Revision date: October 27, 1987)
(Revision date: November 15, 1994)
(Revision date: July 9, 1997)
(Revision date: June 18, 2002)
(Revision date: January 20, 2004)
(Revision date: January 9, 2014)
(Revision date: November 15, 2018)
(Revision date: May 20, 2021)
(Revision date: November 18, 2021)
(Revision date: November 16, 2023)
(Revision date: December 19, 2024)

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 ET SEQ.
ORC 2921.42
3307.01; 3307.353
3313.53

		3319.02; 3319.07; 3319.074; 3319.08; 3319.088; 3319.11; 3319.22 through 3319.31; 3319.39
		3319.318
		3319.393
		3323.06
	OAC	3301-35-05; 3301-35-06
		3307.1-13-03

CROSS REFS.:	AC	Nondiscrimination/Harassment
	ACA	Nondiscrimination on The Basis of Sex
	ACB	Nondiscrimination of the Basis of Disability
	GBA	Equal Opportunity Employment
	GBQ	Criminal Record Check
	GDD	Support Staff Hiring

NOTE: *Procedures pertaining to staff selection (although not recruitment) are appropriately included in a regulation under GCD-R. When regulations differ extensively for teachers and other categories of professional personnel, numerals can be added to the code letters, as explained in the coding note at GCB, Professional Staff Contracts and Compensation Plans.*

In 2013, House Bill 59 added language to Ohio Revised Code Section (RC) 3319.07 that allows the board to designate someone other than the superintendent to nominate a teacher for employment if the superintendent's nomination would create an unlawful interest (conflict of interest) in a public contract pursuant to RC 2921.42.

Senate Bill 216 (2018) replaced "highly qualified teacher" with "teachers who are properly certified or licensed." Effective July 1, 2019 no city, exempted village, local, joint vocational, or cooperative education school district can employ any classroom teacher to provide instruction in a core subject area (reading and English language arts, mathematics, science, social studies, foreign language, and fine arts) to any student, unless such teacher is a properly certified or licensed teacher (requirements are outlined in RC 3319.074). Nor can they employ any paraprofessional to provide academic support in a core subject area to any student, unless such paraprofessional is a properly certified paraprofessional (requirements are outlined in RC 3319.088).

HB 110 (2021) requires District to include the following notice in boldface type in each employment application:
ANY PERSON WHO KNOWINGLY MAKES A FALSE STATEMENT IS GUILTY OF FALSIFICATION UNDER SECTION 2921.13 OF THE REVISED CODE, WHICH IS A MISDEMEANOR OF THE FIRST DEGREE.

Districts are required to consult the educator profile database maintained on the Ohio Department of Education's (ODE) website prior to hiring a candidate. Districts may further discern the employment, disciplinary, or criminal record of an applicant by consulting the office of professional conduct within ODE or any prior education-related employers of the individual. Districts may also require additional criminal records checks for any applicant for employment or prospective volunteer. Districts may choose to conditionally employ an individual pending the receipt of this additional information related to prior employment, disciplinary or criminal records. Offers of conditional employment may trigger collective bargaining issues and Districts should consult with legal counsel prior to making any conditional offers of employment.

HB 110 also states that no employee of the District will knowingly assist another person in obtaining employment in a school district or nonpublic school, or in obtaining employment with a county board of developmental disabilities in a position responsible for providing educational services to

children from six to 21, if the employee knows or has reasonable cause to believe that the person has committed a sex-related offense involving a student.

THIS IS A REQUIRED POLICY

PROFESSIONAL STAFF HIRING

The following procedures may be followed when interviewing for any teaching position in the Greenville City School District. The only variations permitted will be with permission of the Superintendent. These procedures would be modified for non-teaching positions, but the same concept will apply.

1. The administration will select candidates to be interviewed based on their applications or other pertinent information available or presented.

2. The administration may make personal contact with at least three (3) references on each final candidate to ascertain qualifications and perceptions. Signed recommendation letters may be used.

3. The administration will make arrangements for the finalists to discuss the position with the Superintendent (the position may be offered at this time).

4. Any teaching candidate recommended to the Board of Education must have the following documents on file:

    a. complete application
    b. official transcript(s) of all course work
    c. copy of certificate(s)/license(s) in appropriate area(s) or evidence that one is in progress with the Ohio Department of Education

5. Upon approval from the Board of Education, the Superintendent's Office will complete the appropriate staff information sheet and/or verification of employment for each new employee and forward it to the Treasurer's Office.

When circumstances dictate, and in order to maintain continuity of the District's educational program, the employment of previously retired administrative personnel to fill administrative vacancies may be recommended to the Board so long as all of the following conditions are met:

1. A previously retired administrator must waive eligibility for continuing contract status as a teacher in the District, no matter his/her length of post-retirement service or the number of administrative contracts issued.

2. No previously retired administrator has any expectation of or right to future employment.

3. No previously retired administrator is eligible to participate in any retirement incentive program offered by the Board including, but not limited to, severance allowance.

4. Previously retired administrators may receive health and other insurance benefits offered by the Board.

5. A previously retired administrator must hold a valid license/certificate issued by the Ohio Department of Education pursuant to state law, and may be employed in the District under a temporary administrative license.

6. In the event a reduction in force is necessary, previously retired administrators are released before any limited contract administrators and are not eligible for recall. Previously retired administrators affected by a reduction in force may be subsequently rehired at the Board's discretion.

7. Previously retired administrators are entitled to all benefits available to administrative employees, unless otherwise limited by contract or the specific provisions of this regulation.

8. Previously retired administrators return to employment with no sick leave balance, but may accumulate sick leave once re-employed.

[Approval date: May 18, 1999]
(Revision date: January 20, 2004)
(Revision date: September 15, 2022)
(Revision date: November 16, 2023)

PART-TIME AND SUBSTITUTE CERTIFICATED STAFF EMPLOYMENT

All certificated personnel employed by the district to serve as substitute teachers or in part-time positions will be recommended by the Superintendent for appointment by the Greenville City Board of Education. The rates of pay for such employment will be recommended by the Superintendent and established by the Board.

Substitute teachers must hold the appropriate license issued by the State Board of Education (SBOE).

The Board authorizes the employment of substitute teachers who do not hold a postsecondary degree provided they:

1. meet the educational requirements established by the Superintendent/designee;

2. are deemed to be of good moral character;

3. successfully complete all required criminal records checks and

4. obtain the appropriate temporary substitute teacher license issued by the SBOE.

The employment and coordination of substitute teachers is centralized for the District in the office of the Superintendent. Principals will assume final responsibility for the scheduling of substitutes from the approved list as needed with use of the Frontline (formerly AESOP).

The rates of pay for such employment will be recommended by the Superintendent and established by the Board of Education. After 15 consecutive days of substitute teaching in one position (with one excused absence), the substitute teacher will be paid at the rate of 1.4 times the regular substitute rate per full day. The Superintendent may allow no more than four additional days of excused absence without loss of pay status. The building principal shall be responsible for maintaining accurate records regarding substitute teachers. The building principal shall notify the Superintendent when a substitute teacher has taught 15 and/or 60 consecutive days. Board approval is required before the increased rate will be paid. After 60 consecutive days of substitute teaching in one position (allowing one excused absence), the teacher will be placed on the regular pay salary schedule that is non-renewed automatically at the end of the school year.

Building principals will develop regulations for substitute teachers to guide them in the performance of their duties. The regulations must be approved by the Superintendent/designee.

Principals will report the following information for substitute teachers to the Treasurer's office at the end of each week.

Full name of substitute teacher
Name of regular teacher

Date(s) of work (indicate if part-time)

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: September 15, 1998)
(Revision date: August 17, 1999)
(Revision date: February 16, 2010)
(Revision date: July 19, 2018)
(Revision date: November 16, 2023)

LEGAL REFS.: ORC 3317.13
3319.08; 3319.10; 3319.13
Elementary and Secondary Education Act; 20 USC 1221 et seq.
ORC 3319.07
ORC 3319.102
ORC 3319.22 through 3319.31
ORC 3319.39
ORC 3323.06
OAC 3301-35-05
OAC 3301-35-06

Cross References
AC, Nondiscrimination
ACA, Nondiscrimination on the Basis of Sex
ACB, Nondiscrimination on the Basis of Disability
GBA, Equal Opportunity Employment
GBQ, Criminal Records Check

NOTES: *House Bill (HB) 33 makes permanent, temporary allowances that have been granted to districts for employing substitute teachers. The bill codifies these provisions as Ohio Revised Code (RC) 3319.102, allowing an individual who does not hold a postsecondary degree to be employed as a substitute teacher if the individual:*

- *meets the District's own education requirements;*
- *is deemed to be of good moral character and*
- *successfully completes the required criminal records check.*

The State Board of Education must issue a one-year temporary substitute teaching license to such individuals. RC 3319.102 now also requires the State Board to establish procedures and criteria under which a one-year temporary substitute teaching license may be renewed. Districts may also choose to include local criteria for substitutes employed under these provisions in this policy.

PROFESSIONAL STAFF ASSIGNMENTS AND TRANSFERS

The assignment and transfer of teachers is the responsibility of the Superintendent. Each teacher is assigned to a specific position based on the best interest of the students enrolled in the District and may be transferred to any other position for which he/she is qualified. Transfers may be requested by administrators, supervisors or teachers. In assigning, reassigning or transferring a teacher, the Superintendent shall not use seniority or continuing contract status as the primary factor in determining the teacher's assignment. These requirements prevail over any conflicting provisions of collective bargaining agreements entered into on or after September 30, 2025.

A request for transfer does not guarantee that such a transfer will be made. Teachers are encouraged to discuss transfers or their intention to request transfer with the principal or other appropriate supervisor.

Assignment to Nonpublic Schools

Teachers employed by the Board and assigned to nonpublic schools will be considered as employees of the District in all respects.

Such teachers will fulfill and meet all requirements established for any other teacher assigned to serve within the District. Such teachers may be re-assigned to serve in any other assignment, either in the public schools or in nonpublic schools, so long as they are qualified to perform such duties.

Supervision of the performance of teachers assigned to nonpublic schools shall be the responsibility of the Superintendent or his/her designee.

Administrators

An administrator cannot be transferred during the life of his/her contract to a position of lesser responsibility unless he/she agrees to such a transfer.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: November 16, 2023)
(Revision date: December 18, 2025)

LEGAL REFS.: ORC 3319.01; 3319.02; 3319.12; 3319.173
OAC 3301-35-03(A)

CONTRACT REF.: Teachers' Negotiated Agreement

CERTIFICATED 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.

Administrators are expected to work during the hours and on the days that the Superintendent's office is open unless special arrangements have been made with the Superintendent. On days schools are closed because of bad weather or other emergencies, all staff members, except those who work only on teacher work days, are required to report to work as soon as they are able to do so.

The work year for administrators is established individually through their contracts.

Teachers

Every effort will be made by the administration to provide a uniform work day for teachers. The school day should include time before and after the school day for students. Exceptions to the after-school time requirements may be approved by the Superintendent or his/her designee.

The work year for teachers will be established in connection with the Board's adoption of the school calendar.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: November 16, 2023)

LEGAL REFS.:	ORC	3313.48; 3313.481; 3313.483
		3319.111
	OAC	3301-35-02(B) (11; 12; 13); 3301-35-03(A)(12)

CERTIFICATED STAFF EXTENDED SERVICE

Extended service duty is provided for those positions that require additional days to perform the required duties of the position through a supplemental contract. The number of extended days assigned is made by the Superintendent of the Greenville City Schools, with respect to each program need and/or State guidelines. Adjustments can be made annually for each program.

[Adoption date: August 18, 1987]
(Revision date: November 15, 1994)
(Revision date: June 25, 1996)
(Revision date: July 9, 1997)
(Revision date: November 16, 2023)

LEGAL REF.: ORC 3319.141

CONTRACT REF.: Teachers' Negotiated Agreement

CERTIFICATED STAFF MEETINGS

Staff meetings will be held during the year as scheduled by the principals of the Greenville City School District. Meetings will be planned sufficiently in advance to avoid conflicts with other scheduled meetings or personal responsibilities of staff members.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: November 16, 2023)

LEGAL REF.: OAC 3301-35-03

CONTRACT REF.: Teachers' Negotiated Agreement

PROFESSIONAL STAFF DEVELOPMENT OPPORTUNITIES

Professional staff members are encouraged to pursue and are provided with opportunities for the development of increased competencies beyond those which they may attain through the performance of their assigned duties and assistance from supervisors.

Opportunities for professional growth are provided through such means as:

1. planned staff development programs and workshops offered within the District from time to time;

2. released time for visits to other classrooms and schools and for attendance at conferences, workshops and other professional meetings and

3. leaves of absence for advanced educational training.

The Superintendent has the authority to approve released time for conferences and visitations and reimbursements for expenses, provided that such activities are within budget allocations for that purpose.

[Adoption date: November 16, 2004]
(Revision date: November 16, 2023)

LEGAL REFS.: ORC 3313.20
3315.07
3319.131
3319.2213

OAC 3301-35-03

CROSS REFS.: DLC, Expense Reimbursements
GCBC Professional Staff Fringe Benefits
GCBD Professional Staff Leaves and Absences

CONTRACT REF.: Teachers' Negotiated Agreement

NOTE: *Related policies in a district manual might include those on Fringe Benefits (if tuition refunds are included) and Leaves and Absences (if these include leave for conferences and workshops, professional development or sabbaticals). Cross-references should be provided to such statements.*

House Bill 33 (2023) enacted RC 3319.2213, requiring licensed school counselors serving students in any of grades seven through 12 to complete four hours of training in the following areas every five years:

- *the pay and benefits available to people who work in the building and construction trades;*

- *job opportunities and available apprenticeships for boilermakers; electrical workers; bricklayers; insulators; laborers; iron workers; plumbers and pipefitters; roofers; plasterers and cement masons; sheet metal workers; painters and glazers; elevator constructors; operating engineers; carpenters; and teamsters.*

The training program developed must be completed at a building and construction trades training facility. Participating building and construction trades must ensure ample opportunities for school counselors to complete the training prescribed under this section during each renewal cycle for licensure. Participating building and construction trades training facilities, or the entity with which the State Board enters into an agreement under this section, must bear all costs associated with this training.

The training must qualify toward meeting professional development activity requirements for the renewal of a pupil services license in school counseling. An individual who begins working with students in any of grades seven through 12 in the last two years of the individual's five-year renewal cycle must complete this requirement during the following license renewal cycle.

Local professional development committees established under section RC 3319.22 must incorporate this training as part of the independent professional development programs for school counselors who serve students in any of grades seven through 12.

THIS IS A REQUIRED POLICY

CERTIFICATED STAFF VISITATIONS AND CONFERENCES

The Greenville City School District recognizes the importance to the instructional program of continuous staff development in job competencies and the desirability for staff to share their knowledge and leadership with other educators; therefore, we encourage our employees to attend a wide variety of professional growth opportunities which are designed to provide leadership and growth in areas directly related to the individual's responsibilities. Examples of professional growth opportunities include, but are not limited to conventions, conferences, workshops, in-service, committee workshops, visitations, clinics, curriculum meetings and teacher exchange visitations between and within school districts. Released time to attend professional meetings will be given to provide the opportunities for certificated personnel to advance professionally. An employee may, upon recommendation of the Superintendent, attend professional meetings as authorized and as delineated within the procedures stated.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: November 16, 2023)

LEGAL REF.: ORC 3313.20
3315.07; 3319.131

CONTRACT REF.: Teachers' Negotiated Agreement

CERTIFICATED STAFF VISITATIONS AND CONFERENCES

Release time to attend professional meetings and visitations will be given, upon the recommendation of the Superintendent of the Greenville City School District. The procedures to be followed in order to authorize such release time are as follows.

1. Classroom Teacher

   The Board of Education shall provide one professional leave day per employee per school year, if requested. Approved field trips which involve student participation would not count as part of the aforementioned limitation of professional leave day.

2. Directed Professional Leaves

   The Superintendent has the authority, when he/she considers a meeting to be of sufficient importance to the welfare and interest of the District, to approve staff representation to attend and/or participate in such meeting(s)/conference(s) for periods in excess of the customary one day of professional leave per employee per year. Examples of directed professional leave days would include teachers in Federal in-service grants, vocational and curriculum meetings/contests.

3. Extra Duty Positions (Advisors, Coaches, Department Heads, Directors)

   The Board of Education may provide one professional leave day per employee per school year for each approved extra duty contract such as coach, advisor, director or department head (professional leave request must be related to the contracted extra duty assignment).

4. Professional leave requests generally will not be authorized on the day before and after a holiday, the first three days of school for students, and the last day of school for students.

5. Participants at professional leave activities are required to file a follow-up written report to their immediate supervisor.

6. The Board authorizes the Superintendent to approve professional leave requests for all employees, other than himself/herself, provided the requests follow the Board-adopted policy on professional leave and the request is within the Board-approved appropriations.

7. Professional leave requests are due in the office of the Superintendent no later than one week prior to the date of leave requested.

[Approval date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: November 16, 2023)

ADMINISTRATIVE PROFESSIONAL LEAVE GUIDELINES

The purpose of this policy is to clarify guidelines for professional leave for administrators.

The purpose of administrative professional leave is to provide a benefit not only to the administrator but also to the school district. Administrators are expected to share the knowledge they gain from attendance at professional meetings with others in the school district.

The professional leave request must come before the board of education for approval in the following situations:

1. When the conference is a national conference as determined by the Superintendent.

2. When the total expense of the conference will exceed $1,000.

3. When the Superintendent directs the professional leave and the expenses will exceed $1,000.

As the administrator decides on the expenses to request for reimbursement, he/she must keep in mind that the amount of money available for professional leave is limited. Since it is essential that all administrators have the opportunity to attend professional meetings, each administrator must consider requesting expenses that are reasonable. The following limits for reimbursement for professional leave must be followed:

1. Transportation - Mileage will be reimbursed at the current district rate. If more than one administrator attends the same conference, the administrators should share the expense by riding together. Air travel will be considered separately. Parking fees shall be reimbursed at the actual rate.

2. Lodging - A maximum of $200 per administrator, per night, will be allowed upon presentation of appropriate receipt(s). Lodging expenses will not be reimbursed for those professional meetings which occur within sixty (60) miles of the school district that are multiple days, or for those professional meetings that are one day in length. Variations can occur with prior board approval.

3. Registration - Approved registration fees up to $175 are reimbursable with appropriate receipts. Registrations above $175 require board approval. Where meals are included in the registration fee, the receipt shall indicate the number of meals covered and the combined cost.

4. Meals - Meals are reimbursable to a maximum of $30 per day with appropriate receipts. Lunch for one-day seminars will be reimbursed up to $15.

The administrator requesting professional leave for a national conference must provide to the Superintendent written rationale indicating the nature of the conference and how it will be used to benefit the students and/or staff members of the school district.

[Adoption date: January 16, 2001]
(Revision date: November 16, 2023)

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).

Notwithstanding Ohio Revised Code section 3319.09, this policy applies to any person employed under a teacher license issued under Ohio Revised Code chapter 3319, or under a professional or permanent teacher's certificate issued under former section 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 to adult education instructors.

The Board directs the Superintendent/designee to implement this policy in accordance with State law. This policy has been developed in consultation with teachers employed by the Board. This policy becomes effective at the expiration of any collective bargaining agreement covering teachers employed by the Board that was in effect on November 2, 2018 and must be included in any renewal or extension.

The District will follow policies and procedures in place during the 2019-2020 school year for the 2020-2021 school year and will implement this policy beginning with the 2021-2022 school year.

Credentialed evaluators

Evaluations carried out under this policy are conducted by persons holding evaluator credentials established by the Ohio Department of Education (ODE).

Final Holistic Rating and Evaluation Cycle

Teachers are assigned a final holistic rating of Accomplished, Skilled, Developing or Ineffective. This rating will be based on a combination of informal and formal observations and supporting evidence using the Teacher Evaluation Rubric.

Annually, the Board submits to the ODE the number of teachers assigned a final holistic 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.

The full evaluation cycle includes:

- Professional Growth/Improvement Plan;
- One formal holistic observation, followed by a conference;

- At least two classroom walkthroughs –with an emphasis on identified focus area(s) when applicable;
- One formal focused observation – with an emphasis on identified focus area(s) and
- One final summative conference.

The teacher performance measure of the evaluation cycle is aligned with the following Ohio Standards for the Teaching Profession:

- Understand student learning and development, respect student diversity and hold high expectations for all students to achieve and progress at high levels;
- Understand the content areas for which they have instructional responsibility;
- Understand and use varied assessments to inform instruction and evaluate and ensure student learning;
- Plan and deliver effective instruction that advances the learning of each student;
- Create learning environments that promote high levels of learning and achievement for all students;
- Collaborate and communicate with students, parents, other teachers, administrators and the community to support student learning and
- Assume responsibility for professional growth and performance as an individual and as a member of a learning community.

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

Teachers, who are on limited or extended limited contracts pursuant to State law and under consideration for nonrenewal, receive at least three formal observations during the evaluation cycle.

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

The Board specifies evaluation of teachers receiving effectiveness ratings of Accomplished on those teachers' most recent evaluations every three years, provided the teacher submits a self-directed Professional Growth Plan and the evaluator determines the teacher is making progress on that plan. Such evaluations are completed by May 1 of the evaluation year. Teachers evaluated on this basis are provided a written copy of their evaluation results by May 10 of the evaluation year. In years when an evaluation will not take place, one observation is carried out and at least one conference with the teacher is held.

The Board specifies evaluation of teachers receiving effectiveness ratings of Skilled on those teachers' most recent evaluations every two years, provided the teacher and evaluator jointly develop a Professional Growth Plan and the evaluator determines the teacher is making progress on that plan. Biennial evaluations conducted under this policy are completed by May 1 of the evaluation year. Teachers evaluated on a biennial basis are provided a written copy of their evaluation results by May 10 of the evaluation year. In years when an evaluation will not take place, one observation is carried out and at least one conference with the teacher is held.

High-Quality Student Data

High-quality student data (HQSD) is used to guide instructional decisions and meet student learning needs. HQSD used must be rigorously reviewed by locally determined experts in the field of education to meet all of the following criteria:

- Align to learning standards;
- Measure what is intended to be measured;
- Be attributable to a specific teacher for course(s) and grade level(s) taught;
- Demonstrate evidence of student learning (achievement and/or growth);
- Follow protocols for administration and scoring;
- Provide trustworthy results and
- Not offend or be driven by bias.

AND the teachers must use the data generated from the HQSD data instrument by:

- Critically reflecting upon and analyzing available data, using the information as part of an ongoing cycle of support for student learning;
- Considering student learning needs and styles, identifying the strengths and weaknesses of an entire class, as well as individual students;
- Informing instruction and adapting instruction to meet student need based upon the information gained from the data analysis and
- Measuring student learning (achievement and/or growth) and progress towards achieving state and local standards.

Evaluations use at least two measures of HQSD to provide evidence of student learning attributable to the teacher being evaluated when required.

When applicable to the grade level or subject area taught by a teacher, HQSD includes the value-added progress dimension established under RC 3302.021, except when otherwise prohibited by law.

HQSD may be used as evidence in any component of the evaluation where applicable.

Data from ODE vendor approved assessments may be considered HQSD.

The use of shared attribution measures or student learning objectives is prohibited.

Professional Growth and Improvement Plans

Each teacher must develop a Professional Growth or Improvement Plan based on the results of their most recent evaluation. These plans are to be developed annually and must be based on the results of the evaluation and aligned to any existing district or building improvement plan.

Teachers with a final holistic rating of Accomplished must develop a self-directed Professional Growth Plan.

Teachers with a final holistic rating of Skilled must develop a Professional Growth Plan working jointly with the credentialed evaluator.

Teachers with a final holistic rating of Developing must develop a Professional Growth Plan that is guided by their assigned credentialed evaluators.

Teachers with a final summative rating of Ineffective will be placed on an Improvement Plan developed by the assigned credentialed evaluators.

Retention and Promotion

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

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

Poorly Performing Teachers

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

Professional Development

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

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: May 9, 2013)
(Revision date: November 13, 2014)
(Revision date: March 24, 2015)
(Revision date: November 17, 2015)
(Revision date: November 16, 2017)
(Revision date: August 20, 2020)
(Revision date: September 15, 2022)

LEGAL REFS.:		The Elementary and Secondary Education Act; 20 USC 1221 et seq.
	ORC	3319.11; 3319.111; 3319.112; 3319.16; 3319.61
		Chapter 4117
	OAC	3301-35-05
CROSS REFS.:	AF	Commitment to Accomplishment
	GBL	Personnel Records
	GCB	Professional Staff Contracts and Compensation Plans
	GCL	Professional Staff Development Opportunities

CONTRACT REF.: Teachers' Negotiated Agreement

EVALUATION OF CERTIFICATED STAFF
(ADMINISTRATORS BOTH CERTIFICATED AND CLASSIFIED)

The Superintendent institutes and maintains a comprehensive program for the evaluation of administrative personnel. Administrative personnel are all persons issued contracts in accordance with the Ohio Revised Code. 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 non-renew 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 evaluate and/or his/her representative.

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

Ohio Principal Evaluation System (OPES)

Principals and assistant principals are evaluated in accordance with the statutory administrator evaluation requirements of RC 3319.02 and the State Board of Education (SBOE) adopted Ohio Principal Evaluation System (OPES) 2.0 Framework aligned with the Ohio Standards for Principals (2018) adopted under State Law

Using multiple factors set forth in the OPES 2.0 Framework, principals and assistant principals will receive a final holistic rating of Accomplished, Skilled, Developing or Ineffective. This rating will be based on a combination of observations and supporting evidence using the administrator performance evaluation rubric.

Essential Components

Essential components of the evaluation process consist of the development of a professional growth or improvement plan, two formal observations of at least 30 minutes each, walk-throughs and a final summative conference.

Professional Growth and Improvement Plans

A professional growth or improvement plan will be developed annually with each administrator and be based upon the results of previous evaluations available within the District and aligned to an existing building or District continuous improvement plan and/or goals. The District has discretion to place an administrator on an improvement plan at any time based on deficiencies in any individual component of the evaluation system.

High-Quality Student Data

The evaluation uses at least two measures of District-determined high-quality student data (HQSD) to provide evidence of student learning attributable to the administrator, the data may be used as evidence in any component of the evaluation, where applicable. When applicable, the value-added progress dimension must be included as one of the measures of HQSD.

The high-quality student data instrument used must be rigorously reviewed by locally determined experts in the field of education to meet all of the following criteria:

- align to learning standards;
- measure what is intended to be measured;
- be attributable to the administrator;
- demonstrate evidence of student learning (achievement and/or growth);
- follow protocols for administration and scoring;
- provide trustworthy results;
- not offend or be driven by bias.

AND the HQSD must be used by the administrator to:

- measure student learning (achievement and/or growth) and progress toward achieving State and local standards;

- facilitate the critical reflection and analysis of HQSD as part of an ongoing cycle of support for improving student learning and enhancing educator professional practice;

- ensure each student's learning needs and styles, as well as strengths and weaknesses of an entire class, subject or grade level, are addressed through instruction.

Timelines and Additional Considerations

Each administrator subject to OPES must be evaluated annually and receive a written report of the evaluation. The administrator must have at least a preliminary evaluation and at least a final evaluation in any school year the administrator's contract is due to expire. A written copy of the preliminary evaluation shall be provided to the administrator at least 60 days prior to any Board action on the contract of employment. This written copy of the first formal observation, signed by the evaluator, shall serve as the preliminary evaluation to meet the requirements of State law. The final evaluation (second formal observation) shall include a recommendation to the Board regarding a contract of employment for the administrator. A written copy of the evaluation must be provided to the administrator at least five days prior to the Board acting to renew or nonrenew the contract.

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: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: January 16, 2001)
(Revision date: April 21, 2009)
(Revision date: November 14, 2013)
(Revision date: April 16, 2015)
(Revision date: November 17, 2015)
(Revision date: April 21, 2016)
(Revision date: November 16, 2023)

LEGAL REFS.:	ORC	3319.02; 3319.03; 3319.04; 3339.111; 3319.16; 3319.17; 3319.171; 3319.22
	OAC	3301-35-05

CROSS REFS.:	AF	Commitment to Accomplishment
	GBL	Personnel Records

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

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

The evaluation process for principals and assistant principals is set forth by Ohio Revised Code Section (RC) 3319.02(D). Evaluation procedures for principals and assistant principals include the components set forth for administrative personnel, but include some additional requirements. Principal and assistant principal evaluations must be based on principles comparable to the teacher evaluation policies adopted under RC 3319.111, but must be tailored to the duties and responsibilities of principals and assistant principals and the environment in which they work. Therefore, principals and assistant principals are evaluated like other administrators, but with the addition of the SBOE's evaluation framework requirements. In July 2021, the SBOE adopted the updated OPES 2.0 framework reflected in this policy.

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

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

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

EVALUATION OF CERTIFICATED STAFF
(ADMINISTRATORS BOTH CERTIFICATED AND CLASSIFIED)

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

1. An initial meeting will be held by the Superintendent/designee with the administrators to discuss specific measurable objectives and plans for their achievement. A statement of these objectives and plans is submitted by each administrator to the Superintendent/designee at a time specified. These objectives and plans are written and kept as part of the evaluation process.

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 non-renew 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 choosing 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 non-renewal.

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

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

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

THIS IS A REQUIRED REGULATION

[Approval date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: January 16, 2001)
(Revision date: April 21, 2009)
(Revision date: November 16, 2023)

EVALUATION OF SCHOOL COUNSELORS

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

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

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

Effectiveness Rating

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

Evaluation Time Line

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

Professional Growth and Improvement Plans

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

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

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

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

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

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

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

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

[Adoption date: July 21, 2016]
(Revision date: November 16, 2017)
(Revision date: November 16, 2023)

LEGAL REFS.:	ORC	3319.113; 3319.61
		3302.03
		Chapter 4117
	OAC	3301-35-05
CROSS REFS.:	AF	Commitment to Accomplishment
	GBL	Personnel Records
	GCB	Professional Staff Contracts and Compensation Plans

CONTRACT REF.: Teachers' Negotiated Agreement

NOTE: *By September 30, 2016, the board must adopt a standards-based counselor evaluation policy that conforms to the State Board of Education (SBOE) framework for evaluation of counselors developed under Ohio Revised Code Section (RC) 3319.113. The requirements of the RC prevail over any conflicting bargaining agreement entered into on or after September 29, 2015. The SBOE framework is aligned with the standards for school counselors adopted under RC 3319.61. The policy must include implementation of the framework beginning with the 2016-2017 school year and procedures for using the evaluation results for decisions regarding retention and promotion of counselors and removal of poorly performing counselors beginning with the 2017-2018 school year.*

The policy becomes operative at the expiration of any collective bargaining agreement covering schools counselors that is in effective on September 29, 2015 and must be included in any collective bargaining agreement renewal or extension.

Boards are required to use counselor evaluation results for promotion and retention decisions and for removing poorly performing counselors beginning with the 2017-2018 school year. These procedures are required to appear in board policy, but will be unique to each district. Boards should develop these procedures with district administrators and adopt them into board policy as a regulation, which should be coded as AFCA-R (Also GCNA-R).

Beginning with the 2017-2018 school year, boards can elect to not evaluate school counselors who: 1) were on leave for 50% or more of the school year as calculated by the board or 2) have submitted a notice of retirement that has been accepted by the board no later than December 1 of the school year in which the evaluation would have been conducted.

REDUCTION IN CERTIFICATED STAFF WORK FORCE

Decreasing enrollment District-wide or in specific areas, the return to duty of regular teachers from leaves of absence, or territorial changes may cause the Greenville City Board of Education to consider reduction in the number of certificated staff positions. In such cases the Superintendent's recommendations will adhere to both the Ohio Revised Code and the negotiated agreement. In all cases the highest priority must be given to providing a quality program of education and sound fiscal management.

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: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: January 16, 2001)
(Revision date: November 16, 2023)

LEGAL REFS.: ORC 3319.17; 3319.18

CROSS REF.: Teachers' Negotiated Agreement

REDUCTION IN CERTIFICATED STAFF WORK FORCE

The Board of Education recognizes that no contract entered into with a member of the administrative staff in accordance with policy GCPA may be suspended for purposes of a reduction in force except in the manner prescribed herein. Accordingly, this regulation was developed with input from the District's administrative staff.

The following procedure will be followed in the event the Board determines it is necessary to reduce its administrative staff through a suspension of contracts.

If it is necessary to achieve a reduction in the administrative staff, the Board may proceed to suspend contracts in accordance with the recommendation of the Superintendent. In making a recommendation, the Superintendent will give consideration to administrators who have the greater uninterrupted seniority of service with the District among those who are properly certified/licensed for a particular position. However, the Board recognizes that administrative positions are not interchangeable, and that the primary factor in any reduction of administrators will be in the best interest of the District.

Any administrator whose contract is to be suspended as the result of a reduction in the administrative staff shall be notified, in writing, of the intended suspension at least fifteen (15) calendar days prior to the Board meeting at which the action is to be taken.

The suspension shall not become effective sooner than thirty (30) days after said action.

Administrators who had a continuing contract as a teacher in the District immediately prior to being employed by the District as an administrator shall, upon reduction, be offered a position in the District as a classroom teacher in his/her area of certification/licensure, in accordance with any applicable provisions of a collective bargaining agreement, provided the reduced administrator:

1. possesses more seniority of service in the District than the teacher currently employed in the position in question (the term "seniority" being defined by any applicable provisions of a collective bargaining agreement); and

2. is qualified for the position being offered.

Administrators whose contracts are suspended shall be on the administrative recall list for a period of two (2) years from the last day of active employment by the District as an administrator, unless the administrator has accepted, prior to such time, other employment outside the district.

Administrators who are on the administrative recall list shall have the right of recall only to their prior position (i.e., Assistant Principal of the Middle School) and only if the Board re-institutes that position. However, the Board will consider such administrators for openings occurring in any other administrative position for which the administrator is qualified and holds

the appropriate certification/licensure. The primary factor in filling administrative positions will be the best interests of the District.

An administrator shall be notified of a recall by certified mail and must accept, in writing, the employment within fifteen (15) days of mailing of the recall notice. It is the administrator's responsibility to maintain a current mailing address with the Board. Failure to accept recall within fifteen (15) days of mailing of the recall notice shall be interpreted as an indication that the administrator does not wish to return to active employment in the District and shall result in the removal of the administrator from the recall list. If the recall occurs during the months school is in session, the administrator must respond in writing within five (5) days or he/she will be removed from the recall list.

An administrator who declines recall to an administrative position shall be removed from the administrative recall list.

[Adoption date: April 19, 2005]
(Revision date: November 16, 2023)

RESIGNATION OF CERTIFICATED STAFF MEMBERS

A teacher who has a contract covering the ensuing school year will be permitted to resign prior to July 10, proceeding that year. After that time the consent of the Board must be given before a staff member may resign his/her position. Similarly, a staff member may not resign during a school year unless the Board of Education consents.

Resignations will be submitted to the Superintendent for presentation to the Greenville City Board of Education.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: November 16, 2023)

LEGAL REFS.: ORC 3319.02; 3319.15

SEVERANCE PAY

At the time of retirement, a severance amount calculated by a prescribed formula upon the employee's unused sick leave and daily rate of pay at the time of retirement will be granted to certificated employees in compliance with State law and in accordance with the collective bargaining agreement or individual contracts that are applicable to the particular employees, including the Superintendent and Treasurer.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: April 16, 2015)
(Revision date: November 16, 2023)

LEGAL REFS.: ORC 9.90 124.39
3319.01
3313.22

CONTRACT REF.: Teachers' Negotiated Agreement

SUSPENSION AND TERMINATION OF CERTIFICATED STAFF MEMBERS

Suspension

The Board may suspend a teacher pending final action to terminate his/her contract if, in its judgment, the character of the charges warrants such action.

Termination

The contract of a professional staff member may be terminated for other good and just cause. Before terminating any contract, the Board furnishes the professional staff member a written notice signed by the Treasurer of its intention to consider termination of his/her contract and specification of the grounds for such consideration. The Board informs the professional staff member of his/her right to request a hearing by the Board or by an independent referee. At such a hearing, both parties may be represented by counsel and present and cross-examine witnesses. A complete record of the proceedings will be made. After the hearing, the Board makes its determination by majority vote. Any order of termination of a contract states the grounds for termination.

Teachers may only be suspended or terminated under the terms of the collective bargaining agreement and/or State or Federal law.

When the behavior is sexual harassment, the Title IX sexual harassment grievance process will be followed, if applicable, prior to imposing any discipline that cannot be imposed without resolution of the Title IX process.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: July 19, 2018)
(Revision date: December 21, 2023)

LEGAL REFS.: Education Amendments of 1972, Title IX; 20 USC 1681 et seq.
ORC 124.36
3319.02; 3319.11; 3319.16; 3319.161; 3319.17

CROSS REF.: ACAA, Sexual Harassment
GBQ Criminal Records Check

CONTRACT REF.: Teachers' Negotiated Agreement

NOTE: *On May 6, 2020, the U.S. Department of Education issued the long-awaited final Title IX regulations, which go into effect August 14, 2020. The Title IX regulations specifically define sexual harassment and establish detailed procedures for how school districts must respond to allegations of sexual harassment. Districts must follow the Title IX complaint process before the imposition of any disciplinary sanctions or other actions that are not supportive measures when the behavior is sexual harassment. This requirement will likely impact a district's current procedures for handling employee discipline. Districts should ensure that all sexual harassment complaints are handled in accordance with the Title IX regulations that are outlined in ACAA, Sexual Harassment and ACAA-R, Sexual Harassment Grievance Process.*

House Bill (HB) 33 (2023) revised requirements relating to teacher termination hearings in Revised Code (RC) 3319.16. The bill retains the requirement for the Board to provide a complete record of the proceedings of any termination hearing requested by a teacher but removes the requirement that the record be a "stenographic" record.

TUTORING FOR PAY

No teacher, during the regular school year, will tutor for pay a student who is a member of his/her class. Tutorial assistance to students is considered a normal responsibility of the teacher, except in extenuating circumstances.

A teacher may tutor other students on Greenville City School District premises for pay only in accordance with the following conditions.

1. Tutoring is done after the regular school day, unless special exceptions are approved by the Superintendent.

2. Tutoring in the school must have the approval of the principal and must be in accordance with District requirements and guidelines for community use of school facilities.

3. When tutoring on school premises is approved, it is performed for no more than the hourly rate of pay received by home instructors employed by the Board.

This policy does not apply to home instruction situations.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: December 21, 2023)

PROFESSIONAL RESEARCH AND PUBLISHING

Staff members submitting articles or research for publication in which the Greenville City Public Schools are mentioned or student data is utilized are requested to show these to the Superintendent prior to submission.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: January 24, 2012)
(Revision date: December 21, 2023)

CLASSIFIED STAFF POSITIONS

Education is a cooperative enterprise in which all employees of the Greenville City School District must participate intelligently and effectively for the benefit of the students. This District will employ classified personnel in positions that function to support the educational program. All such positions will be established initially by the Board. For each new position, the Superintendent will develop a job description for approval by the Board.

Although positions may remain temporarily unfilled, or the number of persons holding the same type of position may be reduced in event of required staff reduction, only the Board abolishes a position which it has created.

The Superintendent keeps all job descriptions current and presents recommended changes to the Board for approval.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: December 21, 2023)

LEGAL REFS.:	ORC	124.18
		3319.081
	OAC	3301-35-03

CLASSIFIED STAFF CONTRACTS AND COMPENSATION PLANS

In determining and developing salary schedules for classified staff, the Greenville City Board of education takes into account the responsibilities of the position, the qualifications needed, past experience of the individual and years of service to the District.

The individual salaries for classified staff, administrative and supervisory personnel who report directly to the Superintendent are reviewed and established annually by the Board upon the recommendation of the Superintendent. Salary schedules for all other classified staff will be established by the Board upon the recommendation of the Superintendent.

In accordance with law, employees will be notified in writing by July 1 of their salary for the ensuing school year.

Contracts

All administrative and supervisory personnel will be issued contracts in accordance with law during their employment by the Board. All other newly hired, regular classified staff school employees including regular hourly rate and per diem employees will enter into written contracts for their employment.

Contracts may be terminated by the Board in accordance with law. Contracts may be terminated for incompetency, inefficiency, dishonesty, drunkenness, immoral conduct, insubordination, discourteous treatment of public, neglect of duty, or any other acts of misfeasance, malfeasance or nonfeasance.

An employee may be suspended in accordance with law.

Duty assigned beyond the regular duty for the various job classifications are effective for one year only, regardless of the type of contract held.

[Adoption date: August 19, 1987]
(Revision date: July 9, 1997)
(Revision date: June 18, 2002)
(Revision date: December 21, 2023)

LEGAL REFS.: ORC Chapter 124
3317.12; 3319.02; 3319.081-3319.083; 3319.088

CROSS REF.: GDB all sub codes (relating to compensation)

CLASSIFIED STAFF SALARY SCHEDULES

The Greenville City Board of Education will endeavor to provide salary schedules which will:

1. adequately provide for the retention of those classified staff employees who are rendering satisfactory and efficient service in the school system;

2. encourage and stimulate classified staff employees to improve the quality of their work by granting regular salary increments;

3. provide employees with a financial outlook by indicating the salary which may be expended from year to year and

4. provide the Board with a means of determining, year by year, its financial obligations in terms of salaries for the classified staff.

Such schedules take into account the qualifications required, the responsibilities of the position and work experience. Initial placement on the schedule may take into consideration the employee's previous experience.

Whether employed for the school year or for a full 12-month year, an employee must serve two-thirds of his/her particular working year to qualify for yearly increment on a salary schedule.

In compliance with law, employees are notified in writing by July 1 of their salaries for the ensuing year.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: December 21, 2023)

LEGAL REFS.: ORC 3317.12
3319.081; 3319.082; 3319.083; 3319.088

CONTRACT REF.: Classified Staff Negotiated Agreement

CLASSIFIED STAFF SUPPLEMENTARY PAY PLANS

The Board recognizes that it may be necessary for classified staff employees to work more than their contracted amount of hours during a given work week. Whenever such overtime situations occur, the following provisions will be applicable to classified staff persons employed in other than supervisory positions.

1. For purposes of this policy, hours worked means all hours during which the individual is required to be on duty - generally from the required starting time to normal quitting time.

   A. Meal periods do not count as hours worked unless the individual is required to perform work duties during the meal period.

   B. Break periods of 15 minutes or less do count as work time.

2. Individuals who begin work earlier or work later than their assigned hours must receive prior authorization from their immediate supervisor.

3. Individuals who work more than their contracted amount of hours during any work week will be awarded with compensatory time off or with pay.

   A. Overtime work, the amount of time, and the method of compensation must be approved by the supervisor prior to the work being done.

   B. Work on Saturdays, Sundays, or holidays does not change the rate of pay.

   C. Compensatory time may only be accrued and/or used within any one pay period.

   D. Efforts will be made to permit the use of compensatory time at the time mutually agreed upon by the individual and his/her supervisor; however, where the individual's absence would unduly disrupt the District's operations, the District retains the right to postpone compensatory time usage.

   E. Individuals with unused compensatory time who are terminated or who terminate their employment will be paid for unused comp time at a rate of compensation not less than:

      1) the average regular rate received by the employee during the last three years of his/her employment or

      2) the final regular rate received by the employee, whichever is higher.

4. Individuals covered by this policy are required to complete a daily time record showing actual hours worked. Failure to maintain or falsification of such records may be grounds for disciplinary action.

[Adoption date: August 18, 1987]
(Revision date: June 25, 1996)
(Revision date: July 9, 1997)
(Revision date: December 15, 2011)
(Revision date: December 21, 2023)

LEGAL REFS.: Fair Labor Standards Act
ORC 124.18 3319.086

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

CLASSIFIED STAFF SUPPLEMENTARY PAY PLANS

1. Full or part-time classified employees contracted to work up to 35 hours per week will be entitled to the following:

   A. Overtime will be awarded with compensatory time or with pay at the employee's contracted hourly rate when the employee's work time does not exceed 40 hours per week.

   B. Overtime will be awarded with compensatory time or with pay at the rate of one and one-half for each hour when the employee's work time exceeds 40 hours per week.

   C. Overtime work, the amount of time, and the method of compensation must be approved by the supervisor prior to the work being done.

   D. Work on Saturdays, Sundays, or holidays does not change the rate of pay.

   E. Compensatory time may only be accrued and/or used within any one pay period.

   F. Efforts will be made to permit the use of compensatory time at the time mutually agreed upon by the individual and his/her supervisor; however, where the individual's absence would unduly disrupt the District's operations, the District retains the right to postpone compensatory time usage.

2. Full-time classified employees contracted to work 40 hours per week will be entitled to the following:

   A. Overtime will be awarded with compensatory time or with pay at the rate of one and one-half for each hour when the employee's work time exceeds 40 hours per week.

   B. Overtime work, the amount of time, and the method of compensation must be approved by the supervisor prior to the work being done.

   C. Work on Saturdays, Sundays, or holidays does not change the rate of pay.

   D. Compensatory time may only be accrued and/or used within any one pay period.

   E. Efforts will be made to permit the use of compensatory time at the time mutually agreed upon by the individual and his/her supervisor; however, where the individual's absence would unduly disrupt the District's operations, the District retains the right to postpone compensatory time usage.

[Adoption date: December 15, 2011]

(Revision date: December 21, 2023)

CLASSIFIED STAFF FRINGE BENEFITS

Benefits in addition to basic salary are recognized by the Greenville City Board of Education as an integral part of the total compensation plan for staff members.

The benefits extended to eligible classified staff employees are designed to promote their present and future economic security and to provide the financial incentives for professional development that benefit the District.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: December 21, 2023)

LEGAL REFS.: ORC 9.83; 9.90
3313.20-3313.211
3319.084-3319.087; 3319.141; 3319.142
3917.04
4123.01
4141.29; 4141.291

CROSS REF.: EI Insurance Management

CONTRACT REF.: Classified Staff Negotiated Agreement

CLASSIFIED STAFF LEAVES AND ABSENCES

Leaves and absences granted to the classified staff are for the purposes of helping them maintain their physical health, taking care of family and other personal emergencies and discharging important and necessary obligations. Excused absences and sick leave benefits for classified staff shall be the same as those provided for teaching staff.

All requests for long-term leaves of absence are submitted by the Superintendent, along with his/her recommendations, to the Greenville City Board of Education for its action.

Unexcused absences will result in per diem deductions of pay to be completed by dividing the annual salary by the number of days in the contract year.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: December 21, 2023)

LEGAL REFS.: Family and Medical Leave Act; 29 USC 2611 et seq.
ORC 124.38-124.39
3313.20; 3313.211
3319.13; 3319.141; 3319.143

CONTRACT REF.: Classified Staff Negotiated Agreement

CLASSIFIED STAFF ABSENCES

The method of reporting attendance and absence is as follows.

1. Under no circumstances should any employee be absent without notifying the proper person or immediate superior. Absences, whenever possible, should be anticipated so that suitable plans may be made.

2. Each classified staff employee shall sign in on the attendance sheet each day by whatever method is requested by the principal of each building. Failure to comply with this request shall be grounds for withholding of pay and/or dismissal from service.

3. Any employee reporting timely for duty in the morning who is required to leave due to a debilitating illness may be counted in attendance one-half day. The administrator in charge has the right to grant the additional time if he/she so deems appropriate.

4. The same will apply to the afternoon. If an employee is on duty through the midday and leaves due to a debilitating illness may be counted in attendance all day. The administrator in charge has the right to grant the additional time if he/she so deems appropriate.

5. Substitutes:

   A substitute called for employee under #3 above, would be paid for a full day if they remain for the afternoon.

   A substitute called for an employee under #4 above would be paid for one-half day.

[Approval date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: May 18, 2010)
(Revision date: December 21, 2023)

SUPPORT STAFF VACATIONS AND HOLIDAYS

Vacations

Certain support staff personnel are eligible for vacation after the first full year of employment. Those employed for 11 or 12 months will receive vacation with pay in compliance with State law or the negotiated agreement.

The Superintendent of the Greenville School District will have final approval of vacation schedules for the support staff. It is his/her or designee 's responsibility to see that vacations are scheduled to least interfere with the operation of the schools results.

Holidays

The following holidays have been established by law as paid holidays: New Year's Day, Memorial Day, Juneteenth Day, Martin Luther King Day, Independence Day, Labor Day, Thanksgiving Day and Christmas Day. If Independence Day, Christmas Day or New Year's Day falls on a Saturday, employees will not be required to work on the preceding Friday. If any of these days falls on a Sunday, employees are not required to work on the following Monday. Employees are eligible for paid holidays only if they work the day before and the day after the holiday.

Because various classifications of personnel are scheduled to work a different number of months during the calendar year, the Superintendent informs all employees of the specific holidays to which their particular job classification is entitled.

[Adoption date: August 18, 1987]
(Revision date: June 25, 1996)
(Revision date: July 9, 1997)
(Revision date: June 14, 2011)
(Revision date: November 18, 2021)
(Revision date: December 21, 2023)

LEGAL REFS.: ORC 1.14
3319.084; 3319.086; 3319.087

CONTRACT REF.: Classified Staff Negotiated Agreement

CROSS REF.: GDB, Support Staff Contracts and Compensation Plans

SUPPORT STAFF RECRUITING/POSTING OF VACANCIES/HIRING

The recruitment and selection of suitable candidates for positions will be the responsibility of the Superintendent, who will confer with principals and other administrators/supervisors before making a selection.

An employee may apply for any vacancy for which he/she is qualified.

The following guidelines are used in the selection of personnel:

1. There is no unlawful discrimination in the hiring process.

2. No candidate is hired without an interview and a criminal records check.

3. No candidate is hired prior to the District consulting the educator profile database maintained on the State Board of Education's (SBOE) website.

After consulting the educator profile database, the District also may consult the SBOE office of professional conduct and/or consult any prior education-related employer of the candidate in accordance with State law.

The Superintendent, subject to confirmation by the Board, makes all appointments to the support staff. In making these appointments, the Superintendent will carefully observe all pertinent laws and negotiated agreements, as well as any regulations which may be approved from time to time by the Board.

The Board fixes conditions of employment as well as wages, hours, and other benefits for support staff members upon the recommendation of the Superintendent or as determined by the negotiated agreement.

Rehiring of Retirees

If an employee is retiring and seeks re-employment in the same position, then notice must be given 60 days prior to the date re-employment is to begin. If the Board has urgent reasons to fill the position in an expedited manner and these reasons are explained in the notice, the public notice must be given 30 days prior to the date re-employment is to begin. The notice must state that the person is or will be retired and is seeking re-employment in the District. The notice must include the time, date, and location of a public meeting, which must take place 15 to 30 days prior to employment. Notices and meetings are not required if the person has been retired for at least one year before re-employment is to begin.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: March 23, 2004)
(Revision date: November 18, 2021)
(Revision date: December 21, 2023)

(Revision date: December 19, 2024)

LEGAL REFS.: Elementary and Secondary Education Act; 20 USC 1221 et seq.
ORC Chapter 124
ORC 3309.345
ORC 3319.031
ORC 3319.04
ORC 3319.081 et seq.
ORC 3319.318
ORC 3319.39
ORC 3319.393
ORC 3327.10
ORC 4141.29
OAC 3301-35-05
OAC 3301-35-06
OAC 3309-1-61
CONTRACT REF.: Support Staff Negotiated Agreement

CROSS REFS.: AC, Nondiscrimination
ACA, Nondiscrimination on the Basis of Sex
ACB, Nondiscrimination on the Basis of Disability
GBA, Equal Opportunity Employment
GBQ, Criminal Records Check
GCD, Professional Staff Hiring

NOTE: *This is an example of how topics and codes appearing consecutively in the OSBA coding system can be combined to save space in a manual. When a policy covers two topics that appear consecutively in the classification system, the terms and codes can be combined as illustrated on this page.*

In districts employing a business manager, he/she shall appoint support staff employees, subject to confirmation by the Board.

In 2013, House Bill (HB) 59 added new Ohio Revised Code Section 3319.031, which authorizes a board that chooses not to employ a business manager to assign the statutorily prescribed powers and duties of a business manager to one or more other district employees, including the treasurer. If the Board assigns these duties to the Treasurer, the Superintendent, not the Treasurer, has the authority to recommend the appointment or discharge of non-educational employees.

HB 110 (2021) requires District to include the following notice in boldface type in each employment application:

ANY PERSON WHO KNOWINGLY MAKES A FALSE STATEMENT IS GUILTY OF FALSIFICATION UNDER SECTION 2921.13 OF THE REVISED CODE, WHICH IS A MISDEMEANOR OF THE FIRST DEGREE.

Districts are required to consult the educator profile database maintained on the Ohio Department of Education's (ODE) website prior to hiring a candidate, Districts may further discern the employment, disciplinary, or criminal record of an applicant by consulting the office of professional conduct within ODE or any prior education-related employers of the individual. Districts may also require additional criminal records checks for any applicant for employment or prospective volunteer. Districts may choose to conditionally employ an individual pending the receipt of this additional information related to prior employment, disciplinary or criminal records. Offers of

conditional employment may trigger collective bargaining issues and Districts should consult with legal counsel prior to making any conditional offers of employment.

HB 110 also states that no employee of the District will knowingly assist another person in obtaining employment in a school district or nonpublic school, or in obtaining employment with a county board of developmental disabilities in a position responsible for providing educational services to children from six to 21, if the employee knows or has reasonable cause to believe that the person has committed a sex-related offense involving a student.

THIS IS A REQUIRED POLICY

PART-TIME, TEMPORARY AND SUBSTITUTE CLASSIFIED STAFF EMPLOYMENT

Part-time, substitute temporary personnel will be employed as necessary for the efficient operation of the District. A full-time employee is one who is contracted to work seven (7) hours or more per day. All other employees shall be considered part-time with the exception of substitute employees, student employees, those employed on supplemental contracts, and other employees excluded by the board of education.

The Greenville City School District will maintain lists of persons qualified to serve in various classified positions so that substitutes and temporary help may be obtained as needed. The Board approves such persons for substitute and temporary employment on the recommendation of the Superintendent.

Part-time, temporary and substitute classified staff employees are paid in accordance with hourly rates established by the Board. Substitute and temporary employees are entitled to sick leave at the rate established by law. Regularly employed, part-time employees are entitled to leave privileges and benefits on a basis generally proportionate to the relationship their work schedule bears to a full-time schedule.

Classified substitute staff who serve 60 consecutive days of substitute work in one position for the same staff member (allowing one excused absence), the substitute will be placed on the regular pay salary schedule.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: January 16, 2001)
(Revision date: February 9, 2012)
(Revision date: July 19, 2018)
(Revision date: December 21, 2023)

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
ORC 124.27
3319.081; 3319.141; 3319.39
OAC 3301-350-05; 3301-35-06

CROSS REFS.:
AC Nondiscrimination
ACA Nondiscrimination on the Basis of Sex
ACB Nondiscrimination on the Basis of Disability
GBA Equal Opportunity Employment
GBQ Criminal Records Check

CONTRACT REF.: Classified Staff Negotiated Agreement

CLASSIFIED STAFF ORIENTATION

The principal to whom each classified staff employee is assigned will be responsible for conducting an orientation program for new personnel and yearly in-service programs for all classified personnel under his/her jurisdiction.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: December 21, 2023)

CONTRACT REF.: Classified Staff Negotiated Agreement

CLASSIFIED STAFF PROBATION AND TENURE

In accord with rules of the Civil Service Board, all original and promotional appointments are for a probationary period of not less than 90 days nor more than a year. No appointment or promotion will be considered final until the employee has satisfactorily completed the probation period.

Employees on the classified staff of the Greenville City School District who do not fall under rules of the Civil Service Board will also serve a six-month probationary period.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: December 21, 2023)

LEGAL REFS.: ORC 124.34 3319.081

CLASSIFIED STAFF ASSIGNMENTS AND TRANSFERS

The assignment and transfer of all classified personnel will be the responsibility of the Superintendent. Recommendations from the building principal and Assistant Superintendent will be considered before transfers are made; however, promotional transfers will be made only by the Greenville City Board of Education upon the recommendation of the Superintendent. Employees will be notified of any change in assignment and a conference with the Superintendent or Assistant Superintendent will be scheduled before any change is made. When vacancies occur within the system, present employees desiring to change to the place vacated shall receive first consideration providing they are qualified, that their moving will not weaken the present structure of the system and that their past performance has been such as to warrant this consideration.

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 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.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: December 21, 2023)

LEGAL REFS.: ORC 124.32
OAC 3301-35-03 (A)

CONTRACT REF.: Classified Staff Negotiated Agreement

CLASSIFIED STAFF TIME SCHEDULES

The Superintendent, in consultation with appropriate administrators, will establish work schedules for the classified staff.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: December 21, 2023)

LEGAL REF.: ORC 3319.086

CLASSIFIED STAFF DEVELOPMENT OPPORTUNITIES

Classified staff employees are an integral part of the District's total staff. Their training and development are essential to the efficient and economical operation of the Greenville City Schools.

Therefore, all classified staff employees shall be encouraged to grow in job skills and to take additional training which improves their skills on the job. It shall be the responsibility of all building principals to assist effectively in the training of classified staff assigned to their respective buildings.

Absences to attend meetings, conventions, conferences or workshops of local, State or national associations which serve to advance the welfare of the District through the upgrading and strengthening of the classified service may be granted by the Superintendent of Schools without loss of pay to the employee.

[Adoption date: July 9, 1997]
(Revision date: December 21, 2023)

LEGAL REF.: OAC 3301-35-03

EVALUATION OF CLASSIFIED STAFF

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

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

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

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: December 21, 2023)

LEGAL REFS.: ORC 3319.081 Chapter 124
OAC 3301-35-03(A)(8)

CROSS REF.: Evaluation Instruments in the Central Office

CONTRACT REF.: Classified Staff Negotiated Agreement

EVALUATION OF CLASSIFIED STAFF

1. All classified staff members will be evaluated at least annually by their immediate supervisors. Evaluation procedures will be developed by the Superintendent in consultation with the building principals. Evaluations will be completed by the end of April.

2. The supervisor will rate the employee on the basis of work performance and abilities. Evaluation forms will be completed in triplicate, with an additional narrative report, if necessary. The supervisor will also submit his/her recommendation regarding continued employment of the employee.

3. After completing the evaluation form, the supervisor will:

   A. conduct a conference with the employee and B . discuss with the employee:

      1) the reasons for the performance evaluation and
      2) the areas where work performance should be improved.

4. The supervisor and the employee will sign the evaluation form at the close of the conference.

5. The copy of the completed evaluation form will be included in the employee's personnel file; one copy will be given to the employee. The employee will have access to the evaluation reports in his/her personnel file.

(Approval date: August 18, 1987)
(Revision date: July 9, 1997)
(Revision date: December 21, 2023)

REDUCTION IN CLASSIFIED STAFF WORK FORCE

Whenever it becomes necessary to reduce the classified staff because of financial reasons, job abolishment, management re-organization, lack of work or in the interest of economy, the procedures set forth in State law will govern the rights of employees affected directly or indirectly by the reduction.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: January 5, 2024)

LEGAL REFS.: ORC 124.32; 124.321
3319.083
4141.29

CONTRACT REF.: Classified Staff Negotiated Agreement

RESIGNATION OF CLASSIFIED STAFF MEMBERS

Any classified staff member may terminate his/her contract of employment with the Greenville City School District by filing a written notice of such termination with the Treasurer of the Board 30 days prior to the effective date of termination or fewer days if approved by the Superintendent or Board.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: November 16, 2023)

LEGAL REFS.: ORC 124.39 3319.081

SUSPENSION AND DISMISSAL OF CLASSIFIED STAFF MEMBERS

The employment of classified staff members may be terminated only for violation of written policies and regulations as set forth by the Greenville City Board of Education or for incompetency, inefficiency, dishonesty, drunkenness, immoral conduct, insubordination, discourteous treatment of the public, neglect of duty, or any others acts of misfeasance, malfeasance, or nonfeasance.

The Board may also suspend an employee for a definite period of time or demote an employee for these same reasons.

The action of the Board to terminate the contract of any employee or to suspend or demote him/her will be done in accordance with all statutory and constitutionally mandated procedures, including the opportunity for a hearing prior to the termination and if a hearing is required, prior to the suspension or demotion.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: July 19, 2018)
(Revision date: January 5, 2024)

LEGAL REFS.: ORC 124:32; 124.33; 124.34; 124.36
3319.04; 3319.081; 3319.083

CROSS REF.: GBQ Criminal Records Check

CONTRACT REF.: Support Staff Negotiated Agreement

NOTE: *The grounds for suspension, demotion or termination for a city district differs from the information stated above; city districts should refer to and cite Ohio Revised Code Section 124.32. The collective bargaining agreement may be pertinent.*

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Section H: Negotiations

HA	Negotiations
HD	School Board Negotiating Powers and Duties
HE	Board Negotiating Agents
HF	Superintendent's Role in Negotiations
HI	Payment of Negotiations Costs
HJ	Negotiations Procedures
HK	Release of Negotiations Information
HM	Procedures Following Ratification
HN	Impasse Procedures
HO	Work Stoppage

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.

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

Exhibits: are forms, charts, etc. to support a policy or regulations.

NEGOTIATIONS

The Greenville City Board of Education is governed by Ohio law regarding collective bargaining with its certified and classified employee bargaining units for the purpose of entering into binding contracts. The scope of bargaining includes matters pertaining to wages, hours, or terms and other conditions of employment and the continuation, modification or deletion of an existing provision of a collective bargaining agreement.

The Board will negotiate in good faith with the District's certified and classified bargaining units and will endeavor to reach agreement on items properly within the scope of bargaining.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: January 5, 2024)

LEGAL REF.: ORC Chapter 4117

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

SCHOOL BOARD NEGOTIATING POWERS AND DUTIES

The Greenville City Board of Education is recognized as the sole employer of the District and shall maintain all management rights as defined by law except as specifically provided in the negotiated agreement(s). The Board will be a party to the labor contract(s) or agreement(s) entered into with the certified and classified employee organization(s).

The Board of Education has a duty to choose a negotiating team to meet with the representatives of the certified and classified employee unit(s) to fulfill its responsibilities to collectively bargain in accordance with law.

The Board of Education has the responsibility of reviewing any tentative agreement reached in bargaining with the employee organizations and approving or disapproving such agreements.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: January 5, 2024)

LEGAL REF.: ORC Chapter 4117

CROSS REF.: Teachers' Negotiated Agreement

BOARD NEGOTIATING AGENTS

Prior to commencement of any negotiations, the Greenville City Board of Education will decide whether to appoint a professional negotiator or to appoint representatives from within the District to serve as the Board's negotiating team(s). The fee or salary for a professional negotiator will be established by the Board at the time of appointment. The Board appoints to the bargaining team those who will best serve the District's interest and who meet the qualifications mandated by law.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: January 5, 2024)

LEGAL REFS.: ORC 4117.04; 4117.20

SUPERINTENDENT'S ROLE IN NEGOTIATIONS

To the extent determined by the Greenville City Board of Education and permissible by law the Superintendent should be closely involved in planning, preparation and participation in the bargaining process.

The direct nature of involvement by the Superintendent at the bargaining table shall be determined by the Greenville City Board of Education in close communication with the Superintendent.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: January 5, 2024)

LEGAL REFS.: ORC 4117.20

PAYMENT OF NEGOTIATIONS COSTS

The Greenville City Board of Education shall appropriate funds to provide representation for the District in the collective bargaining process. The costs of negotiations will vary depending upon the Board's use of professional negotiators and the involvement of school administrators and experienced staff.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: January 5, 2024)

LEGAL REF.: ORC 4117.14

NEGOTIATIONS PROCEDURES

The negotiations procedure may be jointly developed by the Greenville City Board of Education and the certified and classified employee organization(s) in accordance with State law. In absence of a mutually agreed-upon dispute resolution process, the statutory provided negotiations procedure prevails.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: January 5, 2024)

LEGAL REFS.: ORC 4117.14; 4117.21

CROSS REF.: HN Impasse Procedures

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

RELEASE OF NEGOTIATIONS INFORMATION

Negotiations between the Greenville City Board of Education and an employee organization are private and are not conducted in public session. Communication with the media and in public shall be by a person or persons designated by the Board and shall be carried out in accordance with other Board policy and the obligation of the Board under the collective bargaining contract(s) or agreement(s).

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: January 5, 2024)

LEGAL REFS.: ORC 121.22 4117.21

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

PROCEDURES FOLLOWING RATIFICATION

The Greenville City Board of Education assures that the negotiated agreement is distributed to all administrative staff. In addition, the Board provides an in-service on the meaning and obligation of the provisions included in the contract or agreement for all its administrative staff.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: January 5, 2024)

LEGAL REF.: ORC 4117.14

IMPASSE PROCEDURES

The Greenville City Board of Education and the certified and classified employee organization may jointly develop and agree upon an alternative impasse procedure to those contained in the Ohio Revised Code. Agreement on this alternative impasse procedure should take place prior to the start of bargaining or at least 45 days prior to the expiration of the contract or agreement.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: January 5, 2024)

LEGAL REF.: ORC 4117.14

CROSS REF.: HJ Negotiation Procedures

WORK STOPPAGE

Ohio 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 efforts to keep the schools open and operating. Precautions will be taken for the safety and health of the working staff and students.

The Greenville City 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: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: January 5, 2024)

LEGAL REFS.: ORC 117.01; 4117.15; 4117.16

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

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Section I: Instruction

IA	Instructional Goals
IAA	Instructional Objectives
IC/ICA	School Year / School Calendar
ID	School Day
IE	Organization of Facilities for Instruction
IF	Curriculum Development
IFD	Curriculum Adoption
IFE	Course of Study / Curriculum Guides
IGA	Basic Curricular Program
IGAB	Human Relations Education
IGAC	Teaching About Religion
IGAD	Career-Technical Education
IGAE	Health Education
IGAG	Drugs, Alcohol, and Tobacco Education
IGAH/IGAI	Family Life Education/ Sex Education
IGAJ	Driver Education
IGBA	Programs for Students with Disabilities
IGBA-R	Programs for Disabled Students
IGBB	Programs for Students Who are Gifted
IGBE	Remedial Instruction (Intervention Services)
IGBEA	Reading Skills Assessments & Intervention (Third Grade Reading Guarantee)
IGBEA-R	Reading Skills Assessments & Intervention (Third Grade Reading Guarantee)
IGBEB	Dyslexia Intervention and Supports
IGBG	Home-Bound Instruction
IGBG-R	Home-Bound Instruction
IGBH	Alternative School Programs
IGBI	English Learners
IGBJ	Title I Programs
IGBJ-R	Title I Programs – Independent Evaluation Criteria
IGBL	Parent and Family Involvement in Education
IGBLA	Promoting Parental Involvement
IGBM	Credit Flexibility
IGBM-R	Credit Flexibility
IGCA	Summer Schools
IGCA-R	Summer Schools
IGCB	Innovative Education Programs

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.

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

Exhibits: are forms, charts, etc. to support a policy or regulations.

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IGCD	Educational Options (Also LEB)
IGCD-R	Educational Options
IGCF	Home Education
IGCG	Preschool Program
IGCH	College Credit Plus (Also LEC)
IGCH-R	College Credit Plus (Also LEC-R)
IGCK	Blended Learning
IGD	Co-Curricular and Extracurricular Activities
IGDB	Student Publications
IGDC	Student Social Events
IGDF	Student Fund-Raising Activities
IGDG	Activities Funds Management
IGDH	Contests for Students
IGDH-R	Contests for Students
IGDJ	Interscholastic Athletics
IGDJ-R	Interscholastic Athletics
IGDK	Interscholastic Extracurricular Eligibility
IGE	Adult Education Programs
IGE-R	Adult Education Programs
IGED	Adult Diploma
IGEE	Awarding of High School Diploma to Veterans of War
IHA	Grouping for Instruction
IIA	Instructional Materials
IIAA/IIAC	Textbook Selection and Adoption/Media Center Materials Selection and Adoption
IIBDA	Professional Libraries
IIBH	District Web Site Publishing
IIC	Community Instructional Resources (Also KF)
IICA	Field Trips
IICA-R	Field Trips
IICB	Community Resource Persons
IICC	School Volunteers
IJ	Guidance Program
IJA	Career Advising
IK	Academic Achievement
IKA/IKAB	Grading Systems
IKA-R	Grading Systems
IKB	Homework
IKE	Promotion and Retention of Students
IKE-R	Promotion and Retention of Students
IKEB	Acceleration

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.

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IKF	Graduation Requirements
IKFA	Early Graduation
IKFB	Graduation Exercises
IKFC	Graduation Plans and Students at Risk of Not Qualifying for a High School Diploma
IL	Testing Programs
IL-R	Testing Programs
ILA	Competency-Based Education
IM	Evaluation of Instructional Programs (Also AFE)
INA	Teaching Methods (Development of Lesson Plans)
INB	Teaching About Controversial Issues
IND/INDA	School Ceremonies and Observances/Patriotic Exercises
INDB	Flag and Motto Displays
ING	Animals in the Schools
ING-R	Animals in the Schools

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.

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

Exhibits: are forms, charts, etc. to support a policy or regulations.

INSTRUCTIONAL GOALS

It is the belief and policy of the Greenville City Board of Education that the learning process must accomplish these goals in a manner that makes learning interesting, relevant, exciting, challenging, and satisfying. The Board believes these goals can only be accomplished by dedicated teachers and staff who believe in the worth of youth, are committed to these goals, and are given the encouragement, means, freedom and guidance to accomplish them.

These are the District's instructional goals:

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 establish aesthetic, moral and ethical values;

3. to help students relate satisfactorily to others in situations involving their family, work, government and recreation;

4. to give students a mastery of self-directed learning, thinking, problem solving, reading, writing, computation, and technology skills;

5. to monitor, assess, and improve the quality of student work;

6. to teach students to use the various media of self-expressions;

7. to instill in students a knowledge of the social and natural sciences;

8. to acquaint students with the richness of our heritage;

9. to stimulate students to work productively in the various areas of human endeavor and

10. to acknowledge the importance of, and to aid the school's supplementary role to, the home and other social agencies in developing the habits and attitudes which make for effective personal living, the maintenance of optimum physical and mental health and the establishment of sound moral, ethical and aesthetic values.

The goals of the instructional program are 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 District, for all levels and subject areas.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: March 23, 2004)
(Revision date: January 5, 2024)

LEGAL REFS.: Ohio Const. Art. VI, § 2

OAC 3301-35-02; 3301-35-03

CROSS REFS.:

ADA	Educational Philosophy
AE	School District Goals and Objectives
AFE	Evaluation of Instructional Programs (Also IM)
AH	Evaluation of Educational Resources

INSTRUCTIONAL OBJECTIVES

Skills, knowledge, and attitudes 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.

The educational program of the District will be the result of systematic planning, articulation, implementation and evaluation.

Instructors will employ those methodologies as needed to assure accomplishment of that learning necessary to successful movement to the next level of learning.

The state adopted content standards shall be the basis for what is taught in the classrooms in the District. The content standards will be presented to the Board for adoption or re-adoption as necessary.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: January 21, 2003)
(Revision date: January 5, 2024)

LEGAL REF.: OAC 3301-35-02

CROSS REFS.:
ADA Educational Philosophy
AE School District Goals and Objectives
AFE Evaluation of Instructional Programs (Also IM)
IA Instructional Goals

SCHOOL YEAR / SCHOOL CALENDAR

The school calendar for the following school year will be prepared by the Superintendent and presented to the Greenville City Board of Education for approval. The number of hours scheduled for students meets or exceeds the requirements of State law.

The calendar sets forth the days and hours schools are in session, holidays and vacation periods, in-service training days, teacher orientation days and days of reports to parents.

In preparing the calendar, the Superintendent may provide opportunities for members of the staff to offer suggestions before recommending a calendar to the Board for final consideration and adoption.

In accordance with State law, prior to making any changes to scheduled days or hours, the Board works with career-technical schools in which any of the District's high school students are enrolled, and community schools and chartered nonpublic schools to which the District is required to transport students.

The number of hours in each school year that school is scheduled to be open for instruction will not be reduced from the number of hours per year school as 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. The public hearing on the school calendar may be a separate, individual hearing or be part of another public hearing or Board meeting.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: September 18, 2007)
(Revision date: May 8, 2014)
(Revision date: January 5, 2024)
(Revision date: December 19, 2024)

LEGAL REFS.: ORC 3313.48; 3313.62; 3313.63;

CROSS REFS.: EBCD Emergency Closings

CONTRACT REF.: Teachers' Negotiated Agreement

SCHOOL DAY

"School day" is defined as the time during a calendar day that a school is open for instruction pursuant to the Board-adopted schedule. It is the responsibility of the Greenville City Board of Education to establish the beginning and dismissal times at the various grade levels.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: May 8, 2014)
(Revision date: January 5, 2024)

LEGAL REFS.: ORC 3313.48
3313.481

CROSS REF.: EBCD Emergency Closings

CONTRACT REF.: Teachers' Negotiated Agreement

ORGANIZATION OF FACILITIES FOR INSTRUCTION

The Greenville City Board of Education is responsible for public education, kindergarten through grade 12, throughout the District. It also has assumed responsibilities for adult education and vocational education services in the District.

The housing of grade levels in school facilities throughout the District and the administration of the instructional program will be according to plans developed by the Superintendent and the administrative staff and approved by the Board.

Modifications in the organizational plan of the schools may be made only by the Board upon the recommendation of the Superintendent. The Superintendent shall continually monitor the effectiveness of the organizational plan and recommend to the Board such modifications in the plan which are in the best interests of the students; provide for the equivalency of instructional materials, equipment and personnel within the District schools and make the wisest use of District resources and District personnel to serve the educational goals of the Board.

The District is required to bring students at a minimum 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, is required to offer school choice for students to transfer from the low performing building to one 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, actions required by law will be implemented. The administration is directed to develop a plan to comply with applicable law(s).

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: October 22, 2002)
(Revision date: February 19, 2008)
(Revision date: January 5, 2024)

LEGAL REFS.:		121.22
	ORC	3311.29
		3313.53-3313.531; 3313.641

CROSS REFS.:	IGBJ	Title I Programs
	IGBI	English As A Second Language

CURRICULUM DEVELOPMENT

Continuing curriculum study and development are necessary if the Greenville City School District is to meet the needs of the students in its schools.

Curriculum planning should be 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 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 revised 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 of Education expects all professional staff to work together in evaluating the educational program and recommending additions and changes in courses, programs and instructional approaches. All such staff members have a professional obligation to the educational program, including responsibility for working on curriculum committees. The professional staff is expected to play an active role in curriculum development.

The Superintendent/designee provides the Board with reports on the curriculum and on the work of curriculum committees and recommends courses and programs for adoption by the Board.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: May 20, 2021)

LEGAL REFS.: ORC 3301.221; 3313.21; 3313.212; 3313.60; 3313.6025
OAC 3301-35-02; 3301-35-03; 3301-35-04; 3301-35-06

CROSS REF.: 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

A good curriculum requires continuous development, implementation, evaluation and improvement.

The Greenville City Board of Education expects the District's certificated/licensed staff to implement courses of study that will promote the educational goals of the District and comply with State Minimum Standards.

Legal responsibility for adoption of curriculum resides with the Board of Education. In practice, the Board extends responsibility for such curriculum development to the Superintendent. The Board will consider and act on new courses and programs as recommended by the Superintendent. It will officially approve courses of study for all subjects as required by the State Minimum Standards as well as all textbooks.

The Superintendent will supervise the evaluation of the District's curriculum. Courses of study will be evaluated and presented to the Board for adoption or re-adoption.

The Board may initiate studies of prospective new courses and curriculum revisions.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: January 21, 2003)
(Revision date: January 5, 2024)

LEGAL REFS.: ORC 3313.60
OAC 3301-35-02; 3301-35-03

COURSE OF STUDY/CURRICULUM GUIDES

All subject areas shall have a written course of study prepared by the appropriate curriculum committee in cooperation with the consultant and the Director of Curriculum and Instruction. The course of study is to be submitted by the Director of Curriculum and Instruction and Superintendent to the Board for its recommendations and approval. Upon approval, it shall be the official curriculum guide to be followed by all personnel involved.

Each course of study may include a foreword, a table of contents, an introduction, a philosophy, goals, program objective, subject objectives, scope and sequence of the course and evaluation procedures.

All educators affected by the course of study shall be provided with a copy for official use.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: March 20, 2001)
(Revision date: January 21, 2003)
(Revision date: January 5, 2024)

LEGAL REF.: OAC 3301.-35-03

BASIC CURRICULAR PROGRAM

Because education is a lifelong process, the Greenville City School District's educational program will provide a curriculum that serves the general academic needs of all students as well as opportunities for individual students to develop specific talents and interests in vocational and other specialized fields and grow toward independent learning.

The curriculum will be balanced, integrated and sequentially articulated providing a foundation of understandings, attitudes and knowledge needed for living in a democracy and pursuing a career and life goals. Standards are established according to State Law.

The basic curricular program is viewed as important to the development of intellectual curiosity, critical thinking, problem solving abilities and aesthetic appreciation that will serve the student both during school life and throughout life.

The curriculum will respond to the wide range of individual differences in student abilities and learning rates through a variety of materials, curricular adjustments and courses adapted to the special needs of students.

[Adoption date: August 18, 1987]
(Revision date: March 21, 1995)
(Revision date: July 9, 1997)
(Revision date: March 12, 2002)
(Revision date: November 16, 2017)
(Revision date: February 15, 2024)

LEGAL REFS.:	ORC	3301.07
		3313.53; 3313.60; 3313.604; 3313.6021
	OAC	3301-35-02

CROSS REFS.:	EBBA	First Aid
	IB	Academic Freedom
	INB	Teaching About Controversial Issues

HUMAN RELATIONS EDUCATION

The Greenville City School District will foster good human relations dealing with race, sex, age and economics through its instructional programs, its student activities and the classroom climate.

The Board will encourage and support the following approaches to human relations education.

1. The curriculum for all students in grades K-12 should present in context the accomplishments and contributions of all races and cultures, including the intercultural nature of our cities, our country and our world.

2. Methods and techniques of classroom teaching should emphasize the similarities and likenesses of people of various backgrounds and cultures.

3. The staff should refresh its awareness of the facts that the public schools are among the primary instruments for furthering, upgrading and strengthening human relations through in-service training on an annual basis.

4. The schools should work for a total integration of ideas, people and material resources to provide the best education to meet the demands of present and future urban society.

5. The schools should strive to develop a positive self-image in each student's thinking. They should:

   A. recognize the dignity and worth of the individual;

   B. provide students with the opportunity to acquire as broad an education as the child's capacity permits and

   C. stimulate the development of respect for the laws of this country.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: February 15, 2024)

LEGAL REFS.: OAC 3301-35-02(B)(I)(6); 3301-35-03(H)
CROSS REF.: AC Nondiscrimination/Harassment

TEACHING ABOUT RELIGION

The public schools must be neutral in matters of religion. The Greenville City Schools must show no preference for one religion over another and must refrain from the promotion of any religion.

It is the responsibility of the public schools to foster mutual understanding and respect for all individuals and all beliefs. In pursuing this goal, teaching in the public schools should recognize that holidays are observed differently by different religious groups. Teachers should likewise respect the fact that some individuals' beliefs do not include religious observances.

Teaching about religious holidays or about religion in general should:

1. be objective;

2. avoid any doctrinal impact and

3. avoid any implication that religious doctrines have the support of school authority.

CROSS REFS.: INB, Teaching About Controversial Issues
IND, School Ceremonies and Observances
JB, Equal Educational Opportunities
JEFB, Released Time for Religious Instruction

LEGAL REFS.: Elementary and Secondary Education Act; 20 USC 1211 et seq.
U.S. Const. Amend. I
ORC 3313.601

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: November 17, 2022)
(Revision date: February 15, 2024)

CAREER-TECHNICAL EDUCATION

The Greenville City Board of Education believes that the schools should provide education that is pertinent to the practical aspects of life and prepares students to make the transition from the school setting to the world of work. Therefore, the Board supports the inclusion of career-technical education in the basic curriculum.

Career-technical education is a program that enables each student to gain career awareness and to explore career opportunities in all fields so that he/she can make informed decisions about his/her future occupations.

The Board charges the administration with the responsibility for the implementation of the career-technical education program in the schools.

Career-technical education is a concept that can be taught in the classroom at all levels. In grades seven through twelve, it specifically incorporates career exploration, career guidance and career- technical education-opportunities. The latter are designed to equip students to enter postsecondary occupational education programs, and or specific occupations directly from high school.

Career-technical education is available as an integral part of the curriculum at the secondary level. It is geared to technological and economic conditions and changes, and, as a core component of comprehensive education, shares with other aspects of the high school curriculum the purpose of development of character and attitudes and skills. Guidance and counseling services are provided to each student throughout his/her program.

In an effort to meet the changing needs of the global, high-tech workforce, educational programs offered to secondary school students, adults, postgraduates and others desiring to obtain necessary workforce skills are established in accordance with State law and the Ohio Administrative Code.

The educational program is administered by the Superintendent/designee.

Fees may be charged to a student, as established by the Board, to pay for materials used by the student~~s~~ in these courses and programs.

[Adoption date: August 18, 1987]
(Revision date: March 21, 1995)
(Revision date: July 9, 1997)
(Revision date: March 20, 2001)
(Revision date: February 19, 2008)
(Revision date: November 13, 2014)
(Revision date: July 19, 2018)
(Revision date: February 15, 2024)

LEGAL REFS.:	ORC	Chapter 3303
		33111.16; 3311.17; 3311.18; 3311.19
		3313.53; 3313.56; 3313.90; 3313.901; 3313.91; 3313.911
		3317.024; 3317.16; 3317.17
	OAC	Chapter 3301-35-04; 3301-61

CROSS REFS.:	JN	Student Fees, Fines and Charges
	LB	Relations with Other Schools and Educational Institutions

NOTE: *This category may be used for career education, technical education, or both. If you do not wish to combine policies in these areas, as was done above, add a new subcode to the IGAD sequence for file purposes.*

If a district participates in a joint vocational school district or other cooperative programs, the details of such programs are more appropriately filed under LBB, Cooperative Educational Programs.

House Bill (HB) 487 (2014) revised district requirements for provision of career-technical education. Ohio Revised Code 3313.90 as revised specifies career-technical education is to be provided to students in grades seven through 12. Districts may request a waiver from the requirements to provide this education to students in grade seven and eight. This waiver is obtained by adopting a resolution specifying the district's intent not to provide career-technical education to students in grade seven and eight for a particular school. This resolution must be submitted to the Ohio Department of Education (ODE) by September 30, for the specific school year. Upon receipt of the resolution, ODE will grant the waiver for the particular school year.

HB 393 (2014) requires ODE to post and maintain on its website, an online education and career planning tool to help students develop education and career plans. By September 30, annually, ODE is required to distribute information on the planning tool to all public high schools. Each high school will be required to share this information annually with parents and students by April 1.

HEALTH EDUCATION

The Greenville City Board of Education 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; including electronic smoking devices; sexually transmitted infections; annual developmentally appropriate child sexual abuse prevention (grade K-6); personal safety and assault prevention (grades K-6); developmentally appropriate dating violence prevention and sexual violence prevention (grades 7-12) prescription opioid abuse prevention and anatomical gifts (organ and tissue donation).

The District provides at least one hour or one standard class period per year for each of the following to students in grades 6-12; evidence-based suicide awareness and prevention; safety training and violence prevention and evidence based social inclusion instruction. The District may utilize student assemblies, digital learning and homework to satisfy these requirements.

The District complies with all statutory requirements for curriculum and materials used for instruction, parental notice, right to review materials and any applicable parental opt-out or opt-in provisions, including those required under State law or Federal law.

The Board believes that an 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 Board, in an effort to promote a relevant approach to the instruction of health education, will continues to stress the need for curricular, personnel and financial commitments to ensure a health education program of high quality in the public schools.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: April 21, 2009)
(Revision date: April 16, 2015)
(Revision date: April 20, 2017)
(Revision date: July 20, 2017)
(Revision date: November 18, 2021)
(Revision date: June 15, 2023)
(Revision date: February 15, 2024)
(Revision date: December 19, 2024)
(Revision date: December 18, 2025)

LEGAL REFS.:	ORC	3313.60; 3313.473; 3313.666 3319.073
	OAC	3301-35-04; 3301-35-06

CROSS REF.:	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
IGBLA	Promoting Parental Involvement
JFC	Student Conduct (Zero Tolerance)
JFCF	Hazing and Bullying (Harassment, Intimidation & Dating Violence)
JHF	Student Safety
JHG	Reporting Child Abuse and Mandatory Training

NOTE:

Senate Bill (SB) 168 (2024) modifies the terms that must be included under Ohio Revised Code (RC) 3313.6011 (C) (1) and updates terminology. SB 168 changes references of "venereal disease" education to "sexually transmitted infection" education and references of "wedlock" to "marriage."

Ohio Revised Code 3313.60(A)(5) requires the District to provide health education including instruction in specific areas as outlined in this policy. The provisions also define:

1. *when the District has a requirement to provide advance notice of a type of instruction provided;*

2. *requirements for what training programs and curriculum can be used for specific areas of instruction;*

3. *when a parent has the right to request specific instructional materials for review (in addition to other State and Federal law provisions providing the right to request instructional materials) and timelines for provision of such materials and*

4. *when a parent may opt their student out of instruction in a particular area.*

DRUGS, ALCOHOL, AND TOBACCO EDUCATION

The Board views with concern the serious implications of drug, alcohol and tobacco use by students. In keeping with its primary responsibility, the education of youth, the Board charges the staff to continue to investigate the causes of student involvement with drugs and alcohol and to develop suitable preventive measures whenever feasible.

The Board and the staff continue to seek ways to educate students about the dangers of the misuse and abuse of drugs, alcohol and tobacco, including electronic smoking devices. Instructional units include sessions about the harmful effects of and legal restrictions against the use of drugs of abuse, alcohol and tobacco, including electronic smoking devices.

LEGAL REFS: ORC Chapter 2925
ORC 3313.60
ORC 3313.95
OAC 3301-35-04
OAC 3301-35-06

CROSS REFS.: JFCG, Tobacco Use by Students
JFCH, Alcohol Use by Students
JFCI, Student Drug Abuse

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: November 18, 2021)
(Revision date: February 15, 2024)

FAMILY LIFE EDUCATION /SEX EDUCATION

The Greenville City Board of Education believes that the purpose of family life and sex education is to help students acquire factual knowledge, attitudes and values which result in behavior that contributes to the well-being of the individual, the family and society.

Helping students attain a mature and responsible attitude toward human sexuality is a continuous task of every generation. Parents have the prime 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.

The District complies with all statutory requirements for curriculum and materials used for instruction, parental notice, right to review materials and any applicable parental opt-out or opt-in provisions provided under State law.

In addition to the requirements listed below, the policies and regulations concerning the approval of new curriculum content, units, and materials will apply to any course(s) dealing with family life and sex education.

1. Instructional materials to be used in family life/sex education will be available for review by the parent or guardian during school hours.

2. Teachers who provide age-appropriate instruction in family life/sex education have professional preparation in the subject area.

In accordance with Ohio Revised Code (RC) 3313.6011(C)(1), the course material and instruction in sexually transmitted infection must:

1. emphasize that abstinence from sexual activity is the only protection that is 100% effective against unwanted pregnancy, sexually transmitted disease and the sexual transmission of HIV;

2. stress that students should abstain from sexual activity until after marriage;

3. teach the potential physical, psychological, emotional, and social side effects of participating in sexual activity outside of marriage;

4. teach that conceiving children at an early age or outside of marriage increases the likelihood of hardship in life;

5. stress that sexually transmitted diseases are serious possible hazards of sexual activity;

6. advise students of the laws pertaining to financial responsibility of parents to children born inside and outside of marriage;

7. advise students of the circumstances under which it is criminal to have sexual contact with a person under the age of 16 pursuant to RC 2907.04 and

8. emphasize adoption as an option for unintended pregnancies.

Upon written request of the student's parent or guardian a student must be excused from taking instruction in sexually transmitted infection education.

If the District or a school offers additional instruction in sexually transmitted infection or sexual education not specified in RC 3313.6011(C)(1), all parents or guardians of students must be notified of such instruction. The notice includes the name of any instructor, vendor name when applicable and the name of the curriculum being used. This additional instruction is only provided to students for whom the student's parent or guardian has submitted written permission for their student to receive the instruction.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: July 15, 2003)
(Revision date: November 18, 2021)
(Revision date: February 15, 2024)
(Revision date: December 19, 2024)
(Revision date: June 26, 2025)

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
ORC 3313.60
ORC 3313.6011
OAC 3301-35-04
ORC 3313.473

CROSS REF.: IGAE Health Education
IGBLA – Promoting Parental Involvement

NOTE:

Senate Bill (SB) 168 (2024) modifies the terms that must be included under Ohio Revised Code (RC) 3313.6011 (C) (1) and updates terminology. SB 168 changes references of "venereal disease" education to "sexually transmitted infection" education and references of "wedlock" to "marriage."

House Bill (HB) 110 adds a new requirement that if a district or a school will offer additional instruction in venereal disease or sexual education beyond that specified in Ohio Revised Code (RC) 3313.6011(C)(1), all parents or guardians of students must be notified of such instruction. The notice must include the name of any instructor, vendor name when applicable and the name of the curriculum being used. This additional instruction can only be provided to students for whom the student's parent or guardian has submitted written permission for their student to receive the instruction.

The Ohio Department of Education and Workforce (ODEW) is required to conduct an annual audit of each district at the start of each school year for compliance with the sex education requirements of RC 3313.60(A)(5)(c). The report must include the findings of each audit and the name of any organization or program providing materials to a

district regarding sexually transmitted infection instruction. The report must be published and posted in a prominent location on ODEW's website.

HB 8 (2024) enacted RC 3313.473, which created the "Parents' Bill of Rights," requiring districts to adopt a policy promoting parental involvement in the public school system. The bill also limits instruction on "sexuality content" as defined in the bill including new requirements for curriculum, parental notification, and parental right to review materials and opt student out of instruction.

THIS IS A REQUIRED POLICY

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; 42 USC 12101 et seq.

ORC	3313.50
	3323.01 et. seq.
	3325.01 et. seq.
OAC	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

NOTE: *Ohio's Operating Standards for Ohio Educational Agencies Serving Children with Disabilities ("Operating Standards") require districts to adopt written policies and procedures regarding the education of children with disabilities. In July 2024, the Ohio Department of Education and Workforce (ODEW) released updated model special education policies and procedures. These model special education policies and procedures do not need to be adopted in their entirety as board policy. Instead, a board of education should pass a resolution directing district administrators to comply with and follow either ODEW's model special education policies and procedures or special education policies and procedures that are developed locally by the board of education and approved by ODEW.*

Boards are required to adopt either the model special education policies and procedures or an approved local model by May 30, 2025, and notify the Office of Exceptional Children of the adopted policies and procedures by Nov. 30 annually thereafter.

THIS IS A REQUIRED POLICY

PROGRAMS FOR DISABLED STUDENTS

The Board, as an expression of its commitment to provide a free appropriate public education for children with disabilities in accordance with Federal and Ohio laws, rules and regulations, does hereby resolve to implement the following.

1. Child Identification

   Ongoing efforts are made to identify, locate and evaluate children below 22 years of age, who reside within the District and have a confirmed or suspected disability in accordance with all Federal regulations and State standards.

2. Procedural Safeguards,

   The child with a disability and his/her parent(s) shall be provided with safeguards, as required by law, throughout the identification, evaluation and placement process and the provision of a free appropriate public education to the child.

3. 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; tests are administered in conformance with the instructions provided by the producer and that medical evaluation, when required as part of the multi-factored evaluation, shall be 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 ()EP) is developed for each child with a disability who needs special education. The IEP shall be designed to meet the unique educational needs of the child and shall be developed in a planning conference. The parent(s) of the child shall be strongly encouraged to participate in the planning conference. The IEP shall be reviewed and revised as often as necessary, but at least annually.

5. Least Restrictive Environment

   The education of children with disabilities shall occur in the least restrictive environment. Special education programs and services shall be 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, shall be educated with children who do not have disabilities. Special classes, separate schooling or other removal of children with disabilities from the regular educational environment, shall 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 shall be protected at collection, storage, disclosure and destruction. One official of the District shall be 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 between parent(s) and the District or between agencies and the District to be aired and resolved. The procedures shall provide for utilization of case conferences, administrative reviews, impartial due process hearing and 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 FAPE to the child; furthermore, the rights of children with disabilities shall be protected when the parents cannot be identified or located, when the child is a ward of the State or when the child is without a formally declared legal representative.

8. Surrogate Parent

   Whenever the parent(s) of a child with a disability are not known or cannot be located or when the child is a ward of the State, the child's rights shall be protected through the assignment of an individual (who shall not be an employee of the State education agency, local education agency or intermediate educational unit involved in the education of the child) who serves as the child's surrogate parent.

9. Testing Programs

   Students with disabilities shall participate in local and Statewide testing programs to the maximum extent appropriate. Individual exemptions, accommodations and participation in an alternate assessment are determined only during an IEP conference.

[Approval date: March 14, 1996]
(Revision date: July 9, 1997)
(Revision date: March 24, 2015)
(Revision date: February 15, 2024)

PROGRAMS FOR STUDENTS WHO ARE GIFTED

Identification

The district follows the identification eligibility criteria as specified in State law.

1. The District identifies students of the District, in grades kindergarten through 12 as students who are gifted who perform at remarkably high levels of accomplishment when compared to other students of the same age, experience and environment, as identified under State law. Accordingly, a student can be identified as exhibiting:

   A. superior cognitive ability;

   B. specific academic ability in one or more of the following content areas:
      1. mathematics;
      2. science;
      3. reading, writing, or a combination of these skills and/or
      4. social studies;

   C. creative thinking ability and/or

   D. visual or performing arts ability

2. The district shall use only those instruments approved by the Ohio Department of Education and Workforce (ODEW) for screening, assessment, and identification of students who are gifted. The District will ensure approved assessment instruments:

   A. Are administered by a trained individual in accordance with the instructions provided by their publisher.

   B. Have been validated for the specific purpose and populations for which they are used and measure the specific areas of gifted ability.

   C. Are provided and administered in the student's primary language or communication modality if English is a barrier to the student's performance or if requested by the parent.

   D. Are provided and administered using the accommodations in a student's "Individualized Education Program" or "504 Plan." If these accommodations are not consistent with a test's allowable accommodations, a comparable approved assessment instrument will be used.

   E. Are selected and administered so as to best ensure that when a test is administered to a student with a disability or impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the student's

disability or impaired sensory, manual or speaking skills.

3. A student identified as gifted in accordance with State law remains identified as gifted regardless of subsequent testing or classroom performance.

District Plan for Identifying Students Who are Gifted

The Board adopts and submit to ODEW a plan for identifying students who are gifted. Any revisions to the district plan are submitted to the ODEW for approval. The plan may be subject to ODEW review during any applicable audits. A copy of this policy is provided at time of submission. The District screening and identification plan is distributed to parents. The identification plan shall include 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. a description of assessment instruments selected from the ODEW approved list to be used for the screening and identification of students who are gifted;

3. procedures for the provision of at least one whole grade screening opportunities to be administered for all students once prior to the end of second grade, and at least one whole grade screening opportunity for all students between grades three and six; once before the end of sixth grade; such screenings are for the areas required by law;

4. the sources of assessment data the district uses to select students for further testing and an explanation to parents/guardians of the multiple assessment instruments required to identify students who are gifted;

5. an explanation for parents/guardians of the methods the district uses to ensure equal access to screening and further assessment by all district students, including students who transfer into the District, minority and disadvantaged students, students with disabilities and English learner students;

6. the process of notifying parents/guardians regarding all policies and procedures concerning the screening, assessment and identification of students who are gifted, including the requirement to notify parents within 30 days of the District's receipt of a student's result on any screening procedure or assessment instrument;

7. an opportunity for parents/guardians to appeal any decision about the results of any screening procedure or assessment, the scheduling of students for assessment or the placement of a student in any program or for receipt of services;

8. procedures for the assessment of students who transfer into the district no later than 90 days after the transfer at request of the parent;

9. at least two opportunities a year for assessment in the case of students requesting

assessment or recommended for assessment by teachers, parents or other students with the initial assessment to be completed no later than 90 days of referral regardless of the grade levels where gifted services are offered and

10. an explanation that the district accepts scores on assessment instruments approved for use by the Ohio Department of Education and Workforce 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 student, 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 and Workforce a plan for a continuum of services that may be offered to students who are gifted.

1. The district ensures equal opportunity for all students identified as gifted to receive any or all services offered by the district.

2. The district implements a procedure for withdrawal of students from district gifted programs or services for reassessment of students and assessment of students transferring into the district.

3. The district implements a procedure for resolving disputes with regard to identification and placement decisions.

4. Any district gifted educational services are delivered in accordance with State law.

The gifted services currently available within the District and the criteria for receiving these services are:

Service Setting	**Grade Level**	**Criteria for Service**	**Service Provider**
Guidance Services	K-12	Referral	School Psychologist/Gifted Coordinator
Regular Classroom - *Cluster Group*	K, 1, 2, 3, 4, 5, 6, 7, 8	Identified Gifted, CogAT, MAP scores Referral	Teacher of record w/gifted professional (2-12) development hours or endorsement
Regular Classroom *with Acceleration*	8	Algebra I Written Acceleration Plan	
Regular Classroom - *AP*	9-12	Grades, Student sign-up	AP Trained Teachers & Gifted Professional Development Hours

Written Education Plan/Services

When provided, gifted services are based on the student's areas(s) of identification and individual needs and is guided by a written education plan (WEP) developed in collaboration with an educator who holds a licensure or endorsement in gifted education. The District provides parents with periodic reports regarding the student's progress toward meeting goals and the effectiveness of the services provided in accordance with the WEP.

The WEP is provided to parents of gifted students, the collaborating educator, and all educators responsible for providing gifted education services, including teachers providing differentiated instruction in general education settings and includes:

1. a description of the services provided, including goals for the student in each service specified, including but not limited to measurable academic goals aligned with the Ohio Learning Standards; goals may also include curricular, guidance and instructional practices which support the student's social and emotional needs;

2. methods and performance measurements for evaluating progress toward achieving the goals specified;

3. methods and schedule for reporting progress to students and parents;

4. staff members responsible for ensuring that specified services are delivered;

5. policies regarding the waiver of assignments and the scheduling of tests missed while a student is participating in any gifted services provided outside the general education classroom~~;~~

6. a date by which the WEP will be annually reviewed for possible revision and

7. an explanation of how the gifted services meet the student's documented strengths, educational needs, and goals for the student.

At the commencement of services, and each year thereafter, the District makes a reasonable attempt, to obtain parent input on the WEP and a parent/guardian signature on the WEP. A student will not be denied services due to lack of a parent/guardian signature.

Services for students will be consistent with their area(s) of identification and differentiated to meet their needs. Placement procedures for District services will be in conformance with the District's written criteria for determining eligibility for placement in those services. Subjective criteria such as grades and teacher recommendations will not be used to exclude a student from service. If the District provides gifted services, all District students who meet the written criteria for a gifted service will be provided an equal opportunity to receive that service. Placement procedures and the written criteria will comply with all relevant provisions in State law.

The District ensures that students identified as gifted are placed in service settings with similar or related areas of identification to the maximum extent possible. 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.

The District will develop and disseminate a "no services" letter to parents/guardians of students identified as gifted but not receiving gifted services clearly communicating the student is not receiving gifted services. The letter may include a list of enrichment opportunities provided to the student by the District.

Model Acceleration Policy

The Board implements a student acceleration policy pursuant to section RC 3324.10

Gifted Education Personnel

Where a general education teacher is designated as the provider of gifted services**,** meets the requirements of OAC including the requirements to receive professional development to meet the required competencies and participates in regularly scheduled collaborative planning in curriculum development and instruction with an educator who holds licensure or endorsement in gifted education.

Annual Report and Accountability

The District submits, as required, a gifted education annual report to the Ohio Department of Education and Workforce.

The District submits, as required, a gifted education data audit to the Ohio Department of Education and Workforce.

The Superintendent/designee implements all policies and procedures in accordance with laws, rules, and regulations and follows the (OAC) rules regarding gifted education.

[Adoption date: August 18, 1987]
(Revision date: October 18, 1988)
(Revision date: July 9, 1997)
(Revision date: January 18, 2000)
(Revision date: March 12, 2002)
(Revision date: February 21, 2006)
(Revision date: February 9, 2012)
(Revision date: August 17, 2017)
(Revision date: February 15, 2024)
(Revision date: December 18, 2025)

LEGAL REFS.:	ORC	3324.01 et seq.
	OAC	3301-51-15
CROSS REF.:	IKEB	Acceleration
	JB	Equal Educational Opportunities

NOTE: *New rules for identifying and serving students who are gifted become effective July 1, 2025, as outlined in Ohio Administrative Code 3301-51-15. For assistance developing the lists, districts should refer to Ohio Revised Code 3324.07 and OAC 3301-51-15. The policy will need to be reviewed on a regular basis to ensure it is reflective of current offerings and criteria.*

REMEDIAL INSTRUCTION
(Intervention Services)

The educational program is designed and operated to be developmental and avoid the necessity for intervention services. In those cases, in which students have clearly not demonstrated satisfactory progress toward attaining the academic standards for their grade level, efforts are made to remedy the condition and attain the learning results sought.

The Board directs the Superintendent/designee to ensure that classroom teachers of students in kindergarten through third grades annually assess and identify the reading skills of each student who is reading below grade level in accordance with all statutory timelines. The parent or guardian is to be notified of each student whose reading skills are below grade level and intervention services are provided to the student.

Students who are reading below grade level are provided intensive reading instruction immediately following the identification of a reading deficiency.

The District involves the student's parent(s) and classroom teacher in developing the intervention strategy and offers to the parent(s) the opportunity to be involved in the intervention.

Intervention services will be offered to students who:

1. score below the proficient level on a fourth, fifth, sixth, seventh, or eighth grade achievement test and

2. are not demonstrating academic performance at their grade level based on the results of diagnostic assessment.

The District provides all remedial supports required by law including those related to assessments and end-of-course examinations.

Certain specified students who are offered intervention services either after-hours or in summer classes are truant if they do not attend the intervention programs.

The Superintendent/designee is directed to maintain remedial instructional programs or intervention services that will assist students in meeting and maintaining minimum levels of student proficiency in communication and computation skills. These programs include procedures to evaluate student achievement related to the remedial program objectives and standards. Ongoing communication between teaching staff members and parents of students participating in remedial educational programs is coordinated by the Superintendent and the administrative staff.

The Superintendent is directed to evaluate the remedial education programs and report to the Board each school year as to their effectiveness in maintaining minimum levels of student proficiency.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: January 15, 2002)
(Revision date: January 20, 2004)
(Revision date: February 19, 2008)
(Revision date: April 16, 2015)
(Revision date: November 17, 2015)
(Revision date: November 21, 2019)
(Revision date: November 18, 2021)
(Revision date: February 15, 2024)

LEGAL REFS.: ORC 3301.07; 3301.0710; 3301.0711 (D); 3301.0712; 3301.0715
3313.608; 3313.609; 3313.6010; 3313.6012, 3314.03
OAC 3301-35-04; 3301-35-06

CROSS REFS.: IGBEA, Reading Skills Assessments and Intervention (Third Grade Reading Guarantee)
IKE Promotion and Retention of Students

NOTE: House Bill (HB) 166 (2019) outlined new graduation requirements for students entering ninth grade on or after July 1, 2019 (class of 2023 and beyond). The requirements include earning a "competency" score on the English language arts II and Algebra I end-of-course examinations. Students who do not earn a passing score on the first attempt must be offered remediation and supports and must retake the test at least once. If a student is unable to attain a passing score, they can demonstrate competency through alternative pathways outlined within HB 166.

READING SKILLS ASSESSMENTS & 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 in accordance with all statutory timelines, and identifies students who are reading below their grade level. The District uses a diagnostic assessment that is appropriate for the grade level and is adopted or approved under State law. 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.

Any student, unless excused from taking the third grade reading assessment, who does not attain at least the equivalent level of achievement required on the assessment, is not promoted to fourth grade unless otherwise exempt under law. Such students will also be provided the reading intervention services required by law.

Further, the District provides each retained student with a teacher who meets set criteria and offers the option for such students to receive applicable services from one or more providers other than the District.

Students who have been retained and who have demonstrated proficiency in a specific academic field as defined by State law are provided with instruction 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: November 8, 2012]
(Revision date: April 16, 2015)
(Revision date: November 17, 2015)
(Revision date: November 18, 2021)
(Revision date: December 21, 2023)
(Revision date: December 18, 2025)

LEGAL REFS.:	ORC	3301.07; 3301.0710; 3301.0711(D); 3301.0715; 3301.079; 3301.163; 3313.608; 3313.609; 3313.6010; 3313.6012; 3324.01
	OAC	3301-35-04; 3301-35-06
CROSS REFS.:	IGBE	Remedial Instruction (Intervention Services)
	IGBI	English Learners
	IKE	Promotion and Retention of Students

NOTE: *This policy applies to community schools.*

THIS IS A REQUIRED POLICY

READING SKILLS ASSESSMENTS & INTERVENTION
(Third Grade Reading Guarantee)

The District is required annually to assess the reading skills of each K-3 student in accordance with all statutory timelines, except students otherwise exempt under State and Federal Law. The District uses the diagnostic assessment to measure reading ability either approved or adopted under State law.

If the diagnostic assessment shows that a student is not reading at grade level, the District provides written notification to the parents or guardian that includes:

1. notice that the school has identified a substantial reading deficiency in their child;

2. a description of current services provided to the student;

3. a description of proposed supplemental instruction services and supports that will be provided to the student that are designed to remediate the identified areas of reading deficiency;

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;

5. notice that the student will be retained unless the student falls under an exemption or attains the appropriate level of reading competency by the end of third grade and

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

For a student not reading at grade level, the District provides intensive reading instruction services and regular diagnostic assessments immediately following the identification of a reading deficiency until the development of the reading improvement and monitoring plan referenced below. These intervention services must:

1. Include research-based reading strategies that have been shown to be successful in improving the reading skills of low-performing readers, and

2. Be targeted at the student's identified reading deficiencies.

For each student receiving required reading intervention, the District 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 includes all of the following:

1. Identification of the student's specific reading deficiencies;

2. A description of additional instructional services that target the student's identified reading deficiencies;

3. Opportunities for the student's parents or guardians to be involved in the instructional services;

4. A process to monitor the implementation of the student's instructional services;

5. A reading curriculum during regular school hours that assists students to read at grade level, provides for scientifically based and reliable assessments, and provides ongoing analysis of each student's reading progress;

6. A statement that if the student does not attain at least the equivalent level of achievement under Ohio Revised Code Section 3301.071 by the end of third grade, the student may be retained and

7. high-dosage tutoring aligned with the student's classroom instruction through a state-approved vendor on the list of high-quality tutoring vendors or a locally approved program that aligns with high-dosage tutoring best practices identified by the Ohio Department of Education and Workforce (ODEW). High-dosage tutoring must include instruction time of at least three days per week, or at least 50 hours over 36 weeks. High-dosage tutoring may be incorporated into a student's regular classroom instruction.

For a student with a reading improvement and monitoring plan entering the third grade, the District provides a teacher who has at least one year of teaching experience and who satisfies one or more of the following criteria:

1. holds a reading endorsement on the teacher's license and has attained a passing score on the corresponding assessment for that endorsement, as applicable;

2. has completed a master's degree program with a major in reading;

3. was rated "most effective" for reading instruction consecutively for the most recent two years based on assessments of student growth measures developed by a vendor and that is on the list of student assessments approved by ODEW;

4. was rated "above expected value-added," in reading instruction, as determined by ODEW 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 ODEW or

6. holds an educator license for teaching grades pre-kindergarten through third or grades four through nine issued on or after July 1, 2017.

For a student with a reading improvement and monitoring plan entering the third grade, the District may provide:

1. a teacher who 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. 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 State Board of Education and/or

3. 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 ODEW or who has successfully completed training that is based on principles of scientifically research-based reading instruction that has been approved by ODEW. The alternate credentials shall be aligned with the reading competencies adopted by ODEW.

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.

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 ODEW.

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.

Any instruction or intervention provided pursuant to this policy will be aligned with the principles of the "science of reading" as required by State law.

[Approval date: November 8, 2012]
(Revision date: January 9, 2014)
(Revision date: April 16, 2015)
(Revision date: November 17, 2015)
(Revision date: November 18, 2021)
(Revision date: December 21, 2023)
(Revision date: May 16, 2024)
Revision date: December 18, 2025)

NOTE:

HB 33 (2023) significantly altered the promotion and retention requirements of ORC 3313.608 by adding a provision in which the parents of students who would ordinarily be required to be retained may request that their child be promoted to the fourth grade anyway. Districts are still required to provide these students with reading intervention services. HB 33 also added a new requirement that districts provide students who are required to receive services under RC 3313.608 with high-dosage tutoring.

HB 33 further requires that all materials used for reading instruction for all students align with the principles of the newly developed "science of reading" curriculum.

THIS IS A REQUIRED REGULATION

Dyslexia Intervention and Supports

The Board believes in the importance of the development of English language skills and acknowledges the need to identify and support students impacted by learning disorders such as dyslexia, which complicate the language learning process. Dyslexia is a specific learning disorder that is neurological in origin and that is characterized by unexpected difficulties with accurate or fluent word recognition and by poor spelling and decoding abilities not consistent with the person's intelligence, motivation, and sensory capabilities, which difficulties typically result from a deficit in the phonological component of language.

To assist the District in identifying students at risk of dyslexia and providing resources to assist those students in attaining grade-level reading and writing skills the Board directs the Superintendent/designee to implement dyslexia screening, intervention and professional development in accordance with State law and the provisions of the Dyslexia Guidebook that are statutorily required.

Dyslexia Screening and Intervention

The District:

1. Establishes a multidisciplinary team including trained and certified personnel and a stakeholder with expertise in dyslexia identification, intervention and remediation to administer dyslexia screenings and intervention measures and analyze results.

2. Administers tier one and tier two dyslexia screenings meeting the requirements of State law to each student in kindergarten through sixth grade including transfer students meeting the criteria for such screenings under State law, in accordance with all statutory timelines. Parents receive a report of a student's results on a tier two screening within 30 days after administration.

3. Identifies a student as at risk of dyslexia based on the student's results on a tier one screening assessment and notifies the parent of such identification.

4. Continues to monitor the progress of each at risk student who has not been administered a tier two screening toward attaining grade-level reading and writing skills for up to six weeks in accordance with State law. If no progress is observed, the District notifies the parents and administers a tier two screening.

5. Provides parents of students identified by the tier two screening as having dyslexia tendencies with information about reading development, risk factors for dyslexia and descriptions for evidence-based interventions.

6. Provides a written explanation of the structured literacy program to parents of students demonstrating markers for dyslexia.

7. Provides reports of screening measures results to the Ohio Department of Education.

Professional Development

The District complies with all professional development requirements for teachers in identifying characteristics of dyslexia and understanding the pedagogy for instruction of students with or at risk of dyslexia. Unless otherwise required by the Superintendent/designee, teachers who provide instruction in fine arts, music or physical education are exempt from these professional development requirements and trainings.

The Superintendent/designee establishes a Structured Literacy Certification process for designated teachers providing instruction to students in kindergarten through grade three.

(Adoption: June 15, 2023)
(Revision date: February 15, 2024)

Legal References
ORC 3319.077
ORC 3319.078
ORC 3323.25
ORC 3323.251

Cross references
JB, Equal Educational Opportunities
IGBA, Programs for Students with Disabilities
IL, Testing Programs

NOTE: *House Bill (HB) 436 (2021) established new requirements in Ohio Revised Code (RC) 3323.25, 3323.251, 3319.077 and 3319.078 for districts related to dyslexia. HB 583 (2022) revised the requirements and delayed the required implementation timeline with the majority of requirements taking effect beginning in the 2023-24 school year. Districts should review both the Ohio Revised Code provisions and the Dyslexia Guidebook for implementation as well as Ohio Department of Education (ODE) resources. Districts are required to comply with the revised code provisions and with any provisions of the Dyslexia Guidebook that are statutorily required as they pertain to the guidebook, districts may utilize any best practices and recommendations contained in the guidebook.*

Legal References: ORC 3319.077
ORC 3319.078
ORC 3323.25
ORC 3323.251

HOME-BOUND INSTRUCTION

The Greenville City Board of Education will provide instruction, as appropriate, for students confined to home in accordance with the following.

1. Home instruction tutors will be provided for students at the request of parents only after such instruction is approved by the Superintendent. Home instruction tutors who are provided by the school, and for whom no reimbursement is received from the Ohio Department of Education, will be paid at the appropriate hourly rate as approved by the Board of Education; however, payment will not exceed five hours per week for any one student. Home instruction tutors will be provided at the rate of one hour per week for each major subject, if qualified tutors can be secured.

2. Home instruction tutors must be certified teachers, holding a valid State Department of Education certificate.

3. All work must meet the standards of the State Department of Education, and be done under the supervision of the Superintendent. If the home instruction tutor is not the student's regular classroom teacher, the student personnel office will arrange cooperative communications between the teachers to ensure a proper program of instruction for the student.

4. The duration and time of any home instruction program will be determined by the Superintendent, on the basis of information received from teachers, parents, medical personnel and the student personnel office.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: January 19, 1999)
(Revision date: February 15, 2024)

LEGAL REFS.: Americans With Disabilities Act; 42 USC 1201 et seq.
ORC 3313.64
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

HOME-BOUND INSTRUCTION

The approval of home instruction for students who are unable to attend school may be made under the following regulations:

Eligibility

1. Home instruction may be approved for educable students capable of profiting from a formal education program.

2. Children shall have a mental age of six years or above.

3. Applications for home instruction for students who are not physically disabled will generally not be approved.

General Information

1. Applications for home instruction shall be signed by the Superintendent of Schools.

2. All applications for home instruction shall be approved in advance.

3. A child shall be examined medically and a doctor shall verify that the child is unable to attend school.

4. The principal of each school will be notified whenever a student is approved for home instruction and it shall be his/her responsibility to see that accurate records on grades are kept.

5. The Superintendent is authorized to employ a tutor for home instruction. Such tutor shall hold an Ohio teaching certificate.

Reimbursement

1. Home instruction tutors will be paid at the rate established by the Board of Education, for no more than five hours per week per student.

2. Home instruction may extend beyond the regular school year if approved by the State.

Data To Be Submitted

1. A test of mental ability to determine readiness to profit from a formal academic program is required for all students in the first grade and for students with a learning disability.

2. The medical section of the application blank shall be filled out and signed by the licensed physician who is treating the child.

3. Forms shall be submitted in duplicate.

[Approval date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: January 19, 1999)
(Revision date: February 15, 2024)

ALTERNATIVE SCHOOL PROGRAMS

The Greenville City Board of Education, recognizing the worth and dignity of the individual, believes that appropriate educational opportunities must be provided for all students.

The Board may approve the establishment of alternative school programs for students who because of special needs cannot benefit from the regular school program.

Alternative school programs:

1. provide a setting whereby individual guidance and challenge can be provided for each student;

2. provide an instructional program which assists each student in overcoming academic deficiencies, truancy and behavioral problems;

3. strive to improve each student's self-concept so he/she recognizes his/her ability to succeed and play a contributing role in society.

4. provide an accepting environment in which respect and confidence are given to each student, and

5. develop a realistic instructional program, which assists each students in acquiring the skills necessary to become a self-supporting citizen.

The alternative school program is staffed by personnel who are committed to the importance of the program and recognize that education encompasses more than formal classroom instruction. Staff members must also be able to design a cooperative staff/student individualized educational plan which includes long-range goals and measurable objectives for reaching these goals.

Selection of students to participate in the alternative school program will be made according to criteria established by the program staff in accordance with state law and approved by the Superintendent. Students in the alternative school program may return to their regular schools when they and the program staff agree they are ready to do so.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: November 16, 2004)
(Revision date: February 15, 2024)

LEGAL REFS.: ORC 3301.07
3313.53 through 3313.534
OAC 3301-35-04; 3301-35-06; 3301-35-09

ENGLISH LEARNERS

The Board recognizes the need to provide equal educational opportunities for all students in the District. Therefore, if the inability to speak and understand the English language excludes a student from effective participation in the educational programs offered by the District, the District shall take appropriate action to rectify the English language deficiency in order to provide the student equal access to its programs. Students in a language minority or who are English learners are identified, assessed and provided appropriate services.

The Board directs the administration to develop and implement language instruction programs that:

1. appropriately identify language minority students;

2. provide the appropriate instruction to English learner students to assist them in gaining English language proficiency, as well as content knowledge, in reading/language arts and mathematics and

3. annually assess the English proficiency of students and monitor their progress in order to determine their readiness for the mainstream classroom environment.

The District requires all English learner students to be tested. Alternative assessments may be required. Students must make yearly gains as toward closing the achievement gap as defined by the State Board of Education performance targets.

The District provides parents with notice of and information regarding the instructional program as required by law. Parent and family involvement is encouraged and parents are regularly apprised of their child's progress.

[Adoption date: October 22, 2002]
(Revision date: August 17, 2004)
(Revision date: November 16, 2004)
(Revision date: April 21, 2009)
(Revision date: August 17, 2017)
(Revision date: January 11, 2018)
(Revision date: February 15, 2024)

LEGAL REF.: 42USC 2000d
The Elementary and Secondary Education Act; 20 U.S.C. 1221 ET SEQ.
34 CFR 200
ORC 3301.0711
3302.01; 3302.03
3313.61; 3313.611; 3313.612
3317.03
3331.04
OAC 3301-35-02; 3301-35-04; 3301-35-06; 3301-35-07

CROSS REFS.:	AC	Nondiscrimination
	IE	Organization of Facilities for Instruction
	IGBJ	Title I Programs
	IGBL	Parent and Family Involvement in Education
	JB	Equal Educational Opportunities
	JK	Employment of Students

TITLE I PROGRAMS

The Title I program is based on an annual assessment of educational needs. This assessment includes identification of educationally deprived children in the public and private schools in this District. Title I services are provided to all eligible, educationally deprived students.

The Board believes parent and family involvement is a vital part of the Title I program. The Superintendent/designee jointly develops with and distributes to parents of children participating in Title I programs within the District a written parent and family involvement policy and guidelines. The written parent and family involvement policy includes a School-Parent Compact jointly developed by the school and the parents. The requirements of the policy, compact and guidelines are consistent with Federal and State law.

Parent and family involvement includes, but is not limited to, parent~~al~~ and family contribution to the design and implementation of programs under this title, development of support and improvement plans, participation by parents and family members in school activities and programs, and training and materials that build parents' and family members' capacity to improve their children's learning in both the home and the school. To build a partnership between home and school, the District:

1. informs the parents and family members of the program, the reasons for their children's participation and the specific instructional objectives;

2. trains parents and family members to work with their children to attain instructional objectives;

3. trains teachers and other staff involved in programs under this title to work effectively with the parents and family members of participating students;

4. develops partnerships by consulting with parents and family members regularly;

5. provides opportunities for parents and family members to be involved in the design, operation and evaluation of the program and

6. provides opportunities for the full participation of parents and family members who lack literacy skills or whose native language is not English.

Title I funds are used only to augment, not to replace, state and local funds. The Board uses these funds to provide equivalent or comparable educational services in all schools receiving Title I assistance.

[Adoption date: July 9, 1997]
(Revision date: January 20, 2004)
(Revision date: August 17, 2017)
(Review date: October 17, 2019)
(Review date: January 14, 2021)

(Revision date: February 15, 2024)

LEGAL REF.: The Elementary and 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 English Learners
IGBL Parent and Family Involvement in Education
JB Equal Educational Opportunities

NOTE: Pursuant to Title I, Sections 1118(a)(2) and 1118(c), the written parent and family involvement policy must describe how the local educational agency will involve parents in the joint development of the plan and process of school review and improvement. With respect to the written parent and family involvement policy, each district shall convene an annual meeting to explain the requirements and rights of the parents involved; offer a flexible meeting schedule; involve parents and family members in an organized, ongoing and timely manner to plan, review and improve the policy; provide parents and family members with timely information describing and explaining the curriculum and submit parent comments to the district. The Ohio Department of Education has mandated that each written parent involvement policy include the School-Parent Compact. The compact must describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment, methods of communication between teachers and parents and each parent's responsibilities for supporting their children's learning.

TITLE I PROGRAMS – Independent Evaluation Criteria

I. Ohio Administrative Code 3301-51-05(F) and Federal law and regulations provide the following with regard to independent educational evaluations of students with disabilities or students suspected to have a disability:

A. A parent has the right to an independent educational evaluation at no cost to the parents if the parent disagrees with the evaluation provided by the school[2];

B. The school district may initiate a hearing pursuant to the Ohio Administrative Code 3301-51-08 to show that its evaluation is appropriate;

C. If the school district initiates a hearing and the final decision is that the district's evaluation is appropriate, the parent still has the right to an independent educational evaluation, but not at public expense;

D. The school district shall provide to the parent, upon request, information about where an independent educational evaluation may be obtained and the school district criteria applicable to an independent educational evaluation;

E. Information obtained from an independent educational evaluation shall be considered by the school district in any decision made with respect to the provision of a free appropriate public education to the child; and

F. Whenever an independent evaluation is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualification of the examiner, must be the same as the criteria which the school district uses when it initiates an evaluation.

II. Ohio Administrative Code 3301-51-06 requires reevaluation of a child with a disability at least once every three years, or more frequently if conditions warrant, or if the child's parent or teacher requests a reevaluation. If a material change in circumstances involving the child that may affect the child's disability or level of educational functioning has occurred since completion of the last multifactored evaluation provided by the school district, a reevaluation pursuant to Ohio and Federal law, rather than an independent educational evaluation, is appropriate.

III. Because the criteria under which the independent educational evaluation is conducted must be the same as the criteria which the school district uses when it initiates an evaluation, the following criteria apply to all independent educational evaluations provided by the school district at no cost to the parent, pursuant to Ohio Administrative Code 3301-51-05 and other applicable sections of state and federal law and regulations:

A. The evaluation instruments must be appropriate and must be administered and interpreted in accordance with all applicable professional criteria and standards.

B. The evaluation instruments must be provided and administered in the child's native language or other mode of communication, unless it is clearly not feasible to do so.

C. The evaluation instruments must be current and have acceptable reliability and validity and norm-referenced evaluation instruments must be appropriately normed and standardized for the specific purpose for which they are used.

D. The evaluation instruments must be administered by trained personnel in conformance with the instructions provided by their producer and in accordance with generally accepted professional standards for administration of the evaluation.

E. Evaluation instruments must be generally accepted in the field of educational evaluation; be educationally relevant; and provide information relevant to determining eligibility for special education or for developing an IEP.

F. Tests must be administered and selected so as to best ensure that when a test is administered to a child with impaired sensory, manual or speaking skills, the test 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 except where those skills are factors which the test purports to measure.

G. Independent educational evaluations must meet any and all other criteria established in the state and federal law and regulations for multifactored evaluation or reevaluation conducted by the school district.

IV. Because the qualifications of the examiner who provides an independent evaluation at public expense must be the same as the criteria which the school district uses when it conducts an evaluation, the independent examiner must possess the following minimum and current qualifications:

A. Medical (physical) examinations, including vision examinations, must be conducted by a licensed doctor of medicine or doctor of osteopathy. Visual acuity evaluations may be completed by an optometrist. Visual examinations for the purpose of identifying a visual impairment must be done by an MD or DO.

B. All general intelligence evaluations must be conducted by psychologist who holds a license from the State of Ohio, Board of Psychology or who holds an Ohio School Psychology license from the Ohio Department of Education. Any other evaluations provided by a psychologist as part of the independent educational evaluation must be conducted by a psychologist who holds a license from the State of Ohio, Board of Psychology or who holds an Ohio School Psychology license from the Ohio Department of Education.

C. Audiological evaluations must be conducted by an audiologist who holds a license from the Ohio Board of Speech Pathology and Audiology; an Ohio license for audiology from

the Ohio Department of Education; and at least a Master's Degree in audiology or its equivalent from an accredited institution.

D. Speech/language evaluations must be conducted by a speech/language pathologist who holds a license from the Ohio Board of Speech Pathology and Audiology and/or a license for speech and hearing therapy from the Ohio Department of Education.

E. Physical therapy evaluations must be conducted by a physical therapist who holds a license from the Ohio Board of Occupational Therapy and Physical Therapy and/or a license for physical therapy from the Ohio Department of Education.

F. Occupational therapy evaluations must be conducted by an occupational therapist who holds a license from the Ohio Board of Occupational Therapy and Physical Therapy and/or a license for occupational therapy from the Ohio Department of Education.

G. Other evaluations must be conducted by qualified professionals as determined by state and federal law and regulations and by professionals with the same qualifications as the school district uses in its multifactored evaluations including, but not limited to, credentials, licenses, certifications, background, and educational-related experience (including experience in a public school educational setting).

V. Additional requirements for independent educational evaluations provided by the school district at no cost to the parent.

A. Payment or reimbursement to the parent is limited to the cost of one independent evaluation for each time the school district conducts a multifactored evaluation or reevaluation.

B. The cost for an independent educational evaluation shall not exceed the maximum fees established in the Appendix. The cost for an independent educational evaluation that is not included in the Appendix shall not exceed reasonable and customary rates prevailing in the community for similar services by professionals of reasonable comparable skill, experience, and reputation.

C. The school district must be provided with a copy of the entire independent educational evaluation report, including (1) all data and information related to the independent educational evaluation; (2) a summary and interpretation of the independent educational evaluation that provides information relevant to determining eligibility for special education or for developing the IEP; and (3) a detailed bill itemizing all charges and costs of the independent educational evaluation and related report, the amount of time in hours/minutes spent conducting and preparing the independent educational evaluation and related report, the time spent on any other services billed to the school district, and indicating specifically the person or persons who performed each task or item billed to the school district.

D. A copy of the independent educational evaluation report and the detailed bill of the independent educational evaluation must be submitted to the school district within three (3) months of the date of completion of the independent educational evaluation.

E. Prior to arranging for or obtaining an independent evaluation, the parent must contact school district personnel in writing to indicate their disagreement with the school district's evaluation and to provide the school district with an opportunity to conduct additional evaluations.

F. The principal place of business of the independent evaluator must be within seventy-five (75) miles of the central office of the School District Board of Education or within seventy-five (75) miles of the location of the child's residence, if the location of the child's educational program is not within the School District.

G. The school district may refuse to pay for any independent educational evaluation that does not comply with the criteria set forth herein.

VI. The superintendent or superintendent's designee may waive application of one or more of the criteria herein when the superintendent or superintendent's designee determines that the individual needs of the child and unique circumstances justify such a waiver.

Independent Evaluation Costs

Psychological/Psychiatric	up to $1,000.00
Medical	up to $250.00
Communication/Speech/Audiological	up to $300.00
Occupational or Physical Therapy	up to $ 250.00
Vision Examination by Ophthalmologist/Optometrist	up to $200.00

Because the qualifications of the examiner who provides an independent evaluation at public expense must be the same as the criteria which the school district uses when it conducts an evaluation, the independent examiner must possess the following minimum and current qualifications:

Type of Assessments	Qualifications
Cognition or all general intelligence evaluations	Licensed psychologist from the State of Ohio, Board of Psychology or who holds an Ohio School Psychology license from the Ohio Department of Education
Adaptive Behavior	Licensed psychologist from the State of Ohio, Board of Psychology or who holds an Ohio School Psychology license from the Ohio Department of Education, or licensed Special Education Teacher (Master's Degree)

Achievement	Licensed psychologist from the State of Ohio, Board of Psychology or who holds an Ohio School Psychology license from the Ohio Department of Education or licensed special education teacher (Master's Degree)
Speech/Language	Speech/Language Pathologist who holds a license from the Ohio Board of Speech and Pathology and Audiology and/or a license for speech and hearing therapy from the Ohio Department of Education
Vision	Licensed Ophthalmologist or Licensed Optometrist
Functional Vision	Licensed Teacher of the Visually Impaired
Occupational Therapy	Licensed Therapist by the Ohio Board of Occupational Therapy and Physical Therapy and/or a license for physical therapy from the Ohio Department of Education
Physical Therapy	Licensed Therapist by the Ohio Board of Occupational Therapy and Physical Therapy and/or a license for physical therapy from the Ohio Department of Education
Visual Perception	Licensed psychologist from the State of Ohio, Board of Psychology or who holds an Ohio School Psychology license from the Ohio Department of Education or licensed special education teacher (Master's Degree)
Auditory	An audiologist who holds a license from the Ohio Board of Speech and Pathology and Audiology or an Ohio license for audiology from the Ohio Department of Education and at least a Master's Degree in audiology or its equivalent from an accredited institution.
Social/Emotional Behavior	Licensed psychologist from the State of Ohio, Board of Psychology or who holds an Ohio School Psychology license from the Ohio Department of Education or licensed special education teacher (Master's Degree)

[1] The criteria herein apply to independent educational evaluations for which parents incur a cost and, in turn, seek reimbursement or payment for the independent educational evaluation from the school District.

[2] To obtain an independent educational evaluation at no cost to the parent, the criteria for such evaluations established in state and federal laws and regulations and the criteria established by the School District herein or in other applicable policies and procedures must be met.

[Adoption date: January 24, 2012]
(Revision date: February 15, 2024)

PARENT AND FAMILY INVOLVEMENT IN EDUCATION

The Greenville Board of Education believes that parent and family involvement is an important part of the educational program. Current research indicates that a home-school partnership and greater involvement of parent and family in the education of their children generally results in higher achievement scores, improved student behavior and reduced absenteeism. All parents, family members 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, family members and foster caregivers the necessary regulations to ensure that this policy is followed and that parent and family involvement is encouraged. The regulations are to:

1. encourage strong home-school partnerships;

2. provide for consistent and effective communication between parents and family members or foster caregivers and school officials;

3. offer parents and family members or foster caregivers ways to assist and encourage their children or foster children to do their best and

4. offer ways parents and family members or foster caregivers can support classroom learning activities.

In addition, building administrators/designees of schools receiving Title I funds will jointly develop with and distribute to parents of children participating in Title I programs a written parent and family involvement policy and guidelines. The requirements of this policy and guidelines are consistent with Federal and State law.

[Adoption date: August 18, 1992]
(Revision date: July 9, 1997)
(Revision date: October 21, 2003)
(Reviewed date: November 13, 2014)
(Revision date: August 17, 2017)
(Reviewed date: January 14, 2021)
(Reviewed date: March 21, 2024)

LEGAL REF.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
ORC 3313.472; 3313.48; 3313.473
OAC 3301-35-02; 3301-35-04; 3301-35-06;

CROSS REF.: IGBI English Learners
IGBJ Title I Programs
IGBLA Promoting Parent Involvement
Student Handbooks

PROMOTING PARENTAL INVOLVEMENT

The Board promotes parental involvement in the public school system. The Board directs the Superintendent/designee to develop procedures necessary to comply with the provisions of this policy. This policy is made publicly available and posted prominently on the District's website.

This policy does not prescribe all rights of parents or preempt or foreclose claims or remedies in support of parental rights that are available under the constitution, statutes or common law of Ohio.

Nothing in this policy requires disclosure or activity that is in conflict with or in violation of any of the following:

1. the Health Insurance Portability and Accountability Act (HIPAA) privacy rule;

2. Revised Code (RC) Chapter 3798;

3. RC 2317.02, 4732.19 or 5122.04;

4. the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1232g;

5. the Ohio Constitution, Article I, Section 10a and any laws enacted to implement that section, including RC 2930.07 and 2930.10;

Nothing in this policy requires disclosure or activity in violation of any court order, including any of the following:

1. a condition of bond;

2. a protection order or consent agreement issued pursuant to RC 2151.34, 2903.213, 2903.214, 2919.26 or 3113.31 or

3. a condition of a community control sanction, post-release control sanction or parole.

Definitions

Nothing in this policy requires disclosure or activity in violation of a specific request for nondisclosure made pursuant to a criminal investigation or grand jury subpoena in which the student is the victim and a parent is the alleged perpetrator.

Nothing in this policy prohibits or prevents mandatory reporting under RC 2151.421.

Nothing in this policy prohibits or limits the career and academic mentoring and counseling between teachers and students in the regular course of the school day.

The following definitions apply for the implementation of this policy:

“Biological sex:” the biological indication of male and female, including sex chromosomes, naturally occurring sex hormones, gonads and unambiguous internal and external genitalia present at birth, without regard to an individual's psychological, chosen or subjective experience of gender.

“HIPAA privacy rule:” has the same meaning as in RC 3798.01.

“IEP:” has the same meaning as in RC 3323.01.

“Parent:” has the same meaning as in RC 3313.98.

"Sexuality content:" any oral or written instruction, presentation, image or description of sexual concepts or gender ideology provided in a classroom setting. This does not include instruction or presentations required by State law in sexually transmitted infection education, sexually transmitted infection education emphasizing abstinence, child sexual abuse prevention, sexual violence prevention education or incidental references to sexual concepts or gender ideology occurring outside of formal instruction or presentations on such topics, including references made during class participation and in schoolwork.

"Student's mental, emotional or physical health or well-being:" includes, at a minimum, a student's academic performance; any significant sickness or physical injury, or any psychological trauma suffered by a student; any harassment, intimidation or bullying, as defined by State law, by or against a student in violation of school district policy; any request by a student to identify as a gender that does not align with the student's biological sex; and exhibition of suicidal ideation or persistent symptoms of depression, or severe anxiety, or other mental health issues.

"Age-appropriate content" and "developmentally appropriate content:" activities or items that are generally accepted as suitable for children of the same chronological age or level of maturity or that are determined to be developmentally appropriate for a child, based on the development of cognitive, emotional, physical and behavioral capacities that are typical for an age or age group.

Sexuality Content

The District ensures any sexuality content is age-appropriate and developmentally appropriate for the age of the student receiving the instruction, regardless of age or grade level. The District provides parents the opportunity to review instructional materials that include sexuality content prior to providing instruction or permitting third parties to do so on behalf of the District. Upon request of the parent a student is excused from instruction including sexuality content and is permitted to participate in an alternative assignment.

Instruction including sexuality content is not provided to students in kindergarten through third grade by the District or any third party acting on behalf of the district.

Student Health and Well-Being

The District promptly notifies a student's parent of any substantial change in the student's services, including counseling services, or monitoring related to their mental, emotional or physical health or well-being or the school's ability to provide them a safe and supportive learning environment. The parental notice reinforces the fundamental right of parents to make decisions regarding the upbringing and control of their children and that the District does not inhibit parental access to the student's education and health records maintained by the school.

Notice is provided through the methods the District generally communicates with parents including, but not limited to, email, phone call, letter or other direct forms of communication.

District personnel are prohibited from directly or indirectly encouraging a student to withhold information from a parent concerning the student's mental, emotional or physical health or well-being, or a change in related services or monitoring. District personnel are prohibited from discouraging or prohibiting parental notification of and involvement in decisions affecting a student's mental, emotional or physical health or well-being.

Parental Authorization for Student Health Care Services

The District obtains parental authorization before providing any type of health care services to students, including physical, mental and behavioral health care services and parents can choose whether to authorize the District to provide health care services. The Board directs the Superintendent to adopt procedures to obtain necessary authorization from parents, which may include but is not limited to whatever means the District generally obtains parental authorization.

At the beginning of each school year, the District notifies parents of each health care service offered at, or facilitated in cooperation with, their student's school and their option to withhold consent or decline any specified service. Parental consent to health care services does not waive the parent's right to access the student's educational or health records or to be notified about a change in the student's services or monitoring.

Prior to providing a health care service to a student, the District notifies parents whether the service is required to be provided by the District under State law and if other options for a student to access the service exist. This requirement can be satisfied by an annual notice to parents at the beginning of the school year.

Provisions related to parental authorization for student health care services do not apply to emergency situations, first aid, other unanticipated minor health care services or health care services provided pursuant to a student's IEP or section 504 plan.

Concerns and Appeals Procedure

A parent may file a written concern with a school principal or assistant principal regarding a topic addressed in this policy, which must be resolved within 30 days after receipt. Written concerns received by a school principal or assistant principal about this policy are investigated fully and fairly. Anonymous written concerns may not be investigated.

A parent may appeal a principal's or assistant principal's decision to the Superintendent. If a parent appeals a principal's or assistant principal's decision, the Superintendent/designee must conduct a hearing on the decision. Based on the findings of that hearing, the Superintendent decides whether to affirm the principal's or assistant principal's decision. If the Superintendent does not affirm the decision, they determine the resolution to the parent's concern.

A parent may appeal the Superintendent's decision to the Board. If a parent appeals the Superintendent's decision, the Board must review the Superintendent's decision and, if the Board determines it necessary, hold a hearing on the Superintendent's decision. Based on the findings of that hearing, the Board decides whether to affirm the Superintendent's decision. If the Board does not affirm the decision, it determines a new resolution to the parent's concern.

Nothing in this procedure prevents a parent from contacting a member of the Board regarding the parent's concerns with the operation of a school under its supervision.

The Board directs the Superintendent/designee to develop procedures to ensure prompt and fair attention to written concerns about this policy. The District notifies parents of their right to file a written concern by whatever means the District generally communicates with parents including, but not limited to, email, phone call or other direct forms of communication.

(Adoption Date: June 26, 2025)

Legal References

Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1232g
Health Insurance Portability and Accountability Act (HIPAA)
Ohio Constitution, Article I, Section 10a
ORC 2151.421
ORC 2317.02
ORC Chapter 2903
ORC 2919.26
ORC Chapter 2930
ORC 3113.31
ORC 3313.473
ORC 3313.60
ORC 3313.6011
ORC 3313.666

ORC 3313.98
ORC 3314.0310
ORC 3323.01
ORC 3326.091
ORC Chapter 3798
ORC 4732.19
ORC 5122.04

Cross References
IGAE, Health Education
IGAH/IGAI, Family Life Education/Sex Education
IGBL, Parent and Family Involvement in Education
JHC, Student Health Services and Requirements
JHCA, Physical Examinations of Students
JHF, Student Safety

NOTE: *House Bill 8 (2024) enacted Revised Code (RC) 3313.473, which created the "Parents' Bill of Rights," requiring districts to adopt a policy promoting parental involvement in the public school system.*

Under RC 3313.473, schools are required to ensure instruction on sexuality content provided to students grades 3-12 is age-appropriate and developmentally appropriate and ensure instruction on sexuality content is not provided to students grades K-3. The provision also creates requirements related to parental right to review and opt out of sexuality content, parental notification requirements related to student health services, parental right to opt out of specified student health services, parental right to file written concerns, procedures for addressing written concerns and more.

THIS IS A REQUIRED POLICY

CREDIT FLEXIBILITY

The Board recognizes that an effective educational program is one that provides opportunities for students to customize aspects of their learning around their respective needs and interests. Credit flexibility is one method to motivate and increase student learning by allowing access to more resources, customization around individual student needs and the use of multiple measures of learning.

Credit flexibility shifts the focus from "seat time" to performance. The intent of credit flexibility is to meet increased expectations for high school graduation in response to globalization, technology and demographics, and to meet the demand for 21st century skills.

In accordance with State law, the District must develop and implement a credit flexibility plan. Seventh or eighth grade students may meet curriculum requirements or students ready for high school courses may earn high school graduation credit by:

1. demonstrating subject area competency through the completion of traditional course work;

2. testing out of or showing mastery of course content through the pursuit of an approved educational option and/or;

3. any combination of the above.

The Superintendent/designee develops the District's credit flexibility plan consistent with the provisions of the following regulation.

[Adoption date: January 14, 2010]
(Revision date: October 20, 2016)
(Revision date: March 21, 2024)

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
3301-35-01
3301-35-06
Chapter 3301-46
Chapter 3301-51
Chapter 3301-61

CROSS REFS.:

IGA	Career-Technical Education
IGBH	Alternative School Programs
IGCB	Experimental Programs
IGCD	Educational Options (Also LEB)
IGCF	Home Instruction
IGCH	Postsecondary Enrollment Options (Also LEC)
IGE	Adult Education Programs
IKA	Grading Systems
IKE	Promotion and Retention of Students
IKEB	Acceleration
IKF	Graduation Requirements

NOTE:

In 2007, the Ohio General Assembly enacted Senate Bill (SB) 311, also known as the Ohio Core, which directed the State Board of Education to adopt a plan that enables students to earn units of high school credit based on demonstration of subject area competency, instead of or in combination with completing hours of classroom instruction.

SB 311 requires all local school boards to comply with the provisions of the State Board's credit flexibility plan by adopting local board policy (Ohio Revised Code Section 3313.603(J)). Full implementation of the local board policy must be reached by the beginning of the 2010-11 school year.

CREDIT FLEXIBILITY

In accordance with State law, the District's plan for credit flexibility must:

1. identify the multiple methods of communication and frequency of each method the District will use to communicate the aspects of the credit flexibility policy and plan to students and parents on an on-going basis;

2. allow for demonstrated proficiency options on an on-going basis;

3. allow for graded options for demonstrated proficiency;

4. allow demonstration of proficiency to count towards course requirements for graduation;

5. determine credit equivalency for a Carnegie unit;

6. prohibit capping or limiting the number of courses or credits earned through credit flexibility;

7. allow for both simultaneous credit and/or partial credit to be earned;

8. not prohibit access to online education, postsecondary options or services from another district, as approved by the Board;

9. allow, if so desired, for the acceptance of credit from other districts and educational providers;

10. establish provisions for instances when students do not or cannot complete requirements and

11. establish a review process and submit data to the Ohio Department of Education about the methods and frequency of communication with students and parents.

In addition, the Superintendent/designee collects performance data including, but not limited to, the number of participating students, total credits earned and extent to which student participation reflects diversity of the student body.

The Ohio Department of Education recommends that the Superintendent maintain a "library" of courses that were previously accepted to assist students, parents and teachers with understanding available options (or those unique to local contexts and regional economic development interests).

(Approval date: January 14, 2010)
(Revision date: March 21, 2024)

SUMMER SCHOOLS

The Greenville City Board of Education may operate summer school. The purpose of summer school will be for students who need additional help in order to advance and for students who wish to explore learning opportunities outside the regular school year.

Summer school will be under the direction of a designated administrator. Teachers for summer sessions will be recruited from the District staff insofar as possible. The Board will set summer salaries and make appointments upon the recommendation of the Superintendent.

[Adoption date: August 18, 1987]
(Revision date: July 20, 1993)
(Revision date: July 9, 1997)
(Revision date: January 19, 1999)
(Revision date: February 19, 2002)
(Revision date: March 21, 2024)

LEGAL REFS.: ORC 3313.57; 3313.641

CROSS REF.: JN Student Fees, Fines and Charges

SUMMER SCHOOLS

The summer school program shall be set up under the following regulations.

1. The summer school program shall be set up according to need and shall be under the supervision of a designated administrator.

2. Classes will be established only if the total program enrollment is sufficient to meet costs.

3. Two types of high school courses for credit will be offered. One type of course must have 120 hours of classroom instruction, while the other type of course must have 60 hours of classroom instruction.

4. Fees will be charged on the basis of the number of hours of classroom instruction.

5. Teachers will be paid at the rate established by the Board of Education.

[Approval date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: January 19, 1999)
(Revision date: March 21, 2024)

INNOVATIVE EDUCATION PROGRAMS

Innovative Education Programs

The Board believes that there are times when the use of innovative educational approaches may be more compatible with the goals of the District's educational programs or objectives. An innovative approach is a new, experimental or disruptive educational approach developed based on an identified need that seeks continuous improvement in student achievement or student growth. The approach should be workable and be tested and evaluated over time to gauge effectiveness. To this end the Board may apply to the Ohio Department of Education (ODE) for the use of innovative programs in the District. The District may only request an exemption for an allowable provision of Ohio Revised Code or Ohio Administrative Code. The application must be submitted in accordance with required timelines and include the following:

1. a detailed description of the proposed innovative pilot program, including how the program meets the ODE's definition of innovation;

2. measurable outcomes, performance indicators and method of evaluation;

3. anticipated costs or savings associated with the program, if any;

4. specific timelines for planning, implementation, and evaluation;

5. identification of the specific statutory provision and/or rules for which an exemption request is made;

6. rationale for each exemption request;

7. specific period of time for which each exemption is requested

8. the potential impact of the proposed innovative pilot program on data reporting, student assessments, student learning, graduation requirements, compliance with Federal law, and/or any other areas that may be impacted;

9. a description of what will happen if the proposed pilot program fails;

10. a disclosure of whether the applicant is currently subject to any corrective action plan by ODE or the State Board of Education and

11. written consent of the teachers' union.

The District continues to comply with all statutory requirements from which an exemption is requested until such a time as the exemption is granted. If the District receives an exemption the Superintendent/designee must create an annual report and any other reports required by ODE.

An approved program may be terminated by the State Superintendent of Public Instruction or the District.

[Adoption date: September 18, 1990]
[Revision date: July 9, 1997]
(Revision date: July 15, 2021)
(Revision date: March 21, 2024)

LEGAL REFS.: ORC 3302.07
OAC 3301-35-04
OAC 3301-35-06
OAC 3301-46-01

CROSS REFS.: IGCD Educational Options (Also LEB)
JN Student Fees, Fines and Charges

EDUCATIONAL OPTIONS

Educational options are learning experiences or activities designed to extend, enhance, supplement, or serve as an alternative to classroom instruction and meet the personalized and individualized needs of each student. Educational options are offered in accordance with State law, Board policy, and parental approval.

Experiences that the Board views as representative of educational options supplementing the regular school program include but are not limited to: Independent study, distance learning, tutoring, educational travel, mentoring and study abroad programs.

Fees are established for educational options as needed and are managed in accordance with Board policies for student fees.

Credit for approved educational options is granted in accordance with student performance relative to stated objectives of the approved instructional and performance plan and in accordance with all applicable Board policies.

The Board directs the Superintendent/designee to communicate information and procedures for educational options available in the district to students, parents and all interested stakeholders.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: May 19, 2022)
(Revision date: March 21, 2024)

LEGAL REFS.: OAC 3301-35-01(B)(9); 3301-35-06

CROSS REFS.:
IGCB Experimental Programs
IGCH Experimental Programs IHG, Independent Study
IGBM Credit Flexibility
IKE Promotion and Retention of Students
IKF Graduation Requirements
JN Student Fees, Fines and Charges

EDUCATIONAL OPTIONS

All educational options require an instructional and performance plan based on individual student needs. A credentialed teacher is involved in reviewing the plan; such involvement may include providing, supervising or reviewing instruction or learning experiences and the evaluation of student performance. The instructional and performance plan includes:

1. instructional and performance objectives aligned with the District or school's curriculum requirements;

2. an outline specifying instructional activities, materials and learning environments and

3. a description of the criteria and methods for assessing student performance.

Parents must provide written permission for students under 18 to participate. Superintendent approval is required prior to student participation.

[Approval date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: May 19, 2022)
(Revision date: March 21, 2024)

HOME EDUCATION

Home education is the education of a child between the ages of six and 18 years of age, who is receiving home education directed by the child's parent in the subject areas of English language arts, mathematics, science, history, government, and social studies, and who is not enrolled full time in a public or chartered nonpublic school.

Within five calendar days after commencing home education, moving into a new school district, or withdrawing from a public or nonpublic school, a parent or guardian of a child receiving home education must submit a notice to the Superintendent including the child's name, address, and an assurance that the child will receive education in the subject areas required. In subsequent years, a parent or guardian must provide notice to the District by August 30 that the child will be receiving home education.

Upon receipt of the parent's notice, the child is exempted from compulsory attendance to the schools in the District. The child is not required to be excused from compulsory attendance. The Superintendent provides a written acknowledgment of receipt of the notice within 14 days after receipt.

If there is evidence that a child exempt from compulsory attendance is not receiving an education in the subject areas required, the child and parent are subject to examination into cases of truancy.

LEGAL REFS.: ORC 3321.04
ORC 3321.042

CROSS REFS.: JECBC, Admission of Students From Non-Chartered or Home Education
JEG, Exclusions and Exemptions From School Attendance

NOTE: *House Bill 33 (2023) revised the requirements for excusal for home education to remove the approval process in place under prior law. The requirement for the parent to submit a letter requesting an excuse from compulsory attendance no longer applies. Parents are still required to submit a notice to the superintendent of the child's district of residence informing the district that they will be providing home education to the child. The notice must be provided within five calendar days after the family commences home education. In subsequent years, the child's parent must provide notice to the superintendent by Aug. 30. Parents are no longer required to provide any assurances about the hours of instruction the student will receive, information about curriculum or textbooks, or annual academic assessments.*

The exemption is effective immediately upon the District's receipt of the notice. There is no longer a requirement for the Superintendent to review or approve the information provided by the student's parents. Instead, the law requires the Superintendent to provide, within 14 days after the notice letter is received, a written acknowledgment of receipt.

The law also provides that Ohio Revised Code (RC) 3321.042 shall not be subject to any rules adopted by the Department of Education and Workforce (DEW) or its director.

OSBA Adoption Date: 09.23

(Adoption date: December 21, 2023)

PRESCHOOL PROGRAM

The Greenville City School District provides a Preschool Program for children who are three to five year old children. The program is designed three-fold:

1. to provide an opportunity for children (age three-five) to experience physical, social, emotional and intellectual development;

2. to provide an opportunity for job training of career technical students enrolled in Careers with Children;

3. to provide a community service to families in need of such a program.

The Preschool Program is administered in compliance with the Ohio Department of Education with guidelines found in our Preschool Handbook to include but not limited to:

1. staffing;
2. cumulative records;
3. developmentally appropriate programs;
4. health and safety;
5. developmentally appropriate materials;
6. admission;
7. attendance;
8. selection and use of materials, equipment and resources;
9. communicable diseases;
10. transportation and field trips.

[Adoption date: November 21, 1989]
(Revision date: July 9, 1997)
(Revision date: April 19, 2005)
(Revision date: April 12, 2012)
(Revision date: December 21, 2023)

LEGAL REFS.: OAC 3301-37-01; 3301-37-02; 3301-37-11

CROSS REFS.:

EB	Safety Program
EBC	Emergency Plans
IICA	Field Trips
JE	Student Attendance
JHC	Student Health Services and Requirements
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 eligible nonsectarian, non-remedial courses for transcripted 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: March 17, 1998]
(Revision date: January 16, 2001)
(Revision date: June 18, 2002)
(Revision date: November 16, 2017)
(Revision date: July 19, 2018)
(Revision date: March 21, 2024)

LEGAL REFS.:	ORC	3313.5314
		Chapter 3365
	OAC	3333-1-65 through 3333-1-65-11
		3301-83-01 (C)
CROSS REF.:	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 or November 1 of the student's intent to participate in the program in the next semester or term. Any student who provides notification by April 1 may be approved to participate in the program the next full school year. Any student who provides notification by November 1 may be approved to participate in the program for the next semester or term only. Failure to inform the principal of intent to participate by the April 1 or November 1 deadline 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;

12. information about eligible courses;

13. information on CCP probation, dismissal and appeal procedures

14. the standard program information packet developed by the Ohio Department of Higher Education (ODHE) and

15. the permission slip jointly developed by the Ohio Department of Education and Workforce (ODEW) and ODHE regarding the potential for mature subject matter in a course taken through CCP and information about the potential for mature subject matter in courses in which the student intends to enroll through CCP and that courses will not be modified based upon CCP enrollee participation regardless of where the course of instruction occurs.

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 and his/her parent also

must sign and include in their application to the college, the permission slip developed by ODEW and ODHE regarding the potential for mature subject matter in a course taken through CCP.

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.

Students may enroll only in eligible courses as defined in rules adopted by ODHE. Upon receipt of the notice of pre-term admission the student's secondary school verifies the student is enrolled in eligible courses. If the student is enrolled in ineligible courses the school notifies the student and their parent that they must withdraw from the ineligible course(s). Students failing to withdraw prior to the college's no-fault withdrawal date will be responsible for all tuition, fees and textbook costs for the course.

If a student completes an eligible 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 eligible courses successfully completed counts toward graduation requirements and subject area requirements.

1. The Board awards comparable credit for the eligible 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 ODEW. ODEW'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. The grades and credits for courses completed during summer term must be included on the student's high school transcript in the fall for that school year.

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.

Students of military families participating in CCP who must withdraw from the school because of a permanent change of station order out of state to transition from one military installation to another may:

1. complete the course for the semester in which the student is enrolled in an online format if possible, or
2. withdraw from the course without academic or financial penalty.

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. For purposes of these requirements, a “relevant high school course” is defined as a high school course that provides the appropriate academic foundation or career-technical education skills for the college course in which the student intends to enroll, as determined by the applicable institution of higher education. To be eligible, students must meet one of the following criteria:

1. be considered remediation-free on one of the Ohio Revised Code (RC) 3345.061(F) assessments;

2. have a cumulative unweighted high school grade point average (GPA) of at least 3.0;

3. have a cumulative unweighted high school GPA of at least 2.75 but less than 3.0 and received an "A" or "B" grade in a relevant high school course;

4. for participating seventh or eighth grade students without a cumulative unweighted high school GPA available, have received an A or B grade in a relevant high school course or

5. have participated in CCP prior to September 30, 2021 and scored within one standard error of measurement below the remediation-free threshold on one of the RC 3345.061(F) assessments and

    A. have a cumulative high school (GPA) of at least 3.0 or for participating seventh or eighth grade students a cumulative GPA of 3.0 in the applicable grade level or

    B. receive a recommendation from a school counselor, principal or career-technical program advisor.

Underperforming Students/CCP Probation

A student meeting at least one of the following is considered an underperforming student for purposes of CCP:

1. Cumulative GPA of less than 2.0 in college courses taken through CCP or

2. Withdraw from or receive no credit for two or more courses in the same term.

A student meeting the definition of an underperforming student for two consecutive terms of enrollment is considered an ineligible student.

The student's secondary school, Greenville City School District, will place an underperforming student on CCP probation within the program and notify the student, parent and the college they are enrolled in of their status. The student may enroll in no more than one college course in any term when on CCP probation and cannot enroll in a college course in the same subject as a college course in which they received a grade of D or F or for which they received no credit. Students enrolled in impermissible courses who fail to dis-enroll prior to the college's no-fault withdrawal date are responsible for all costs associated with the course(s) and dismissed from CCP as an ineligible student.

If a student taking a permissible college course after placement on CCP probation and the course grade raises the student's cumulative college course GPA to 2.0 or higher the student is removed from CCP probation and may participate in CCP without restrictions unless they again meet the definition of an underperforming student. A student on CCP probation who does not raise their GPA to the required minimum through the course grade, is dismissed from CCP by the student's secondary school, Greenville City School District.

Students dismissed from the program are prohibited from taking any college courses through CCP and must dis-enroll for any college courses they may be registered for in the next term prior to the no-fault withdrawal date.

The secondary school, Greenville City School District, establishes an academic progress policy defining the progress students must achieve to be reinstated in CCP on CCP probation. The policy must state that failure to make academic progress as defined in the policy will result in an extension of CCP dismissal. The policy also includes the procedures for a student to request an appeal of their CCP status.

A student may request the secondary school, Greenville City School District, allow the student to participate in CCP after one term of CCP dismissal. Summer term is not counted as a term of dismissal unless the student is enrolled in one or more high school courses during the summer. Upon review of the student's academic progress through review of their full high school and college academic records the school will: continue the student's dismissal; place the student on CCP probation or allow the student to participate in CCP without restrictions in accordance with the school academic progress policy.

A student may appeal their status to the Superintendent within five business days of notification of CCP dismissal or prohibition from taking a college course in the same subject as a college course in which they received a grade of D or F or for which they received no credit. Upon consideration of any extenuating circumstances separate from academic performance that may have affected the student's CCP status the Superintendent will issue a decision within 10 business days after the appeal is made and may:

1. allow the student to participate in the program without restrictions;

2. allow the student to take a course in the subject area in which they received a grade of D or F or for which they received no credit;

3. allow the student to participate in CCP on CCP probation or

4. maintain the student's dismissal from the program.

The Superintendent's decision is final.

If the decision is to continue the student's dismissal and the student is enrolled in a college, the student's college will allow the student to withdraw from all courses in which the student is enrolled without penalty and the student's secondary school, Greenville City School District, shall not be required to pay for those courses. If the Superintendent fails to issue a decision on the appeal within the required timeframe and the student is enrolled in a college, the college will allow the student to withdraw from all impermissible courses without penalty and, if the decision on the appeal is made after the institution's prescribed no-fault withdrawal date, the student's secondary school, Greenville City School District, shall pay for those courses.

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) may be responsible for all costs associated with the course. The District may not seek reimbursement from a student who fails a course if he/she is economically disadvantaged, unless the student has been expelled.

4. Students enrolled for the combination of high school/college credit are not eligible for financial aid from the college.

5. Upon parental application and determination of need an eligible student, as defined by State law, enrolling for the combination of high school and college credit in the program may receive full or partial reimbursement for the necessary costs of transportation between the secondary school that he/she attends and the college/ university in which he/she is enrolled.

Other Considerations

1. A student enrolled in the program follows the District attendance policy, as well as the District Code of Conduct, for curricular and extracurricular activities. These policies and codes are applicable during the time the student is attending high school and is on school property for any class or activity.

2. If a student is expelled from the District, the Board will deny high school credit for college courses taken during the period of the student's expulsion.

   The Superintendent must send written notice of a student's expulsion to the college where the student is taking courses to receive high school credit. The notice must state the date the expulsion is scheduled to expire and whether the Board has denied high school credit for postsecondary education courses taken during the expulsion. If the expulsion period is extended, the Superintendent must notify the college of the extension. The college may withdraw its acceptance of a student who has been expelled. Unless otherwise authorized by State law, the expelled student is ineligible to enroll in a college under CCP for subsequent college terms during the expulsion period.

3. The student enrolled in this program must recognize that the master schedule is not altered or adjusted in order to permit enrollment. Adjustments to individual schedules may be made by the school administration.

4. The District 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 at a minimum. Courses used for eligibility determination may be a combination of high school and college courses. Students also must meet any additional District eligibility requirements.

[Approval date: November 20, 1990]
(Revision date: July 9, 1997)
(Revision date: February 19, 2002)
(Revision date: June 18, 2002)
(Revision date: January 9, 2014)
(Revision date: April 20, 2017)
(Revision date: November 16, 2017)
(Revision date: July 19, 2018)
(Revision date: November 18, 2021)
(Revision date: May 19, 2022)
(Revision date: November 17, 2022)
(Revision date: June 15, 2023)
(Revision date: March 21, 2024)
(Revision date: June 26, 2025)

NOTE: The notice provided to students and parents outlining the College Credit Plus (CCP) program must include the following information:

- *Cost, including:*
  - *notice of CCP opportunities that have no cost to students, including the free option to attend public institutions of higher education;*
  - *clear references to the potential cost of participation at a nonpublic institution of higher education and*
  - *the prohibition of charging economically disadvantaged students who choose to attend a nonpublic institution of higher education.*
- *Criteria for student participation, including but not limited to:*
  - *the requirement for a counseling session prior to participation (Ohio Revised Code (RC) 3365.04).*
  - *a notice that states: "Students must submit a written notice of their intent to participate in the upcoming academic year, by April 1, in accordance with Section 3365.03 of the RC, but may submit the written notice of intent to participate as early as February 15. Students desiring to participate in college credit plus in the summer are strongly encouraged to submit letters of intent and begin the admissions process starting in February and prior to the April 1 notice of intent deadline in order to improve chances of meeting summer registration timelines."*
- *Student participation options:*
  - *a statement secondary schools cannot limit a student's participation in CCP to only the courses offered in that school and that students may also participate online or at any other participating institution of higher education, or any combination thereof.*
  - *a statement that participating students may be concurrently enrolled in multiple postsecondary institutions and may concurrently take postsecondary courses from more than one institution of higher education.*
  - *list of courses offered at the secondary school through an agreement with an institution of higher education.*
  - *a statement students should review the course catalog of an institution of higher education for a full listing of course offerings of the institution.*
- *Specific information pertaining to the student's opportunity to participate during the summer term and the responsibility of the student to notify the college and students prior high school prior to a transfer to a new school when participating in a summer term course.*

- *Deadlines pertinent to the student's participation, including all deadlines associated with summer term participation.*
- *The designated point of contact at the secondary school for CCP who can answer questions from students, parents and the community regarding the program's operation and who will act as a liaison to the state to monitor future changes or amendments to the program.*
- *Specific information regarding a student's option to participate in CCP, at the high school-if applicable-, online, or at an institution of higher education, must also be part of all communications developed by the secondary school to promote CCP.*

Districts are required to report CCP program data by July 15 annually in accordance with requirements to be developed by the Ohio Department of Higher Education (ODHE) and Ohio Department of Education.

While Districts are required to apply any weighted grading policy in a similar manner for CCP courses, Districts are not required to create a weighted grade policy if they do not already have one. It is important to note, however, that if you are using a weighted grading policy, a higher value may not be placed on honors courses or other advanced standing program than on CCP courses.

Senate Bill (SB) 104 (2024) amended RC 3365 to include:

RC 3365.04 (H) to require public or chartered nonpublic schools to use CCP forms developed by the Chancellor of Higher Education and ODEW. It prohibits schools from modifying those forms without prior approval from the Chancellor and ODEW.

RC 3365.05 (I) requires higher education institutions participating in CCP to provide orientations for CCP students, guided by concise directives from the Chancellor and ODEW.

RC 3365.11 (B) requires the Chancellor to establish an alternative credentialing process to certify instructors with relevant teaching experience as CCP instructors. The Chancellor must establish the alternative credentialing process by Aug. 25, 2025.

RC 3365.14 (A) requires the Chancellor, in consultation with ODEW, to ensure full engagement and participation in CCP by public colleges and public secondary schools, such as by publicly displaying program participation data by college and secondary schools.

RC 3365.14 (B) requires the Chancellor and ODEW to collect data relative to the actual cost of CCP programming and submit it to the Auditor of State. The Auditor of State must review and audit that data and submit a one-time report to the General Assembly about the findings of that review and audit.

ODEW must include a yes/no status indicator on the state report card indicating whether the District or building promotes and provides information on the CCP program in accordance with RC 3365.04.

RC 3365.15 (C) requires the Chancellor and ODEW to jointly submit an annual report on the outcomes of CCP by December 31.

Senate Bill 3 (2016) added RC 3313.5314 stating that students attending the District or homeschool, nonpublic school, community school and STEM school students otherwise eligible to participate in extracurricular activities in the District cannot be denied the opportunity to participate in extracurricular activities in the District solely because of their participation in CCP. Students still must meet the District eligibility requirements.

House Bill 49 (2017) amended RC 3365.03(E) to state that the college to which a student applies will pay for one assessment used to determine that student's eligibility. Any additional assessment used for this purpose will be the financial responsibility of the student.

Ohio Administrative Code (OAC) 3333-1.65.12 defines courses eligible for payment under CCP.

Each secondary school must adopt an academic progress policy in accordance with OAC 3333-1.65.13. Districts should review information provided by ODHE when developing this school specific policy.

Districts must include information on eligible courses and CCP probation in the required informational session. Districts may incorporate the required counseling session into the annual informational session provided the secondary school makes alternate dates available for those unable to attend the annual information session.

HB 110 (2021) adds new requirements for notice of the potential for mature subject matter in CCP courses. Mature subject matter is defined as any course subject matter or material of a graphic, explicit, violent or sexual nature. HB 110 also revised the academic eligibility requirements for student participation.

BLENDED LEARNING

Blended learning is the delivery of instruction in a combination of time primarily in a supervised physical location away from home and online delivery whereby the student has some element of control over time, place, path, or pace of learning and includes noncomputer-based learning opportunities. The Board authorizes the Superintendent to determine the need for implementation of a blended learning environment for the District. When a blended learning environment is implemented the Board directs the Superintendent to develop policies and procedures to be presented to the Board for adoption addressing the following:

1. Means of personalization of student-centered learning models to meet the needs of each student.

2. The evaluation and review of the quality of the on-line curriculum delivered to students.

3. Assessment of each participating student's progress through the curriculum. Students must be permitted to advance through each level of the curriculum based on demonstrated competency/mastery of the material. Students must advance from grade to grade based upon credits earned. Credit must not be based on a minimum number of days or hours in a classroom or on a digital learning device.

4. The assignment of a sufficient number of teachers to ensure a student has an appropriate level of interaction to meet the student's personal learning goals. Each participating student will be assigned to at least one teacher of record. A school or classroom that implements blended learning cannot be required to have more than one teacher for every 125 students.

5. The method by which each participating student will have access to the digital learning tools necessary to access the on-line or digital content.

6. The means by which each school will use a filtering device or install filtering software that protects against internet access to materials that are obscene or harmful to juveniles on each computer provided to or made available to students for instructional use. The school must also provide such device or software at no cost to any student who uses a device obtained from a source other than the school.

7. The means by which the school will ensure that teachers and other assigned personnel will be appropriately licensed or certified and have appropriate training in the pedagogy of the effective delivery of on-line or digital instruction.

8. Expectations for student attendance and how the school will document participation in learning opportunities.

A school is exempt from school year hourly requirements established in State law to the extent that a school alters the hours that it is open for instruction in order to accommodate blended learning opportunities that apply to all students.

If a school or part of a school is operated using a blended learning model or is to cease operating using a blended learning model, the Superintendent notifies the Ohio Department of Education of that fact by July 1 of the school year for which the change is effective.

LEGAL REFS.:
ORC 3301.079
3302.41
OAC 3301-35-03

CROSS REFS.:
AFE, Evaluation of Instructional Programs (Also IM)
EDE, Computer/Online Services (Acceptable Use and Internet Safety)
GBH, Staff-Student Relations (Also JM)
GCL, Professional Staff Development Opportunities
IKE, Promotion and Retention of Students
JO, Student Records

NOTE: *Districts operating a blended learning program as provided for in Ohio Revised Code 3302.41 and Ohio Administrative Code 3301-35-03 are required to have Board adopted policies and procedures addressing the components outlined in OAC 3301-35-03 and included in this policy. It is important to note that this policy language provided does not include all the details needed for the required policies and procedures for your local blended learning program operation. In addition to this policy, districts will need to locally determine what blended learning will look like in their district based on the minimums established above and craft those into local policies or procedures for Board approval. These additional local details can be integrated into the sample policy language provided here, or details could be added as a regulation IGCK-R. Some districts also may approve a separate blending learning plan that includes Board approved procedures for implementation.*

Legal References:	ORC 3301.079
	ORC 3302.41
	OAC 3301-35-03

(Adopted: July 15, 2021)
(Revision date: May 19, 2022)
(Revision date: March 21, 2024)

COCURRICULAR AND EXTRACURRICULAR ACTIVITIES

The purpose of education is to develop the whole person of the student. For this reason, an educational program must embody as an essential element, activities that involve students beyond the classroom and foster the values that 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 has established the criteria for co-curricular and extracurricular activities consistent with its philosophy of, and goals for, education. All student activity programs must:

1. have educational value for students.

2. be in balance with other curricular offerings in the schools and be supportive of, and never in competition with, the academic program and

3. be managed in a professional manner.

The Board may require that students pay reasonable fees to participate in co-curricular and extracurricular activities.

The following guidelines govern the student activity programs.

1. Student activities are those school sponsored activities that are voluntarily engaged in by students, have the approval of the school administration and do not carry credit toward promotion or graduation.

2. Each school, under the direction of the principal and professional staff, has a student activity program designed to stimulate student growth and development by supplementing and enriching the curricular activities. All receipts and expenditures 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 same attention in terms of philosophy, objectives, social setting, organization and evaluation that is given to the regular school curriculum.

5. Each school will develop written guidelines and procedures regulating the creation, organization, administration, and dissolution of student activity programs. The Superintendent will report annually to the Board the general purposes, plans and financial status of the co-curricular and extracurricular program of the District.

6. The expenses involved in participating in any school activity and in the total program for a school year should be set so that a majority of the students may participate without financial strain. Special consideration may be given in cases which the expense of participating would result in exclusion.

7. Activities must be open to all students, regardless of race, religion, sex or national origin, citizenship status, religion, economic status, age, disability or military status.

8. Activities must not place undue burdens upon students, teachers or schools.

9. Activities should not interfere with regularly scheduled classes. This limitation often requires conducting such activities beyond the regular school day, if possible.

10. Activities at any level should be unique, not duplications of others already in operation.

11. Students participating in 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.

12. Students suspended from school are banned from extracurricular activities. Students may also be suspended from extracurricular activities for violations of the Code of Conduct or the Code of Conduct of the particular activity in which they participate. Students are permitted to participate in interscholastic or other extracurricular activities on days they are absent for approved religious expression days. Students absent from school for other reasons may not be permitted to participate in extracurricular activities on that date.

13. 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 State Board of Education and State law.

14. Students may be expelled for up to one year for firearm-related or knife-related incidents occurring off school property while at an interscholastic competition, extracurricular event or other school-sponsored activity.

15. Students may be removed from extracurricular activities when their presence poses a continuing danger to persons or property or an ongoing threat of disruption. If a student is removed from extracurricular activities, such removal may include all extracurricular activities in which the student is involved.

16. Resident students enrolled in community schools are permitted to participate in the District's extracurricular activities including interscholastic athletics at the school to which the student would be assigned. Students must be of the appropriate age and

grade level as determined by the Superintendent, and must fulfill the same academic, nonacademic and financial requirements as any other participant.

17. Resident students attending STEM and STEAM schools are permitted to participate in the District's extracurricular activities, including interscholastic athletics, at the school to which the student would be assigned. Students must be of the appropriate age and grade level as determined by the Superintendent, and must fulfill the same academic, nonacademic and financial requirements as any other participant.

18. Resident students attending a nonpublic school are permitted to participate in the District's extracurricular activities, including interscholastic athletics, at the school to which the student would be assigned if the nonpublic school the student is enrolled in does not offer the extracurricular activity. Students must be of the appropriate age and grade level as determined by the Superintendent and must fulfill the same academic, nonacademic and financial requirements as any other participant.

19. Resident students receiving home education 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 nonacademic and financial requirements as any other participant.

20. Nonresident students may be authorized by the Superintendent to participate in an interscholastic athletic program offered by a school of the District if the student is a home educated student and the student was subject to any of the following by a school official, employee or volunteer, or by another student from the district or school where the student is participating in athletics:

    A. Harassment, intimidation or bullying, as defined by Ohio Revised Code (RC) 3313.666.

    B. A qualifying offense for which the school official, employee, volunteer or another student has been charged with, indicted for, convicted of or pled guilty to committing or is alleged to be or is adjudicated as a delinquent child for committing. A qualifying offense is defined as an offense or attempt to commit an offense of violence or a violation of RC 2907.07.

    C. Conduct by a school official, employee or volunteer that violates the Licensure Code of Professional Conduct for Ohio Educators.

A home educated student who meets these criteria must be of the appropriate age and grade level as determined by the Superintendent and must fulfill the same nonacademic and financial requirements as any other participant.

A student attending a nonpublic, community, STEM or STEAM 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 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.

A student receiving home education 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.

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(Revision date: August 15, 2019)
(Revision date: May 20, 2021)
(Revision date: December 21, 2023)
(Revision date: December 19, 2024)
(Revision date: December 18, 2025)

LEGAL REFS.: ORC 2907.07; 3313.537; 3313.5311; 3313.5312; 3313.5314; 3313.58; 3313.59;
3313.6611; 3313.664
3315.062
3319.16
3321.042
3313.666
Chapter 4112
OAC 3301-27-01
3301-35-06

CROSS REFS.:
AFI Evaluation of Educational Resources
DJ Purchasing
IGCH College Credit Plus (Also LEC)
IGDB Student Publications
IGDC Student Social Events
IGDF Student Fund Raising Activities
IGDG Student Activities Funds Management
IGDJ Interscholastic Athletics
IGDK Interscholastic Extracurricular Eligibility
JECBC Admission of Students from Non-chartered or Home Education
JED Student Absences and Excuses
JFCJ Weapons in the Schools
JGD Student Suspension
JGDA Emergency Removal of Student
JGE Student Expulsion
JL Student Gifts and Solicitations
JN Student Fees, Fines and Charges
KGB Public Conduct on District Property
KK Visitors to the Schools
Student Handbooks

NOTE:

RC 3313.5313 allows the Superintendent or chief administrative officer of a school to permit a home educated student, participating in interscholastic activities at a different district to participate in interscholastic athletics if they were subject to certain conduct or qualifying offenses, even if the district is not the student's district of residence.

Districts are required to allow resident students enrolled in community schools (House Bill (HB) 487 (2014)) STEM and STEAM schools to participate in the district's extracurricular activities.

HB 59, effective September 29, 2013, requires districts to allow resident students who are receiving home instruction to participate in extracurricular activities at the school to which they would be assigned. Districts are also required to allow resident students attending a chartered or non-chartered nonpublic school to participate in extracurricular activities in the school to which the student would be assigned if the activity is one that the nonpublic school they are enrolled in does not offer. Students participating under these provisions must be of the appropriate grade and age level as determined by the superintendent and must meet the same academic, nonacademic and financial

requirements as any other student. Districts are prohibited from imposing additional rules or fees on a student participating under these provisions that are not applied to other students participating in the same program.

Senate Bill (SB) 3 (2016) added Ohio Revised Code 3313.5314 stating that students attending the district or homeschool, nonpublic school, community school STEM and STEAM school students otherwise eligible to participate in extracurricular activities in the district cannot be denied the opportunity to participate in extracurricular activities in the district solely because of their participation in CCP. Students still must meet the district eligibility requirements.

Districts may allow nonpublic, community, STEM and STEAM school students who are not eligible to enroll in the district the opportunity to participate in an extracurricular activity operated by a school of the district if the activity is one the nonpublic school the student is enrolled in does not offer, and the activity is not interscholastic athletics or interscholastic competitions in music, drama or forensics. The superintendent may also allow a homeschool student not eligible to enroll in the district to participate in an extracurricular activity offered by one of the schools if it is an activity the district in which they are eligible to enroll does not offer.

SB 3 (2016) also allows the superintendent to allow a nonresident student attending a nonpublic school located in the district the ability to participate in an activity that is interscholastic athletics or interscholastic competitions in music, drama or forensics provided certain criteria are met.

School districts must count – up to 24 hours per school year as excused absences – time that a student is absent from school for the sole purpose of traveling out of state to participate in a board-approved enrichment activity or an extracurricular activity. The student is required to make up all missed classroom assignments.

In addition, if the student will be out of the state for 24 or more consecutive school hours for a board-approved enrichment or extracurricular activity, a classroom teacher employed by the board must accompany the student to provide instructional assistance.

HB 123 (2021) permits but does not require districts to designate a student-led violence prevention club for each building serving grades six-12. If a club is created it must: be open to all members of the student body; have at least one identified adult advisor; implement and sustain suicide and violence prevention and social inclusion training and awareness activities; and foster opportunities for student leadership development.

For boards developing policy without the assistance of an OSBA consultant, this category is useful for general policy on student activities and for establishing definitions.

THIS IS A REQUIRED POLICY

STUDENT PUBLICATIONS

The Board encourages student publications as classroom-related learning experience in such courses as English and journalism and as an extracurricular activity. These allow for coverage of student activities and the writing and printing of original literary and artistic productions; however, certain necessary guidelines are established to regulate the publication and dissemination of student publications.

School-Sponsored Publications

School publications afford an educational experience for those students interested in this activity and should provide an opportunity for the sincere expression of all facets of student opinion. These guidelines will be followed.

1. Faculty advisors shall advise on matters of style, grammar, format and suitability of materials.

2. The school paper reflects the policy and judgment of the student editors. Material of a controversial nature should not be prohibited unless:

   A. material imminently threatens to disrupt the educational process of the school, to damage other individuals or to advocate conduct that otherwise is inconsistent with the shared values of a civilized social order (e.g., advocating drug or alcohol use);

   B. material threatens any person or group within the school or advocates racial or religious discrimination;

   C. material advocates violation of the law or official school regulations;

   D. material is considered false or libelous, based upon available facts and

   E. material is potentially harmful to juveniles or offensive according to community standards as to what is suitable for juveniles.

3. The final decision as to the suitability of material rests with the principal after consultation with the student editor and faculty advisor. Parties have the right of appeal to the Superintendent.

Nonschool-Sponsored Publications

Students who edit, publish and/or wish to distribute nonschool-sponsored handwritten, printed or duplicated matter among their fellow students in the schools must assume responsibility for the content of the publication. Students may be restricted as to the time, place and manner of distribution or may be prohibited from distributing such publications.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: November 8, 2012)
(Revision date: March 21, 2024)

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

CROSS REFS.:
EDE Computer Online Services (Acceptable Use & Internet Safety)
IIBH District Websites
JF Student Rights & Responsibilities

STUDENT SOCIAL EVENTS

All student functions held in the name of the Greenville City 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.

Outsiders will not be permitted to attend such functions unless so permitted by the building principal.

Students present will be held liable for proper care of facilities used and appropriate behavior.

The Building Principal shall be responsible for securing adequate chaperones for each student social event held. Chaperones are responsible for care of the facilities used and seeing that student behavior is monitored effectively.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: February 19, 2002)
(Revision date: March 21, 2024)

LEGAL REFS.: ORC 3313.53; 3313.58; 3313.59
3315.062
OAC 3301-35-02; 3301-35-03

CROSS REF.: IGD Co-curricular and Extracurricular Activities

STUDENT FUND-RAISING ACTIVITIES

The Board believes in providing opportunities for students to participate through cocurricular activities in fundraising projects that contribute to their educational growth and that do not conflict with the instructional program. Since the Ohio Revised Code and the Auditor of State's Office mandate careful accounting of the receipt and expenditure of such funds, all fiscal operations of student groups must be in compliance with the following guidelines. All such related 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, advisers or administrators;

5. conducted in such a manner and at such times as not to encroach upon instructional time or interfere with regularly scheduled school classes and activities;

6. scheduled so as not to be unduly demanding on secretarial, teacher and principal time or work;

7. evaluated annually by teachers, advisers, administrators and students;

8. limited in number so as not to become a burden or nuisance to the community and

9. sensitive to direct competition with fundraising efforts sponsored by recognized groups and organizations within the community.

The application of the above criteria for student sales and activities is supervised by the building principal with the approval of the Superintendent and Treasurer. Each principal submits to the Superintendent a list of the proposed sales or fund drives that the school plans to conduct during the school year and the purpose for which the funds are going to be used. The Superintendent then indicates his/her approval or disapproval within the limitations of the above criteria.

Online fundraising/crowdfunding campaigns also must be conducted in accordance with related policies and procedures.

Funds derived from approved student fundraising activities are handled by the Treasurer's office in accordance with the Auditor of State's requirements.

The Board understands the need for support organizations and student organizations to become involved in fund-raising activities; yet, such activities need specific guidelines to control excessiveness; therefore, the following guidelines will be administered in the Greenville School District.

The Board encourages such organizations to pursue fund-raising activities using student services rather than item sales; however, if item sales are necessary; these guidelines are to be followed.

1. The Administration shall be prudent in reviewing requests for fund-raising activities so only necessary projects are approved.

2. The Administration shall be responsible for developing safety guidelines to be followed for fund-raising activities. Solicitation by students should not occur after dark.

3. Student involvement will be on a volunteer basis only. Parents are encouraged to be involved in and supervise all fund-raising activities that involve their child(ren).

4. Any promotional assemblies to explain the sales project will be conducted by the building principal, club sponsor and/or the PTA/PTO representative.

5. Organizations will investigate the use of local business to supply the project to sold.

6. Projects must be submitted to the Superintendent for approval explaining the need for the activity and how the profit will be used.

7. Projects involving the sale of food items will correspond with the District's Wellness Policy EFG.

[Adoption date: June 26, 1990]
(Revision date: July 9, 1997)
(Revision date: July 17, 2007)
(Revision date: February 19, 2008)
(Revision date: November 15, 2018)
(Revision date: March 21, 2024)

ACTIVITIES FUNDS MANAGEMENT

To safeguard and provide for the efficient financial operation of student activities, the funds of these activities are managed as follows.

1. The Superintendent designates an individual to serve as the activity account clerk under the jurisdiction of the Treasurer. The Treasurer is authorized to receive and disburse student funds in support of the entire school activity program. The Treasurer is directly responsible for the proper accounting of student activities funds.

2. Requests for purchases from student activities funds can be made only by faculty advisers, coaches or teachers assigned to an activity. These requests must be approved in writing by the school principal or other person designated by the Superintendent. Funds must be available before such purchases may be authorized. Expenses are subject to Board approval.

3. An accounting of all student funds is made monthly and a report of all accounts is made by the Treasurer to the Superintendent and the Board. The account system complies with the regulations of the Auditor of State. The system separates and verifies each transaction and shows the sources from which the revenue is received, the amount collected, source and the amount expended for each purpose.

4. When an unexpended balance remains in the account of a graduating class (Fund 200), the class should specifically indicate its intent to the Board for the disposal of such funds. The Board exercises its prerogative in disposing of such funds when the graduating class is negligent in giving instructions.

LEGAL REFS.: ORC 3313.51; 3313.53; 3313.811; 3315.062; 5705.41; 5705.412

CROSS REFS.: DH, Bonded Employees and Officers
DI, Fiscal Accounting and Reporting
DIB, Types of Funds
DJ, Purchasing
DJF, Purchasing Procedures
IGD, Cocurricular and Extracurricular Activities
IGDF, Student Fundraising Activities
JL, Student Gifts and Solicitations

The student activity programs for the Greenville City Schools shall provide varied opportunities for students to grow in areas such as leadership, group interaction, individual responsibility and management, project organization and completion and social development.

Each student activity program shall be classified in one of two categories, depending upon whether or not students are involved in management of the program. The Student Activity Program (Fund 200) includes activities which have students involved in the management of the program. These student-managed programs exist to promote the general welfare, education

and morale of all students and to finance the normal legitimate co-curricular activities of student body organizations.

The Athletic Fund and Music Fund (Fund 300) contain those student activity programs which do not have student management. These programs exist to promote participation in athletic programs, music programs and other similar types of activities. The Athletic Fund will receive the receipts and provide for the expenditures of the vending machines in the coaches office.

In order for a student activity program to be established and operate, its written purpose must be approved by the Superintendent. Activity groups whose purpose and goals have thus been approved shall prepare annually a budget itemizing sources of revenue and anticipated expenditures. A recommended annual appropriation shall be submitted by the Treasurer to the Board of Education for approval as a part of the District's calendar year appropriation.

All receipts and expenditures for all student activity programs must meet the same standards and comply with the same procedures which apply to General Fund (Fund 001) receipts and expenditures.

Pursuant to the Ohio Revised Code, all expenses and receipts for student activity programs shall be accounted for in accordance with the Ohio Uniform School Accounting System. All student activity expenditures must serve a public purpose consistent with the stated purpose and annual budget of the activity program involved.

A public purpose shall be deemed to have been served if each student activity program expenditure promotes and supports the welfare of students, is consistent with the purpose, goals, and budget of the program, and the Requisition/Purchase Order for the expenditure has been signed by authorized school official.

Rules, regulations and guidelines for administering student activity programs shall be detailed in an administrative procedure and supplemental guidelines in compliance with and in support of this policy.

In accordance with the direction provided by the State Auditor's Office, the following duties and responsibilities are assigned.

Treasurer

The Treasurer of the Board of Education shall be the Treasurer of student activity moneys. The Treasurer shall have sole responsibility for enforcement of accounting procedures and internal control procedures.

Superintendent

The Superintendent is responsible for administering all Board policies, except those required of the Treasurer.

Principal

The building principal or other authorized administrator shall be responsible for the approval of requisitions for expenditure of curricular student activity moneys and for the management of student activity programs under his/her jurisdiction. The building principal may require the approval of requisitions for expenditure of vocational student activity moneys and for the management of student activity programs be approved by the activity sponsor and Vocational Director prior to being submitted to the building principal.

Activity Sponsor

Activity sponsors, under the direction of the building principal or other authorized administrator will be responsible for:

1. preparing annual budget and purpose clauses of the activity group to be submitted annually to the Superintendent for his/her approval, before any expenditures can be made for that school year;

2. supervising activities of the activity group;

3. preparing all necessary documentation associated with student activity receipts and expenditures and

4. any other duties as assigned by the principal or other authorized administrator.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: November 15, 2018)
(Revision date: March 21, 2024)

LEGAL REFS.:	ORC	3313.20; 3313.51; 3313.53; 3313.811
		3315.062
		3319.08
		5705.41; 5705.412

CROSS REFS.:	IGD	Co-curricular and Extracurricular Activities
	IGDG	Student Activities Funds Management
	IICA	Field Trips
	JL	Student Gifts and Solicitations

CONTESTS FOR STUDENTS

Contests or other activities involving participation by pupils or the granting of awards or prizes to pupils, which are sponsored by agencies outside the schools, shall not be announced, promoted, or permitted within the schools unless approved by the building principal.

The building principal shall approve only such contests or other activities as will be of educational value to the participating pupils.

The building principal shall not approve any activity being promoted for commercial purposes, except that he/she may approve any scholarship contest (or other activity) which is sponsored by a commercial agency conducting a business which is not objectionable to any substantial group of residents of the school district. The contest shall be conducted primarily for educational rather than advertising purposes and offer substantial awards for effort and skill, and shall be conducted in such a manner that the competition is wholesome, and not detrimental to the educational purposes of the schools.

In the case of high school students, the guidelines of the National Association of Secondary School Principals and the North Central Association of Secondary Schools will be followed.

Participation of elementary students in contests will be considered at a joint meeting of the elementary principals and a uniform approach is accepted for all buildings.

[Adoption date: January 19, 1999]
(Revision date: March 21, 2024)

CONTESTS FOR STUDENTS

Approved contests and activities shall meet the following criteria.

1. The contest or activity must be educationally sound, worthwhile and timely and not sponsored primarily for entertainment purposes. It must be appropriate to the work in a class, and provide students with an interesting occasion to apply the school instruction they get.

2. Students will participate in contests on a voluntary basis, unless otherwise specified in course requirements.

3. The rules of any contest or activity are such that students and teachers are not required to make the final selection of contest winners.

4. The supervision of any activity or contest shall be such that it does not infringe unduly on the teachers' assigned classroom time and responsibilities.

5. A contest or activity which excludes students because of race, color or creed is not approved.

6. An activity or preparation for an activity should not ordinarily involve the presence of students after 9:00 P.M. on an evening preceding a school day.

7. Class time assigned to one subject in the curriculum shall not be regularly diminished for preparation for or participation in an activity not related to that subject.

8. Student participation in interscholastic athletics shall be restricted to those enrolled in the seventh grade or above. The number of contests and type of sports in which individual students participate, shall be kept at a level consistent with the individual's ability to adequately achieve in regular academic work. Every control needed to insure the health, safety and physical welfare of the participant in interscholastic athletics shall be provided.

9. In cooperation with community organizations, activities will not be scheduled on Wednesday evenings unless absolutely necessary. This would include league scheduled athletic events.

10. Activities should not involve students in long and expensive trips. Out-of-state trips will not be permitted generally.

11. In addition to the preceding criteria, activities for the high schools generally meet the criteria of the Ohio Association of Secondary School Principals and the North Central Association of Secondary Schools.

[Approval date: August 18, 1987]

(Revision date: July 9, 1997)
(Revision date: August 15, 2019)
(Revision date: March 21, 2024)

INTERSCHOLASTIC ATHLETICS

Participation by students in athletic competition is a privilege subject to Board policies and regulations. While the Board of Education takes great pride in winning, it emphasizes and requires good sportsmanship and a positive mental attitude as prerequisites to participation.

The Superintendent and administrative staff schedule frequent conferences with all physical education instructors, coaches and athletic directors to develop a constructive approach to physical education and athletics throughout the District and to maintain a program that is an educational activity.

Interscholastic athletic programs are subject to approval by the Board. The building principal is responsible for the administration of the interscholastic athletic program within his/her school. In discharging this responsibility, the principal consults with the athletic directors, coaches and physical education instructors on various aspects of the interscholastic athletic program. It is the responsibility of the principal and his/her staff to ensure the proper management of all athletic and physical education programs and the safety of students and the public.

The Board may require that students pay reasonable fees to participate in an interscholastic athletics.

Coaches will be required to complete all approved course work as specified by State law, the Ohio High School Athletic Association (OHSAA) and the State Board of Education in order to qualify to serve as coaches.

In the conduct of interscholastic athletic programs, the rules, regulations and limitations outlined by State law must be followed. Programs regulated by OHSAA must also comply with all eligibility requirements established by the Association at a minimum. It is the responsibility of the District's voting delegate to OHSAA to advise the management team of all pending changes in OHSAA's regulations.

A student must have the written permission of his/her parent or guardian and shall have been determined as physically fit for the sport by a licensed physician.

All students participating in interscholastic athletics must be covered by insurance. This insurance may be available for purchase through the District. If parents choose not to purchase insurance provided by the District, the parent(s) must sign a waiver ensuring that private coverage is provided.

As character building is one of the major objectives of interscholastic athletics, the athlete assumes responsibility for regulating his/her personal life in such ways as will make him/her a worthy representative of his/her school.

Any student may be suspended from an athletic team practice and competitions for a period of time, designated by the principal, for infractions of school rules and regulations or for any other unacceptable conduct in or out of school.

Students will not be permitted to participate in interscholastic athletic programs with unpaid student fee obligations, unless the student is administratively or on an approved payment plan.

Resident students enrolled in community schools are permitted to participate in the District's interscholastic athletics program at the school 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 athletics program at the school which the student would be assigned if the nonpublic school in which the student is enrolled does not offer the activity. Students must be of the appropriate age and grade level as determined by the Superintendent, and must fulfill the same academic, nonacademic and financial requirements as any other participant.

Resident students receiving home education in accordance with State law are permitted to participate in the District's interscholastic athletic programs at the school to which the student would be assigned. Students must be of the appropriate age and grade level as determined by the Superintendent and must fulfill the same academic, nonacademic and financial requirements as any other participant.

Nonresident students may be authorized by the Superintendent to participate in an interscholastic athletic program offered by a school of the District if the student is a home educated student and the student was subject to any of the following by a school official employee or volunteer or by another student from the district or school where the student is participating in athletics:

A. Harassment, intimidation or bullying, as defined by Ohio Revised Code (RC) 3313.666.

B. A qualifying offense for which the school official, employee, volunteer or another student has been charged with, indicted for, convicted of or pled guilty to committing or is alleged to be or is adjudicated as a delinquent child for committing. A qualifying offense is defined as an offense or attempt to commit an offense of violence or a violation of RC 2907.07.

C. Conduct by a school official, employee or volunteer that violates the Licensure Code of Professional Conduct for Ohio Educators.

A home educated student who meets these criteria must be of the appropriate age and grade level as determined by the Superintendent and must fulfill the same nonacademic and financial requirements as any other participant.

A student receiving home education 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.

[Adoption date: August 18, 1987]
(Revision date: February 15, 1994)
(Revision date: July 9, 1997)
(Revision date: January 19, 1999)
(Revision date: July 16, 2002)
(Revision date: December 13, 2004)
(Revision date: May 20, 2008)
(Revision date: February 13, 2014)
(Revision date: November 13, 2014)
(Revision date: January 11, 2018)
(Revision date: November 15, 2018)
(Revision date: November 17, 2022)
(Revision date: December 21, 2023)
(Revision date: December 19, 2024)
(Revision date: December 18, 2025)

LEGAL REFS.: ORC 2305.23; 2305.231; 2907.07
3313.537; 3313.5310; 3313.5311; 3313.5312; ORC 3313.5314
3313.539; 3313.66; 3313.661; 3313.664; 3313.666
3315.062
3319.303
3321.042
3707.52
OAC Chapter 3301-27

CROSS REFS.:	IGCH	College Credit Plus (Also LEC)
	IGD	Co-Curricular and Extra-Curricular Activities
	IGDK	Interscholastic Extracurricular Eligibility
	IKF	Graduation Requirements
	JECBA	Admission of Exchange Students
	JECBC	Admission of Students from Non-chartered or Home Education
	JGD	Student Suspension
	JGE	Student Expulsion
	JN	Student Fees, Fines and Charges
	Student Handbooks	

NOTE: House Bill (HB) 147 (2024) added a new provision to Ohio Revised Code (RC) 3313.5313 to allow the Superintendent or chief administrative officer of a school to permit a home educated student, a student enrolled in a community school, STEAM or STEAM school or nonpublic school or a student enrolled in a different district to participate in interscholastic athletics if they were subject to certain conduct or qualifying offenses, even if the District is not the student's district of residence.

Districts are required to allow resident students enrolled in community schools (House Bill (HB) 487 (2014) STEM and STEAM schools to participate in the district's extracurricular activities.

House Bill (HB) 59, effective September 29, 2013, requires districts to allow resident students who are receiving home instruction to participate in extracurricular activities at the school to which they would be assigned. Districts are also required to allow resident students attending a chartered or non-chartered nonpublic school to participate in extracurricular activities in the school to which the student would be assigned if the activity is one that the nonpublic school they are enrolled in does not offer. Students participating under these provisions must be of the appropriate grade and age level as determined by the superintendent and must meet the same academic, nonacademic and financial requirements as any other student. Districts are prohibited from imposing additional rules or fees on a student participating under these provisions that are not applied to other students participating in the same program.

Senate Bill (SB) 3 (2016) added Ohio Revised Code (RC) 3313.5314 stating that students attending the district or homeschool, nonpublic school, community school, STEM and STEAM school students otherwise eligible to participate in extracurricular activities in the district cannot be denied the opportunity to participate in extracurricular activities in the district solely because of their participation in CCP. Students still must meet the district eligibility requirements.

Districts may allow nonpublic, community STEM and STEAM school students who are not eligible to enroll in the district the opportunity to participate in an extracurricular activity operated by a school of the district if the activity is one the school the student is enrolled in does not offer, and the activity is not interscholastic athletics or interscholastic competitions in music, drama or forensics. The superintendent may also allow a homeschool student not eligible to enroll in the district to participate in an extracurricular activity offered by one of the schools if it is an activity the district in which they are eligible to enroll does not offer.

SB 3 (2016) also allows the superintendent to allow a nonresident student attending a nonpublic school located in the district the ability to participate in an activity that is interscholastic athletics or interscholastic competitions in music, drama or forensics provided certain criteria are met.

HB 49 (2017) revised language in RC 3313.5310 requiring a student wishing to participate in athletics to submit a form signed by the student and parent stating that both have received and reviewed a copy of the sudden cardiac arrest guidelines. The change requires the form to be submitted once annually, rather than each school year for every athletic activity in which the student participates.

HB 47 (2024) requires each school within the District in which students participate in an athletic activity to hold an informational meeting for students, parents, guardians, other persons having care or charge of a student, physicians, pediatric cardiologists, athletic trainers, and any other persons regarding the symptoms and warning signs of sudden cardiac arrest for all ages of students.

Required Policy

INTERSCHOLASTIC ATHLETICS

General Regulations

1. Students in grades 9, 10, 11 and 12 may participate in athletics offered by the Greenville City School District. Additional sports/clubs may be added by a three-fourths majority agreement of the Athletic Council and approval of the Board of Education.

2. Minimum eligibility, for participation in interscholastic athletics is described in policy IGDK and financial obligations as described in policy IGDJ and JN.

3. O.H.S.A.A. Constitution and Rules shall be followed rigidly in all respects including practice sessions, practice games and physical fitness programs.

4. A coach's first obligation is to the sport in season. In case of conflict in scheduling, it will be decided by the athletic director.

5. Each sport in season shall be considered a major sport during that particular season.

6. An athlete who is participating or has participated in a sport in season may not participate in the organized practice of another sport unless by mutual consent of the coaches involved.

7. An athlete shall not be required to participate in any sport or activity as a prerequisite for participating in another sport.

8. There will be no Sunday practice unless a team plays in a tournament on Monday. A Sunday practice must be cleared through the Athletic Director. The practice will be strictly voluntary.

9. In order for students to participate in after school activities, they must attend a minimum of four periods (exclusive of lunch period) during the school day with the remaining periods being an excused absence with the exception of approved field trips and college days. Exceptions must be approved by the building principal and/or athletic director.

10. A coach or assistant coach must be present at all games and practice sessions and must not leave the locker room or gym until every participant has left, except for an emergency.

11. All athletic squads shall dress in a presentable fashion (to be determined by the head coach) for all games.

12. Although the junior high school is not a member of the O.H.S.A.A., junior high athletics will adhere to the rules and regulations when required.

13. A person is employed as a teacher first and a coach second.

14. Requests for athletic participation during the school year on days when school is not in session shall be approved by the athletic director.
15. A staff member will be under contract for coaching not more than two sports each year. Any variance from this will be handled on an individual basis with a waiver being requested from the Board of Education.

16. The most current pamphlet "Interscholastic Athletic Training Rules" as adopted by the Greenville City Board of Education shall serve as the most current information for all participants in interscholastic athletics and their parents regarding training rules, eligibility, and awards.

(Approval date: August 18, 1987)
(Re-approval date: June 21, 1988)
(Revision date: July 9, 1997)
(Revision date: January 19, 1999)
(Revision date: May 20, 2008)
(Revision date; March 21, 2024)

INTERSCHOLASTIC EXTRACURRICULAR ELIGIBILITY

The Board recognizes the value of interscholastic extracurricular activities for students in grades 7-12 as an integral part of the total school experience. Since participation in interscholastic extracurricular activities is a privilege and not a right, students are expected to demonstrate competence in the classroom as a condition of participation.

Interscholastic extracurricular activities are defined as school-sponsored student activities involving more than one school or school district.

The Board prohibits students in grades 9 through 12 from participating in interscholastic extracurricular activities if they receive a failing grade in more than two classes the previous grading period, provided they have passed five full credit classes or the equivalent.

As a condition for the privilege of participating in interscholastic extracurricular activities, a student must have attained a minimum grade-point average of 1.2 on a 4.0 grading scale.

In addition, students participating in any program regulated by the Ohio High School Athletic Association must also comply with all eligibility requirements established by the Association.

Failure to comply with the grading period eligibility requirements results in extracurricular interscholastic ineligibility for the succeeding grading period.

In order to participate in any extracurricular activity, a student receiving home education must be of the appropriate age and grade level, as determined by the Superintendent, for the school that offers the activity, and must fulfill the same nonacademic and financial requirements as any other participant.

If a student did not receive home education 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.

If a student leaves a school district mid-year for home education, the student's eligibility must be determined based on an interim academic assessment issued by the district in which the student was enrolled based on the student's work while enrolled in the district.

Any student who commences home education 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. After the semester in which the student was deemed ineligible, the student will remain ineligible to participate in extracurricular activities until the Superintendent verifies that the student meets the applicable academic requirements.

[Adoption date: May 26, 1998]
(Revision date: February 13, 2014)

(Revision date: January 9, 2020)
(Revision date: July 16, 2020) This was an internal change and should not be changed by OSBA without consulting the Superintendent
(Revision date: November 17, 2022)
(Revision date: December 21, 2023)

LEGAL REFS.:	ORC	2305.23; 2305.231 3313.535; 3313.537; 3313.5311; 3313.5312; 3313.66; 3313.661 3315.062
	OAC	Chapter 3301-27

CROSS REFS.:	IGD	Co-curricular and Extracurricular Activities
	IGDJ	Interscholastic Athletics
	JECBA	Admission of Exchange Students
	JECBC	Admission of Students from Non-Chartered or Home Education
	JFC	Student Conduct
	Student Handbooks	

NOTE:
Districts are required to allow resident students enrolled in community schools (House Bill 487 (2014)) or STEM schools to participate in the District's extracurricular activities.

HB 59, effective September 29, 2013, requires districts to allow resident students who are receiving home education to participate in extracurricular activities at the school to which they would be assigned. Districts are also required to allow resident students attending a chartered or non-chartered nonpublic school to participate in extracurricular activities in the school to which the student would be assigned if the activity is one that the nonpublic school they are enrolled in does not offer. Students participating under these provisions must be of the appropriate grade and age level as determined by the Superintendent and must meet the same academic, nonacademic and financial requirements as any other student. Districts are prohibited from imposing additional rules or fees on a student participating under these provisions that are not applied to other students participating in the same program.

Districts may allow nonpublic, community, and STEM school students who are not eligible to enroll in the District the opportunity to participate in an extracurricular activity operated by a school of the District if the activity is one the school the student is enrolled in does not offer, and the activity is not interscholastic athletics or interscholastic competitions in music, drama or forensics. The Superintendent may also allow a student receiving home education who is not eligible to enroll in the District to participate in an extracurricular activity offered by one of the schools if it is an activity the District in which they are eligible to enroll does not offer.

If the student did not receive home education in the grading period preceding participation, the student's academic performance during the preceding grading period must have met any academic standards established by the District for eligibility to participate in the program and must meet all other academic, nonacademic and financial requirements as established by the District for participants.

If a student leaves a school district midyear for home education, the student's eligibility must be determined based on an interim academic assessment issued by the district in which the student was enrolled based on the student's work while enrolled in the district.

Consistent with State law, the Board must decide if a student may or may not participate in interscholastic extracurricular activities if the student has received a failing grade in the previous grading period. This sample policy offers both options. Prior to adoption, the Board must decide which option it wishes to utilize.

Districts may choose to expand the eligibility requirement to all extracurricular activities.

The Board must determine the minimum grade-point average for eligibility. Districts should also consider Ohio High School Athletic Association (OHSAA) requirements for minimum number of classes passed in previous grading period for OHSAA sports.

The Board must make sure that any policy language adopted is not in conflict with the OHSAA.

Required Policy

The board is also permitted to increase the 1.0 minimum grade-point average for eligibility.

The board must make sure that any policy language adopted is not in conflict with the Ohio High School Athletic Association

ADULT EDUCATION PROGRAMS

The Greenville City Board of Education recognizes that it has an educational responsibility to the entire community and to lifelong education. Accordingly, adult education courses will be provided to meet the needs of adults and out-of-school youth for basic education, general and academic education, occupational education and development of special interests in various arts, crafts and recreation.

The adult education program will be administered by the Superintendent or his/her designee and will be supported by a combination of District funds, State and Federal aid and fees. State aid will be requested for all courses for which the State offers such aid. Adults who attend such programs will be expected to comply with established rules and regulations.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: July 15, 2021)
(Revision date: April 18, 2024)

LEGAL REFS.: ORC 3313.52; 3313.53; 3313.531; 3313.532
3313.54; 3313.58;
3313.611
3313.641;
3313.644 3313.902
3317.231
3317.24

OAC 3301-35-05
OAC Chapter 3301-43; 3301-45

CROSS REF.: IGAD, Career-Technical Education

ADULT EDUCATION PROGRAMS

1. The adult education program shall be under the supervision of the Senior High School Principal with approval of the Career Technology Director, Director of Curriculum & Instruction, and Superintendent.

2. It shall be the duty of the Career Technology Director and Director of Curriculum & Instruction to set up the program and to see that it operates smoothly and efficiently. He/She shall also be responsible for registration, and collection of fees and shall account to the clerk of the Board of Education for all fees collected.

3. Most courses offered shall meet once a week for two hours for a period of 12 weeks. Some courses may meet more or fewer hours according to the need.

4. Fees shall be established by the Board of Education in consultation with the partnering college/university. Fees for courses meeting more or less than two hours per week shall be set at the same rate per hour. In some cases, fees may be for rentals.

5. No class shall be offered for fewer than 10 students. An exception may be made by the Career Technology Director, with the approval of the principal, for a class of less than 10 only if the total program enrollment is sufficient to meet costs.

6. Teachers shall be paid at the rate established by the Board of Education and they must meet State certification standards for adult education.

7. Workbooks and supplies needed shall be purchased by the student.

8. A certificate of completion of the specific course can be granted to each student in regular attendance.

9. The entire program shall require the recommendation of the Superintendent and approval of the Board of Education.

[Approval date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: April 18, 2024)

ADULT DIPLOMA

State law provides options for adult students to earn a high school diploma when the student has not already received a high school diploma or certificate of high school equivalency. The District may assist adult students in understanding options for a diploma in order to advance their educational and career goals. The District grants diplomas to adult students in accordance with all statutory requirements when completion of a pathway is verified.

[Adoption date: March 17, 1992]
(Revision date: July 9, 1997)
(Revision date: July 15, 2021)
(Revision date: April 18, 2024)

LEGAL REFS.: ORC 3301.0710; 3301.0711
3313.531
3313.611; 3313.645
3313.902
3314.38
3317.024
3317.231
3317.24
3345.86

OAC 3301-13-02;
OAC Chapter 3301-43; 3301-45

CROSS REFS.: IKF, Graduation Requirements
IL, Testing Programs

AWARDING OF HIGH SCHOOL DIPLOMA TO VETERANS OF WAR

In order or 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 World War II, Korean Conflict or Vietnam Conflict veterans if all of the following apply:

1. The veteran left public or nonpublic high school located in any state prior to gradation:

    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, diploma of adult education or diploma provided for under this bill from another school district.

The veteran is not required to take the GED 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 Veteran's 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, program or other occasions, as determined by the Superintendent.

[Adoption date: February 15, 2005]
(Revision date: November 19, 2007)
(Revision date: February 16, 2010)
(Revision date: October 20, 2016)
(Revision date: April 18, 2024)

LEGAL REFS.: ORC 111.15; 3313.61; 3313.611, 3313.612; 3313.614; 3313.616; 5902.02

CROSS REFS.: IGED Diploma of Adult Education

GROUPING FOR INSTRUCTION

The Greenville City School District recognizes that students learn in a variety of grouping patterns and therefore supports classrooms that provide for whole-class, balanced small group, cooperative learning with a partner, or individualized instruction. Flexible groupings may be formed as needed to support high levels of engagement in student work. When appropriate, the teacher may group on a short-term basis to narrow the range of student needs within a particular class. The formation of these groups must be guided by the purpose of the instruction to be provided. Additionally, the teacher may form groups in which children are given opportunities to participate based on personal interest. Within cooperative heterogeneous groups, children have opportunities to learn from one another and complete joint projects. Students may be grouped together for one activity and immediately following, they may be regrouped for another activity. Based on the diverse needs of students, it is not advantageous for students to remain in the same group(s) throughout the school year.

The assignment of class groupings to teachers is the responsibility of the Superintendent working in cooperation with the principals and the teachers concerned. The placement of students in classes is the responsibility of the Superintendent working in cooperation with the principals, teachers, other staff members, and parents.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: July 17, 2001)
(Revision date: April 18, 2024)

LEGAL REFS.: OAC 3301-35-01; 3301-35-03

INSTRUCTIONAL MATERIALS

As the governing body of the District, the Board is legally responsible for the selection of instructional materials. Since the Board is a policy-making body, it delegates to the director of curriculum & instruction, principals, and teaching staff of the District authority to recommend instructional and supplemental materials. In selecting instructional materials, the District complies with all State law requirements.

Materials for school classrooms are recommended by the 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 which stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards;

3. a background of information which enables students to make intelligent judgments in their daily lives;

4. diverse viewpoints so that young citizens may develop, under guidance, the practice of analytical reading and thinking and

5. materials representative of the many religions and ethnic and cultural groups, showing their contributions to our American heritage.

The above principles serve as 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, or 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, audio-visual materials and materials available in electronic or digital formats (such as materials accessible through the Internet). Instructional material does not include academic tests or academic assessments.

[Adoption date: November 19, 2007]
(Revision date: November 13, 2014)
(Revision date: December 21, 2023)
(Revision date: April 18, 2024)

LEGAL REFS.:	Family Educational Rights and Privacy Act; 20 USC Section 1232h	
	ORC	3313.21; 3313.212
		3313.642
		3329.06; 3329.07; 3329.08
	OAC	3301-35-04; 3301-35-06
CROSS REFS.:	EDE	Computer/Online Services (Acceptable Use & Internet Safety)
	EGAAA	Copyright
	IIAA	Textbook Selection and Adoption
	IIAC	Library Materials Selection and Adoption
	INB	Teaching About Controversial Issues
	KLB	Public Complaints About the Curriculum or Instructional Materials

NOTE: *A broad policy, such as the above, can establish the framework for the selection and adoption of all instructional materials used in the District.*

House Bill (HB) 33 made several changes to requirements for school curricula and instructional materials. Beginning in the 2024-25 school year, the District must adopt core curriculum and instructional materials in English language arts and evidence-based reading intervention programs only from the lists approved by the Department of Education. Such reading materials will be aligned with the principles of the "science of reading" as required by State law. No reading instructional materials adopted by the District can utilize the "three-cueing approach" to reading except in the case of a student who has received a waiver to receive such instruction or is otherwise entitled to receive such instruction through an individualized education program.

THIS IS A REQUIRED POLICY

TEXTBOOK SELECTION AND ADOPTION/MEDIA CENTER MATERIALS SELECTION AND ADOPTION

Objectives of Selection

The primary objective of the school's educational media center is to implement, enrich, and support the educational program of the school. It is the duty of the center to provide a wide range of materials on all levels of difficulty, with diversity of appeal, and the presentation of different points of view.

To this end, the Board of Education of Greenville City Schools asserts that the responsibility of the educational media program is:

1. to provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the students served;

2. to provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards;

3. to provide a background of information which will enable students to make intelligent judgments in their daily lives;

4. to provide materials on opposing sides of controversial issues so that young citizens may develop under guidance the practice of critical analysis of all media;

5. to provide materials representative of the many religious, ethnic and cultural groups and their contributions to our American heritage and

6. to place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the library media center.

Responsibility for Selection of Materials

The Greenville City Board of Education is legally responsible for all matters relating to the operation of Greenville City Schools.

The responsibility for the selection of instructional materials is delegated to the professionally trained personnel employed by the school system.

Selection of materials involves many people: principals, teachers, supervisors, and media specialists. The responsibility for coordinating the selection of instructional materials and making the recommendation for purchase rests with the professionally trained media personnel.

Criteria for Selection of Instructional Materials

Needs of the individual school based on knowledge of the curriculum and of the existing collection are given first consideration.

Materials for purchase are considered on the basis of:

1. overall purpose;
2. timeliness of permanence;
3. importance of the subject matter;
4. quality of the writing/production;
5. readability and popular appeal;
6. authoritativeness;
7. reputation of the publisher/producer;
8. reputation and significance of the author/artist/composer/producer/etc., and
9. format and price.

Requests from faculty and students are given consideration.

Procedures for Selection

In selecting materials for purchase, the media specialist evaluates the existing collection and consults:

1. reputable, unbiased, professionally prepared selection aides specialists from concerned departments and/or grade levels which will use the material;

2. in specific areas the media specialists follow these procedures.

   A. Gift materials are judged by basic selection standards and are accepted or rejected by these standards.

   B. Multiple items of outstanding and much in demand media are purchased as needed.

   C. Worn or missing standard items are replaced periodically.

   D. Out-of-date or no longer useful materials are withdrawn from the collection.

   E. Sets of materials and materials acquired by subscription are purchased only to fill a definite need.

Procedures for Textbook Selection

The Superintendent establishes textbook and/or curriculum committees that include representation of teachers who use the texts, administrators and other staff members.

Students and parents may also be asked to serve on these committees. Parents are provided the opportunity to review the selection of textbooks and reading lists, instructional materials and academic curriculum used by the District.

The final decision on the recommendation of textbooks rests with the Superintendent, subject to official adoption by the Board.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: November 13, 2014)
(Revision date: April 18, 2024)

LEGAL REFS.:	ORC	3313.21; 3313.212
		3313.642
		3329.01; 3329.05; 3329.06; 3329.07; 3329.08
	OAC	3301-35-03

CROSS REFS.:	IIA	Instructional Materials
	KLB	Public Complaints About the Curriculum or Instructional Materials

PROFESSIONAL LIBRARIES

A professional library is maintained for the use of the staff. Books are kept in the various schools, but may be borrowed wherever they are housed. Teachers are encouraged to make use of the Greenville Public Library.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: April 18, 2024)

DISTRICT WEBSITE PUBLISHING

School web sites provide the District with unique and ever-changing ways to interact with the community and improve students learning. School building and district web sites:

1. give the Board opportunities to communicate its mission, goals, policies and plans with the community;

2. allow an individual school 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 new avenues for teachers to help students meet high standards of performance and

6. provide opportunities for staff to communicate with students.

Maintaining the District's websites will be in accordance with the directives provided by the Superintendent. All web page information shall be reviewed and approved by the appropriate central office administrator.

Purpose and Use of District Web Sites

The primary purpose of a District's web site is to communicate effectively with its community. The principal or designee shall ensure that the site is maintained in such a way that the community receives reasonably current and accurate information.

The District may elect to have its web site serve additional purposes related to its educational mission. These include, but are not limited to:

1. publishing a student newspaper
2. posting teacher-created class information
3. publishing appropriate student class work.

When a school allows student publications on its web site, the purpose of including such publications shall be clearly identified in that section of the site. These publications shall be consistent with the mission, goals, policies, programs, and activities of the District. All publications shall meet established District requirements related to student print publications and in accordance with state and federal law related to student expression.

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 a school web site must be approved by the Superintendent or his/her designee. Guidelines must be consistent with District policies and guidelines used in other District publications.

The Board directs the Superintendent to develop regulations to implement this policy. Such regulations shall address students and staff privacy and content standards for web site publications.

[Adoption date: January 16, 2001]
(Revision date: January 12, 2017)
(Revision date: April 18, 2024)

LEGAL REFS:
Family Educational Rights and Privacy Act; 20 USC § 1232g
Children's Internet Protection Act; 47 USC 254(h)(5)(b)(iii); (P.L. 106-554, HR 4577, 2000, 114 Stat 2763)
Individuals with Disabilities Education Act; 20 USC 1400 et seq.
Rehabilitation Act of 1973; 29 USC 794
Americans with Disabilities Act Amendments Act of 2008; 42 USC 12101 et seq.
ORC 149.43
3313.20
OAC 3301-35-04; 3301-35-06

CROFF REFS.:
AC Nondiscrimination
ACB Nondiscrimination on the Basis of Disability
EDE Computer/On Line Services
IGDB Student Publications
JO Student Records
KBA Public's Right to Know
KJ Advertising in the Schools

COMMUNITY INSTRUCTIONAL RESOURCES

Helping each student develop to his/her full potential and to become a citizen contributing to the welfare of this community are important objectives of this District's educational program.

Toward these ends, the Greenville City Board of Education will encourage administrative and instructional personnel to rely on the community as one of the educational resources. The administration will direct a community instructional resources program designed to involve the citizens, the institutions, and the environment of our community in the education of its children.

The Superintendent will have supervisory control over the community resources program, which will include the school volunteer service. Members of the staff and of the community will be encouraged to offer their ideas and services through the channels which the administration develops.

The Superintendent will report to the Board on the involvement and effectiveness of the community resource program.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: April 18, 2024)

LEGAL REF.: OAC 3301-35-03(J)

FIELD TRIPS

Philosophy

The importance of field trips to the instructional program has long been recognized as an integral part of the learning process. Theory studied in the classroom may be given practical applications. Field trips can improve public relations, enrich the curriculum, illustrate concepts and generalizations, stimulate learning and occupational interest, develop desirable attitudes, and make education more meaningful; thus, each teacher within the Greenville City School District needs to be provided with the opportunity to take their students on a field trip each year. The number of field trips for any given year will be contingent upon the building level of funding as established by the annual appropriation. This building fund should be evenly distributed among the teachers. (This does not preclude the fact that the PTA Units or the Principal's General Supply Fund may provide additional moneys for field trips.) It is important that field trips have a direct correlation with classroom work and serve as an extension of the course-of-study. For this purpose, field trips must be chosen from the District outline of grade level and subject area listings; further it is recommended that local resources will be utilized whenever possible. The District outline of types of field trips shall be updated each year by the Director of Curriculum and Instruction.

Travel Vendor Compensation

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

All travel arrangements must be in compliance with District field trip regulations and approved by the Superintendent or his/her designee.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: June 20, 2000)
(Revision date: April 18, 2024)

LEGAL REFS.:	ORC	3327.15
	OAC	3301-35-01; 3301-35-03

CROSS REFS.:	EEAD	Special Use of School Buses
	IGDF	Student Fund-Raising Activities
	JL	Student Gifts and Solicitations
	JN	Student Fees, Fines and Charges

This was an internal
change on 5-21-20. Do not change
6. An overnight trip
in which students of both genders are
participating with lodging requires,
at a minimum, one chaperone of
each gender.

File: IICA-R

FIELD TRIPS

Procedures

1. A field trip must be planned well in advance of the actual date of the trip.

2. All field trip requests must be completed on the designated field trip form. Forms are available in the principal's office in each building.

3. All field trip requests should be submitted two weeks prior to the date of the trip. Such trips shall be approved by the building principal, subject to final approval of the Superintendent or designee. Career-Technical and/or contest oriented field trips will be handled on an individual request for approval. All out-of-state trips that are more than one day in duration must be submitted to the board of education for approval in advance.

4. Field trip requests that are not in compliance with policy guidelines will be evaluated for Board of Education approval under the Special Trip Request Policy (EEAD-R).

5. Prior to submitting a field trip request for administrative approval, the individual requesting the field trip shall first check with the transportation supervisor, to confirm if a bus and driver would be available for the date being requested. Subject to bus and driver availability, the transportation supervisor will tentatively reserve the date pending administrative approval and confirmation as outlined in steps #2, #3, and #6.

6. Field trips involving bus requests shall attach a round trip letter to the field trip form (all three copies intact) with the following information.

   A. date of trip
   B. destination
   C. departure time
   D. point of departure
   E. time of return
   F. estimated time of return to District
   G. point of return
   H. indicate all stops that will be made during the trip
   I. signed by teacher requesting field trip
   J. indicate who is paying for the trip

7. Confirmation of the field trip request should be made within three days after receipt of request.

8. The school lunchroom supervisor is to be informed, in advance, of the field trip if the students will not be eating at school.

9. Generally speaking, field trips shall be scheduled on a regular school day between the hours of approximately 9:00 a.m. and 2:15 p.m. Special requests will be considered depending upon the availability of buses and drivers.

Guidelines

1. The educational value of a trip is determined by the quality of the pre-planning and follow-up exercises. Students should start on a trip with clear, definite and specific purposes. Follow-up activities are necessary to determine the extent to which the objectives of the trip were realized and to ensure continuity with the ongoing program.

2. There should be an understanding with students of the kind of behavior acceptable in public buildings and on buses before the class departs for a trip. A class on an field trip represents the Greenville City Schools and the behavior of the class should reflect favorably upon the school system. What is acceptable behavior should be discussed with the class and some understanding as to what is expected should be reached in advance of the trip. School rules and regulations apply on buses and field trips since the trip is considered an extension of the school and regular classroom.

3. Chaperones should know what the "do's and don'ts" are of their position. Teaching staff will follow typical classroom procedures and will go over expectations with non-teaching chaperones prior to the trip.

4. State law requires that students not be charged for transportation costs involved with field trips. For groups such as band, clubs, or athletic teams, the cost for transportation may be borne by the organization itself through the student activity account providing there is no direct student charge.

5. Ohio law requires students on a field trip to be under the supervision of a paid and certified employee of the Board of Education who is responsible for student conduct.

6. An overnight trip in which students of both genders are participating with lodging requires, at a minimum, one chaperone of each gender.

This was an internal
change on 5-21-20. Do not change
6. An overnight trip
in which students of both genders are
participating with lodging requires,
at a minimum, one chaperone of
each gender.

7. The use of private cars for field trips is discouraged and will be permitted only when a school employee is the driver. State regulations require the use of a school bus when there are more than nine passengers (10 including the driver).

8. Parents shall be notified in advance of the field trip.

9. Permission slips and emergency medical authorization forms shall be required for all field trips. Said forms must be signed by the parent and returned to the teacher and filed with the building principal prior to the field trip, otherwise the student(s) will not be permitted to go on the field trip. Chaperones must have the emergency medical authorization forms in their possession for the duration of the trip.

10. The bus driver is not permitted to make any stops that are not authorized and listed on the trip request unless an emergency exists.
11. Transportation on all field trip activities shall be limited to staff members, adult chaperones, and participating students. Children who are not a member of the group participating in the activity, including children of chaperones, shall not be transported.

12. All student transportation rules and regulations shall be adhered to.

13. All buses must be properly chaperoned and the lead bus must be chaperoned by the staff member requesting the trip. All chaperones and staff members must accompany the assigned trip to its destination and back to school.

14. Bus rules shall be in effect during all field trips.

15. Students must remain on their assigned bus for the entire duration of a field trip, returning to the point of departure on the same bus they rode to the destination of the field trip unless re-assigned by the teacher in charge.

16. Walking field trips and the details of same will be left to the discretion of the building principal and respective staff members subject to approval of the Superintendent or designee. Requests for walking field trips must be submitted on a round trip letter only. Consent forms will be mandatory for walking trips. There is no limitation to the number of walking field trips.

17. The student will be responsible for any articles left on the bus.

18. A bus roster should be with the teacher in charge and a copy left with the principal. The teacher or chaperone must check attendance each time the bus loads.

19. Field trips canceled due to inclement weather will be rescheduled if possible. Such arrangements may be made by the teacher and Transportation Supervisor.

20. In the event a trip must be canceled while in route because of inclement weather, behavior, illness, or other similar causes, the bus driver will make the decision to continue or return due to inclement weather and the teachers in charge will make the decision involving students for such reasons as behavior, illness, or similar emergencies.

Follow-up Activities

1. Follow-up activities are essential to a purposeful field trip. Staff shall choose from the following, or something similar, to ensure the educational benefits of the trip were met. Some possible activities include the following:

   A. integrating the activities with the other academic areas
   B. displays
   C. handwork
   D. research
   E. writing assignments, such as a diary, thank you notes, written reports, etc.
   F. plays and skits
   G. round table discussions, forum, panels, debates
   H. creative projects such as pictures, charts, diagrams, models, murals, posters, dioramas, scrapbooks
   I. oral reports

2. Have the students evaluate the field trip, both orally and using the designated written form. The written forms are especially helpful for the future.

3. Summarize and discuss the specific things that were learned on the trip.

4. Share interesting points seen and learned with others who may want to take the same trip in the future.

5. Clear up any misconceptions or identify new problems through a classroom discussion.

6. Determine what written records of the trip should be made to assist teachers who may want to visit the same place.

7. Discuss the behavior of the class and emphasize the good points observed and others that will assist the students in behaving more admirably in the future.

8. Based on this trip, what specific activities will follow after the students have returned beyond those described above.

Special Trip Request

Special trip requests are those defined as falling outside the established field trip policy guideline. Such requests involving any activity affecting Greenville City School District should be made through the building principal directly to the Superintendent. The following criteria will be evaluated concerning such requests:

1. Educational value of the trip.
2. Funding available without the use of school moneys.
3. Reasonable efforts will be made to assure that students will not be excluded from participating as a result of a lack of funds.
4. Activity should be voluntary to students including parental approval.
5. Activity should not be used to exploit students as defined in the NASSP guidelines.
6. Proof of insurance coverage equivalent to that maintained by the District; any additional insurance necessary would be the responsibility of the sponsoring group.
7. Proper chaperones shall be available to monitor students at all times.
8. Trips that exceed the Ohio Transportation guidelines shall meet the approval of the Board of Education.

[Approval date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: February 15, 2000)
(Revision date: June 18, 2002)
(Revision date: May 21, 2020) – this was an internal change and should not be changed by OSBA without consulting the superintendent
(Revision date: April 18, 2024)

COMMUNITY RESOURCE PERSONS

The instructional program may be enriched by the use of community resources. Individual citizens, organizations and institutions may be invited to make presentations that are related to the instructional program.

Plans to use community resources will be approved by the department supervisor and the principal.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: April 18, 2024)

SCHOOL VOLUNTEERS

The Board believes one of the greatest resources available may be found in the citizens of the community who have special knowledge and talents to contribute to the District. The use of citizens as volunteers within the school program enhances the educational process not only for students, but for the community as well. Volunteers may provide additional support in the classroom, promote community-school cooperation in facilitating the learning process and provide resource persons who have expertise in various areas.

Recruitment and selection of volunteers is done at the local building level. Interested individuals should contact the building principal or his/her designee. The interests and abilities of the volunteers are considered when making assignments.

All volunteers shall be registered with the District office and at the appropriate building. Standard procedures for record keeping include hours contributed by various volunteers, types of services or donations made and an application kept on file at the local school for any volunteer who works directly with students, especially in tutorial relationships.

The District notifies current and prospective volunteers who have or will have unsupervised access to students on a regular basis that a criminal records check may be conducted at any time.

In accordance with State law, the District may require additional background checks for any prospective volunteer.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: May 24, 2011)
(Revision date: November 18, 2021)
(Revision date: April 18, 2024)

LEGAL REFS:
ORC 121.401
ORC 2305.23
ORC 2305.231
ORC Chapter 2744
ORC 3319.39
ORC 3319.393

CROSS REF.:
GBQ Criminal Record Check
GDBB Support Staff Pupil Activity Contracts
IIC Community Instructional Resources (Also KF)

NOTE: *The Ohio High School Athletic Association requires volunteer coaches to hold pupil activity permits. The Ohio Department of Education requires that pupil activity permit applicants submit to criminal records checks (Ohio Revised Code (RC) Section 3319.303; Ohio Administrative Code 3301-27-01). Accordingly, volunteer coaches must have pupil activity permits and will need to submit to criminal records checks prior to obtaining or renewing said permit.*

House Bill 110 (2021) enacted RC 3319.393, allowing districts to further discern the background of an applicant or prospective volunteer through additional criminal records checks.

GUIDANCE PROGRAM

The Board views guidance as helping students understand themselves relative to their abilities, aptitudes, interest, attitudes, strengths and limitations. This process is meant to assist students in the development of their potential and their decisions relating to personal, educational and career matters.

Guidance is based upon these broad fundamental principles.

1. Individuals are different from one another in their capabilities, aptitudes, interests, needs, goals, desires and values.

2. Conditions are improvable. Equality of educational opportunity benefits the individual and society.

3. Guidance is a continual and developmental process.

4. Guidance does not propose to program an individual's course of action but rather tries to assist the individual in arriving at his/her own satisfactory solutions.

5. Guidance should assist the individual to understand his/her circumstances and opportunities and to plan his/her life in a satisfactory manner to serve himself/herself as well as society.

Guidance services include a wide variety of testing programs and interpretation of results to students, parents and staff. These programs assist students in developing good study habits and personal guidance which is in keeping with the principles of human dignity and equality.

A written guidance plan is developed to provide systematic aid to students in kindergarten through 12th grade regarding educational, career, civic, personal and social concerns, including the harmful effects of drugs, alcohol and tobacco. This plan provides for appraisal of students' academic abilities, a variety of counseling opportunities and approaches, educational and career planning and, when necessary, appropriate referral. The plan is evaluated and submitted to the Board for adoption every three years.

The guidance department is responsible for assisting with implementation of the testing dimension of the educational program. The guidance staff further assists the instructional staff and administration in developing and implementing intervention programs to assist students to realize academic improvement.

Counseling services are provided by certificated/licensed school counselors. The District promptly notifies a student's parent of any substantial change in the student's services, including counseling services, or monitoring related to their mental, emotional or physical health or well-being or the school's ability to provide them a safe and supportive learning environment.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: February 16, 2010)
(Revision date: April 18, 2024)
(Revision date: June 26, 2025)

LEGAL REFS.:	ORC	3313.473
	OAC	3301-35-04
	OAC	3301-35-05
	OAC	3301-35-06

CROSS REF.:	ARI	Evaluation of Educational Resources
	IGBLA	Promoting Parental Involvement
	IL	Testing Programs
	JK	Employment of Students

CAREER ADVISING

The Board views career advising as helping students understand themselves relative to their abilities, aptitudes, interests, attitudes, strengths and limitations. This process is meant to assist students in the development of their potential and their decisions relating to educational and career matters. This policy is supplemented by student graduation plans developed in accordance with law.

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.

9. Include information regarding career fields that require an industry-recognized credential, certificate, associate's degree, bachelor's degree, graduate degree, or professional degree.

10. Provide students with information about ways a student may offset the costs of post-secondary education, including but not limited to the following programs:

    A. Reserve Officer Training Corps;

B. College Credit Plus program;

C. Ohio Guaranteed Transfer Pathways initiative and

D. Joint academic programming or dual enrollment opportunities.

Student success plans (SSP) are developed for students identified as at risk of dropping out of school. An 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 are 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 16, 2015]
(Reviewed:	September 21, 2017)
(Reviewed:	August 15, 2019)
(Revision date:	May 21, 2020)
(Revision date:	August 18, 2022)
(Revision date:	April 18, 2024)

LEGAL REFS.:	ORC	3313.617; 3313.6020
CROSS REFS.:	AFI	Evaluation of Educational Resources
	IJ	Guidance Program
	IKFC,	Graduation Plans and Students at Risk of Not Qualifying for a High School Diploma
	IL	Testing Programs
	JK	Employment of Students

NOTE: *House Bill 487 (2014) requires boards to adopt policy language on career advising by the 2015-2016 school year. Much of the details associated with implementing the items listed in the policy will be a local decision; therefore, policy language should be customized to reflect the board's chosen strategies for carrying out these requirements.*

Some details of associated requirements may be set forth in either an associated regulation or in a district-specific plan. Boards should consult Ohio Department of Education's resources on both career advising and student success plans in order to determine procedures for carrying out these requirements. The requirements for career advising and board policy are set forth by Ohio Revised Code Section 3313.6020.

Ohio Revised Code (RC) 3313.617 requires each board to adopt by June 30, 2020 a policy regarding students at risk of not qualifying for a high school diploma. The policy must address all the requirement components of RC 3313.617 and must supplement a district's policy on career advising.

ACADEMIC ACHIEVEMENT

The philosophy of the Greenville City Board of Education concerning academic achievement and student's social growth and development is based on the premise that students have diverse capabilities and individual patterns of growth and learning.

The Board feels it is important that teachers have as much and as accurate knowledge of each student as possible in order to assess his/her needs, his/her growth, and make instructional plans for him/her; thus, a sharing of information among parent, teacher, and student is essential.

The Board of Education supports staff efforts in finding better ways to measure and report student progress. It will require the following.

1. Parents will be informed regularly, and at least four times a year, about the progress their children are making in school.

2. Parents will be alerted and conferred with as soon as possible when a child's performance or attitude becomes unsatisfactory or shows marked or sudden deterioration.

3. Insofar as possible, distinctions will be made between a student's attitude and his/her academic performance.

4. At comparable levels, the school system will seek consistency in grading and reporting except as this is inappropriate for certain classes or certain students.

5. When no grades are given and the student is evaluated informally in terms of his/her own progress, the school staff will also provide a realistic appraisal of the student's standing in relation to his/her peers when requested by parents.

6. When grades are given, the school's staff will take particular care to explain the meaning of marks and symbols to parents.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: April 18, 2024)

LEGAL REF.: OAC 3301-35-02

CROSS REFS.: AFI Evaluation of Educational Resources
IKA Grading Systems
IKAB Student Progress Reports to Parents

GRADING SYSTEMS

Grading is a system of measuring and recording student progress and achievement that enables students, parents and teachers to assess strengths and weaknesses; plan an educational future for students in the areas of the greatest potential for success; and know where remedial work is required.

The Board believes students respond more positively to the opportunity for success than to the threat of failure. Therefore, the District seeks in its instructional program to make achievement both recognizable and possible for students. It emphasizes achievement in its processes of evaluating student performance.

The Board recognizes that a system of grading student achievement can help students, teachers and parents to better assess progress toward personal educational goals and assist the students in implementing that progress.

Upon receipt of student fees or payment plan setup, report cards will be issued twice a year, at the end of each semester, for kindergarten students, and four times a year, at the end of each grading period, for students in grades one through 12.

Conferences with parents will be used as an integral part of the reporting system. The administration shall provide for a parent/teacher conference day shortly after the first nine weeks have been distributed. Elementary teachers shall also have an additional day for conferences. After the third nine weeks' grades have been distributed, teachers shall have another conference day. Parents are also encouraged to schedule conferences with their student's teachers, as needed, by contacting the building principal.

The administration and professional staff devise grading systems for evaluating and recording student progress. The records and reports of individual students are kept in a form that is understandable to parents as well as teachers. The Board approves the grading and reporting systems as developed by the faculty in accordance with all statutory obligations, upon recommendation of the Superintendent.

The Board recognizes that any grading system, however effective, has subjective elements. There are fundamental principles that must guide all instructors in the assignment of marks and achievement.

1. The achievement mark in any subject should represent the most objective measurement by the teacher of the achievement of the individual. A variety of evaluation measures are used and accurate records are kept to substantiate the grade given.

2. An individual should not receive a failing grade unless he/she has not met stated minimum requirements.

3. Grades are a factor used to motivate students. Poor or failing grades should trigger a variety of instructional and intervention activities to assist the student in achieving better grades by the next grading period, if possible.

The Superintendent develops procedures for grading that include the following.

1. Each student should know what behavior and achievements are expected at the outset of any course of study.

2. Each student should be kept informed of personal progress during the course of a unit of study.

3. Methods of grading are appropriate to the course of study and the maturity of students.

4. Provisions are made for a pass/fail grade where appropriate.

5. Students should be encouraged to evaluate their own achievements.

6. No grading system should serve to inhibit the teacher from learning the strengths and weaknesses of each student on an individual basis.

7. All grading systems are subject to continual review and revision to better serve the purposes for grading established by the Board.

Final decision on any grade is the responsibility of the building principal.

[Adoption date: August 18, 1987]
[Revision date: July 9, 1997]
[Revision date: November 19, 2007]
(Revision date: April 18, 2024)
(Revision date: December 18, 2025

LEGAL REF.: OAC 3301-35-04
OAC 3301-35-06
ORC 3313.6013
ORC 3313.6031

CROSS REFS.: IK, Academic Achievement
IKAB, S

GRADING SYSTEMS

Method of Grading

A grade is a mark earned by a student which should evaluate her/his progress and/or competency in a particular subject area. The superintendent or superintendent's designee shall be responsible for administering a system of report cards for students in Kindergarten through grade twelve. The determination of a student's grade should be based on a variety of appropriate sources so as to provide an accurate assessment of a student's strengths and weaknesses in a particular subject area.

All professional staff members are responsible for providing a clear explanation of the grading system to both students and parents/guardians. Students shall be told by their teachers what is expected of them and how their work shall be evaluated. Grades should not be used as a form of discipline.

Students should show progress in order to be promoted to the next elementary grade. Superintendent or superintendent designee will have the final authority on promotion decisions.

The promotion of students in grades 9 through 12 will be based on the number of credits earned. The superintendent or superintendent designee shall set the criteria for the number of credits needed to quality for each grade level.

The following marks will be used on student report cards for kindergarten, grade one, grade two, and grade three in the areas of language arts, mathematics, social studies, science, personal development, art, physical education, and music:

S+ Above standard – Exceeds the grade level standard. Producing quality work consistently.
S Meets Standard – Consistently grasps and applies key concepts, processes, and skills.
P Progressing: – Beginning to grasp and apply key concepts, processes, and skills.
N Needs Support – Not grasping key concepts, processes, and essential skills. Area of concern that requires support.
Blank – Not assessed at this time.

The following marks will be used on student report cards for grades-four through eight:

For the areas of language arts, mathematics, social studies, science, art, physical education, and music:

A = Excellent	Student demonstrates exceptional progress and knowledge of subject
B = Above Average	Student demonstrates above average progress and knowledge of subject
C = Average	Student demonstrates average progress and knowledge of subject
D = Below average	Student demonstrates below average progress and knowledge of subject
F = Failure	Student shows a lack of adequate progress and knowledge of subject

The following percentages correspond with the marks used above beginning with the 2026-2027 school year:

100-93	A	82-80	B-	69-67	D+
92-90	A-	79-77	C+	66-63	D
89-87	B+	76-73	C	62-60	D-
86-83	B	72-70	C-	59-0	F

In general, the superintendent or superintendent's designee shall have the authority to create report card forms. The superintendent or superintendent's designee shall direct staff to place marks and other comments as appropriate.

Semester Examinations

1. Students in grades nine through twelve will take semester examinations unless an exemption is approved on the designated form by the principal and Superintendent; otherwise, the only time an exception may occur is where it is included as part of the evaluation component of the approved course of study.
2. Early semester examinations shall be administered at the discretion of the superintendent or superintendent's designee.
3. Examinations missed because of an excused absence or a Board of Education directed absence, must be made up within 10 school days after returning from the absence or the failure to make up the Examination will constitute failure of the Examination.

Computation of Letter Grades nine through twelve

1. Computation Procedure for Semester and Year Averages

The procedure outlined below will be used in calculating semester and year averages.

Semester Average: The semester average will be calculated for courses that are scheduled for one semester only. Each quarter grade will be weighted "2" and the semester exam will be "1" toward the semester average.

A	4.000	B-	2.667	D+	1.333
A-	3.667	C+	2.333	D	1.000
B+	3.333	C	2.000	D-	.667
B	3.000	C-	1.667	F	.000

To pass or receive credit for a course, a student must attain a .667 cumulative point average or better, as well as meet the following criteria.

1. Semester Course

In a semester course, where exams are given, a passing will be based on the course average for the semester.

2. Year Course
   In a year-long course the grade will be based on the course average for the year.

*Applies only to grades nine through twelve

Computing High School Grade Point Average and Class Rank

In computing grade point average, Greenville High School will use the following grading scale with the following quality points:

A = 4.000 pts.	B- = 2.667 pts.	D+: 1.333 pts.
A- = 3.667 pts.	C+ = 2.333 pts.	D = 1.000 pts.
B+ = 3.333 pts.	C = 2.000 pts.	D- = .667 pts.
B = 3.000 pts.	C- = 1.667 pts.	F = .000 pts.

[Approval date: August 18, 1987]
(Revision date: January 17, 1989)
(Revision date: July 24, 1990)
(Revision date: July 30, 1991)
(Revision date: October 15, 1991)
(Revision date: June, 1994)
(Revision date: December 20, 1994)
(Revision date: July 9, 1997)
(Revision date: February 19, 2002)
(Revision date: April 19, 2005)
(Revision date: October 17, 2006)
(Revision date: November 19, 2007)
(Revision date: February 19, 2008)
(Revision date: October 21, 2008)
(Revision date: January 10, 2013)
(Revision date: March 17, 2016)
(Revision date: October 17, 2019)
(Revision date: May 20, 2021)
(Revision date: April 18, 2024)
(Revision date: July 16, 2026)

HOMEWORK

The Greenville City Board of Education believes that homework -- as long as it is properly designed, carefully planned, and geared to the development of the individual student -- meets a real need and has a definite place in the educational program.

Homework should be assigned to help the student become more self-reliant, learn to work independently, improve the skills that have been taught, and complete certain projects such as the reading of worthwhile books and the preparation of research papers. Home study assignments also afford a way for parents to acquaint themselves with the school program and their own children's educational progress.

Homework will not be used for disciplinary purposes. The amount and type of homework given is to be decided by the classroom teacher, within the framework of overall instructional plans.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: April 18, 2024)

LEGAL REFS.: OAC 3301-35-01; 3301-35-02

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 core courses is promoted.
2. A student having failing grades in 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 has failed two or more of the required curriculum subject areas in the current grade is retained, unless the student's principal and the teachers of the failed subject areas agree that the student is academically prepared to be promoted to the next grade level.

"Academically prepared" means that the principal, in consultation with the student's teacher(s) has reviewed the student's work and records and has concluded that, in his/her judgment as a professional educator, the student is capable of progressing through and successfully completing work at the next grade level.

Any student, unless excused from taking the third-grade reading assessment under Ohio Revised Code Section (RC) 3301.0711, who does not attain at least the equivalent level of achievement as required by RC 3301.0710 on the assessment, is not promoted to fourth grade unless one of the following applies:

1. The student is an English learner who has been enrolled in United States schools for less than three full school years and has had less than three years of instruction in an English as a second language program.

2. The student is a child with a disability entitled to special education and related services under RC 3323 and the student's Individualized Education Program (IEP) exempts the student from retention under this division.

3. The student demonstrates an acceptable level of performance on an alternative standardized reading assessment as determined by the Ohio Department of Education and Workforce.

4. All of the following apply:

   A. The student is a child with a disability entitled to special education and related services under RC 3323.

   B. The student has taken the third grade English language arts achievement assessment prescribed under RC 3301.0710.

   C. The student's IEP or 504 plan shows that the student has received intensive remediation in reading for two school years but still demonstrates a deficiency in reading.

   D. The student previously was retained in any of grades kindergarten to three.

5. The student received intensive remediation for reading for two school years but still demonstrates a deficiency in reading and was previously retained in any of grades kindergarten to three. Students promoted under this section continue to receive intensive reading instruction in grade four. The instruction includes an altered instructional day that includes specialized diagnostic information and specific research-based reading strategies for the student that have been successful in improving reading among low-performing readers.

6. A student's parent or guardian, in consultation with the student's reading teacher and building principal, requests that the student be promoted to the fourth grade, regardless of whether the student is reading at a fourth-grade level. A student who is promoted at their parent or guardian's request shall continue to receive intensive reading instruction in the same manner as a student retained under this section until the student is able to read at grade level.

Intervention services are offered to students who are not making satisfactory progress toward the attainment of the statewide academic standards for their grade level.

Any student who has been retained because of results on the third grade English language assessment and who demonstrates during the academic year that he/she now is reading at or above grade level is promoted to the fourth grade pursuant to the district-level mid-year promotion policy.

[Adoption date: March 17, 1998]
(Revision date: January 15, 2002)
(Revision date: January 20, 2004)
(Revision date: November 8, 2012)
(Revision date: February 13, 2014)
(Revision date: November 17, 2015)
(Revision date: November 21, 2019)
(Revision date: December 21, 2023)
(Revision date: May 16, 2024)
(Revision date: December 18, 2025)

LEGAL REF.:	ORC	3301.07, 3301.0710; 3301.0711, 3301.0712, 3301.0715, 3313.608; 3313.609, 3313.6010, 3313.6012, 3314.03
	OAC	Chapter 3323, 3301-35-04; 3301-35-06
CROSS REFS.:	AFI	Evaluation of Educational Resources
	IGBE	Remedial Instruction (Intervention Services)
	IGBEA	Reading Skills Assessments & Interventions (Third Grade Reading Guarantee)
	IGCD	Educational Options (Also LEB)

NOTE: This policy also applies to community schools.

Senate Bill (SB) 316 changed districts' option related to students who don't pass the Third Grade Reading Assessment. These changes go into effect for students who enter the third grade in the 2013-2014 school year.

In 2013, SB 21, made additional changes to retention and promotion practices under the Third Grade Reading Guarantee beginning with students who enter the third grade in the 2013/2014 school year. First, students may be excused from taking the assessment if they fall under an exception in Ohio Revised Code Section 3301.0711(C), which addresses alternate assessments determined by the student's individualized educational plan, delayed administration of assessments based on medical reasons or other good cause and English learners. It also extended the time in which English learners can receive an exception to being retained from two full school years or two years of English instruction to three years for both.

HB 33 (2023) significantly altered the promotion and retention requirements of ORC 3313.608 by adding a provision in which the parents of students who would ordinarily be required to be retained may request that their child be promoted to the fourth grade anyway. Districts are still required to provide these students with reading intervention services.

THIS IS A REQUIRED POLICY

PROMOTION AND RETENTION OF STUDENTS

1. Ordinarily, students do not repeat kindergarten. Those who are completely unable to adjust should be withdrawn. Cases of this type should be discussed with the principal and intervention assistance team as early in the school year as possible.

2. Since the rates of development among young children vary greatly and can change rapidly, discussions about possible retention recommendations (except for kindergarten students) should not be made before Christmas or mid-year.

3. A decision to recommend retention should be made by an intervention assistance team that has already explored other options and possibilities, including the possibility of summer school, remediation or tutoring as recommended by the IAT team with a follow-up review by the IAT team.

4. Discussion about possible retention should begin with parents no later than third term. Such discussions should be held on several occasions so parents can think about and voice all their concerns.

5. If it is likely that a student will not be promoted, his/her marks during the year should reflect this outcome.

6. When all other possibilities have been tried and the team recommends retention after consultation with the parents, informal goals should be written indicating what is to be accomplished during the year of retention. If the child is going to be retained, a program of intervention needs to be provided to ensure positive results. A plan of action needs to be developed in the form of a detailed individualized educational plan and remediation of specific deficiencies needs to be addressed.

7. After a student is retained, a team (including the parents) should meet to monitor the effectiveness of the retention. If significant progress has not been made by the end of the first marking period, consideration should be given to placing the student in the class that he/she would have been in without retention.

8. A need for English as a Second Language services, serious health problems resulting in numerous absences from school, or frequent moves from one school to another are factors that will be taken into consideration when making retention decisions.

9. A counselor will meet with all children who are retained to address social and self-esteem issues. The parent will also be invited to be a part of the conference. The counselor will meet again with the child as a follow-up in the fall of the new school year.

(Approval date: July 9, 1997)
(Revision date: May 16, 2024)

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. The District at minimum provides any advanced learning opportunities required by law.

3. Early admission to kindergarten: The practice of admitting a student to kindergarten who has not yet reached the typical age at which students are admitted to kindergarten, for the purpose of providing access to appropriately challenging learning opportunities.

4. Early high school graduation: The practice of facilitating completion of the high school program in fewer than four years, for the purpose of providing earlier than typical access to post-secondary educational opportunities.

Referrals for students to be evaluated and assessed should be made to the building principal. Students referred and having parental permission are tested using a variety of assessments. The assessments are reviewed by an acceleration evaluation committee to determine the most appropriate and available learning environment for the students.

The committee issues a written recommendation to the building principal and the students' parents. Parents have the right to appeal the committee's recommendation to the Superintendent/designee.

The committee develops a written acceleration plan for any student who is admitted early to kindergarten, offered whole-grade acceleration or acceleration in one or more individual subject areas. The parents of the student are provided with a copy of the written plan.

The Board directs the administration to develop rules for referring and evaluating students who may qualify for services.

The Board directs the administration to follow the guidelines established by the Ohio Department of Education and Workforce's model acceleration policy.

[Adoption date: August 15, 2006]
(Revision date: February 16, 2010)
(Revision date: May 16, 2024)
(Revision date: December 18, 2025)

LEGAL REFS.:	ORC	3301.0710
		ORC 3301.0712
		ORC 3313.6032
		3321.01
		3324.01 et seq.
	OAC	3301-51-15
	Ohio Department of Education and Workforce Model Acceleration Policy for Advanced Learners	

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
	Student Handbooks	

NOTE: *House Bill (HB) 96 enacts Ohio Revised Code (RC) 3313.6032 requiring the District to provide each student that achieves an advanced level of skill on specified mathematics achievement assessments, advanced learning opportunities in mathematics unless the district does not offer the advanced learning opportunities in mathematics or an advanced mathematics course for the grade level in which the student is enrolled for the next school year. The new provisions also define "advanced learning opportunities in mathematics."*

The Ohio Department of Education and Workforce's (ODEW) Office for Exceptional Children requires all city, local and exempted village school districts to comply with the guidelines established in ODEW's model acceleration policy.

These guidelines were established to ensure equivalency of services from building to building across all school districts and to protect administrators, students and parents from inconsistencies that could occur from building to building or grade level to grade level in the district and across districts.

District administrators who develop their own guidelines for acceleration are encouraged to follow ODEW's model acceleration policy guidelines. Guidelines developed by the district must be submitted to ODEW for review and approval.

THIS IS A REQUIRED POLICY

GRADUATION REQUIREMENTS

The Greenville City Board of Education desires that its standards for graduation meet the minimum standards of the Ohio Department of Education and Workforce (ODEW) as well 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:

District Minimum		Statutory Graduation Requirements	
English/Language Arts	4 Units	English/Language Arts	4 Units
History and government, including one-half unit of American History and one-half unit of American Government	1 Unit	History and government, including one-half unit of American History and one-half unit of American Government	1 Unit
Social Studies*	2 Units	Social Studies*	2 Units
Science, with inquiry-based lab experience, including one unit each in Physical Science and Life Sciences and one unit in Chemistry, Physics or other physical science, Advanced Biology or other life science, Astronomy, Physical Geology or other earth or space science**	3 Units	Science, with inquiry-based lab experience, including one unit each in Physical Science and Life Sciences and one unit in Chemistry, Physics or other physical science, Advanced Biology or other life science, Astronomy, Physical Geology or other earth or space science**	3 Units
Math including one unit of Algebra II, or its equivalent***	4 Units	Math including one unit of Algebra II, or its equivalent***	4 Units
Health	.50 Unit	Health	.50 Unit
Physical Education	.50 Unit	Physical Education	.50 Unit
Electives****	7 Units	Electives ****	5 Units
Financial literacy*****		Financial literacy*****	
Total	**22 Units**	Total	**20 Units**

The statutory graduation requirements also include:

1. * students entering ninth grade for the first time on or after July 1, 2017, must take at least one-half unit of instruction in the study of world history and civilizations “as part of the required social studies units”;

2. ** students can choose to apply one credit in advanced computer science to satisfy one unit of advanced science (excluding biology or life sciences);

3. *** students may take one unit of advanced computer science in lieu of Algebra II and students entering ninth grade for the first time on or after July 1, 2015, who are pursuing a career-technical instructional track may complete a career-based pathway math course approved by ODEW as an alternative to Algebra II;

4. ****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), financial literacy, 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;

5. *****financial literacy requirements:
   A. units earned in social studies shall be integrated with economics and financial literacy for students entering ninth grade for the first time prior to July 1, 2022;

   B. students entering ninth grade for the first time on or after July 1, 2022, are required to complete one-half unit of financial literacy to be used toward the elective credits required for graduation, or in lieu of one-half unit of instruction in math. If used toward a math credit, it cannot be used in lieu of Algebra II or its equivalent, or a course for which ODEW requires an end of course exam. A student who chooses to take one unit of advanced computer science in lieu of Algebra II is not permitted to complete the required half-unit of financial literacy instruction to satisfy a math unit requirement; instead, the student must complete a half unit of financial literacy as part of their required elective credits~~.~~;

   C. students entering ninth grade for the first time on or after July 1, 2022, can apply credit earned in Advanced Placement (AP) Microeconomic or AP Macroeconomic to satisfy the financial literacy requirement and

   D. Students may be excused from the financial literacy instruction graduation requirement if the student, while in high school, participates in a financial literacy program offered through a student branch of a credit union or by a bank. The financial literacy program must meet or exceed the academic content standards and model curriculum for financial literacy and entrepreneurship instruction adopted according to Ohio Revised Code 3301.079. A student must participate in the program for the equivalent of at least one-half unit of instruction to qualify for this exemption.

6. meeting the applicable competency/assessment and/or readiness criteria required by law based on date of entry into ninth grade.

Diploma Seals

In accordance with State law, the Board establishes the criteria for at least one of the local diploma seals outlined in State law. The seals include a method to give, to the extent feasible, a transfer student a proportional amount of credit for any progress made toward completing that seal at the district or school from which the student transfers. The District recognizes a locally defined diploma seal that a student transferring into the District earned at another district regardless of whether the Board has developed local guidelines for that seal.

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 a course successfully completed ~~outside~~ at an accredited postsecondary institution. High school credit awarded for a course successfully completed under College Credit Plus counts toward the graduation requirements and subject are 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.

Coursework Prior to Ninth Grade

Student work successfully completed prior to the ninth grade is applied towards graduation credit if the course is taught by a teacher holding a license valid for teaching high school and is designated by the Board as meeting the high school curriculum requirements.

Physical Education Exemption

A student who, during high school, has participated in interscholastic athletics, show choir, 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.

Beginning in the 2019-2020 school year, a student who during high school participated in show choir 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

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.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: January 19, 1999)
(Revision date: March 20, 2001)
(Revision date: February 19, 2008)
(Revision date: May 18, 2010)
(Revision date: November 13, 2014)
(Revision date: April 21, 2016)
(Revision date: January 11, 2018)
(Revision date: November 21, 2019)
(Revision date: May 21, 2020)
(Revision date: November 18, 2021)
(Revision date: February 17, 2022)
(Revision date: May 16, 2024)
(Revision date: September 19, 2024)
(Revision date: December 18, 2025)

LEGAL REFS.:
ORC 3301.07(D)(3);
3301.079; 3313.60; 3313.6014; 3313.603; 3313.605; 3313.61; 3313.617
3345.06
OAC 3301-35-04
3301-16-05

CROSS REFS.:
IGBM Credit Flexibility
IGCA Summer Schools
IGCD Educational Options (Also LEB)
IGCH College Credit Plus (Also LEC)
IGCI Community Service
IKFC, Graduation Plans and Students at Risk of Not Qualifying for a High School Diploma
JN Student Fees, Fines and Charges

NOTE: *Although the minimum requirements for graduation are listed in the policy as 20 units of credit, boards are permitted to require more than 20 units in order for its students to graduate from high school and should edit this policy accordingly.*
District requirements should be reflected in the district minimum column.

Senate Bill (SB) 311, passed in 2006, permits boards to adopt a policy that excuses from high school physical education those students who have participated in interscholastic athletics, cheerleading or marching band for at least two full seasons. However, excused (exempted) students must complete one-half unit of at least 60 hours of instruction in another course of study in order to graduate from high school.

House Bill (HB) 166 (2019) added show choir to the list of approved activities noted above.

HB 166 also added language to Ohio Revised Code 3313.603 stating that if a district requires a foreign language as an additional graduation requirement, a student may apply one unit of instruction in computer coding to satisfy one unit of foreign language. If more than one unit of computer coding is used to satisfy the foreign language requirement, the courses must be sequential and progressively more difficult.

House Bill (HB) 290, passed in 2009, adds participation in Junior Reserve Officer Training Corps (JROTC) programs approved by the United States Congress to the list of permitted electives within the Ohio Core curriculum. Boards may also excuse (exempt) participating students from high school physical education courses if participation in JROTC is for at least two full years.

In addition, under HB 290, boards are permitted to grant high school credit for two full years of participation in JROTC without the student having to take another course of study in order to graduate from high school.

Based on the date of entry into the ninth grade, students are subject to different assessment/competency and readiness criteria for graduation. Districts should be familiar with these criteria and the different pathways available under the law and utilize resources provided by the Ohio Department of Education and Workforce.

HB 166 requires boards to develop local graduation seals. Each board is required to develop guidelines for at least one of the locally defined seals listed below:

- *Community service seal. A student shall meet the requirement for this seal by completing a community service project that is aligned with guidelines adopted by the student's district board or school governing authority.*

- *Fine and performing arts seal. A student shall meet the requirement for this seal by demonstrating skill in the fine or performing arts according to an evaluation that is aligned with guidelines adopted by the student's district board or school governing authority.*

- *Student engagement seal. A student shall meet the requirement for this seal by participating in extracurricular activities such as athletics, clubs, or student government to a meaningful extent, as determined by guidelines adopted by the student's district board or school governing authority.*

These seals can be integrated into the manual as a regulation IKF-R, Graduation Requirements (Local Seals).

HB 110 (2021) added additional requirements for students transferring into the District and alternate ways they can meet competency requirements as well as the requirement to recognize a locally defined diploma seal that a student earned at another district regardless of whether the district to which the student transfers has developed guidelines for that seal.

When developing guidelines for one of the locally defined diploma seals, districts must include a method to give, to the extent feasible, a transfer student a proportional amount of credit for any progress made toward completing that seal at the district or school from which the student transfers.

THIS IS A REQUIRED POLICY

EARLY GRADUATION

The Board acknowledges that most students derive the maximum scholastic and social benefits from a four-year high school program. However, students who accelerate through the district's academic program and complete the requirements of the Ohio Department of Education are permitted to graduate early.

Early graduation is available to high school students provided they follow all of the requirements established for this purpose.

Once approval for early graduation is established, the student becomes a member of the class in the school year in which his/her graduation requirements are completed. The diploma may be given at the completion of all requirements or at the next graduation ceremony.

[Adoption date: February 16, 1988]
(Revision date: July 9, 1997)
(Revision date: February 16, 2010)
(Revision date: May 16, 2024)

LEGAL REFS.:	ORC	3313.60; 3313.603; 3313.605; 3313.61
		3324.01 et seq.
	OAC	3301-3502
CROSS REFS.:	IGCD	Educational Options (also LEB)
	IGCH	Postsecondary Enrollment Options (also LEC)
	IGCI	Community Service
	IKEB	Acceleration
	IKF	Graduation Requirements
	IKFB	Graduation Exercises

GRADUATION EXERCISES

Any student having successfully completed all requirements for graduation is eligible to participate in the graduation exercises conducted by the Greenville Senior High School. Students participating in the ceremony must meet the following requirements:

1. There must be successful completion of all requirements contained in the Ohio Revised Code and set by the State of Ohio Department of Education and the Greenville City Board of Education.

2. Students graduating early shall request participation in the graduation ceremony. Early graduates can only participate in the graduation exercises in the year of graduation.

3. All financial obligations to the District must be paid.

4. All disciplinary obligations must be satisfactorily completed.

5. Participation in graduation rehearsal is required for participation in the graduation ceremonies.

6. Students participating in the ceremony must wear the prescribed cap and gown or obtain authorization from the high school principal to deviate from the prescribed attire.

7. Prior to graduation, misconduct that results in suspension or expulsion may result in denial of participation in graduation ceremonies.

Students whose decorum are disruptive or bring undue attention to them will not be awarded their diploma at the commencement exercises. They will be required to fulfill the disciplinary requirements given by the Superintendent/designee. Once the disciplinary requirements have been satisfied, the students shall receive their diplomas.

[Adoption date: August 18, 1987]
(Revision date: April 11, 1995)
(Revision date: July 9, 1997)
(Revision date: March 20, 2001)
(Revision date: August 16, 2005)
(Revision date: February 16, 2010)
(Revision date: May 16, 2024)

LEGAL REFS.: ORC 3313.120; 3313.66; 3313.661

CROSS REFS.: IKF Graduation Requirements
IKFA Early Graduation
JECBA Admission of Exchange Students

Student Handbooks

GRADUATION PLANS AND STUDENTS AT RISK OF NOT QUALIFYING FOR A HIGH SCHOOL DIPLOMA

The Board desires that all students are able to earn a high school diploma. Recognizing students may be at risk of not earning a high school diploma, the Board adopts the following policy.

Graduation Plans

Beginning with the 2020-2021 school year, the District develops a graduation plan for each student enrolled in grades 9 through 12 to address the student's academic pathway to meet the curriculum requirements specified by the District and to satisfy the applicable graduation requirements.

The plan is developed jointly by the student and a representative of the District and updated each school year in which the student is enrolled in the District until the student qualifies for a high school diploma. The District invites the student's parent, guardian or custodian to assist in developing and updating the graduation plan.

Graduation plans supplement the Board-adopted career advising policy.

A student's individualized education plan (IEP) may be used in lieu of a graduation plan when the IEP contains academic goals substantively similar to a graduation plan.

At-Risk Students

The Board directs the Superintendent/designee to develop criteria for identifying students at risk of not qualifying for a high school diploma. This criteria at minimum includes a student's lack of progress on the graduation plan developed by the District in accordance with law. The criteria also may include other factors such as student absences or misconduct and other factors deemed appropriate by the administration.

The Board directs the Superintendent/designee to develop procedures for identifying at risk students. These procedures must include a method for determining if a student is not making adequate progress in meeting the terms of the student's graduation plan. Procedures must allow for identification of students as at risk in any of grades 9 through 12 and may include identification of students in other grades.

The District provides written notice to the parent, guardian or custodian of an at-risk student in each year a student has been identified as at risk. This written notice includes all of the following:

1. A statement that the student is at risk of not qualifying for a high school diploma;

2. A description of the District's or school's curriculum requirements, or the student's IEP, and, as appropriate, the applicable graduation conditions of State law;

3. A description of any additional instructional or support services available to the at-risk student through the District or school.

The District assists students at risk of not graduating with additional instructional or support services to help the student qualify for a high school diploma. These services may include any of the following:

1. Mentoring programs;

2. Tutoring programs;

3. High school credit through demonstrations of subject area competency;

4. Adjusted curriculum options;

5. Career-technical programs;

6. Mental health services;

7. Physical health care services;

8. Family engagement and support services.

[Adoption date: May 21, 2020]
(Revision date: May 16, 2024)

LEGAL REF.: ORC 3313.617; 3313.618; 3313.619; 3313.6020

CROSS REFS.: IJA, Career Advising
IKF, Graduation Requirements

NOTE: Ohio Revised Code (RC) 3313.617 requires each board to adopt by June 30, 2020 a policy regarding students at risk of not qualifying for a high school diploma. The policy must address all the requirement components of RC 3313.617 and must supplement a district's policy on career advising. Districts also must develop and maintain a graduation plan for each student enrolled in grades 9 through 12 to address the student's academic pathway to meet the curriculum requirements specified by the district and to satisfy the applicable graduation requirements.

TESTING PROGRAMS

The Greenville City 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 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 attitude 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 will therefore be used only in conjunction with all other information known 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 shall be maintained in accordance with the Board's policy on student records.

Notification of a student's score on a state assessment is provided to the parent by June 30 each school year. Such notice may be provided by mail, email or through posting of the score in a secure portal on the District or school's website.

The administration has developed guidelines for the secure storing of testing instruments.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: January 21, 2003)
(Revision date: May 24, 2011)
(Revision date: December 21, 2023)
(Revision date: May 16, 2024)

LEGAL REFS.: ORC 3319.32; 3319.321

OAC 3301-35-02; 3301-35-03, 3301-35-04
ORC 3301.0710 through 3301.0713
ORC 3301.0715
ORC 3301.0717
ORC 3301.0729
ORC 3313.6029
OAC 3301-13-05

CROSS REFS.:
AFE Evaluation of Instructional Programs (Also TM)
IGBA Programs for Students With Disabilities
JO Student Records

NOTE: *A general policy on testing may cover functional literacy; if not, subcategories may be added to the Testing Programs category (code IL). To assist administrators in developing the required written testing security plan, a regulation follows this policy that details the requirements for the secure storing and administration of proficiency tests.*

Senate Bill 3 (2016) sets specific statutory limits for time spent on testing and preparing for testing effective July 1, 2017. The cumulative amount of time spent on the administration of the state achievement assessments for students in grades three through eight, the end-of-course examinations required in high school under the College and Work Ready Assessment System, and any assessment required by the District or school to be administered Districtwide or schoolwide to all students in a specified area or grade level now cannot exceed 2% of the school year. The cumulative amount of time used for taking practice or diagnostic assessments used to prepare for these assessments must be limited to 1% of the school year.

These limitations do not apply to the administration of assessments to students with disabilities; Advanced Placement and International Baccalaureate exams used as substitute exams for end-of-course exams in American History, American Government and Science; assessments for students who fail to attain a passing score on the third-grade English language arts assessment or additional assessments administered to students identified as gifted. The Board may pass a resolution to exceed these statutory limitations. In order to pass this resolution, the Board must conduct at least one public hearing on the proposed resolution prior to adoption.

THIS IS A REQUIRED POLICY

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 make-up assessment;

6. specify the appropriate procedure for investigating any alleged security violations or unethical practices, including, but not limited to,

    A. revealing to any student any specific question that the person knows is part of an assessment or in any other way assisting a student to cheat on an assessment

    B. obtaining prior knowledge of the contents of an assessment

    C. using prior knowledge of the contents of an assessment to assist students in preparing for the assessment

    D. failing to comply with any rule adopted by the Ohio Department of Education (ODE) regarding security protocols for an assessment.

    Employees may be subject to discipline, up to and including termination and/or sanctions from the State Board of Education for violation of these testing security requirements.

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 ODE of such finding and

9. specify how each procedure established in accordance with the Ohio Administrative Code shall be communicated in writing and discussed every school year with all employees, students and any other persons authorized to be present during assessments or having access to secure assessment materials.

[Approval date: September 18, 1990]
(Revision date: July 9, 1997)
(Revision date: January 21, 2003)
(Revision date: June 14, 2011)
(Revision date: November 18, 2021)
(Revision date: May 16, 2024)

COMPETENCY-BASED EDUCATION

Competency-based education measures student outcomes in light of the instruction provided. It asks a district to state what will be taught, substantiate the results and pursue appropriate corrective/supportive action.

The Greenville City Board of Education expects the Superintendent, employing the talents of appropriate administrators and instructional staff as well as outside consultants where necessary, to implement within the District a program of competency-based education that meets and exceeds the State Minimum Standards.

Locally developed competency-based education programs are implemented for reading, mathematics and English composition. Such programs include subject objectives (what will be taught), pupil performance objectives (what the student will be able to do to demonstrate learning), evaluation procedures to determine program effectiveness and intervention techniques to provide for program improvement and to assist student improvement.

Provisions are made for periodic assessment, including testing, to be done in the areas of mathematics, reading and English composition at least once in grades one through nine. Competency-based tests selected as a part of assessment are constructed so as to test those subject objectives established within the District.

The Superintendent is directed to establish a committee of administrators and instructors to develop and use guidelines for the use of assessment results for improving instruction, program evaluation, intervention programs to assist students as needed, guidance programming and promotional decisions.

Program evaluations are reviewed and updated periodically as needed. A schedule for such is developed and implemented by the Director of Curriculum and Instruction.

Disabled students as defined in Ohio's Rules for the Education of Disabled Children may be exempted from participation in or from locally developed competency-based education program requirements on an individual basis. The determination that an individual disabled student is exempted is made using the following procedures.

1. The student's present level of educational performance as indicated by the Individualized Education Program (IEP) is reviewed.

2. During the Individualized Education Program meeting, a statement regarding participation or exemption is identified on the Individualized Education Program as part of the statement regarding the extent to which the child will be able to participate in regular education programs.

3. If it is determined that the student will participate in the competency-based education program, any necessary modifications in the testing procedure are indicated on the Individualized Education Program.

[Adoption date: August 18, 1987]
(Revision date: March 21, 1995)
(Revision date: July 9, 1997)
(Revision date: May 16, 2024)

LEGAL REF.: OAC 3301-35-02

CROSS REF.: AFE Evaluation of Instructional Programs (Also IM)

EVALUATION OF INSTRUCTIONAL PROGRAMS

The Superintendent and the Director of Curriculum and Instruction will, on an annual basis, evaluate the effectiveness of instructional program in achieving the Greenville City School District's educational goals and objectives. They will maintain an ongoing report of their evaluative findings to the Board of Education, for its consideration and action. The specific purposes of this report are to provide the Board of Education with data for planning and budgeting for instructional improvements and for informing the public about the performance of the public schools. This data can include:

1. relation of student growth and development to the objectives of the school system;

2. suitability of educational programs in terms of community expectations;

3. report on how evaluation findings will be used for program improvement;

4. student achievement in light of testing results of standardized achievement tests and state tests;

5. the number of students who matriculate in a program of higher education and the percentage of these who successfully graduate;

6. extent of and trends in admissions to colleges and universities;

7. employment records of graduates not going to college and

8. all other relevant data that the Superintendent and the Director of Curriculum and Instruction deem necessary.

The Superintendent and the Director of Curriculum and Instruction are instructed to keep abreast of current research and successful practices and to employ the best and most reliable methods and measures in the evaluative process. The results of the competency and state-based testing program are used as a part of the evaluation.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: November 17, 2022)
(Revision date: May 16, 2024)

LEGAL REFS.: ORC 3301.13 3313.60 3323.02
OAC 3301-35-02(B); 3301-35-03(K)

CROSS REFS.: IA Instructional Goals
IAA Instructional Objectives

IL Testing Programs
ILA Competency-Based Education

TEACHING METHODS
(DEVELOPMENT OF LESSON PLANS)

Lesson plans are required of all teaching personnel of the Greenville City School District. Planning educational experiences for students should be both a continuous and flexible process. Successful classroom activities are generally the result of careful planning of a long-range and immediate nature. The teacher should consider the present skill level of the pupils involved, the subject matter content and how best to scaffold the learning experience. It is an expectation that lessons are based upon; state prescribed academic content standards,

Daily lesson plans will be included in the teacher lesson plan book, dated and outlined for at least one week in advance. It will be up to the building principal to evaluate and approve the type of lesson plan forms and formats used within his/her building. At their discretion, administrators may request copies of lesson plans.

Lesson plans should be built on the information contained in the appropriate curriculum maps and/or state content standards. Curriculum maps, and/or state content standards, are considered to be dynamic and evolving documents to be used by teachers for instructional planning.

Lesson plans are a professional requirement and a personal courtesy in the absence of a teacher. Plans should be made in advance and be readily available for substitute teachers or others who may need them to carry out the program. In addition to lesson plans, information such as seating assignments, class rolls, notation of student special needs, emergency measures, i.e. fire drills and all other procedures such as lunch count, change of classes, and location of multi-media equipment should be noted.

Lesson Plans

The daily lesson plans are comprised of, but not limited to, a minimum outline of the following information:

Time allotment

1. Subject area
2. Notation of subject appropriate grade level indicator(s)/course objectives
3. Materials/resources
4. Lesson activities
5. Evidence used to monitor effectiveness of lesson

[Adoption date: August 18, 1987]
(Revision date: June 25, 1996)
(Revision date: July 9, 1997)
(Revision date: January 21, 2003)
(Revision date: April 22, 2008)
(Revision date: May 16, 2024)

TEACHING ABOUT CONTROVERSIAL ISSUES

Controversial issues arise from conflicts in the interests, beliefs, or affiliations of large groups of our citizens. They are issues on which conflicting views are held by political parties, by management and labor, by city and country and by other large groups of our people who disagree concerning proposed solutions to important problems.

Most of the Greenville City school curriculum is composed of established truths and accepted values, but it also includes controversial issues. The public schools include the study of some important unsolved problems that involve controversial issues. These are appropriate studies insofar as the maturity of students and the means available permit. Only through the study of such issues will youth develop the abilities needed for citizenship in our democracy.

In the study of controversial issues students have four rights, which must be recognized:

1. the right to study any controversial issue that has political, economic or social significance and concern, which (at the student's level) he/she should begin to have an opinion;

2. the right to have free access to all relevant information, including the materials that circulate freely in the community;

3. the right to study under competent instruction in an atmosphere free from bias and prejudice and

4. the right to form and express his/her own opinions on controversial issues without thereby jeopardizing relations with his/her teachers or the school.

The study of controversial issues is objective and scholarly with a minimum of emphasis on opinion. The teacher must approach controversial issues in the classroom in an impartial and unprejudiced manner and must refrain from using classroom privileges and prestige to promote a partisan point of view.

Teachers will use the following criteria for determining the appropriateness of certain issues for consideration as part of the curriculum.

1. The treatment of the issue in question must be within the range, knowledge, maturity, and competence of the students.

2. There should be study materials and other learning aids available from which a reasonable amount of data pertaining to all aspects of the issue should be obtained.

3. The consideration of the issue should require only as much time as is needed for satisfactory study by the class, but sufficient time will be provided to cover the issue adequately.

4. The issue should be current, significant, real and important to the students and the teacher. Significant issues are those which in general concern considerable numbers of people, are related to basic principles, or at the moment are under consideration by the public, press and radio.

5. All instruction should conform to the adopted course of study.

A teacher who is in doubt about the advisability of discussing certain issues in the classroom should confer with the principal as to the appropriateness of doing so. If discussion of an issue is not approved by the building principal, the teacher may refer the issue to the Superintendent.

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.

Should parents desire that their child be excused from the consideration of such material, arrangements will be made to respect that decision.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: May 16, 2024)
(Revision date: December 18, 2025)

LEGAL REFS.:	ORC	2907.31
	OAC	3301-35-01; 3301-35-02; 3301-35-03
CROSS REFS.:	IB	Academic Freedom
	KLB	Public Complaints About the Curriculum or Instructional Materials

SCHOOL CEREMONIES AND OBSERVANCES/PATRIOTIC EXERCISES

Each student's religious beliefs and preferences should be respected and a student should not be forced to participate in the Pledge of Allegiance, the salute to the flag and other opening exercises if these observances conflict with the student's religious beliefs.

In these cases, the teacher may request that nonparticipating students remain quiet.

The Greenville City Board of Education believes that special recognition should be given to national holidays such as Veteran's Day, Thanksgiving, Christmas, Martin Luther King's Birthday, Lincoln's Birthday, Washington's Birthday, Easter, Memorial Day, and Independence Day.

The building principal should encourage a discreet observance of these holidays that have become a part of the American heritage. These observations may in some instances be in the form of school assembly while in other instances 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.

The Board provides for a moment of silence as designated by the building administrators for prayer, reflection or meditation upon a moral, philosophical or patriotic theme. Students shall not be required to participate in a moment of silence.

Religious Holidays and Observances

The District recognizes that the study or presentation of religion may be an integral part of the educational process for students for the understanding of art, music, literature and social studies. The District policy shall be to comply with existing federal and state law regarding religion and religious expression in public schools.

In the above context, students may be taught about religion, but the District may not teach a particular religion or show preference of one religion over another. The presentation of religion is to be in an objective, forthright, honest and open manner.

The following guidelines will govern the observance of, and teaching about, religion and religious holidays, in the schools:

1. The schools must be neutral in matters of religion. The District must show no preference for one religion over another. While remaining neutral, the District supports academic expression and understanding of religious differences and the role of religion in society. In doing so, teachers, administrators, staff and employees shall remain neutral as to their religious belief when acting in their official capacity.

2. The District shall not forbid students from acting on their own when expressing religious beliefs unless the action unreasonably interferes with the ability of school officials to maintain order and discipline. The District will not discriminate against students religious beliefs and will give students the same right to engage in religious activities and expressions as the student would be entitled in other comparable activities.

3. No religious celebrations may be held during instructional time and students shall not be compelled to participate in religious activities. "Religious celebrations" are defined as the formal observance of a religious ceremony or custom, including worship or religious services of any kind, whether conducted or not by a clergyman. Facilities rentals to independent groups according to customary District rental practices are permitted.

4. Music with religious meaning, lyrics or melody may be studied and performed in school if presented in a balanced, prudent and objective manner. Music should be selected on the basis of its educational qualities and values rather than simply its religious content. The study and performance must achieve secular and educational objectives. Care must be taken to avoid presentation of the music as a celebration or promotion of a particular religion. Seasonally appropriate religious music may be studied during the season when interest is the highest.

5. The display of religious symbols that are a part of religious holidays may be permitted only as a part of a teaching aid or resource when displayed as an example of the cultural heritage of the holiday and not as an endorsement of a particular religion. The use of religious symbols in this context must allow for the inclusion of other religious, cultural or ethnic symbols appropriate to the cultural heritage being studied.

6. While being sensitive to personal religious beliefs of students, the District shall also be sensitive to individuals who object to participation in educational activities that a parent or student believes is an infringement of their own conscience or beliefs. Waivers of participation or alternative educational materials should be considered in these circumstances.

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.

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.

Moment of Silence

The Board may provide for a moment of silence with participation of students for prayer, reflection or meditation upon a moral, philosophical or patriotic theme.

The Board, administrators or any District employee shall not require a student to participate in a moment of silence.

Constitution Day

On September 17 of each year, the District may participate in the celebration of Constitution Day by reciting the Preamble of the Constitution at 2:00 p.m. EST. When the 17th falls on a weekend, the day of celebration will be announced.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: February 20, 2001)
(Revision date: October 22, 2002)
(Revision date: July 15, 2003)
(Revision date: November 17, 2022)

LEGAL REFS.: U.S. Const. Amend. I, Establishment Cl.
Elementary and Secondary Education Act; 20 USC 1221 et seq.

ORC 5.23;
3313.601; 3313.602; 3313.63; 3313.80; 3320.01; 3320.02;
3320.03; 3301-35-04

***NOTE**: THIS IS A REQUIRED POLICY*

FLAG AND MOTTO DISPLAYS

State law mandates that the United State flag be displayed over, near or within all school buildings every day school is in session. The Board directs the Superintendent/designee to carry out this mandate. Penalties are assessed by the State for noncompliance.

State law requires the District to:

1. accept donated copies of the national and state mottoes, or money donated to purchase copies of mottoes, if the copies meet design requirements adopted by Board resolution or State law and

2. display the mottoes in an appropriate manner in a classroom, auditorium or cafeteria.

[Adoption date: November 19, 2007]
(Revision date: May 16, 2024)

LEGAL REFS.: ORC 3313.80; 3313.801; 3313.99
3314.03 (AV 1)(h)

CROSS REFS.: IND School Ceremonies and Observances

ANIMALS IN THE SCHOOLS

Recognizing there are many tools that can be used to provide a variety of productive learning experiences for students, the Board supports the concept of using animals as an educational tool.

Prior to any use of animals, the administration should contact appropriate organizations or authorities regarding resource materials and suggested learning activities that may be available to help students increase their understanding of the animal world.

All animal use in the school buildings is consistent with health and safety policies established by the District. The administration is responsible for developing regulations for the care and control of the animals.

[Adoption date: November 19, 2007]
(Revision date: May 16, 2024)

LEGAL REF.: OAC 3701-54-07

CROSS REFS.:
JFG Interrogations and Searches
EBAA Reporting of Hazards
EBC Emergency/Safety Plan
ECG Integrated Pest Management

ANIMALS IN THE SCHOOLS

Prior to bringing any animals into the schools, the building administrator must approve the use of the animal(s) for teaching or training of students in accordance with the following regulations.

1. Nonhuman primates, rabies vector species (including raccoons, bats, skunks, coyotes or foxes), wolves or wolf-dog hybrids, aggressive or unpredictable animals; stray animals with unknown health and vaccination history, venomous or toxin-producing spiders, insects, reptiles and amphibians, dogs, cats and ferrets that are under sixteen week of age and dogs, cats or ferrets that are not current on rabies vaccinations are not permitted in the school building under any circumstances.

2. Ferrets, reptiles, amphibians, chicks, ducklings and hatching eggs are not permitted in classrooms with children under five years of age.

3. Students may not bring personal pets to school at any time for any purpose.

4. It is permissible for the class to have one or more animals as classroom pets under the following conditions:

    a. No one is allergic to the animal.

    b. Proper examinations and immunizations have been given by a veterinarian.

    c. Arrangements have been made for housing the animal safely, comfortably, cleanly and in a manner that does not disrupt the classroom environment.

    d. Arrangements have been made for the proper care of the animal when school is not in session.

    e. Rules have been established for the handling and treatment of the animal.

5. Whenever live animals are to be used as part of a study, prior approval of the principal is required and the following rules apply:

    a. A science teacher or other qualified adult supervisor must assume primary responsibility for the purposes and conditions of the study.

    b. Studies involving animals used in the study should have clearly defined objectives.

    c. All animals used in the studies must be acquired in accordance with law.

    d. The comfort of the animal used in the study should be of paramount importance.

e. When animals are kept on school premises over vacation periods, adequate housing must be provided and a qualified individual must be assigned care and feeding responsibilities.

6. If animals are to be used as part of an experiment, such as dissection in a science course, the administration should notify parents so that individuals who find such activity unpleasant or objectionable may be given a different assignment.

7. Animal cages and containers are equipped with properly fitting lids and are free from excessive accumulation of animal waste.

8. Hand washing facilities are available and immediately used when animals are handled.

9. Animals are not permitted to roam in the school building, except for therapy animals or animals used for other human assistance.

10. Animals are not permitted on surfaces where food or drink is prepared or consumed.

11. All animal feed is tightly sealed and labeled in containers separate from human food.

[Adoption date: November 19, 2007]
(Revision date: May 16, 2024)

Greenville City Schools
Board of Education Policy Manual

Section J: Students

JA	Student Policies Goals
JB	Equal Educational Opportunities
JEA	Compulsory Attendance Ages
JEB	Entrance Age
JEBA	Early Entrance to Kindergarten
JEBA-R	Early Entrance to Kindergarten
JEBA-E	Parent's Guide to Early Entrance to Kindergarten
JEC	School Admission
JECAA	Admission of Homeless Students
JECAA-R	ODE Model Local Dispute Resolution Procedure Admission of Homeless Students (Enrollment Dispute Resolution Process)
JECB	Admission of Nonresident Students
JECBA	Admission of Exchange Students
JECBA-R	Admission of Exchange Students
JECBB	InterDistrict Open Enrollment (Statewide)
JECBB-R	Inter-District Open Enrollment Regulations
JECBC	Admission of Students from Non-Chartered or Home Education
JECD	Assignment of Students to Classes
JECE	Student Withdrawal from School
JED	Student Absences and Excuses
JED-E	Vacation / Miscellaneous Absence Request
JEDC	Religious Expression Days
JEDA	Truancy
JEDB	Student Dismissal Precautions
JEE	Student Attendance Accounting (Missing and Absent Children)
JEF	Released Time for Students
JEFB	Released Time for Religious Instruction
JEG	Exclusions and Exemptions from School Attendance
JEGA	Permanent Exclusion
JF	Student Rights and Responsibilities
JFA	Student Due Process Rights
JFA-R	Due Process Procedures
JFC	Student Conduct (Zero Tolerance)
JFC-R	Student Conduct
JFCB	Care of School Property by Students
JFCC	Student Conduct on District Managed Transportation (also EEACC)

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.

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

Exhibits: are forms, charts, etc. to support a policy or regulations.

Greenville City Schools
Board of Education Policy Manual

JFCC-R	Student Conduct on District Managed Transportation (also EEACC-R)
JFCC-E	School Bus Conduct Report (also EEACC-E)
JFCE	Secret Societies
JFCEA	Gangs
JFCF	Hazing & Bullying (Harassment, intimidation & Dating Violence)
JFCF-R	Hazing & Bullying (Harassment, intimidation & Dating Violence)
JFCF-E	Report of Suspected Harassment, Intimidation or Bullying
JFCG	Tobacco Use by Students
JFCH/JFCI	Alcohol Use by Students/Student Drug Abuse
JFCIA	Prevention of Chemical Abuse
JFCJ	Weapons in the Schools
JFCK	Use of Cellphones and Electronic Communications Devices by Students
JFCL	Unsafe School (Persistently Dangerous Schools)
JFE	Student Pregnancy and Related Conditions
JFG	Interrogations and Searches
JFG-R	Interrogations and Searches
JG	Student Discipline
JGA	Corporal Punishment
JGD	Student Suspension
JGDA	Emergency Removal of Student
JGE	Student Expulsion
JHC	Student Health Services and Requirements
JHC-E	GCS Annual Health Review
JHCA	Physical Examinations of Students
JHCB	Immunizations
JHCB-E	Medical, Religious or Philosophical Exemption Form
JHCC	Communicable Diseases
JHCC-E	Communicable Diseases Form
JHCD	Administering Medicines to Students
JHCD-R	Administering Prescription Drugs to Students (General Regulation)
JHCD-E	School Medication Permission and Instruction Form
JHF	Student Safety
JHG	Reporting of Child Abuse and Mandatory Training
JHH	Notification about Sex Offenders
JK	Employment of Students
JL	Student Gifts and Solicitations
JM	Staff-Student Relations (Also GBH)
JN	Student Fees, Fines and Charges
JN-R	Student Fees, Fines and Charges
JO	Student Records

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.

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Greenville City Schools
Board of Education Policy Manual

JO-R	Student Records
JO-E	Denial of Permission to Release Directory Information without Prior Written Consent
JOA	Student Surveys
JP	Positive Behavioral Interventions & Supports (Restraint & Seclusion)

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.

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Exhibits: are forms, charts, etc. to support a policy or regulations.

STUDENT POLICIES GOALS

Through its policies that affect students, the Greenville City Board of Education seeks to advance these goals:

1. to enhance equal educational opportunities for all students;

2. to promote faithful attendance;

3. to ensure that the constitutional rights of all students as citizens in a democracy have practical meaning and application;

4. to develop in students a deep sense of personal responsibility for their actions;

5. to attend vigorously to matters of student safety, health and welfare;

6. to deal justly and constructively with all students in matters of discipline ~~and~~;

7. to help all students feel that they are valued as individual persons in the school environment~~.~~;

8. to ensure that staff members provide engaging work for all students every day

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: March 12, 2002)
(Revision date: May 16, 2024)

LEGAL REFS.: Ohio Const. Art. II
ORC 3313.48

EQUAL EDUCATIONAL OPPORTUNITIES

All students of the District have equal educational opportunities.

Students have the right to be free from discrimination on the basis of race, color, national origin, citizenship status, religion, sex, economic status, marital status, pregnancy, age, disability or military status in all decisions affecting admissions; membership in school sponsored organizations, clubs or activities; access to facilities; distribution of funds; academic evaluations or any other aspect of school-sponsored activities. Any limitations with regard to participation in a school-sponsored activity are based on criteria reasonably related to that specific activity.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: March 17, 2009)
(Revision date: May 16, 2024)

LEGAL REFS.:
The Elementary and Secondary Education Act; 20 USC 1221 et seq.
Civil Rights Act, Title VI; 42 USC 2000d et seq.
Civil Rights Act, (Amended 1972), Title VII; 42 USC 2000e et seq.
Executive Order 11246, 1965, amended by Executive Order 11375
Education Amendments of 1972, Title IX, Pub. L. No. 92-318 (1972)
Individuals with Disabilities Education Act; 20 USC 1400 et seq.
Americans with Disabilities Act; 42 USC 12101 et seq.
Vocational Rehabilitation Act of 1973, Section 504
ORC 9.60 through 9.62
Chapter 4112
5903.01(G)
OAC 3301-35-02; 3301-35-04

CROSS REFS.:
AC Nondiscrimination
ACA Nondiscrimination on the Basis of Sex
ACB Nondiscrimination on the Basis of Disability
GBA Equal Opportunity Employment
IGBA Programs for Students with Disabilities
IGBB Programs for Gifted and Talented Students
IGBI English as a Second Language (Limited English Proficiency)
IGBJ Title I Programs
JECAA Admission of Homeless Students
JFA Student Due Process Rights

COMPULSORY ATTENDANCE AGES

Compulsory Attendance Ages

Children between the ages of six and 18 are of compulsory school age. Every person of compulsory school age must attend a school which conforms to the standards prescribed by the State Board of Education (SBOE) until one of the following occurs:

1. The person receives a diploma or certificate of high school equivalence granted by the Board or other governing authority indicating such student has successfully completed all state and local requirements.

2. The person receives an age and schooling certificate (work permit) and is enrolled in an educational program meeting the requirements of State law.

3. The person is excused from school under standards adopted by the State Board of Education (SBOE) pursuant to State law.

4. The person is exempt from compulsory attendance through a home education program.

The parent(s) of any person who is of compulsory school age must send such person to school unless he/she is excused or exempt as listed above.

[Adoption date: August 18, 1987]
(Revision date: March 19, 1996)
(Revision date: July 9, 1997)
(Revision date: January 14, 2016)
(Revision date: October 20, 2016)
(Revision date: December 21, 2023)
(Revision date: May 16, 2024)

LEGAL REFS.:	ORC	3301.80; 3301.81
		3313.61;
		3321.01 et. seq.
		3331.02
	OAC	3301-35-04
		3301-41

CROSS REFS.:	IGBG	Home-Bound Instruction
	JEB	Entrance Age (Mandatory Kindergarten)
	JEG	Exclusions and Exemptions from School Attendance
	JFE	Pregnant Students

NOTE: *This category is for a statement on compulsory attendance ages — usually a matter of law — and exceptions to age requirements. Policies and regulations pertaining to absences and excuses are filed under other categories in the JE sequence.*

House Bill 113 (16) revised the requirements for receiving a certificate of high school equivalence and removed specific references to the GED. Requirements are outlined in Ohio Revised Code Section 3301.80 and 3301.81.

ENTRANCE AGE

The child who is five years of age on or before the first day of instruction of the school year of admittance is eligible to enroll in kindergarten. The Superintendent may allow a kindergarten student to enter school under special circumstances, if the child is 5 years old by the required Ohio Department of Education date of September 30th. Each Child who is six years of age on or before September 30 and who has successfully completed kindergarten is eligible to enroll in the first grade.

[Adoption date: August 18, 1987]
(Revision date: May 16, 198)
(Revision date: June 18, 1991)
(Revision date: July 9, 1997)
(Revision date: July 21, 2009)
(Revision date: January 18, 2011)
(Revision date: November 8, 2012)
(Revision date: November 15, 2018)
(Revision date: May 16, 2024)
(Revision date: June 11, 2026

LEGAL REFS.: ORC 3321.01

CROSS REFS.: IKEB Acceleration
JEA Compulsory Attendance Ages
JEBA Early Entrance to Kindergarten

NOTE: *House Bill 114 (2026) requires a student to be five years or older by the first day of instruction of the school year for admission to kindergarten. Districts still may choose to select Aug. 1 or Sept. 30 as the date by which a student is six years old for the purpose of first grade admission.*

EARLY ENTRANCE TO KINDERGARTEN

State law establishes minimum age requirements for admission to kindergarten. A child who does not meet the age requirement for admittance to kindergarten or first grade, but who will be five or six years old, respectively, prior to January 1 of the school year in which admission is requested, shall be evaluated for early admittance in accordance with District policy upon referral by the child's parent or guardian, an educator employed by the District, a preschool educator who knows the child or a pediatrician or psychologist who knows the child. Following an evaluation in accordance with such a referral, the Board decides whether to admit the child.

If a child, for whom admission to kindergarten or first grade is requested, will not be five or six years of age, respectively, prior to January 1 of the school year in which admission is requested, the child is admitted only in accordance with the District's acceleration policy adopted under State law.

[Adoption date: January 15, 2008]
(Revision date: June 14, 2011)
(Revision date: November 8, 2012)
(Revision date: February 13, 2014)
(Revision date: June 20, 2024)

LEGAL REFS.:	ORC	3314.06
		3314.08
		3321.01
		3324.01 et seq.
	OAC	3301-51-15

CROSS REFS.:	IGBB	Programs for Gifted and Talented Students
	IKEB	Acceleration
	JEB	Entrance Age (Mandatory Kindergarten)

NOTE: Senate Bill 316 (2012) extends early entrance provisions to also apply to community schools.

School districts are prohibited from denying a transferring student admission, based on the student's age if the student has been granted early admission to kindergarten by another school district or chartered nonpublic school.

EARLY ENTRANCE TO KINDERGARTEN

Procedures:

1. Parent submits application to the building principal (preferably with information from preschool or pediatrician).

2. District highly recommends the student participates in District Kindergarten Screening.

3. In accordance with ORC 3321.01 an Early Entrance Testing Program is initiated.

4. Ability and achievement assessments are administered/reviewed by the district.

    a. If the student does not score at least one standard deviation above the mean, the evaluation committee will meet to discuss test results, school history, developmental issues, interpersonal skills, attitude and support. The committee makes placement decision based on data reviewed.

    b. If the student is recommended to continue with the process, checklists will be completed by 2 of 3 following individuals: Parent, Preschool Teacher, and/or Pediatrician. If necessary, an observation of the child in an educational setting will be completed by the school psychologist and/or other qualified personnel. The committee makes placement decision based on data reviewed.

5. If there is an appeal, the gifted coordinator and superintendent review the appeal and evaluation data to make a determination.

6. If it is determined that the student will be admitted for early entrance, the gifted coordinator will develop a WAP (Written Acceleration Plan).

7. Children who turn 5 after the first day of January of the school year for which admission is requested will only be evaluated if referred by an educator within the district, a pre-school educator who knows the child, or pediatrician or psychologist. Children referred by parent will be evaluated at the discretion of the building principal of the school to which the student may be admitted. (pursuant to OAC 3321.01)

[Adoption date: January 24, 2012]
(Revision date: February 9, 2012)
(Revision date: November 8, 2012)
(Revision date: June 20, 2024)

Greenville City Schools

APPLICATION FOR EARLY ENTRANCE TO KINDERGARTEN

A Parent's Guide to Early Entrance to Kindergarten

IMPORTANT

As Early Entrance is being determined, please make sure you proceed with child care arrangements as a contingency. If you are selecting a Preschool program please understand that those programs routinely fill up quickly. Please register your child as you normally would, but let the Preschool Office know that your child is being screened for early entrance to kindergarten. As well, if you feel strongly that your child may be a good candidate for early entrance and you will need before/after school child care, please make sure you let the Extended Care Program know that your child is being screened for early entrance to kindergarten.

Greenville City Schools
215 W. Fourth Street
Greenville, Ohio 45331
Telephone: 937-548-3185
Fax: 937-548-6943

Greenville City Schools

APPLICATION FOR EARLY ENTRANCE TO KINDERGARTEN

Legislation Governing Early Entrance to Kindergarten and Giftedness

- A parent may request early admission to kindergarten if the child turns five years of age after the district's kindergarten entrance date (August 1 or Sept. 30) and before January 1. The local board of education shall determine entrance through a standardized testing program.

- 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 shall also be evaluated for possible early admittance if referred by an educator within the district, a pre-school educator who knows the child, or pediatrician or psychologist who knows the child.

- Early entrance to kindergarten is a subject typically addressed through gifted education. It is covered in the State of Ohio's Model Student Acceleration Policy. According to the Ohio Revised Code (3324.01), "gifted" means students who perform or show potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience, or environment and who are identified under Division (A), (B), (C), or (D) of Section 3324.03 of the Revised Code.

Greenville City School District

- The Greenville City School District considers a child eligible for entrance into "regular" kindergarten if s/he attains the age of five on or before August 1st of the year s/he applies for entrance. A child under the age of six (6) who is enrolled in kindergarten will be considered of compulsory school age.

- By parental request a child may be tested for early admission to kindergarten if s/he will be five (5) years of age between August 2nd and January 1st, inclusive, and exhibit the mental, social and emotional standards established by the Greenville Board of Education.

- On August 15, 2006, the Greenville Board of Education adopted the State of Ohio's Model Student Acceleration Policy for Advanced Learners:

  "Children who are referred for evaluation for possible accelerated placement 60 or more days prior to the start of the school year shall be 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 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 shall also be evaluated for possible early admittance if referred by an educator within the district, a pre-school 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."

- The Early Entrance to kindergarten process shall be reviewed annually by the Early Entrance to Kindergarten Committee.

Is early entrance to kindergarten the best choice for your child?

Early entrance should be viewed as a means of meeting a child's needs. The key to determining whether or not early entrance is appropriate for is developmental readiness. Even though a child may have a lot of ability, s/he may not be ready for kindergarten. Social maturity, personal development, and motor development are important factors for a child's success in school.

Early entrance is designed for the exceptional child who is both academically ready as well as developmentally mature when compared to others his or her chronological age. This opportunity is designed as a measure to meet individual differences in school readiness.

Some considerations when determining if early entrance is right for a child:

- Is my child capable of working in a classroom setting with children who are one year older than him or her?
- Will my child be frustrated by this placement?
- What are the possible long-term impacts for my child as s/he progresses through elementary, middle and high school (e.g., beginning college at a younger age).
- Early entrance is not designed as a replacement for child care. Is this a need or a want?
- Do I understand the expectations for students in kindergarten today?

There is a difference between ability and achievement. Some children may appear exceptional simply because of their access to opportunities (e.g., preschool programs, parents working with them on skills, or access to learning materials). Early entrance is designed for the child who not only has ability but easily achieves when presented new material.

Once the decision has been made for early entrance, the choice is difficult to reverse. If a child is evaluated as a good candidate for early entrance to kindergarten, it is important that all stakeholders are supportive of the decision.

What is expected of students in kindergarten?

- Kindergarten, like many other areas of education, has changed considerably over the past couple of decades. Today's kindergarten students are engaged in a rigorous instructional program.

- Please take time to review the Early Learning Content Standards as well as the subject specific Academic Content Standards for English Language Arts, Mathematics, Science and Social Studies on the Ohio Department of Education website.

https://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/OLS-Graphic-Sections/Learning-Standards/ Kindergarten-Standards.pdf.aspx?lang=en-US

Greenville City Schools

APPLICATION FOR EARLY ENTRANCE TO KINDERGARTEN

- The Ohio Department of Education's website contains useful information about kindergarten, in particular, the Kindergarten Readiness Assessment for Literacy (KRA-L). There is a family guide on the Early Learning and School Readiness (ELSR) link about the KRA-L, which all kindergarten students will take within the first six weeks of school.

  https://education.ohio.gov/Topics/Early-Learning/Kindergarten/Ohios-Kindergarten-Readiness Assessment/Kindergarten-Readiness-Assessment-for-Family

- Kindergarten in the Greenville City School District is a full-day program. Classes are from 9:00 a.m. – 3:55 p.m. Students are expected to participate in the academic program throughout the day.

Ohio Department of Education (ODE) (http://www.education.ohio.gov)

Kindergarten Readiness Checklist

To do well in school, children need to be supported and nurtured in all areas of development.

It is also important that your child is physically, socially and emotionally ready for school. This checklist can help serve as your guide. But please remember, young children change so fast. If they cannot do something this week, you may see them do it a couple of weeks later.

Is your child ready for kindergarten? Ask yourself these questions:

Development Area	Tips and Activities to Help Prepare Your Child
Physical Skills Does your child… • enjoy outdoor play such as running, jumping, and climbing; • draw and trace basic shapes; • cut with scissors; • bounce a ball; • ride a tricycle?	• Help your child learn his or her full name, address and telephone number. • Help your child to look both ways when crossing the street. • Talk with your child about strangers and who to go to for help. • Use bedtime as the opportunity to read to and talk with your child.
Health and Safety Needs Has your child… • had required shots *(or provide a signed waiver)*; • had a dental exam; • had a vision exam; • learned own first and last name; • learned first and last name of parent; • learned to watch for cars when crossing the street; • learned to not talk to strangers; • developed a set routine for going to bed; • learned to follow safety rules?	• Help your child learn his or her full name, address and telephone number. • Help your child to look both ways when crossing the street. • Talk with your child about strangers and who to go to for help. • Use bedtime as the opportunity to read to and talk with your child.

Greenville City Schools

APPLICATION FOR EARLY ENTRANCE TO KINDERGARTEN

Personal needs Without your help, can your child… • use the bathroom; • wash hands; • brush teeth; • use tissue to blow nose; • button and zip up shirts and pants; • put on and take off coat; • tie and/or use velcro shoes?	• Create morning and bedtime bathing and tooth-brushing routines. • Allow your child to dress themselves. • Practice putting on shoes. • Help your child learn to use their words to tell other grownups when they are feeling sick or hurt.
Personal needs Without your help, can your child… • use the bathroom; • wash hands; • brush teeth; • use tissue to blow nose; • button and zip up shirts and pants; • put on and take off coat; • tie and/or use velcro shoes?	• Create morning and bedtime bathing and tooth-brushing routines. • Allow your child to dress themselves. • Practice putting on shoes. • Help your child learn to use their words to tell other grownups when they are feeling sick or hurt.
Social and Emotional Skills Does your child… • play well with other children; • separate from a parent without being upset; • share with other children; • care about the feelings of others; • follow routines; • put toys away when asked?	• Give your child small chores to learn responsibility. • Help your child learn to follow directions by giving simple steps. • Encourage your child to share. • Praise your child when he or she does something well. • Provide guidance when your child is having difficulty.

Applying for Early Entrance to Kindergarten

- If you believe that your child may be a good candidate for early entrance, please obtain an information/application packet from the Greenville City School District administration. Or you may call the district office at 937-548-3185 to have an information/application packet mailed.

- Once the application has been completed, it needs to be returned to the Greenville City School District administration building no later than March 26 in the year for which admission is being requested. The application shall then be routed to Greenville Elementary School where the principal will coordinate the evaluation process.

- Once the application has been submitted, an evaluation of your child will be completed by a school administrator. This evaluation will be an assessment of your child's readiness for kindergarten, primarily in social skills but also some academics. The evaluation will be completed within 45 days.

- Once the evaluations are completed, an acceleration evaluation committee will convene for the purpose of conducting a fair and thorough evaluation of the child. This committee may include the following:

  1) the home school principal or assistant principal

  2) a kindergarten teacher or a gifted services teacher

  3) a parent or legal guardian of the referred student or a representative designated by a parent or legal guardian of the referred student

  4) a gifted education coordinator or gifted intervention specialist

  5) a school psychologist or guidance counselor

How will my child be evaluated for early entrance to Kindergarten?

- Early entrance evaluation is completed in the late winter/early spring concurrently with kindergarten registration.

Procedures:

- Parent submits application to the building principal (preferably with information from preschool or pediatrician).
- District highly recommends the student participates in District Kindergarten Screening.
- An Early Entrance Testing Program is initiated.
- Ability and achievement assessments are administered/reviewed by the district.
  - If the student does not score at least one standard deviation above the mean, the evaluation committee will meet to discuss test results, school history, developmental issues, interpersonal skills, attitude and support. The committee makes placement decision based on data reviewed.
  - If the student is recommended to continue with the process, checklists will be completed by 2 of 3 following individuals: Parent, Preschool Teacher, and/or Pediatrician. If necessary, an observation of the child in an educational setting will be completed by the school psychologist and/or other qualified personnel. The committee makes placement decision based on data reviewed.

Timeline for Early Entrance to Kindergarten

March 26 Deadline for Early Entrance to kindergarten applications
Return application to: Greenville City Schools
Administrative Office
215 W. Fourth Street
Greenville, Ohio 45331
(937) 548-3185

May 21 Deadline to complete evaluations

June 18 Deadline to complete acceleration committee meetings

June 25 Deadline for written notification of outcome of the evaluation process

Greenville City Schools

APPLICATION FOR EARLY ENTRANCE TO KINDERGARTEN

July 15	Deadline to submit a written appeal to the Superintendent or his/her designee regarding the outcome of the evaluation process

Applications received after March 26th will be scheduled at the principal's discretion of the school to which the student may be admitted.

Greenville City Schools

APPLICATION FOR EARLY ENTRANCE TO KINDERGARTEN

Application & Permission for Review forms need to be completed and received no later than March 26.

Please complete this application if you feel that your child demonstrates academic achievement, social, emotional, and physical maturity appropriate for kindergarten placement and should be considered for early placement in kindergarten.

Child's Name: _____
Last *First* *Middle Initial*

Birthdate: _____/_____/_____ ☐ Male ☐ Female

Address: _____
Street *City* *State* *Zip*

Custodial Parent(s) / Guardian(s) Name: _____

Relationship to Child: _____

Home Phone: Work Phone: _____

Cell Phone: Email: _____

Preschool Experience – (*please attach preschool report card if available)*

List the nursery schools, Head Start, special programs and other day care programs attended. Include the dates of attendance and the approximate number of hours per week attended.

Name of School/Program	Dates of Attendance	# of Hours/Week

Why do you feel that your child would be ready for kindergarten program? Comment on your child's social behavior and academic skills. *(Use additional paper, if needed)*

_____

_____

_____

_____

_____

Your signature indicates that you have read and understand the contents of the Early Entrance to Kindergarten brochure:

_____ _____

Signature *(Custodial Parent / Guardian)* Date

Greenville City Schools

APPLICATION FOR EARLY ENTRANCE TO KINDERGARTEN

PARENT CHECKLIST

The seven broad developmental dimensions provide the framework for the kindergarten instructional program. This checklist will help in determining your child's readiness for a kindergarten program. **Please read each statement and indicate by placing a "checkmark" how you rate your child's abilities.**

Physical Well-Being and Motor Development	**Frequently**	**Sometimes**	**None of the time**
Performs self-help tasks independently *(dressing, undressing, zipping, tying, toileting, eating)*	_____	_____	_____
Uses eye/hand coordination to perform fine motor tasks *(drawing, writing, and cutting)*	_____	_____	_____
Uses balance and control to perform large motor tasks *(walking, jumping, and skipping)*	_____	_____	_____

Personal and Social Development	**Frequently**	**Sometimes**	**None of the time**
Shows eagerness to learn (curious, likes to investigate)	_____	_____	_____
Follows rules and routines (cleans up at play time)	_____	_____	_____
Handles change and transition (dinnertime to bedtime)	_____	_____	_____
Interacts easily with one or more children	_____	_____	_____
Separates easily from parent	_____	_____	_____
The ability to listen (attend) for at least 10 minutes	_____	_____	_____

Language and Literacy	**Frequently**	**Sometimes**	**None of the time**
Listens for meaning in stories, discussions, and conversations	_____	_____	_____
Speaks clearly, to share ideas and thoughts	_____	_____	_____
Can identify most letters *(uppercase and lowercase)*	_____	_____	_____
Can identify some beginning sounds	_____	_____	_____
Use some letters and words to write	_____	_____	_____

Mathematical Thinking	**Frequently**	**Sometimes**	**None of the time**
Can recognize numbers 0-20	_____	_____	_____
Can orally count forward to 20	_____	_____	_____
Can recognize, duplicate, and extend simple patterns *(circle-triangle, circle-triangle, circle-triangle)*	_____	_____	_____
Can recognize and duplicate basic shapes	_____	_____	_____

Scientific Thinking	**Frequently**	**Sometimes**	**None of the time**
Uses a magnifying glass to look at different objects	_____	_____	_____
Can describe and sort objects by one or more properties	_____	_____	_____
Uses the five senses to make observations about the the natural world	_____	_____	_____

Social Studies	**Frequently**	**Sometimes**	**None of the time**
Recognizes self and others as having same and different characteristics	_____	_____	_____
Describes roles and responsibilities of people *(Mom is a doctor, she helps sick people)*	_____	_____	_____
Recognizes the reasons for rules	_____	_____	_____

Greenville City Schools

APPLICATION FOR EARLY ENTRANCE TO KINDERGARTEN

The Arts	Frequently	Sometimes	None of the time
Likes to paint and draw	_____	_____	_____
Likes to sing and dance	_____	_____	_____
Can share ideas about a drawing/painting	_____	_____	_____
Can recognize basic colors	_____	_____	_____

PERMISSION FOR REVIEW

I, _____, hereby give my permission for
Parent/Legal Guardian

Greenville City School District to respond to a request for assistance for _____.
Name of Child

In giving my permission, I understand that any or all of the following may occur:

1.) Review of relevant records (releases of information will be included);

2.) Interviews with caregiver and or parent/guardian;

3.) Observation(s) of my child;

4.) Assessment (e.g. curriculum-based, screening, and other appropriate measures to determine interventions); and/or

5.) Other: as needed.

I further understand and agree that the information collected by the school district will then be reviewed by the team to develop an intervention plan and designate the resources needed to implement these interventions.

_____
Print Name of Parent/Legal Guardian

_____
Signature of Parent/Legal Guardian

_____
Date

[Adoption date: May 24, 2011]
(Revised: November 8, 2012)
(Revision date: June 20, 2024)

SCHOOL ADMISSION

The Greenville City School District will provide free education to District residents between the ages of five through 21 who do not possess a diploma. Students who do not legally qualify as residents may be required to pay tuition as established by law and Board policy.

A student is considered a resident of the District if he/she resides with a parent, a grandparent with either power of attorney or caretaker authorization affidavit or parents or a person or government agency with legal custody whose place of residence is within the boundaries of the District. Parents, and grandparents with either power of attorney or caretaker authorization affidavit, may be required to present legal proofs of residence.

New entrants at all grade levels will be required to present at the time of enrollment a birth certificate or other document as evidence of birth, a certified copy of any child custody order or decree, proof of having received or being in the process of receiving required immunizations, and copies of those records pertaining to him/her, which are maintained by the school most recently attended. A protected child, as defined by State law, may not be denied admission to the school solely because the child does not present a birth certificate or comparable document upon registration. A protected child or parent, guardian or custodian of the child must present this documentation within 90 days after the child's initial entry into the school. The District immediately enrolls homeless students and foster students and assists in obtaining the necessary enrollment documents.

In addition, students released from the Department of Youth Services (DYS) just prior to requesting admission to the district, may not be admitted until the superintendent has received all required documents provided by 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 14 days to send the documents to the Superintendent.

Transfer of School Records

"School records" includes any academic records, student assessment data or other information for which there is a legitimate educational interest.

When the District receives a request for a student's records from another district or chartered nonpublic school to which that student has transferred, the District will either transfer the records within five school days or provide a statement to the requesting district or school that the District has no record of the student's attendance.

Except as required by law, the District may withhold a student's school records if there is $2,500 or more of outstanding debt attributed to the student. The District will transfer the student's school records within five school days once the debt is paid.

Interstate Compact on Educational Opportunity for Military Children

The District complies with all provisions of State law for the enrollment, admission, placement and graduation for children of military families.

[Adoption date: August 18, 1987]
(Revision date: May 18, 1993)
(Revision date: July 9, 1997)
(Revision date: March 16, 1999)
(Revision date: November 16, 2004)
(Revision date: April 16, 2015)
(Revision date: January 12, 2017)
(Revision date: November 18, 2021)
(Revision date: December 21, 2023)

LEGAL REFS.:
ORC 2151.33
ORC 2152.18(D)(4)
ORC 3109.52 through 3109.61
ORC 3109.65 through 3109.76
ORC 3109.78
ORC 3109.79
ORC 3109.80
ORC 3301.60 through 3301.65
ORC 3313.48
ORC 3313.64
ORC 3313.67
ORC 3313.671
ORC 3313.672
ORC 3317.08
ORC 3319.324
ORC 3321.01
OAC 3301-35-04(F)

CROSS REFS.:
AFI Evaluation of Educational Resources
IGBA Programs for Students with Disabilities
JECCA Admission of Homeless Students
JECB Admission of Nonresident Students
JEE Student Attendance Accounting (Missing and Absent Children)
JHCA Physical Examinations of Students
JHCB Inoculations of Students
JO Student Records

NOTE: *Use this category for statements covering all school admissions. Statements on exceptions to general residency requirements, tuition charges for nonresident students, admission of students from neighboring districts on a transfer basis, etc., should be filed under the appropriate subcategory of code JEC.*

For purposes of determining a student's "residence," the term "parent" is defined by law as "... either parent, unless the parents are separated or divorced, in which case 'parent' means the parent with legal custody of the child. If neither parent has legal custody of the child, 'parent' means the person or agency with legal custody or permanent custody..." See policy JECB, Admission of Nonresident Students, for related statements.

House Bill (HB) 367 (2014) defines a "protected child" as a child placed in a foster home as defined by Ohio Revised Code Section (RC) 5103.02 or in a residential facility defined as a group home for children, a children's crisis care facility, children's residential center, residential parenting facility that provides 24-hour childcare, county children's home or district children's home. The definition and accompanying prohibition on denying a protected child admission based solely on inability to present a birth certificate upon enrollment is found in RC 3313.672.

The Interstate Compact on Educational Opportunity for Military Children (Compact) is an agreement among all 50 states and the District of Columbia to ensure educational consistency for children in military families when they relocate. It was ratified and enacted into law by the Ohio General Assembly in July 2009 (RC 3301.60-3301.65). HB 244 (2021) enacted additional language to implement certain provisions of the Compact. Under the Compact, "children of military families means school-aged children, enrolled in kindergarten through twelfth grade, in the household of an active duty member. "Active duty" means full-time duty status in the active uniformed service of the United States, including members of the national guard and reserve on duty orders.

ADMISSION OF HOMELESS STUDENTS

The Board believes that all school-aged students, including homeless students and unaccompanied youth, have a basic right to equal educational opportunities. Accordingly, the District must enroll each homeless student or unaccompanied youth in the District in the school determined to be in the student's best interest. Enrollment is defined by the McKinney-Vento Homeless Assistance Act as attending classes and participating fully in school activities.

A homeless student is defined as an individual who lacks fixed, regular and adequate nighttime residence including:

1. sharing the housing with other people due to loss of housing, economic hardship or similar reason;

2. living in a motel, hotel, trailer park or campground due to the lack of alternative adequate accommodations;

3. living in emergency or transitional shelters;

4. abandonment in hospitals;

5. a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;

6. living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or similar settings

7. migratory students living in circumstances described above and

8. an unaccompanied youth who is homeless and not in the physical custody of a parent or guardian.

In compliance with the McKinney-Vento Homeless Assistance Act, the District must make school placement determinations on the basis of the best interest of the student. The District presumes that keeping the homeless child or youth in the school of origin is in the child or youth's best interest**,** unless doing so is contrary to the request of the student's parent or guardian**,** or the unaccompanied youth. When considering the school of best interest, the District considers student centered factors related to the homeless child or youth's best interest including factors related to the impact of mobility on achievement, education, health and safety of the child or youth and gives priority to the homeless child or youth's parent or guardian or the unaccompanied youth.

The District complies with a request made by a parent(s) regarding school placement regardless of whether the student lives with the homeless parent(s) or is temporarily residing elsewhere.

The Board ensures that:

1. it reviews and revises Board policies and regulations to eliminate barriers to the identification, enrollment, retention and success in school of homeless students including barriers to enrollment and retention due to outstanding fees or fines, or absences;

2. the district does not segregate homeless children or youth into separate schools or separate programs within a school based on the student's status as homeless;

3. it appoints a District liaison, able to carry out their duties, who ensures that homeless students are identified and enroll and succeed in school and ensures the liaison is trained in compliance with law;

4. it provides training opportunities for staff on identifying and serving homeless students;

5. homeless children or youth are immediately enrolled even if the child or youth is unable to produce records normally required for enrollment such as previous academic records, records of immunization and other required health records, proof of residency of other documentation, or if the student has missed application or enrollment deadlines during any period of homelessness;

6. homeless children or youth are provided with education, nutrition and transportation services that are at least comparable to the service provided to non-homeless students and

7. homeless students and unaccompanied youth meeting the relevant eligibility criteria do not face additional barriers to accessing academic and extracurricular activities including: magnet school; summer school; career and technical education; advanced placement; online learning and charter school programs.

The liaison carries out all duties required by law, ensures compliance with the 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.

Information about a homeless child or youth's living situation is part of the student education record and is not considered directory information.

The District complies with the Ohio Department of Education's Plan Ohio and Federal law for the education of homeless children and youth.

[Adoption date: March 17, 1998]

(Revision date: August 12, 2003)
(Revision date: April 22, 2008)
(Revision date: January 12, 2017)
(Revision date: April 19, 2018)
(Revision date: June 20, 2024)

LEGAL REF.: The Elementary and Secondary Education Act; 20USC 1221 et seq.
42USC §§ 11431 et seq.
ORC 9.60-9.62
3313.64(F)(13)
OAC 3301-35-02; 3301-35-04; 3301-35-06

CROSS REF.:
AC Nondiscrimination
JB Equal Educational Opportunities
JEC School Admission
JHCB Immunizations
JO Student Records

NOTE: *All school districts that are direct recipients of federal funds are required to have a board policy on the admission of homeless students. In addition, administrators must:*

1. *provide documentation/evidence of communication disseminated/posted by the district;*
2. *identify a Homeless Coordinator in the CCIP Address Book;*
3. *provide evidence of program/information provided to staff regarding the specific needs of homeless students and*
4. *establish a dispute resolution procedure.*

The Every Student Succeeds Act revised the McKinney-Vento Homeless Assistance Act requirements effective October 1, 2016 and expanded district obligations for identifying and serving homeless students. Students awaiting foster care placement were removed from the definition of homeless student and are covered in separate provisions for foster students effective December 10, 2016. Homeless students also are a new subgroup for accountability and reporting purposes.

ODE MODEL LOCAL DISPUTE RESOLUTION PROCEDURE
ADMISSION OF HOMELESS STUDENTS
(Enrollment Dispute Resolution Process)

If a dispute arises over eligibility, school selection or enrollment, the District will immediately enroll the child/unaccompanied youth in the school in which he/she is seeking enrollment, pending resolution of the dispute, including all appeals. Enrollment is defined by the McKinney-Vento Homeless Assistance Act as attending classes and participating fully in school activities.

1. District staff will refer the student, parent or guardian to the District liaison who will initiate the dispute resolution process as quickly as possible. The District liaison will make sure that the District follows the dispute resolution process. The liaison also must ensure that unaccompanied youth receive the same rights to appeal a district's eligibility, school selection or enrollment decision as parents and guardians. The role of the District liaison is to assist the student, parent or guardian through the duration of the dispute resolution process. The process will be open and transparent among those involved.

2. Upon determination of eligibility, enrollment or school selection, the District will provide a written explanation of any decisions made to parents, guardians or unaccompanied youth. The written explanation will be easy to understand and free of jargon. When appropriate, the District will translate the decision into the recipient's dominant language. At a minimum, the written explanation of how the District reached its decision regarding eligibility, school selection or enrollment will include:

   A. A description of the action that the District proposed or refused;

   B. An explanation of why the District proposed or refused the action;

   C. A description of any other options the District considered;

   D. The reasons why the District rejected any other options;

   E. A description of any other factors relevant to the District's decision and information related to the eligibility or best interest determination. This includes the facts, witnesses and evidence relied upon and their sources;

   F. Appropriate timelines to ensure any relevant deadlines are met;

   G. Contact information for the District liaison and state homeless education coordinator and a brief description of their roles and

   H. Notice to the recipient of their right to file an appeal, including step-by-step instructions of how to file an appeal.

3. The student, parent or guardian has the right to appeal any district determination of eligibility, school selection or enrollment. The District liaison will guide the student, parent or guardian through the entire dispute resolution process. The liaison will assist in both the local and state-level appeals process, if necessary. This includes recording evidence that will be used to write an appeal if a parent, guardian or unaccompanied youth cannot do so by him or herself and providing access to school materials, such as copiers and fax machines.

4. Following an appeal at the local level, if the student, parent or guardian still disagrees with the determination, they may appeal to the Ohio Department of Education (ODE). The District liaison will forward all written documentation and related documents to the ODE state coordinator for

homeless education. Upon receipt of any requested documentation, the state coordinator for homeless education will investigate the dispute and request applicable documentation. ODE will make a decision within 15 school days from the receipt of all necessary materials and will provide the final decision to the District Superintendent, building principal, local liaison, and parent, guardian or unaccompanied youth. All parties must immediately adhere to the final determination.

(Approval date: January 14, 2016)
(Revision date: January 12, 2017)
(Revision date: April 19, 2018)
(Revision date: June 20, 2024)

NOTE: *All school districts are required to have a dispute resolution process. The language incorporated here is based on the Ohio Department of Education model dispute resolution policy. While not required to appear in board policy, this regulation helps document the district's process to ensure compliance with requirements of the McKinney-Vento Homeless Assistance Act. ODE also has developed forms that may be used for purpose of managing the dispute resolution process. Information and resources are available on ODE's homeless students web page.*

ADMISSION OF NONRESIDENT STUDENTS

In order to be eligible for a free public education in the District's schools, a student must be the child of a resident of the District or reside with a grandparent with either power of attorney or caretaker authorization affidavit. If legal or permanent custody or legal guardianship of the student has been granted by a court to a resident of the District or a government agency within the District, the student is entitled to attend District schools and tuition is paid in compliance with Ohio law.

In compliance with Ohio law and Board policy, nonresident students are exempt from paying tuition when:

1. an adult resident of the District submits a sworn statement that he/she has begun legal custody proceedings for the student (maximum 60 days permitted);

2. the student is at least 18 but not yet 22 years of age and resides in the District, lives apart from his/her parent(s), supports himself/herself by his/her own labor and does not possess a high school diploma;

3. the student is under 18 years of age, resides in the District and is married, regardless of the residence of the parent(s);

4. the student has a medical condition which may require emergency attention and his/her parent is employed in the District; (The parent(s) of such child must submit to the Board a statement from the child's physician certifying that the child's medical condition may require emergency medical attention.)

5. the student resides with a person other than his/her parent(s) and such student has a parent serving outside Ohio in the U.S. Armed Services; (The student's parent(s) must file an affidavit with the Superintendent stating (1) that the parent is serving outside the State in the U.S. Armed Services, (2) that the parent intends to reside in the District upon returning to the State and (3) the name and address of the person with whom the student is living while the parent is outside the State. This tuition exemption may be granted only for a period of up to 12 months.)

6. the student resides with a parent who is planning to either have a home built or has purchased a home in the District and is waiting for the closing date of the mortgage loan; (The student's parent(s) must provide the Superintendent with a sworn statement revealing the location of the house and the parent(s)' intention to reside there. The parent(s) must also provide a statement from a home builder, real estate broker or bank officer confirming that the house construction is planned or is awaiting approval of the mortgage loan. The period for tuition free attendance in these cases may extend up to 90 days.)

7. the student’s parent is a full time employee of the District, (Any such policy shall take effect on the first day of the school year and the effective date of any amendment or

repeal may not be prior to the first day of the subsequent school year. The policy shall be uniformly applied to all such children and shall provide for the admission of any such student upon request of the parent(s). No student may be admitted under this policy after the first day of classes of any school year.)

8. the student resides with his/her parent(s) under the care of a shelter for victims of domestic violence;

9. the student is not a resident of the District, does not require special education and resides with his/her grandparent(s) provided that the Board and the board of education of the district in which the student's parent(s) reside enters into a Written agreement showing good cause for the student to be admitted to the District; (The grandparent(s) are required to sign all consent forms required by the District, even if the student would remain in the legal custody of the parent(s).)

10. the student is under the age of 22 and his/her parent(s) moved from the District, but within the county, after the first full week of October, for the remainder of the school year.

11. the student is under the age of 22 and his/her parent(s) moved from the District following the commencement of classes during the student's senior year, for the remainder of the school year and for one additional semester.

12. the student is under the age of 22 and resides in a new school district because of the death of a parent (The student is entitled to finish the current school year in the District upon approval of the Board.)

13. the student is under the age of 22 and the superintendent of the district in which the student is entitled to attend (the student's district of origin) enters into a contract with the Superintendent of this District (the district into which the student wishes to enroll) consenting to the attendance of the student in this District. (The Superintendent of this District specifies that the purpose of such attendance is to protect the student's physical or mental well-being or to deal with other extenuating circumstances deemed appropriate by the Superintendent.)

14. The student whose parent is a full-time employee of an educational service center may be admitted tuition free to the schools of the District where the parent's job is primarily located, pursuant to the admission policy of that district.

The Board does not waive the payment of tuition, except:

1. when agreements have been established with other boards of education to serve their students in 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 classified staff employees of the District who meet the criteria established by the Board.

In all cases, specific Board permission to waive tuition must be obtained for each individual case.

The District may temporarily deny admittance to any student who otherwise may be admitted to the District, if the student has been expelled from the schools of another district and if the period expulsion has not expired. The student and parent(s) will have an opportunity for a hearing before the Superintendent/designee to determine the admittance or non-admittance of the student.

Tuition Students

Applications from nonresidents to attend the schools on a tuition basis may be considered if space is available. The amount of tuition is set annually by the state, based on a per-student cost determined in compliance with state law. Nonresident students must provide all records required of resident students in compliance with state law.

(Revision date: April 20, 2004)
(Revision date: January 9, 2014)
(Revision date: June 20, 2024)

LEGAL REFS.:	ORC	2152.18(D)(4)
		3109.52 through 3109.61; 3109.65 through 3109.76;
		3311.211
		3313.64; 3313.644; 3313.645; 3313.65; 3313.672; 3313.90
		3317.08
		3319.01
		3323.04
		3327.04; 3327.06
	OAC	3301-35-04
		3301-42-01
CROSS REFS.:	JEC	School Admission
	JECAA	Admission of Homeless Students
	JECBA	Admission of Exchange Students
	JECBB	Admission of Inter-district Transfer Students
	JO	Student Records
CONTRACT REFS.:	Teachers' 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 same requirements and expectations required of local resident students, including immunization requirements.

Exchange students are encouraged to participate in all student activities, provided they meet the academic requirements.

The Board reserves the right to limit the number of exchange students in any given year.

Foreign exchange students enrolled in a recognized visitor exchange program may be eligible to participate in interscholastic athletics in accordance with Ohio High School Athletic Association Bylaws.

[Adoption date: May 16, 2000]
(Revision date: March 17, 2009)
(Revision date: February 13, 2014)
(Revision date: June 20, 2024)

LEGAL REFS.: ORC 3313.20; 3313.535; 3313.615; 3313.64

CROSS REFS.:
IGD Co-curricular and Extracurricular Activities
IGDJ Interscholastic Athletics
IGDK Interscholastic Extracurricular Eligibility
IKFB Graduation Ceremonies
JECB Admission of Nonresident Students
JHCB Inoculations of Students

ADMISSION OF EXCHANGE STUDENTS

The following regulations shall be observed in administering the foreign exchange student program:

1. Exchange students must be associated with an organized foreign exchange program that is approved by the Board. Such programs must maintain either an office or a representative in Ohio.

2. The sponsoring parents and/or representatives of the approved sponsoring organization must contact the designated coordinator of the foreign exchange student program in the high school guidance office.

3. The Board reserves the right to restrict the number of foreign exchange students in any given academic year.

4. The school reserves the right to deny enrollment to foreign exchange students if approval by the high school guidance office has not been given by July 1 preceding the year of desired enrollment.

5. In order to provide a quality education and to minimize potential disruption, the high school will not accept foreign exchange students after the school year has begun. However, students who were accepted before the July 1 deadline will not be denied enrollment due to late arrival.

6. Exchange students must be full-time students carrying a full academic class load. Enrollment eligibility shall be determined on an annual basis. Exchange students shall receive pass/fail grades only for purposes of class GPA ranking. The coordinator shall keep a record of the students' actual grades for permanent records.

7. Exchange students will not be accepted on a part-time basis. Part-time is defined as less than a full school day or school year.

8. Priority for enrollment will be granted to students enrolling in a level other than grade 12.

9. Exchange students completing grade 12 will receive an honorary diploma or certificate of attendance.

   To receive a regular diploma, the exchange student must successfully complete a program of study developed by the principal/designee and fulfill all other requirements for graduation, including passing all sections of the Ohio Graduation Test (OGT). However, exchange students are not eligible for an honors diploma.

   Exchange students that wish to qualify for graduation under alternative testing conditions are required to pass the OGT in social studies in order to graduate.

Exchange students who complete the program of study will be permitted to participate in graduation ceremonies with expenses borne by the student or sponsoring parents.

10. Exchange students are expected to share their cultural heritage to the fullest extent possible including topics such as government, economics, historical understanding and language.

11. Exchange students are subject to the same policies, rules, fees, fines and regulations of the Board that apply to all high school students.

[Adoption date: May 16, 2000]
(Revision date: December 16, 2003)
(Revision date: March 17, 2009)
(Revision date: June 20, 2024)

INTERDISTRICT OPEN ENROLLMENT
(Statewide)

The Greenville Board of Education permits any student from any Ohio school district to apply and enroll in the Greenville Schools free of tuition obligation, provided that all procedures as outlined in the administrative regulations are met. Requirements include:

1. application procedures, including deadlines for application and notification to students of acceptance or rejection and the superintendents of other districts whenever another district's student's application is approved, any application deadlines are waived for students of active duty military parents as defined in Ohio Revised Code 3313.98;

2. procedures for admission;

3. District capacity limits by grade level, school building and educational program are determined;

4. resident students and previously enrolled district students have preference over first-time applicants;

5. no requirements of academic, athletic, artistic, or any other skill or proficiency;

6. no limitations on admitting students with disabilities, unless services required in an Individualized Education Program are not available in the District;

7. no requirement that the student be proficient in the English language; and

8. no rejection of any applying student because the student has been subject to disciplinary proceedings, except an applicant who has been suspended or expelled by another district for ten (10) consecutive days or more in the term for which admission is sought or in the term immediately preceding the term for which admission is sought and

9. procedures to ensure maintenance of an appropriate racial balance in the District's schools.

The District cannot refuse to accept the credits earned by students who have participated in interdistrict open enrollment. The Board will not adopt a policy that discourages resident students from participating in interdistrict open enrollment.

The District notifies the Ohio Department of Education and Workforce (ODEW) of any change to this policy within 30 days of adoption. The District maintains records verifying adherence to this policy and that complaints regarding this policy are addressed. These records are provided to ODEW upon request.

Compliance with this policy is reported to ODEW by November 30 annually through the consolidated school mandate report.

If the District reports noncompliance, the Superintendent/designee must provide a written explanation to the Board within 30 days explaining this noncompliance and a written plan of action for accurately and efficiently addressing the problem.

[Adoption date: February 16, 1993]
(Revision date: March 19, 1996)
(Revision date: March 17, 1998)
(Revision date: April 20, 1999)
Revision date: May 9, 2013)
(Revision date: February 13, 2014)
(Revision date: November 15, 2018)
(Revision date: June 20, 2024)
(Revision date: December 18, 2025)

LEGAL REFS.: ORC 3313.64; 3313.98; 3313.983
Chapter 3327
OAC 3301-48-02

CROSS REF.: IGDJ, Interscholastic Athletics

NOTE: *Senate Bill (SB) 208 (2024) requires a district to allow for open enrollment of a student whose parent is full time active military duty to enroll tuition free even if the district does not otherwise accept open enrollment students or only accepts applications from adjacent district students. House Bill (HB) 96 (2025) further modifies these provisions now prohibiting districts from requiring these students to comply with any open enrollment application deadlines.*

Districts are required to notify the Ohio Department of Education and Workforce (ODEW) of any change to this policy within 30 days of adoption. ODEW also may request a district to report any complaints filed or received regarding its open enrollment policy and may request documentation to verify open enrollment policies are being adhered to and complaints are being addressed. This oversight may include on-site visits.

Senate Bill 216 (2018) enacted Ohio Revised Code 3301.68 requiring ODEW to establish, distribute and monitor a consolidated school mandate report for school districts. Except where specifically required by law, ODEW cannot require a separate report for the items included in the report. Each district must complete and file the report by November 30 annually.

The report must require each district or school to denote "yes" to indicate compliance or "no" to indicate noncompliance with the following prescribed items and to provide any other information that the department requests regarding those items:

- *Training on the use of physical restraint or seclusion on students;*
- *Training on harassment, intimidation, or bullying;*
- *Training on the use of cardiopulmonary resuscitation and an automated external defibrillator;*
- *Training on crisis prevention intervention;*
- *The establishment of a wellness committee;*
- *The reporting of a district's or school's compliance with nutritional standards;*
- *Screening for hearing, vision, speech and communications, and health or medical problems and for any developmental disorders of students enrolled for the first time in kindergarten or first grade and*

- *Compliance with interdistrict and intradistrict open enrollment requirements.*

If a district or school denotes "no" on any item it must provide a written explanation to the board within 30 days for why that item was not completed and a written plan of action for accurately and efficiently addressing the problem.

INTER-DISTRICT OPEN ENROLLMENT REGULATIONS

The Greenville City School District, per ORC 3313.64; 3313.65; 3313.97; and 3313.98, shall permit any student from any Ohio school district to apply and enroll in the Greenville School District free of any tuition obligation based upon criteria established by the school's administration and in conjunction with recommendations from the Ohio Department of Education. The following criteria will be enforced:

1. Inter-district student transfer applications are available in the Superintendent's Office, or the office of any building principal of the Greenville City School District. One application must be submitted for each student (each year) who requests an inter-district transfer. All applications for such transfer must be submitted to the Office of the Superintendent between March 1 – May 31 (Monday through Friday). Applications will be acted upon by June 15 with parents of the students being notified of acceptance and placement (or disapproval) by June 30. Copies of the application (approval or disapproval) shall be provided to the Superintendent of the student's district of residence by June 30.

2. Grade level, building, and program balance will be maintained. The following will be used to facilitate the consideration (student enrollment numbers are established solely for the purpose of protecting students of residence).

   Grade K - 1: 24 students per class
   Grade 2 - 5: 24 students per class
   Grade 6 - 8: 24 students per class (average)
   Note: Individual high school class enrollment is set by available stations.

   Approval for any special programs will not exceed 75% of the maximum enrollment for that program.

   Approval in the kindergarten program may be delayed pending the completion of the districts screening process.

3. No student, once accepted by the receiving district, will be displaced should enrollment exceed the limits above.

4. Enrollment in a specific program, i.e. gifted, learning disabilities, developmental handicapped, etc., may dictate which building the student must attend.

5. Students with handicapping conditions may be rejected for an inter-district transfer if the services described in the student's I.E.P. are not available in the receiving district. Enrollment limits per special education program shall not be exceeded.

6. The receiving district will not institute any special programs to serve transfer students.

7. OHSAA athletic eligibility guidelines will be in effect.

8. Students with discipline problems may be rejected for inter-district transfer only if they have been suspended or expelled by the sending district for ten (10) days or more in the current semester or school year application is made.

9. Family preference (resulting from previously enrolled siblings), providing there is availability related to item #2 of these regulations, will be given priority.

10. Applicants may be rejected if the racial balance of either the sending or receiving school district would negatively be impacted.

11. The receiving district shall accept no responsibility for the transportation of students to their building of request, unless it is deemed practical by the administration.

12. Applications shall be considered for acceptance each school year based upon results of a lottery, with assurance that resident students will not be displaced and that previous participants in the inter-district program will be given preference.

[Adoption date: February 16, 1993]
(Revision date: July 9, 1997)
(Revision date: April 20, 1999)
(Revision date: April 17, 2001)
(Revision date: May 9, 2013)
(Revision date: June 20, 2024)
(Revision date: September 18, 2025)

LEGAL REFS.: ORC 3313.64; 3313.65; 3313.97; 3313.98

Greenville City Schools
Open Enrollment Application

Use this application when applying from OUTSIDE of Greenville City School District.

Please Read: Fill out the application completely. Inaccurate or false information may lead to denial of your application. A NEW application must be completed EVERY YEAR.

This application is to be completed by a parent or legal guardian (or student if 18 or older). The application must be physically received at the Greenville City Schools Board of Education Office at 215 W. Fourth St., Greenville, Ohio 45331 no earlier than March 1 and no later than May 31 (Monday-Friday). Applications will be acted upon by June 15 with parents of the students being notified of acceptance and placement (or disapproval) by June 30.

Open enrollment acceptance is granted based on grade level and program space availability; see GCS Board of Education Policy and Guidelines.

School Year Applying For: _____ - _____

Complete Student Information *(Please print)*

Student First Name: _____ *Middle:* _____ *Student Last Name:* _____

Student Address: _____ ☐ *Male* ☐ *Female*

City, State Zip: _____ *Date of Birth:* ____ / ____ / ____ (Month / day / year)

Phone: _____

Parents/Guardian: _____ *Birth Place City:* _____

Ethnicity: ☐ *Caucasian(CA)* ☐ *Black(BL)* ☐ *Multi-Racial(MR)* ☐ *Hispanic(SP)* ☐ *Asian/Island PacificAS)* ☐ *American Indian(IN)* ☐ *Other* _____

Native Language: ☐ *English* ☐ *Spanish* ☐ *Japanese* ☐ *Other* _____

Effective date (if new address) - _____

Complete School Information *(Please print)*

Grade Entering: _____

School District of Residence: _____

School Last Attended or Presently Attending: _____

School of Request: _____

High School - List Specific Courses Desired: _____

Is the student enrolled in a special program? ☐ *Yes* ☐ *No*

If yes, please explain:

Signature Parent/Guardian: _____ **Date:** _____

DO NOT WRITE BELOW THIS LINE – OFFICE USE ONLY

School of Request Recommendation:

Date Received: _____ ☐ *Approved* ☐ *Denied*

Principal's Signature: _____

Reason for Denial: _____

Superintendent's Recommendation:

Date Received: _____ ☐ *Approved* ☐ *Denied*

Superintendent's Signature: _____

Reason for Denial:

Reason for requesting open enrollment:

- *Moved to district*
- *Open Enrollment*
- *Following teaching parent*
- *Foster/Court Placed*
- *ED or MD Unit*

Greenville City Schools

Parent Agreement for Open Enrollment

School Year: _____

Parent Agreement

By signing below, I acknowledge and agree to the following terms and conditions related to open enrollment:

1. **Transportation**
   - I understand that transportation to and from school is my responsibility unless otherwise provided by the district.
2. **Attendance and Behavior**
   - My child must follow the attendance policies, rules, and behavior expectations of the enrolling district.
   - Repeated disciplinary issues or excessive absences may result in revocation of open enrollment privileges.
   - Students with discipline problems may be rejected for inter-district transfer only if they have been suspended or expelled by the sending district for ten (10) days or more in the current semester or school year the application is made.
3. **Academic Requirements**
   - My child must maintain acceptable academic progress to remain enrolled under open enrollment.
   - If applying for Kindergarten, my child must meet the age requirements set forth by the Greenville City School District. This means my child will be 5 years old by August 1 of the upcoming school year.
4. **Program Availability**
   - Acceptance under open enrollment is subject to the availability of space, grade-level placement, and special services.
   - Students with handicapping conditions may be rejected for an inter-district transfer if the services described in the student's I.E.P. are not available in the receiving district. Enrollment limits per special education program shall not be exceeded.
   - The receiving district will not institute any special programs to serve transfer students.
5. **Reapplication**
   - I understand that open enrollment may require reapplication each school year, and acceptance is not guaranteed.
6. **Revocation**
   - The Greenville City School District reserves the right to revoke the admission of any open enrollment student who violates any provision of this policy.
7. **Withdrawal**
   - I agree to promptly notify both the resident and enrolling districts if my child is withdrawn from open enrollment.
8. OHSSA athletic guidelines will be in effect.

Student Name:_____

Parent/Guardian Signature:_____

Date:_____

ASSIGNMENT OF STUDENTS TO CLASSES

Any student entering the Greenville City Schools from another school system shall be assigned to a program of instruction and to class sections which best promote the interest and welfare of the student. Such assignments will be based on the following: test results; previous school records; judgment of the teachers, principals, counselors, and others familiar with the student's abilities and achievement.

When appropriate, a student may be given a conditional placement in a grade and/or subjects indicated by his/her previous school. This conditional placement period will not generally exceed six weeks in duration, however, if he/she fails to adjust academically, he/she may be assigned to another grade.

At any time after a student is enrolled, when in the judgment of the teacher a student should be advanced in grade assignment, the teacher may recommend to the administration such an advancement. After proper communication and explanation to the parents and with parents' consent, the administration may officially approve such recommendation.

[Adoption date: March 17, 1998]
(Revision date: June 20, 2024)

LEGAL REF.: ORC 3319.01

CROSS REF.: JECC Assignment of Students to Schools

STUDENT WITHDRAWAL FROM SCHOOL

When the Superintendent receives information that a student of compulsory school age has withdrawn from school, the Superintendent must, within two weeks after the withdrawal, notify the county juvenile judge of the student's withdrawal from full-time enrollment or withdrawal from an approved program to obtain a diploma or its equivalent.

Notice to the county juvenile judge must be given in writing.

[Adoption date: July 9, 1997]
(Revision date: December 21, 2023)
(Revision dae: August 28, 2025)

LEGAL REFS.: ORC 3319.321
3321.13
ORC 3321.042
ORC 3331.01
ORC 3331.02
ORC 3331.04
ORC 3331.06 through 3331
Family Educational Rights and Privacy Act; 20 USC 1232g

Cross References
JED, Student Absences and Excuses
JEDA, Truancy
JEG, Exclusions and Exemptions from School Attendance
JK, Employment of Students

NOTE: This policy is required if boards of education want these provisions of law to apply to their districts.

This policy and notices to the registrar of motor vehicles and the county juvenile judge are not required if boards of education do not want these provisions of law to apply to their districts.

THIS IS A REQUIRED POLICY

STUDENTS TEMPLATES

po5200

ATTENDANCE (As Adopted)

5200 **- ATTENDANCE**

The educational program offered by this District is predicated upon the presence of the student and requires continuity of instruction and classroom participation. Absences for any reason, whether excused or unexcused, reduce instructional time and have an adverse impact on student learning. Attendance shall be required of all students enrolled in the schools during the days and hours that the school is in session or during the attendance sessions to which a student has been assigned.

A student in grades nine (9) through twelve (12) may be considered a full-time equivalent student provided the student is enrolled in at least five (5) units of instruction, as defined by State law, per school year.

In accordance with statute, the Superintendent shall require, from the parent of each student of compulsory school age or from an adult student who has been absent from school or from class for any reason, a statement of the cause for such absence. The Board of Education reserves the right to verify such statements and to investigate the cause of each single absence or prolonged absence.

The Board considers the following factors to be reasonable excuses for time missed at school:

A. personal illness (a written physician's statement verifying the illness may be required)

B. appointment with a health care provider

C. illness in the family necessitating the presence of the child

D. quarantine of the home

E. death in the family

F. necessary work at home due to absence or incapacity of parent(s)/guardian(s)

G. attendance at a driver's education course for up to two (2) hours on no more than four (4) days (limited to a total of eight (8) hours during the school year), provided that the absence does not occur during a core curriculum subject course

H. religious expression days, up to three (3) of which may, after approval by the principal in accordance with this policy, permit the student to be absent without any academic penalty

I. out-of-state travel (up to a maximum twenty-four (24) hours per school year that the student's school is open for instruction) to participate in a District-approved enrichment or extracurricular activity

Any classroom assignment missed due to the absence shall be completed by the student.

If the student will be absent for twenty-four (24) or more consecutive hours that the student's school is open for instruction, a classroom teacher shall accompany the student during the travel period to provide the student with instructional assistance.

J. such good cause as may be acceptable to the Superintendent

K. medically necessary leave for a pregnant student in accordance with Policy 5751

L. service as a precinct officer at a primary, special, or general election in accordance with the program set forth in Policy 5725 **]**

M. college visitation

The District requires verification of the date and time of the visitation by the college, university, or technical college.

N. absences due to a student's placement in foster care or change in foster care placement or any court proceedings related to their foster care status

O. absences due to a student being homeless

Attendance need not always be within the school facilities, but a student will be considered to be in attendance if present at any place where school is in session by authority of the Board.

The Board shall consider each student assigned to a program of other guided learning experiences to be in regular attendance for the program, provided that the student reports to such staff member the student is assigned for guidance at the place in which the student is conducting study, and regularly demonstrates progress toward the objectives of the course of study.

The Superintendent may excuse a student over fourteen (14) years of age from attendance at school for a future limited period for the purpose of performing essential work directly or exclusively for the student's parents or guardians. Such excuse should not exceed five (5) days and may, at the discretion of the Superintendent, be renewed for five (5) additional days. At no time, however, shall such excuse cause a student to be absent from school for a period of more than ten (10) consecutive days.

At the discretion of the Superintendent, a student may be excused for a longer period of time than ten (10) days if a child's parent or guardian has recently died or become totally or partially incapacitated and there is no older brother or sister living in the home who is out of school. (The Superintendent may request a certificate of a physician attesting to the physical condition of the parent or guardian.)

Attendance shall be taken at the beginning of every block/period in buildings with block/period-based scheduling. Absences from a class block/period shall be accounted for to the nearest full hour.

Attendance shall be taken at the commencement of the school day in buildings with non-period-based schedules. Attendance for students arriving late or leaving early must be tracked and recorded to the nearest full hour.

Contacting the Parent/Guardian of an Absent Student

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 (see AG 5200).

A student may have an excused absence for medical reasons, such as personal illness or medical visit, subject to the following rules. A student may have up to ten (10) medically excused absences without a doctor's note, but with a phone call from a parent/guardian. This policy will be extended beyond ten (10) days if the student or someone in the student's family is in quarantine due to a recognized pandemic/epidemic (e.g., COVID-19) or experiencing symptoms of the pandemic/epidemic. A medical excuse for personal illness will be accepted in the form of a doctor's note within five (5) school days of the absence or parent call-in on the day of the absence due to illness or doctor's visit.

Attendance at a Driver's Education Course

The District will excuse a high school student from school to attend a driver's education course that is approved by the Director of Public Safety in accordance with Chapter 4508 of the Revised Code. The student may be absent for up to two (2) hours per day on no more than four (4) days during the school year (limited to a total of eight (8) hours), provided that the absence does not occur during a core curriculum subject course. The Board deems all graded courses to be core curriculum including, but not limited to, courses that have State-approved learning standards.. Days missed do not need to be consecutive.

Students who miss school to attend a driver's education course are required to complete any missed classroom assignments.

Religious Expression Days

The Principal will approve up to three (3) religious expression days per school year after receiving a written request from the student's parent or guardian. Religious expression days may be used to take holidays for reasons of faith or religious or spiritual belief system or participate in organized activities conducted under the auspices of a religious denomination, church, or other religious or spiritual organization. Students who are absent on approved religious expression days will not face any academic penalties and will be provided with academic accommodations with regard to examinations and other academic requirements that are missed.

To receive accommodations for religious expression days, parents or guardians must submit written requests to the Principal within fourteen (14) days after the start of the school year or

fourteen (14) days after a student is enrolled in the District. The requests must specify the religious expression day(s) to be approved. The Principal will approve the days without inquiring into the sincerity of a student's religious or spiritual belief system. However, the Principal may verify the authenticity of a request by contacting the parent or guardian to confirm they signed it. The Principal may deny the request for religious expression days if the parent or guardian indicates that the signature is not authentic. Once the days have been approved, the Principal will ensure that each teacher schedules a time and date for alternative examinations or other academic requirements that conflict with the student's absence. Students may participate in interscholastic athletics or other extracurricular activities on days in which the student is absent for religious expression.

The District has adopted the following procedure for a student, parent, or guardian to notify the District of any grievance with regard to the implementation of this policy. A grievance must be submitted in writing to the Superintendent . The **(** Superintendent **(** will review the grievance and issue a written determination of whether the policy has been violated. The decision of the Superintendent is final and not subject to further appeal.

The District will notify parents and guardians annually about this policy and the procedures that they must follow to request accommodations for religious expression days.

The policy will be placed in a prominent location on the District's website and will include the contact information for an individual who can provide further information about the policy. The District will also publish a non-exhaustive list of major religious holidays, festivals, and religious observations as published by the State Superintendent for which an absence will not be unreasonably withheld or denied The list will be provided whenever the policy is posted, printed, or distributed, and will be accompanied by a statement that declares the list is non-exhaustive and may not be used to deny accommodations to a student for a holiday, festival, or observation that is not included in the list. Nothing in this policy, and no inclusion or exclusion of a religious holiday or festival on the list posted by a District, shall preclude a student from full and reasonable accommodations for any sincerely held religious beliefs and practices with regard to all examinations or other academic requirements and absences for reasons of faith or religious or spiritual belief system.

Parent Notification of Excessive Absences

When a student of compulsory school age is absent from school in excess of thirty-five **(35)** or more hours, the District or school shall notify the child's parent or guardian of the child's absences, in writing. Written notice will be sent within seven **(7)** school days after the date of the absence that triggered the notice requirement. At the same time written notice is given, any appropriate intervention strategy listed in this policy may be taken.

Habitually Truant

A student will be considered habitually truant if the student is of compulsory school age and absent without a legitimate excuse for thirty (30) or more consecutive hours, for forty-two (42) or more hours in one (1) school month, or for seventy-two (72) or more hours in one (1) school year.

Legitimate excuses for the absence of a student who is otherwise habitually truant include, but are not limited to:

A. the student was enrolled in another school district;

B. the student was excused from attendance in accordance with R.C 3321.04; or

C. the student has received an age and schooling certificate.

The District's attendance officer shall file a complaint in the juvenile court against any student who is habitually truant unless the District or the student's school determines that the student and the student's family are making satisfactory progress in improving the student's attendance at school. If no determination of progress is made, or if the school determines that the student and the student's family have ceased to continue making progress in improving the student's attendance, the attendance officer shall proceed to file a complaint in juvenile court against the student. The complaint will allege that the child is unruly for being habitually truant, and the parent, guardian, or other person having care of the child has violated Revised Code 3321.38.

If a student who is habitually truant violates the order of a juvenile court regarding the student's prior adjudication as an unruly child for being a habitual truant, the student may further be adjudicated as a delinquent child.

Tiered System of More Intensive Interventions and Supports

The District implements a tiered system of interventions and supports for students to increase attendance. The system is designed to provide resources to students and their families to address the root cause of student absences. More intensive interventions and support are provided to students with greater numbers of absences.

Intervention Strategies

The term "chronically absent" means that a student has missed at least ten percent (10%) of the minimum number of hours required in the school year. In order to address the attendance

practices of students and prevent students from becoming chronically absent, the District will implement one (1) or more of the following intervention strategies:

A. provide counseling to the student

B. request or require the student's parent to attend a parental involvement program

C. request or require a parent to attend a truancy prevention mediation program

D. take appropriate legal action

E. assign the student to an alternative school

Students shall not be suspended, expelled, or otherwise prevented from attending school because of the student's absences.

Absence Intervention Team

The District will establish at least one (1) absence intervention team ("AIT") **(** in each school building. The AIT will work with students at risk of becoming chronically absent and their families to improve the students' attendance. The Superintendent will develop administrative guidelines that address AIT membership, criteria for when the AIT will work with students and families, and strategies and resources that may be utilized by the AIT to improve school attendance.

Educational Program

The Superintendent is authorized to establish an educational program for parents of truant students which is designed to encourage parents to ensure that their children attend school regularly. Any parent who does not complete the program is to be reported to law enforcement authorities for parental education neglect, a fourth-class misdemeanor if found guilty.

This policy was developed after consultation with the judge of the juvenile court of Darke County, with the parents, guardians, or other persons having care of the students attending school in the District, and with appropriate State and local agencies. The policy aligns with District and school improvement plans developed pursuant to State and Federal law.

Tracking Remote Attendance

Consistent with the District's remote learning plan (e.g., Blended Learning, Online Learning, etc.), the District will provide a variety of instruction models, including both teacher-led remote learning and self-directed remote learning.

Student attendance in teacher-led remote learning (synchronous web-based instruction) shall be tracked in the same manner as hourly, in-person instruction. Teachers shall determine hourly attendance by evidence of student login and logoff data. Teachers are encouraged to verify meaningful attendance in a method selected by the teacher, such as an ungraded quiz at the close of a lesson, a survey or poll questions (unrelated to the lesson and unpredictable) at the end of the lesson, or asking students questions at random throughout a session.

In addition to the reasons listed at the beginning of this policy, absences from teacher-led remote learning (synchronous web-based instruction) may be considered excused under the following circumstances, with notice from a parent/guardian:

A. temporary internet outage for individual students or households;

B. unexpected technical difficulties for individual students or households, such as password resets or software upgrades occurring during a teacher-led remote learning lesson;

C. computer/device malfunction;

D. malfunction of a District-owned device for which the District is providing technical assistance, repair, or replacement.

Attendance in self-directed remote learning (asynchronous) shall be tracked by evidence of participation, which may include, but is not limited to:

A. daily logins to learning management systems;

B. daily interactions with the teacher to acknowledge attendance, which may include, but are not limited to, messages, emails, telephone calls, video chats, or other formats that enable teachers to engage with students; and

C. assignment completion.

The teacher will determine the number of hours a typical student would take to complete an assignment and report those hours of attendance when the assignment is completed. A teacher may adjust the number of hours of attendance based on the length of time the student actually spent on the assignment, as reported by the student, parent, or other person with knowledge.

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Legal
A.C. 3301-35-03, 3301-47-01, 3301-69-02
R.C. 2151.011, 3313.668, 3317.034, 3321.01 et seq., 3321.13(B)(2), 3321.19, 3321.191
R.C. 3321.22, 3321.38, 3323.041

STUDENT ABSENCES AND EXCUSES

Regular attendance by all students is very important. In many cases, irregular attendance is the major reason for poor schoolwork; therefore, all students are urged to make appointments, do personal errands, etc., outside of school hours.

Reasons for which students may be excused include, but are not limited to:

1. personal illness of the student;

2. illness in the student's family necessitating the presence of the child;

3. quarantine for contagious disease; ~~or~~

4. emergency or other set of circumstances in which the judgment of the Superintendent constitutes a good and sufficient cause for absence from school, which may include but not be limited to absences due to documented medical, behavioral, or dental appointments.

5. needed at home to perform necessary work directly and exclusively for parents or legal guardians for a limited period of time when approved in advance by the Superintendent (applies to students over 14 years of age only when all statutory obligations have been met for such excusal);

6. death in the family (applies to absences of up to 18 school hours unless a reasonable cause may be shown for a longer absence);

7. up to three religious expression days per school year in accordance with Ohio Revised Code 3320.04;

8. traveling out of state to attend a Board-approved enrichment activity or extracurricular activity (applies to absences of up to 24 school hours);

9. post-secondary visitation, for which a student may be marked as "present" for such absences for up to three days per school year;

10. pre-enlistment reporting to a military enlistment processing station, for which a student may be marked as "present" if the absence is used to help fulfill graduation requirements;

11. absences of a student of a military family for purposes of visiting their parent, legal guardian or custodian who is an active-duty member of the uniformed services that has been called to duty for, is on leave from, or immediately returned from deployment to a combat zone or combat support posting;

12. absences due to a student's placement in foster care or change in foster care placement or any court proceedings related to their foster care status;

13. absences due to a student being homeless;

14. attending a driver education course outside of core curriculum (applies to absences for two hours per day up to eight hours maximum, which cannot exceed four consecutive days or can be nonconsecutive) or

15. as determined by the Superintendent.

The District makes an attempt to contact the parent, guardian, or other person having care of a student who has not notified the school of the student's absence that day regarding that student's absence without legitimate excuse within 120 minutes of the start of the school day. The Board authorizes the Superintendent to determine and use the appropriate notification procedure and methods consistent with State law.

Student make up work for religious expression days is managed in accordance with State law and Board policy for such absences.

Each student who is absent for reasons other than religious expression days must immediately, upon return to school, make arrangements with his/her teacher(s) to make up work missed. Students who are absent from school for reasons not permitted by State law may, or may not, be permitted to make up work. Each case is considered on its merits by the principal and the respective teacher(s). Students who are absent due to an in-school or out-of-school suspension are permitted to make up missed classroom assignments in accordance with District level policies and procedures. Students are requested to bring a note to school after each absence explaining the reason for the absence or tardiness in accordance with procedures and timelines defined in District level policies and procedures.

The Board does not believe that students should be excused from school for vacations or other nonemergency 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.

[Adoption date: August 18, 1987]
(Revision date: October 17, 1987)
(Revision date: July 19, 1988)
(Revision date: August 20, 1991)
(Revision date: March 19, 1996)
(Revision date: July 9, 1997)
(Revision date: March 17, 1998)
(Revision date: April 17, 2001)
(Revision date: December 13, 2004)
(Revision date: April 20, 2017)

(Revision date: September 21, 2017)
(Revision date: April 19, 2018)
(Revision date: November 15, 2018)
(Revision date: April 18, 2019)
(Revision date: January 9, 2020)
(Revision date: May 21, 2020)
(Revision date: October 22, 2020)
(Revision date: September 21, 2023)
(Revision date: June 20, 2024)
(Revision date: December 19, 2024)
(Revision date: August 28, 2025)
(Revision date: December 18, 2025)

LEGAL REFS.: ORC 3313.609; 3313.66; 3320.04
3321.01; 3321.03; 3321.04; 3321.13; 3321.14; 3321.046; 3321.141; 3321.19; 3321.38
OAC 3301-69-02

CROSS REF.: IGAC Teaching About Religion
IKB Homework
JEDB Student Dismissal Precautions
JEE, Student Attendance Accounting (Missing and Absent Children)
JHC Student Health Services and Requirements
JHCC Communicable Diseases

NOTE: *Boards should ensure that policies and procedures clearly reflect reasons for which a student's absence is deemed excused as well as whether the reason is then classified as a medically or nonmedically excused absence. Districts should review the reasons outlined in Ohio Administrative Code 3301-69-02 when making these determinations. This policy can be further customized to reflect these determinations.* This policy can be further customized to reflect these determinations. OAC 3301-69-02(B)(2)(m) authorizes a district to excuse a student for "any additional reason stated in a policy adopted by the local school board of education." Districts that want to add additional reasons should clearly state them within this policy.

House Bill (HB) 96 (2025) added an allowance for high school students to be excused from attendance to attend a private driver training course for no more than two hours a day, up to a maximum of eight hours. This training can be no more than four consecutive days or can be nonconsecutive.

HB 166 added a requirement that districts will attempt to contact the parent, guardian, or other person having care of a student regarding that student's absence without legitimate excuse within 120 minutes of the start of the school day using a method consistent with State law. The following methods are acceptable:

- *A telephone call placed in-person*
- *An automated telephone call (via a system that includes verification that each call was actually placed)*
- *A notification sent through the school's automated student information system*
- *A text message*
- *An email*

- *An in-person visit*
- *Any other notification procedure that has been adopted by resolution of the board of education*

Schools are not required to notify a parent who notifies the school of the student's absence within the first 120 minutes after the beginning of the school day. In addition, an immunity provision is included in the new law, which states that a school district or any officer, director, employee, or any member of the district board of education is not liable in a civil action for injury, death, or loss to person or property from an employee's action or inaction in good faith compliance with the law.

HB 491 requires boards to adopt a policy establishing parameters for completing and grading assignments missed due to a student's suspension. The policy must permit the completion of classroom assignments missed and students must receive at least partial credit for completed assignments. The policy may permit grade reductions and must prohibit the receipt of a failing grade solely on account of the student's suspension. Districts may further customize this policy to reflect parameters or outline in detail in student handbooks.

THIS IS A REQUIRED POLICY

Greenville City Schools

Vacation / Miscellaneous Absence Request

This form must be completed and returned to the school principal prior to the start of the vacation date requested. (A separate form must be completed for each child)

Conditions for approval:

1. Limited to five (5) school days during one school year. Approval of additional vacation days will be at the discretion of the Superintendent.
2. Students/Parents are encouraged not to request vacation days beyond the five (5) day limit as attendance is vital to educational success.
3. Assignments are to be completed and turned in according to Board of Education attendance policy.
4. Students/Parents are encouraged not to request vacation days during regularly scheduled exams, Ohio mandated achievement/graduation tests, and state stipulated count weeks.
5. High School ONLY: Teacher and Administrator acknowledgement section must be completed.

_____ _____ _____

Name of Student **Grade** **Building**

List other children attending Greenville Schools who are submitting a vacation request form. (Separate forms must be turned in for each child)

_____ _____ _____

Name of Student Grade Building

_____ _____ _____

Name of Student Grade Building

_____ _____

Name of Parent/Guardian **Phone**

_____

Address **City** **Zip**

Date of Vacation: _____

Indicate education advantage of vacation (activities, sites to visit, etc.)

_____

_____

Explain reason(s) at this time (why not during regular calendar vacation?).

_____

_____

_____ _____

Signature of Parent/Guardian **Date**

HIGH SCHOOL STUDENTS ONLY – TEACHER ACKNOWLEDGEMENT

(Please initial by period)

Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8	Period 9	Period 10

____ Recommend Approval ____Does not meet guidelines _____ Approved _____Disapproved

_____ _____

Building Principal Date Superintendent Date

JED-E: Revision date: October 17, 2024

TRUANCY

The Board acknowledges that student absences from school for any reason, whether excused or unexcused, take away from instructional time and have an adverse effect on student learning. The District consults with the county juvenile court, parents, guardians and other persons having care of a student attending school in the District in developing this policy.

A student cannot be suspended, expelled or removed from school solely because of unexcused absences.

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 absences.

When the Board determines that a student has been truant and that the parent, guardian, or other person having care of a child has failed to ensure the child's attendance at school, State law authorizes the Board to require the parent to attend a specified educational program.

This program has been established according to the rules adopted by the Ohio Department of Education and Workforce for the purpose of encouraging parental involvement in compelling the child's attendance at school.

On the request of the Superintendent, or when it come 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 notify the child's parent in writing, of the legal consequences of being a “habitual” truant. The written notice may be delivered by regular mail with a certificate of mailing, or other form of delivery with proof of delivery, including electronic delivery and electronic proof of delivery.

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 will take as an intervention strategy any appropriate action contained in the Board policy.

The Board directs the administration, in consultation with the county juvenile court to:

1. identify strategies to prevent students from becoming chronically absent;

2. establish procedures for notifying a student's parent, guardian or custodian when the student has been absent from school for a number of hours determined by the Board, not to exceed 5% of minimum required hours under Ohio Revised Code (RC) 3313.48;

3. establish a tiered system that provides more intensive interventions and supports for students with greater numbers of absences and includes resources to help students and their families address the root causes of the absences;

4. provide for one or more absence intervention teams to work with students at risk of becoming chronically absent and their families to improve attendance at school.

The Board may consult or partner with private, public and nonprofit agencies to assist students and families in reducing absences.

This policy and any procedures developed must align with the District or school improvement plan developed pursuant to State or Federal Law.

Filing a Complaint with Juvenile Court

The attendance officer must file a complaint against the student in juvenile court alleging a child is an unruly child for being a habitual truant and that the parent, guardian or other person having care of the child has violated RC 3321.38 when any of the following apply:

1. the student was absent without legitimate excuse for 30 or more consecutive hours;

2. the student was absent without legitimate excuse for 42 or more hours in a school month;

3. the student was absent without legitimate excuse for 72 hours or more in a school year.

If the District determines that the student and the student's family are making satisfactory progress in improving the student's attendance at school, the attendance officer will not file a complaint.

If no determination of satisfactory progress is made by the District, or the student and the student's family cease to continue making progress in improving the student's attendance, the attendance officer must file a complaint in juvenile court against the student.

[Adoption date: January 16, 2001]
(Revision date: April 21, 2009)
(Revision date: September 21, 2017)
(Revision date: January 11, 2018)
(Revision date: November 21, 2019)
(Revision date: December 21, 2023)
(Revision date: December 19, 2024)
(Revision date: August 28, 2025)

(Revision date: December 18, 2025)

LEGAL REFS.:	ORC	3313.663; 3313.668 3321.03-04; 3321.07-09; 3321.16; 3321.22; 3321.19; 3321.191; 3321.38
	OAC	3301-47-01
CROSS REFS.:	JED	Student Absences and Excuses
	JEG	Exclusions and Exemptions from School Attendance
	JK	Employment of Students

NOTE: *House Bill (HB) 96 (2025) made significant changes to District requirements for managing truancy. Districts are required to adopt a compliant policy by Aug. 1, 2026, that must be developed in consultation with the juvenile court of the county or counties in which the District is located, parents, guardians or other persons having care of the students attending school in the District. The bill also allows districts not to file a complaint with the juvenile court against a habitually truant student if the District determines that satisfactory progress has been made toward improving attendance.*

THIS IS A REQUIRED POLICY

STUDENT DISMISSAL PRECAUTIONS

Dismissal of Individual Students during the School Day

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 parent's or guardian's permission. When a request originates from a person other than the parents or guardian, the authority will contact the parent or guardian to obtain permission, except that students who are 18 years or more may sign for themselves.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: June 20, 2024)

LEGAL REF.: ORC 3313.20

CROSS REF.: JEE Student Attendance Accounting (Missing and Absent Children)

RELIGIOUS EXPRESSION DAYS

The Board reasonably accommodates the sincerely held religious beliefs and practices of individual students with regard to all examinations or other academic requirements and absences for reasons of faith or religious or spiritual belief systems in accordance with State law.

Students in grades kindergarten through 12 will be excused for up to three religious expression days per school year to take holidays for reasons of faith or religious or spiritual belief systems, or participate in activities conducted under the auspices of a religious denomination, church or other religious or spiritual organization. No academic penalty will be imposed on a student who is absent for such reasons in accordance with this policy and all requirements of State law. The number of hours for which a student is absent on an approved religious expression day is not considered in the calculations for determining absence hours for the purpose of parental notification under Ohio Revised Code 3321.191.

Students are provided with alternative accommodations with regard to examinations or other academic requirements due to an absence for a religious expression day in accordance with the following procedures:

1. The parent/guardian must provide the school principal with written notice of up to three specific dates for which alternative accommodations are requested within 14 days of the start of the school year, or within 14 days after the date of enrollment if transferring or enrolling into the District after the start of the school year.

2. The principal will approve the request without inquiry into the sincerity of the student's religious or spiritual belief system. The principal may contact the parent/guardian whose signature appears on the request to verify the request; if the parent/guardian disputes signing the request, the request may be denied.

3. If the approved absence creates a conflict, the principal requires the appropriate classroom teachers to schedule a date and time for an alternative examination or other academic requirement that may be before or after the originally scheduled time and date.

Students are permitted to participate in interscholastic or other extracurricular activities on days they are absent for approved religious expression days.

The District develops a nonexhaustive list of major religious holidays or festivals for which a religious expression day will not be unreasonably withheld or denied. The list is nonexhaustive and may not be used to deny a student's request for accommodation for a holiday or festival of the student's faith or religious or spiritual belief system that does not appear on the list. The list will include a statement to this effect. A student will not be denied a request under this policy for a religious expression day because it is not included on the list.

This policy and the list of holidays developed by the District are posted in a prominent location on the District website.

Title: Superintendent
Address: 215 W. Fourth Street, Greenville, Ohio 45331
Phone number: 937-548-3185
Email: Superintendent's first name followed by last name @gcswave.com

The Board directs the Superintendent/designee to annually convey this policy to parents and guardians, including a description of the general procedure for requesting accommodations in a manner deemed appropriate by the Superintendent/designee. Each time the policy is posted, printed or published it will include a statement that the holiday list is nonexhaustive and may not be used to deny accommodation for a student for a holiday or festival of the student's faith or religious or spiritual belief system that does not appear on the list.

The Board believes that complaints and grievances are best handled and resolved as close to their origin as possible. If a parent, guardian or student has any grievance with regard to implementation of this policy, the staff member about whom there are concerns should be given the opportunity to consider the issues and attempt to resolve the problems. If the complaint is not resolved at that level, proper channeling of complaint is to the principal or other immediate supervisor, the Superintendent and then the Board.

Legal References
ORC 3320.04
ORC 3321.191

Cross References
JED - Student Absences and Excuses
JEDA - Truancy
IGD - Cocurricular and Extracurricular Activities

NOTE: *House Bill 214 (2024) adds Ohio Revised Code (RC) 3320.04, requiring school districts, community schools, STEM schools and college-preparatory boarding schools to adopt a policy that reasonably accommodates the sincerely held religious beliefs and practices of students. This includes accommodations with regard to examinations and other academic requirements, as well as excused absences for what are deemed "religious expression days."*

When developing the local list of holidays, districts may choose to use a list developed by the state superintendent of public instruction. The RC provisions provide the following "example" major holidays districts may consider including on their list: Eid, Good Friday, Rosh Hashanah, Yom Kippur and Passover.

(Adopted: October 17, 2024)
(Revision date: December 18, 2025)

THIS IS A REQUIRED POLICY

Greenville City Schools

Religious Expression Day(s) Absence Request

Conditions for approval:

1. Limited to three (3) school days during one school year.
2. This form must be completed and returned to the school principal within 14 days of the start of the school year, or within 14 days after the date of enrollment if transferring or enrolling into the district after the start of the school year.

Other information:

1. Refer to Policy JEDC that includes a non-exhaustive list of major religious holidays or festivals on our school website (www.greenville.k12.oh.us) for more information.
2. High School ONLY: Teacher and Administrator acknowledgement section must be completed.

_____ _____ _____

Name of Student **Grade** **Building**

List other children attending Greenville Schools who are submitting a religious expression request form. (Separate forms must be turned in for each child)

_____ _____ _____

Name of Student **Grade** **Building**

_____ _____ _____

Name of Student **Grade** **Building**

_____ _____

Name of Parent/Guardian **Phone**

_____

Address **City** **Zip**

Date(s) of Religious Expression Day(s):

_____

Type of religious holiday or festival:

_____

_____

_____ _____

Signature of Parent/Guardian **Date**

HIGH SCHOOL STUDENTS ONLY – TEACHER ACKNOWLEDGEMENT

(Please initial by period)

Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8	Period 9	Period 10

____ Recommend Approval ____Does not meet guidelines _____ Approved _____Disapproved

_____ _____

Building Principal Date Superintendent Date

RELIGIOUS EXPRESSION DAYS
NON-EXHAUSTIVE LIST

The Greenville City School District has developed a non-exhaustive list of major religious holidays or festivals for which a religious expression day will not be unreasonably withheld or denied. The list is non-exhaustive and may not be used to deny a student's request for accommodation for a holiday or festival of the student's faith or religious or spiritual belief system that does not appear on the list. A student will not be denied a request under this policy for a religious expression day because it is not included on the list.

The following is a list of non-exhaustive major holidays of religious expression days:

Eid
Good Friday
Rosh Hashanah
Yom Kippur
Passover

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, copies of those records pertaining to him/her which were maintained by the school which he/she most recently attended, custody papers, if applicable, and proof of residency. In lieu of a birth certificate, birth documentation may include:

1. a passport or attested transcript thereof filed with a registrar of passports at a point of entry of the United States showing the date and place of birth of the child;
2. an attested transcript of the certificate of birth;
3. an attested transcript of the certificate of baptism or other religious record showing the date and place of birth of the child;
4. an attested transcript of a hospital record showing the date and place of birth of the child or
5. a birth affidavit.

Except where required by State law, if the student does not present copies of the required documents, the principal shall call the school from which the student transferred and request the information. If that district has no record on file of the student or if that district does not send the records within 14 days, the principal shall notify the law enforcement agency having jurisdiction in the area where the student resides of the possibility that the student might be a missing child.

The primary responsibility for supervision of a student resides with his/her parent(s). The staff provides as much assistance as is reasonable to parents with this responsibility.

Parents must notify the school on the day a student is absent unless previous notification has been given in accordance with school procedure for excused absences. The District makes an attempt to contact the parent, guardian, or other person having care of a student who has not notified the school of the student's absence that day regarding that student's absence without legitimate excuse with 120 minutes of the start of the school day. The Board authorizes the Superintendent to determine and use the appropriate notification procedure and methods consistent with State law.

Parents or other responsible persons shall provide the school with their current home and/or work telephone numbers, home addresses and any emergency telephone numbers.

The Board shall designate the Superintendent to develop informational programs for students, parents and community members relative to the subject of missing children.

[Adoption date: August 18, 1987]
(Revision date: October 27, 1987)
(Revision date: July 9, 1997)
(Revision date: March 16, 1999)
(Revision date: April 21, 2009)
(Revision date: April 16, 2015)
(Revision date: April 18, 2019)
(Revision date: May 21, 2020)
(Revision date: June 20, 2024)

LEGAL REFS.: ORC 109.65
2901.30
3313.205; 3313.672; 3313.96
3319.321; 3319.322
3321.12
3321.141
3705.05

CROSS REFS.: JEC School Admission
JECAA Admission of Homeless Students
JED Student Absences and Excuses
JEDB Student Dismissal Precautions
JHF Student Safety

NOTE: *In developing your own policy and complying with the spirit of the law, you may want to consider the following:*
-Notification to the parents may be made by telephone or written communication, or both.
-The policy may require notification on the day the child is absent, although the law does not so require.
-The district may wish to accept a telephone call from a parent as sufficient notification or the policy may require the call to the parent be placed by the school.
-The policy may require notification for partial, rather than all-day absences.
-Procedures developed to implement this policy may consider admittance of a student lacking records into the school followed by notification of law enforcement officials rather than refusing entrance and notification of authorities. Such a procedure may reduce the risk of removal of the student from the area.
-Building administrators should be consulted during the development of this policy and any related regulations.
-Materials for informational programs may be obtained from the State Department of Education.
-Ohio Revised Code Section (RC) 3313.96 authorizes school districts to develop a voluntary student-fingerprinting program in conjunction with local law enforcement agencies.
-RC 3319.322 requires the school principal to request any person authorized to take student photographs to provide a wallet size photograph of each student for inclusion in his file.

Each school district should make its own decision as to what best suits the needs of their particular district.

House Bill 367 (2014) defines a "protected child" as a child placed in a foster home as defined by Ohio Revised Code Section (RC) 5103.02 or in a residential facility defined as a group home for children, a children's crisis care facility, children's residential center, residential parenting facility that provides 24-hour childcare, county children's home or district children's home. A protected child or their parent/guardian has 90 days from initial entry to the school to present a birth certificate or comparable document. The definition and accompanying prohibition on denying a protected child admission based solely on inability to present a birth certificate upon enrollment is found in RC 3313.672.

HB 166 added a requirement that districts will attempt to contact the parent, guardian, or other person having care of a student regarding that student's absence without legitimate excuse within 120 minutes of the start of the school day using a method consistent with State law. The following methods are acceptable:

- *A telephone call placed in-person*
- *An automated telephone call (via a system that includes verification that each call was actually placed)*
- *A notification sent through the school's automated student information system*
- *A text message*
- *An email*
- *An in-person visit*
- *Any other notification procedure that has been adopted by resolution of the board of education*

Schools are not required to notify a parent who notifies the school of the student's absence within the first 120 minutes after the beginning of the school day. In addition, an immunity provision is included in the new law, which states that a school district or any officer, director, employee, or any member of the district board of education is not liable in a civil action for injury, death, or loss to person or property from an employee's action or inaction in good faith compliance with the law.

RELEASED TIME FOR STUDENTS

Leaving School Premises

1. No teacher shall permit any student to leave school prior to regular dismissal hours except with the approval of the principal. No student shall be permitted to leave school prior to dismissal at the request of, or in company of, anyone other than a school employee, police officer, court officer, or a parent of the student, or the legal guardian, unless permission of the guardian or parent has been secured.

2. No elementary student shall be sent from school during school hours to perform an errand or act as a messenger, for any other reason, except with the knowledge and approval of the principal and then only for urgent or necessary school business and with the consent of the student's parent or guardian.

Junior and Senior Visitation

Recognizing that a need exists for juniors and seniors to visit institutions of higher learning in order to form a more valid basis for attendance thereof, permission is hereby granted subject to the following restrictions.

1. Student applications by letter with a signed parental permission slip shall be made to the attendance department one week prior to the desired day of visitation.

2. The attendance department will then contact the registrar's office or the sponsoring professor at the institution indicated by the student and will verify the authenticity of the request.

3. The attendance director will then forward the request to the principal's office for either concurrence or rejection.

4. After notification by the principal's office the student will then contact each of his/her teachers and request that make up work be given in advance if possible. Those requests approved by the principal will be honored by the teachers involved.

5. A certification of attendance at the institution will be signed by the registrar's office or sponsoring professor.

6. A maximum of two school days for senior students and one school day for junior students will be allowed under this policy.

[Adoption date: August 18, 1987]
(Revision date: October 27, 1987)
(Revision date: July 19, 1988)
(Revision date: May 16, 1989)
(Revision date: July 9, 1997)
(Revision date: May 16, 2000)
(Revision date: June 20, 2024)

LEGAL REF.: ORC 3321.04

RELEASED TIME FOR RELIGIOUS INSTRUCTION

The Board permits students to be released from school for religious instruction consistent with law. The Board collaborates with a sponsoring entity of a released time for religious instruction program to identify a time to offer the courses during the school day. Absence during the school day for religious instruction is permitted, provided:

1. the student's parent~~s~~ or guardian~~s~~ submit a written request to the building principal and consents to participation in the released time course in religious instruction;

2. the sponsoring entity providing instruction maintains attendance records and makes them available to the District;

3. the sponsoring entity makes provisions for and assumes liability for the student for the time they voluntarily participate in the program, with parent permission. This includes the time that they leave school grounds until they return.

4. the student is not absent from core curriculum subject courses.

A student is permitted to be excused from school to attend a course in religious instruction for one period per week.

Transportation of students to and from released time instruction is the complete responsibility of the sponsoring entity, the parent, guardian, and/or student. The Board of Education, its members, and employees are immune from liability for any injuries arising from transportation to and from released time instruction. Transportation to and from the place of instruction, including transportation for students with disabilities, is the complete responsibility of the sponsoring entity, parent or student. Regular classroom instruction missed as a result of a student's absence for religious instruction will not be made up and students assume responsibility for any missed schoolwork. Students are not considered absent from school while attending a released time course in religious instruction. The District does not aid, assist or enforce attendance in a religious instruction program. The District does not discriminate against students who participate in such program. The District, Board members and employees are not liable for damages in a civil action for injury allegedly arising during a student's transportation to or from a place of instruction when private transportation is used.

No public funds are expended and no public school personnel are involved in providing religious instruction. This policy does not constitute an endorsement of any particular faith or religious denomination and shall not be interpreted as promoting, favoring or affiliating the District with any religious organization or belief system.

The Board requires the sponsoring entity to provide verification on an annual basis to the District that it has:

1. Requested the superintendent of the Bureau of Criminal Investigation to conduct a criminal records check with respect to any individual who serves as an instructor or

volunteer of the sponsoring entity providing the religious instruction. If that individual does not present proof that the individual has been a resident of Ohio for the five-year period immediately prior to the date upon which the criminal records check is requested or does not provide evidence that within a five-year period the Superintendent has requested information about the individual from the FBI in a criminal records check, the sponsoring entity shall request that the Superintendent obtain information from the FBI as a part of the criminal records check for the individual.

2. Not permitted any individual to serve as an instructor or volunteer of the sponsoring entity providing the religious instruction if the individual has previously been convicted of or pleaded guilty to an offense described in Ohio Revised Code (RC) 3319.31(B)(2) or (C) or RC 3319.39(B)(1).

NOTE: *House Bill 8 (2024) modifies Ohio Revised Code 3313.6022 now requiring all boards to adopt a policy for released time for religious instruction. If a board wants to require background checks of any individual who serves as an instructor or volunteer of the sponsoring entity providing the religious instruction, language must be included in policy requiring this and defining the parameters. Districts also may choose to add language to this policy authorizing high school students to earn elective credit toward graduation through released time courses, provided statutory requirements are met when evaluating the course for credit. The decision to award credit for a released time course of religious instruction must be neutral to, and cannot involve any test for religious content or denominational affiliation. Districts should work with board counsel to implement such programs.*

Districts also should review Ohio Attorney General opinion 2019-015 on released time for religious instruction, which focuses on what a school district's policy may permit or prohibit, and the implementation of these policies.

The opinion analyzes and resolves several specific questions and scenarios. Districts are cautioned to keep in mind that these scenarios and questions are fact-specific and rely on certain assumptions. As the facts change, so may the answer. Districts should work with board counsel to assure legal compliance when implementing these policies.

Cross References: IGAC - Teaching About Religion
JED - Student Absences and Excuses
KJA - Distribution of Materials in the Schools (Version 1)

Legal References: U.S. Constitution Amend. I
ORC 3313.20
ORC 3313.47
ORC 3313.6022
ORC 3313.6030
ORC 3321.04

NOTE: *House Bill (HB) 8 (2024) modifies Ohio Revised Code 3313.6022 now requiring all boards to adopt a policy for released time for religious instruction. If a board wants to require background checks of any individual who serves as an instructor or volunteer of the sponsoring entity providing the religious instruction, language must be included in policy requiring this and defining the parameters. Districts also may choose to add language to this policy authorizing high school students to earn elective credit toward graduation through released time courses, provided statutory requirements are met when evaluating the course for credit. The decision to award credit for a released time course of religious instruction must be neutral to, and cannot involve any test for religious content or denominational affiliation. Districts should work with board counsel to implement such programs.*

[Adoption date: February 17, 2022]
(Revision date: July 25, 2024)
(Revision date: May 15, 2025)
(Revision date: December 18, 2025)

EXCLUSIONS AND EXEMPTIONS FROM SCHOOL ATTENDANCE

A student of compulsory school age residing in the District may be legally excused from full-time enrollment by:

1. holding an age and schooling certificate (work permit), being regularly employed, attending school on a part-time basis in a program approved by the Superintendent or his/her designee;

2. receiving home education;

3. attending a private or parochial school or

4. having received a diploma or 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 schools of another district in the state of Ohio or an out-of-state district and if the period of suspension or expulsion has not expired. The student and parent(s) will have an opportunity for a hearing before the Superintendent/designee to determine the admittance on non-admittance of the student.

[Adoption date: August 18, 1987]
(Revision date: May 16, 2000)
(Revision date: April 21, 2009)
(Revision date: October 20, 2016)
(Revision date: December 21, 2023)
(Revision date: July 25, 2024)

LEGAL REFS.:	ORC	3301.80; 3301.81 3313.66 3321.02; 3321.03; 3321.04; 3321.07; 3321.042; 3331.01; 3331.02; 3331.04; 3331.06 through 3331.09

CROSS REFS.:	IGCF	Home Instruction
	JEA	Compulsory Attendance Ages
	JECE	Student Withdrawal from School (Loss of Driving Privileges)
	JEGA	Permanent Exclusion
	JHCC	Communicable Diseases
	JK	Employment of Students

PERMANENT EXCLUSION

The Board may seek the permanent exclusion of a student 16 years of age or older who is either convicted in criminal court or adjudicated delinquent by a juvenile court of any of the following offenses that occur on school grounds or at a school function:

1. illegal conveyance or possession of a deadly weapon or dangerous ordinance, carrying a concealed weapon, aggravated trafficking, trafficking in drugs, trafficking involving the possession of a bulk amount of a controlled substance or the sale of a controlled substance and/or

2. aggravated murder, murder, voluntary or involuntary manslaughter, felonious or aggravated assault, rape, gross sexual imposition or felonious sexual penetration, if the victim is a District employee.

In addition, complicity in any of the above acts may be the basis for permanent exclusion.

When the behavior is sexual harassment, the Title IX sexual harassment grievance process will be followed, if applicable, prior to imposing any discipline that cannot be imposed without resolution of the Title IX process.

Any building administrator witnessing, or having knowledge of, one of these acts must report the incident to the Superintendent within 24 hours, whether or not the student is over 16 years of age.

If the Superintendent receives notification that a student has been found guilty of or is adjudicated delinquent for any of the listed offenses, a determination must be made whether the student's continued attendance endangers the health and safety of other students or employees or whether the student's attendance poses a danger of disruption to the graded course of study. If the Superintendent determines that either danger exists, he/she may recommend that the Board adopt a resolution requesting the State Superintendent of Public Instruction to permanently exclude the student from attendance in any Ohio school. Written notice of the Superintendent's recommendation for permanent exclusion is provided to the student and his/her parent(s).

The Board acts upon the Superintendent's recommendation within 14 days. Among the items the Board considers is information on:

1. academic and extracurricular activity record of the student;

2. disciplinary record of the student;

3. social history of the student;

4. response to prior discipline and sanctions;

5. seriousness of the offense and any aggravating circumstances;

6. any mitigating circumstances;

7. evidence regarding the possible danger to other students and employees if the student remains in the District;

8. evidence regarding the probable disruption of the graded course of study and

9. availability of less serious sanctions that would permit the student to stay in the District without conflict with either (7) or (8).

The Board may allow for the hearing of witnesses and the presentation of additional evidence.

If the Board adopts the resolution to permanently exclude the student, the Board:

1. forwards the written resolution, together with the adjudication or conviction and a copy of the student's entire school record, to the State Superintendent;

2. promptly designates a representative to present the District's case for permanent exclusion to the State Superintendent and

3. forwards a copy of the resolution to the student and his/her parent(s).

If the State Superintendent rejects the resolution, the student shall be re-admitted to the District's schools.

No employee shall knowingly admit, or cause by inaction to be admitted, any student who has been permanently excluded.

Re-admission

If the Superintendent determines that a permanently excluded student no longer represents either a danger to the health and safety of other students or staff, the Superintendent may recommend the re-admission of the student.

On the recommendation of the Superintendent, the Board considers a resolution requesting the State Superintendent to revoke the permanent exclusion. If the Board adopts the resolution, it is forwarded to the State Superintendent, together with the reasons for the resolution and any relevant information.

Probationary Admission following Permanent Exclusion

Under Ohio law, a student permanently excluded from school may request probationary admission for a period not to exceed 90 days in any public school district.

If a student requests consideration of probationary admission into this District, the Superintendent may enter into discussions with the student and his/her parent(s) to develop a probationary admission plan designed to meet the educational needs of the child and the disciplinary requirements of the District.

If a satisfactory plan is developed, the Superintendent recommends that the Board allow the student to attend classes according to the terms of the plan. The Board acts on the recommendation within 14 days.

If a student violates the terms of the re-admission plan, the Superintendent may immediately remove the student pending action by the Board. The Board's action must take place within five days from receipt of the Superintendent's recommendation to revoke the re-admission.

A student in compliance with his/her probationary re-admission plan may request either an extension of the plan for an additional 90 days or for the Superintendent to recommend that the permanent exclusion be revoked.

[Adoption date: July 9, 1997]
(Revision date: October 22, 2020)
(Revision date: July 25, 2024)

LEGAL REFS.: Education Amendments of 1972, Title IX; 20 USC 1681 et seq.
ORC 3313.66; 3313.661; 3313.662

CROSS REFS.: ACAA, Sexual Harassment
JFCJ Dangerous Weapons in the Schools
JGD Student Suspension
JGE Student Expulsion

NOTE: On May 6, 2020, the U.S. Department of Education issued the long-awaited final Title IX regulations, which go into effect August 14, 2020. The Title IX regulations specifically define sexual harassment and establish detailed procedures for how school districts must respond to allegations of sexual harassment. Districts must follow the Title IX complaint process before the imposition of any disciplinary sanctions or other actions that are not supportive measures when the behavior is sexual harassment. This requirement will likely impact a district's current procedures for handling student discipline. Districts should ensure that all sexual harassment complaints are handled in accordance with the Title IX regulations that are outlined in ACAA, Sexual Harassment and ACAA-R, Sexual Harassment Grievance Process.

STUDENT RIGHTS AND RESPONSIBILITIES

Students, like all citizens, have civil rights guaranteed by the constitution. The First Amendment, which ensures the freedom of religion, speech, press, assembly and petition and the Fourteenth Amendment, which guarantees due process and equal protection, apply in school environments.

The rights of an individual are preserved only by the protection and preservation of the rights of others. A student is responsible for the way rights are exercised and must accept the consequences of actions and recognize the boundaries of rights. Each exercise of an individual's rights must demonstrate respect for the rights of others.

These statements set forth the rights of students and the responsibilities which are inseparable from these rights, which include the right to:

1. equal educational opportunity and freedom from discrimination and the responsibility not to discriminate against others;

2. attend free public schools; the responsibility to attend school regularly and to observe school rules essential for permitting others to learn at school;

3. due process of law with respect to suspension and expulsion;

4. free inquiry and expression and the responsibility to observe rules regarding these rights and

5. privacy, which includes privacy with respect to the student's school records.

As part of the educational process, students should be made aware of their legal rights and of the legal authority of the Board to make rules and delegate authority to its staff to make rules necessary for the orderly operation of the schools.

A copy of the school discipline code is posted in each of the schools and given to each student. This code describes in detail the offenses for which disciplinary action may be taken. Copies of the code are available to any parent in the principal's office.

[Adoption date: August 18, 1987]
(Revision date: July 19, 1988)
(Revision date: June 26, 1989)
(Revision date: September 17, 1991)
(Revision date: July 28, 1992)
(Revision date: July 9, 1997)
(Revision date: November 8, 2012)
(Revision date: November 16, 2017)
(Revision date: July 25, 2024)

LEGAL REFS.: U.S. Const. Amend. I
U.S. Const. Amend. XIV, § 1
ORC 3313.20; 3313.66; 3313.661; 3313.662, 3313.668

CROSS REFS.: ABC Student Involvement in Decision Making (Also JFB)
IGBD Student Publications
JFC Student Conduct Student Handbook
JFG Interrogations & Searches
Student Handbooks

NOTE: *House Bill 410 (2016) prohibits districts from disciplining a student based solely on the basis of the student being absent from school without legitimate excuse.*

STUDENT DUE PROCESS RIGHTS

The Greenville City Board of Education and school officials have the legal authority to deal with disruptive students and student misconduct. Due process, in the context of quasi-judicial administrative proceedings carried out by school authorities, does not mean that the procedures used by the courts in juvenile proceedings must be followed.

Students will have clearly established means by which administrative due process is available for the protection of the individual's rights.

Due process procedures will conform to the following basic practices.

1. They must be fair.

2. They must apply equally to all.

3. They must be enforced in a fair manner, which involves:

   A. adequate and timely notice and an opportunity to prepare a defense;
   B. an opportunity to be heard at a reasonable time and in a meaningful manner and
   C. the right to a speedy and impartial hearing on the merits of the case.

In cases of student suspension or expulsion, the specific due process procedures set by the Board's policy will be followed.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: July 25, 2024)

LEGAL REFS.:	ORC	Chapter 2506
		3313.66; 3313.661; 3313.662
	OAC	3301-35-03(G)(2)(c)

CROSS REFS.:	JB	Equal Educational Opportunities
	JFC	all sub codes
	JGD	Student Suspension
	JGE	Student Expulsion

DUE PROCESS PROCEDURES

Emergency Removal

Why: For posing a continuing danger to persons or property or an on-going threat of disrupting the academic process

Who can remove: Superintendent, principal, assistant principal, or other administrator (a teacher may remove from curricular or extracurricular activity to principal's office.)

Steps:

1. If teacher removes:
   a. Teacher determines whether reasons for emergency removal conform to criteria established by Board policy.
   b. Principal determines if teacher action complies with Board policy.
   c. Teacher submits in writing to principal reasons for removal.
   d. If the student is reinstated to the curricular or extracurricular activity under a teacher's supervision by the superintendent or principal, written reasons for such reinstatement may be requested by the teacher.

2. If the administrator removes:
   a. Administrator determines whether reasons for emergency re removal conform to criteria established by Board policy.
   b. Written notice of hearing and reasons follow as soon as practicable, prior to the hearing.
   c. Hearing must be held within 72 hours.
   d. Hearing shall be held following steps in suspension column, unless the student may be subject to expulsion. Then use steps in expulsion column.
   e. All hearings under an emergency removal must be held within 72 hours.

Suspension

Who may: Superintendent, Principal, Assistant Principal, or Other Administrator

Steps.

1. Give pupil written notice of intention to suspend. Given by superintendent, principal, assistant principal, or other administrator.
2. Provide pupil an opportunity to appear at an informal hearing. This can be immediate before the superintendent, principal, assistant principal, or other administrator.
3. The decision to suspend or not to suspend is made.
4. If the decision is to suspend, within 24 hours send a letter of notification to the parents and the treasurer of the Board.

Notice shall include:
a. Reason for suspension
b. The right to appeal to the Superintendent who is the Board of Education's designee.
c. The right to representation at the appeal hearing

5. If the suspension is appealed, the hearing shall be before the Board of Education's designee with a final decision taking place within 24 hours of the hearing. The Board's designee may affirm, reverse, vacate, or modify the suspension. The Board's designee shall make a verbatim record of the hearing. The decision of the Board's designee may be appealed to court under Chapter 2506 of the Revised Code.

Expulsion

Who may: Superintendent

Steps:
1. Give student and parents, notice of intention to expel.
2. Notice shall include:
   a. Reasons
   b. Notification to appear
   c. Notification of the time and place
   d. Time shall not be earlier than three (3) nor later then five (5) days
   e. Superintendent may grant an extension of time
   f. If an extension is granted, the new time and place is to be included.
3. Provide the pupil and parent, guardian, custodian, or representative opportunity to appear in person before the superintendent to challenge the reasons.
4. Makes decision to expel.
5. If the decision is to expel, within 24 hours send a letter of notification to expel to the parents and the treasurer of the Board.

   Notice shall include:
   a. Reasons for expulsion
   b. The right to appeal to the Board of Education or its designee
   c. The right to representation at the appeal hearing before the Board of Education
   d. That the appeal hearing may be held in executive session

6. If the expulsion is appealed the hearing should be before the Board of Education in executive session with a final decision taking place at a meeting of the Board and the decision of the Board must be by majority vote. The Board may affirm, reverse, vacate, or modify the expulsion. The Board shall make a verbatim record of the hearing. The decision of the Board of Education may be appealed to court under Chapter 2506 of the Revised Code.

Other Disciplinary Action

Defined: Normal disciplinary action could result from extensive talking, repeated failure to turn in homework, repeated failure to follow directives. A teacher could remove a student from class for corrective measures.

Determine:

1. If student is not subject to suspension
2. If the student is not subject to expulsion
3. If student is not being removed for an emergency

No hearing and notice are required.

A student may be sent to the principal, assistant principal, or other administrator for corrective discipline and returned to the class without any notice and hearing procedures as long as one of the conditions in Items 1, 2 or 3 exist.

[Adoption date: November 28, 2000]
(Revision date: July 25, 2024)

STUDENT CONDUCT
(ZERO TOLERANCE)

Students are expected to conduct themselves in such a way that they respect and consider the rights of others. Students of the District must conform to school regulations and accept directions from authorized school personnel. The Board has "zero tolerance" of violent, disruptive, intimidating or any other inappropriate behavior by its students.

A student who fails to comply with established school rules or with any reasonable request made by school personnel on school property and/or at school-related events is subject to approved student discipline regulations. The Superintendent/designee develops regulations which establish strategies ranging from prevention to intervention to address student misbehavior.

Students and parents receive, at the beginning of each school year or upon entering during the year, written information on the rules and regulations to which they are subject while in school or participating in any school-related activity or event. The information includes the types of conduct which are subject to suspension or expulsion from school or other forms of disciplinary action. The Board directs the administration to make all students aware of the Student Code of Conduct and the fact that any violations of the Student Code of Conduct are punishable. The rules also apply to any form of student misconduct directed at a District official or employee or the property of a District official or employee, regardless of where the misconduct occurs.

If a student violates this policy or the Student Code of Conduct, school personnel, students or parents should report the student to the appropriate principal. The administration cooperates in any prosecution pursuant to the criminal laws of the state of Ohio and local ordinances.

A student may be expelled for up to one year if he/she commits an act that inflicts serious physical harm to persons or property if it was committed at school, on other school property or at a school activity, event or program.

The Superintendent is authorized to expel a student from school for a period not to exceed one year for making a bomb threat to a school building, or to any premises at which a school activity is occurring at the time of the threat. Any expulsion under this provision extends, as necessary, into the school year following the school year in which the incident that gives rise to the expulsion takes place.

Matters which might lead to a reduction of the expulsion period include the student's mental and/or physical characteristics or conditions, the age of the student and its relevance to the punishment, the prior disciplinary history of the student and/or the intent of the perpetrator.

The Student Code of Conduct is made available to students and parents and is posted in a central location within each building.

[Adoption date: March 17, 1998]
(Revision date: May 16, 2000)
(Revision date: March 23, 2004)
(Revision date: April 19, 2005)
(Revision date: January 10, 2022)
(Revision date: July 25, 2024)

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
Children's Internet Protection Act; (P.L. 106-554, HR 4577, 2000, 114 Stat 2763)
ORC 3313.20; 3313.534; 3313.66; 3313.661; 3313.662

CROSS REFS.:
ABC Student Involvement in Decision Making (Also JFB)
AC Nondiscrimination
EBC Emergency Plans
ECAB Vandalism
EDE Computer/On-Line Services (Acceptable Use and Internet Safety)
JFCEA Gangs
JFCF Hazing
JFCJ Weapons in the Schools
JFCK Use of Cell Phones and Electronic Communications Devices by Students
JG all sub codes
Student Handbooks

STUDENT CONDUCT

Greenville School District students are expected to abide by the rules and regulations established by the Greenville Board of Education. It is the student's responsibility to utilize the school day to his/her best advantage. If students are to be worthy citizens of the school community, it is important that they formulate a pattern of good behavior early in the school year. The faculty and administration of the Greenville School District are interested in helping each student to develop to their maximum potential academically and socially. We willingly accept our responsibility to work with each student in finding solutions to personal and family problems. In return, we expect the student body to accept their responsibility of adopting patterns of behavior which tend to contribute to a desirable educational atmosphere. Students who violate the discipline code adopted by the Greenville Board of Education are subject to disciplinary action.

Definition of School-Sponsored Activities: In the interpretation of disciplinary policy it frequently becomes necessary to define where the responsibility of the school ends. To guide students, the following definition of school-sponsored activities is provided. Any activity on school property or off school property but promoted under the name of the Greenville School District is considered to be sponsored by the school and all rules of discipline and personal conduct are to be adhered to. Students violating school rules in these situations will be subject to disciplinary action.

School-sponsored activities will include but are not limited to the following. Other activities may be identified in the student handbooks.

Band Camp
All band trips and contests
All athletic events
All dances sponsored by school organizations
All sponsored club activities
Graduation rehearsal and ceremony
All banquets sponsored by school organizations
All money raising activities sponsored by school organizations All field trips
All class picnics and parties

Methods of Discipline: Disciplinary methods used with students will include but not be limited to the following. Other methods of discipline may be identified in the student handbooks. Positive actions by the staff to inspire correct behavior:

Counseling by teachers, administrators, and members of the guidance staff
Denial of privileges
Detention
Saturday/Evening school
Work days/work nights
Suspension from class
Referral to a member of the guidance staff Referral to the juvenile court

Emergency removal
Suspension
Expulsion by the Superintendent
Alternative Site Relocation Program (ASRP) In-School Reassignment

Definition of Disciplinary Terms:

Detention: A teacher may assign detention to a student for a violation of classroom or school rules. It is the responsibility of the student to notify their parents of the detention and arrange transportation home. The school is not obligated to furnish transportation to students who have been detained. Detention will take precedence over all extracurricular activities and after school employment. Teachers should not show special consideration to students involved in extracurricular activities or after school employment.

ASRP: Attendance at ASRP is a reassignment by a building administrator at a location outside of the District.

In-School Reassignment: In-School Reassignment shall be understood to mean a change in location of instruction within the District by the building administrator.

Emergency Removal: The term emergency removal shall be understood to mean the removal of a student from curricular or extracurricular activities or from the school premises because the student's presence poses a continuing danger to person or property or an ongoing threat of disrupting the academic process.

Suspension: The term suspension shall be understood to mean the removal of a student from the school premises and all related school activities of a period of time in excess of 24 hours but not more than 10 school days.

In-School Suspension: The term in-school suspension shall be understood to mean the removal of a student, from the normal school schedule of classes and reassignment to other special programming within the school, with daily school attendance required.

Expulsion: The term expulsion shall be understood to mean the exclusion of a student from all school attendance and related activities for a period of time not to exceed 80 days. Expulsions may extend beyond the current semester, but not beyond the end of the school year.

[Adoption date: August 18, 1987]
(Revision date: July 19, 1988)
(Revision date: June 26, 1989)
(Revision date: September 17, 1991)
(Revision date: July 28, 1992)
(Revision date: July 9, 1997)
(Revision date: March 17, 1998)
(Revision date: March 16, 1999)
(Revision date: March 23, 2004)

(Revision date: January 10, 2022)
(Revision date: July 25, 2024)

LEGAL REFS.:	ORC	3313.20; 3313.66; 3313.661; 3313.662
	OAC	3301-35-03

CROSS REFS.:	ABC	Student Involvement in Decision Making (Also JFB)
	EBC	Emergency Plans
	JFCEA	Gangs
	JFCJ	Dangerous Weapons in the Schools
	JG	all sub codes

CARE OF SCHOOL PROPERTY BY STUDENTS

Students guilty of vandalism on Greenville City school property shall be required to pay in full for damage. Notice of such damage should be sent to the parent or guardian of the student by the principal. Any failure to settle promptly on the part of the parents or students should be reported to the Superintendent who will take the necessary legal steps in Juvenile Court to enforce this regulation.

Students will be held responsible for books or any other school property in their use. In case of destruction beyond natural wear, students will be required to replace or pay for this property destroyed or marred.

School records may be withheld until damage is paid for. Participation in school sponsored activities, groups, or organizations may not be permitted until damages are paid for.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: July 25, 2024)

LEGAL REF.: ORC 3313.642
CROSS REF.: JN Student Fees Fines and Charges

STUDENT CONDUCT ON DISTRICT MANAGED TRANSPORTATION

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 vehicle at the beginning of the school day and after the student leaves the vehicle.

Policies and procedures for student conduct on District managed transportation are designed to ensure the safety and welfare of all passengers and are developed cooperatively with administrators and transportation personnel.

Students on District managed transportation are under the authority of, and directly responsible to, the driver. The driver has the authority to enforce the established regulations for rider 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 District managed transportation privileges for a period not to exceed one school year. The only due process required is the student must receive notice of intended suspension from District managed transportation and an opportunity to appear before the Superintendent or other administrator before the suspension is imposed.

The Board's policy regarding suspension from District managed transportation privileges must be posted in a central location in each school building and made available to students upon request.

Regulations regarding conduct on District managed transportation, as well as general information about the school transportation program, are available to all parents and students.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: March 17, 2009)
(Revision date: May 19, 2022)
(Revision date: July 11, 2023)

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

CROSS REFS.: JFC Student Conduct (Zero Tolerance)
JG Student Discipline
Staff Handbooks
Student Handbooks

NOTE: *Ohio Revised Code Section 3327.014 requires the Board to identify in its policy "a period of time" for suspension of school bus riding privileges. The provision in the third paragraph to suspend for a period "not*

to exceed one school year" is intentionally broad to allow the District more flexibility in administering discipline.

STUDENT CONDUCT ON DISTRICT MANAGED TRANSPORTATION

The following regulations pertain to student conduct on District managed transportation and are intended to ensure the safety and welfare of the students, the driver and other drivers on the road and to ensure safety and proper maintenance of school vehicles.

Students will:

1. be careful in approaching bus stops, walk on the left facing oncoming traffic, be sure that the road is clear both ways before crossing the highway and wait in a location clear of traffic;

2. arrive at the bus stop before the bus is scheduled to arrive in order to permit the bus to follow the time schedule;

3. wait in the school bus or motor van driver designated place of safety in an area clear of traffic and refrain from exhibiting behavior at the bus stop that threatens life, limb or property of any individual;

4. sit in assigned seats (drivers have the right to assign a student to a seat);

5. go directly to their assigned seat without disturbing or crowding other students and remain seated while the vehicle is moving;

6. observe classroom conduct, or the bus conduct established by administrators and transportation personnel and obey the driver promptly and respectfully;

7. keep the vehicle clean and free of trip hazards;

8. refrain from eating and drinking on the bus except as necessitated for medical reasons or as permitted by the District for non-routine trips when supervised by an appropriate chaperone, school administrator or school personnel;

9. refrain from using profane language and from loud talking or laughing (unnecessary confusion diverts the driver's attention and might result in a serious accident);

10. remain seated behind the barrier, keeping aisles and exits clear, keep head, arms and hands inside the vehicle at all times and not throw or pass objects on, from or into the vehicle;

11. comply with applicable State and Federal standards for seat belts or restraints;

12. be courteous to fellow students and to the driver;

13. treat equipment as one would treat valuable furniture in their home (damage to the school vehicle is strictly forbidden);

14. refrain from using nicotine products, or any cigarette, tobacco, alternative to nicotine product, vapor product or electronic smoking device on the vehicle or possessing alcohol or drugs on the vehicle except in accordance with medication policies under State law and

15. carry on the vehicle only items that can be held in their laps or can otherwise be secured on the vehicle in accordance with State law.

Students must remain seated until the vehicle stops, then promptly unload and wait in their designated place of safety until the vehicle leaves. Students who must cross the street to reach the residence side of the street must wait for the signal from the driver and cross in front of the vehicle after also checking for traffic themselves.

Failure of a student to follow these regulations may result in his/her forfeiting the right of transportation on District managed transportation.

Discipline

The Board authorizes the Superintendent or other administrators to suspend a student from transportation privileges only for a period of up to one school year. The only due process required is notice to the student of an intended bus riding suspension and an opportunity to appear before the administrator considering the suspension before it happens. The administrator's decision is final.

When discipline problems with individual students arise, use the following guidelines.

1. If possible, the driver should resolve the problem.

2. When the driver is unable to resolve the problem, he/she should report it to the transportation supervisor. The transportation supervisor and driver, if necessary, confer with the principal. Any discipline is imposed by the principal of the school.

3. Problems that cannot be resolved by measures specified above are referred to the Superintendent.

The suspension of preschool students and students with disabilities from transportation may require a modification of these procedures and complies with all applicable statutory requirements.

NOTE: It is advisable that regulations in the area of student transportation bear the Board's official stamp of approval.

(Approval date: August 18, 1987)
(Revision date: July 9, 1997)
(Revision date: July 21, 2009)
(Revision date: May 18, 2010)
(Revision date: May 8, 2014)

(Revision date: December 9, 2014)
(Revision date: May 19, 2022)
(Revision date: July 11, 2023)
(Revision date: December 18, 2025)

File: JFCC-E
(Also EEACC-E)

GREENVILLE CITY SCHOOLS

SCHOOL BUS CONDUCT REPORT

Name	Student Address	Phone number
School	Grade	Date of incident
Driver	Bus number	AM ☐ PM ☐ Trip/Route

Dear Parent/Guardian: The purpose of the report is to inform you of a discipline incident involving the student on the school bus which may have jeopardized the safety and well being of all the students and driver. You are urged to both appreciate the action taken by the driver and to cooperate with the corrective action initiated today by the School District.

{OAC 3301-83-08}& {GCS B.O.E.-JFCC-R} Pupil Transportation Management Policies Infraction

- Must be at bus stop 5 minutes prior to scheduled bus arrival time
- Must wait in driver designated 'Place of Safety"
- Must not threaten life, limb or property of ANY individual
- Must sit in assigned seat (Driver is to assign seat)
- Must remain seated keeping aisles and exits clear
- Must observe classroom conduct & OBEY DRIVER PROMPTLY AND RESPECTFULLY
- Must not use profanity
- Must not eat/drink/chew gum
- Must not use any form of tobacco products on the bus or while waiting at the bus stop
- Must not use or possess any drugs or any form of alcohol which includes non-prescription drugs
- Must not throw objects on, from or into the bus
- Must be able to hold objects in lap
- Must board and depart bus at the assigned bus stop
- Must keep head, arms and belongings inside bus at all times
- Must not use electronic devices on bus unless approved by a school administrator.

_____

_____

_____

DISCIPLINARY ACTION TAKEN BY SCHOOL DISTRICT

_____

_____

_____

___ Conference held with student ___ Communication with parent/guardian

___ Denial of school privileges ___ Bus transportation denied for ___ days

Date bus suspension begins: _____ Date student may resume riding bus: _____

RIDING A SCHOOL BUS IS A PRIVLEDGE WHICH MAY BE REVOKED. PARENTS ARE URGED TO APPRECIATE THE ACTION TAKEN AND TO DISCUSS THE BEHAVIOR TO PREVENT FURTHER OCCURRENCES.

_____ _____

SCHOOL ADMIINISTATOR SIGNATURE DATE PARENT SIGNATURE DATE

WHITE COPY/ PARENT YELLOW/ SCHOOL COPY PINK COPY/ DRIVER

SECRET SOCIETIES

Secret societies, sororities and fraternities are forbidden by this policy of the Greenville City Board of Education.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: August 15, 2024)

GANGS

Gangs which initiate, advocate or promote activities which threaten the safety or well-being of persons, or which are disruptive to the school environment are not tolerated by the District. The Board believes gangs or gang activity create an atmosphere where violations of policies and regulations as well as Ohio laws may occur.

Incidents involving initiations, hazing, intimidations and/or related activities of such group affiliations which are likely to cause bodily danger, physical harm, and personal degradation or disgrace resulting in physical or mental harm are prohibited.

The Board directs the administration to establish regulations to ensure that any student wearing, carrying or displaying gang paraphernalia or exhibiting behavior or gestures which symbolize gang membership or causing and/or participating in activities which intimidate or affect the attendance of another student is subject to disciplinary action. This includes all forms and instruments of harassment and bullying, including electronic communication devices.

Training, to provide increased awareness of the threat to the safety of students, staff and school property which gang-related activity poses, is provided by security on an as-needed basis. Presentations provide training in current identification of symbols used by those involved in gang-related activity and include things such as the identification of hand signals, apparel, jewelry and/or any other pertinent gang-related information.

[Adoption date: July 9, 1997]
(Revision date: April 19, 2005)
(Revision date: January 10, 2022)
(Revision date: August 15, 2024)

LEGAL REFS.: ORC 3313.20; 3313.66; 3313.661

CROSS REFS.:
AC Nondiscrimination
EDE Computer/Online Services (Acceptable Use and Internet Safety)
JFC Student Conduct
JFCF Hazing
JFCK Use of Cell Phones and Electronic Communications Devices by Students
JGD Student Suspension
JGE Student Expulsion
Student Handbooks

HAZING AND BULLYING
(Harassment, Intimidation and Dating Violence)

Hazing means doing any act or coercing another, including the victim, to do any act of initiation into any student or other organization that causes or creates a substantial risk of causing mental or physical harm to any person.

Throughout this policy the term bullying is used in place of harassment, intimidation and bullying.

Bullying, harassment and intimidation is an intentional written, verbal, electronic or physical act that a student has exhibited toward another particular student more than once. The intentional act also includes violence within a dating relationship. The behavior causes mental or physical harm to the other student and is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or abusive educational environment for the other student. This behavior is prohibited on school property, on a school bus or at a school-sponsored activity. Students found responsible for harassment, intimidation or bullying by an electronic act may be suspended. Discipline procedures will not infringe on any student's rights under the First Amendment to the Constitution of the United States. When the behavior is sexual harassment, the Title IX sexual harassment grievance process will be followed, if applicable, prior to imposing any discipline that cannot be imposed without resolution of the Title IX process.

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.

When employees have actual knowledge that the behavior is sexual harassment, they must contact the Title IX Coordinator.

The Superintendent/designee must provide the Board President with a semiannual written summary of all reported incidents and post the summary on the District's website, to the extent permitted by law.

The administration provides training on the District's hazing and bullying policy to District employees and volunteers who have direct contact with students and by November 30 annually reports to the Ohio Department of Education compliance with this requirement through the consolidated school mandate report. If the District reports noncompliance the Superintendent/designee must provide a written explanation to the Board within 30 days explaining this noncompliance and a written plan of action for accurately and efficiently addressing the problem.

Additional training is provided to elementary employees in violence and substance abuse prevention and positive youth development.

District employees, students and volunteers have qualified civil immunity for damages arising from reporting an incident of hazing and/or bullying. Administrators, teachers, other employees and students who fail to abide by this policy may be subject to disciplinary action and may be liable for civil and criminal penalties in compliance with State and Federal law.

No one is permitted to retaliate against an employee or student because he/she files a grievance or assists or participates in an investigation, proceeding or hearing regarding the charge of hazing and/or bullying of an individual.

[Adoption date: August 18, 1987]
(Revision date: June 26, 1989)
(Revision date: July 9, 1997)
(Revision date: April 19, 2005)
(Revision date: February 19, 2008)
(Revision date: September 21, 2010)
(Revision date: September 27, 2012)
(Revision date: January 12, 2017)
(Revision date: November 15, 2018)
(Revision date: May 21, 2020)
(Revision date: October 22, 2020)
(Revision date: August 15, 2024)

LEGAL REFS.: Children's Internet Protection Act: 47 USC 254 (h)(5)(b)(iii);
(P.L. 106-554, HR 4577, 2000, 114 Stat 2763)
Education Amendments of 1972, Title IX; 20 USC 1681 et seq.
ORC 117.53
2307.44
2903.31
3301.22

3301.68
3313.666, 3313.667
3319.073, 3319.321

CROSS REFS.:

AC	Nondiscrimination
ACA	Nondiscrimination on the Basis of Sex
ACAA	Sexual Harassment
EDE	Computer/Online Services (Acceptable Use and Internet Safety)
IGAE	Health Education
IIBH	District Websites
JFC	Student Conduct (Zero Tolerance)
JFCEA	Gangs
JFCK	Use of Cell Phones and Electronic Communications Devices by Students
JG	Student Discipline
JHG	Reporting Child Abuse and Mandatory Training
JO	Student Records
	Student Handbooks

NOTE: *The terminology of bullying in this policy also includes harassment and intimidation and is defined as an intentional written, verbal, electronic or physical act that a student has exhibited toward another particular student more than once. The behavior causes mental or physical harm to the other student and is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or abusive educational environment for the other student.*

Violence within a dating relationship is also included in this prohibition against harassment, intimidation and bullying.

The Children's Internet Protection Act added a requirement that effective July 1, 2012, all school districts participating in the E-Rate program must include language in their Internet safety policy regarding the education of minors concerning appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response and to develop an educational plan to implement the program. Helpful resources are available at OnGuardOnline.gov.

HB 116 (The Jessica Logan Act), signed by the Governor on February 2, 2012, requires districts to update Hazing and Bullying policies to include several new requirements by November 2012. The majority of language changes appear in Ohio Revised Code Section (RC) 3313.666.

Senate Bill 216 (2018) enacted RC 3301.68 requiring the Ohio Department of Education (ODE) to establish, distribute and monitor a consolidated school mandate report for school districts. Except where specifically required by law, ODE cannot require a separate report for the items included in the report. Each district must complete and file the report by November 30 annually.

The report must require each district or school to denote "yes" to indicate compliance or "no" to indicate noncompliance with the following prescribed items and to provide any other information that the department requests regarding those items:

- *Training on the use of physical restraint or seclusion on students;*
- *Training on harassment, intimidation, or bullying;*
- *Training on the use of cardiopulmonary resuscitation and an automated external defibrillator;*

- *The reporting of a district's or school's compliance with nutritional standards;*
- *Screening for hearing, vision, speech and communications, and health or medical problems and for any developmental disorders of students enrolled for the first time in kindergarten or first grade and*
- *Compliance with interdistrict and intradistrict open enrollment requirements.*

If a district or school denotes "no" on any item it must provide a written explanation to the board within 30 days for why that item was not completed and a written plan of action for accurately and efficiently addressing the problem.

On May 6, 2020, the U.S. Department of Education issued the long-awaited final Title IX regulations, which go into effect August 14, 2020. The Title IX regulations specifically define sexual harassment and establish detailed procedures for how school districts must respond to allegations of sexual harassment. Districts must follow the Title IX complaint process before the imposition of any disciplinary sanctions or other actions that are not supportive measures when the behavior is sexual harassment. This requirement will likely impact a district's current procedures for handling student discipline. Districts should ensure that all sexual harassment complaints are handled in accordance with the Title IX regulations that are outlined in ACAA, Sexual Harassment and ACAA-R, Sexual Harassment Grievance Process.

HAZING AND BULLYING
(Harassment, Intimidation and Dating Violence)

The prohibition against hazing, dating violence, harassment, intimidation or bullying is publicized in student handbooks and in the publications that set the standard of conduct for schools and students in the District. In addition, information regarding the policy is incorporated into employee handbooks and training materials. When the behavior involves allegations of sexual harassment, the Title IX sexual harassment grievance process will be followed, as applicable. When the behavior is sexual harassment, the Title IX sexual harassment grievance process will be followed, if applicable, prior to imposing any discipline that cannot be imposed without resolution of the Title IX process.

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 e-mail accounts and/or computers; on school-provided transportation or at any official school bus stop.

Hazing, bullying and/or dating violence can include many different behaviors. Examples of conduct that could constitute prohibited behaviors include, but are not limited to:

1. physical violence and/or attacks;

2. threats, taunts and intimidation through words and/or gestures;

3. extortion, damage or stealing of money and/or possessions;

4. exclusion from the peer group or spreading rumors;

5. repetitive and hostile behavior with the intent to harm others through the use of information and communication technologies and other web-based/online sites (also known as "cyber bullying"), such as the following:

    A. posting slurs on web sites, social networking sites, blogs or personal online journals;
    B. sending abusive or threatening e-mails, web site postings or comments and instant messages;
    C. using camera phones to take embarrassing photographs or videos of students and/or distributing or posting the photos or videos online and

D. using web sites, social networking sites, blogs or personal online journals, e-mails or instant messages to circulate gossip and rumors to other students.

6. excluding others from an online group by falsely reporting them for inappropriate language to Internet service providers.

In evaluating whether conduct constitutes hazing or bullying, special attention is paid to the words chosen or the actions taken, whether such conduct occurred in front of others or was communicated to others, how the perpetrator interacted with the victim and the motivation, either admitted or appropriately inferred.

Teachers and Other School Staff

Teachers and other school staff who witness acts of hazing, bullying and/or dating violence as defined above, promptly notify the building principal/designee of the event observed, and promptly file a written incident report concerning the events witnessed.

Teachers and other school staff who receive student or parent reports of suspected hazing, bullying and/or dating violence promptly notify the building principal/designee of such report(s). If the report is a formal, written complaint, the complaint is forwarded to the building principal/designee no later than the next school day. If the report is an informal complaint by a student that is received by a teacher or other professional employee, he/she prepares a written report of the informal complaint that is forwarded to the building principal/designee no later than the next school day.

Complaints

1. Formal Complaints

Students and/or their parents or guardians may file reports regarding suspected hazing, harassment, intimidation, bullying and/or dating violence. The reports should be written. Such written reports must be reasonably specific including person(s) involved; number of times and places of the alleged conduct; the target of suspected harassment, intimidation and/or bullying and the names of any potential student or staff witnesses. Such reports may be filed with any school staff member or administrator. They are promptly forwarded to the building principal/designee for review and action.

2. Informal Complaints

Students, parents or guardians and school personnel may make informal complaints of conduct that they consider to be harassment, intimidation and/or bullying by verbal report to a teacher, school administrator or other school personnel. Such informal complaints must be reasonably specific as to the actions giving rise to the suspicion of hazing, harassment, intimidation and/or

bullying, including person(s) involved, number of times and places of the alleged conduct, the target of the prohibited behavior(s) and the names of any potential student or staff witness. The school staff member or administrator who receives the informal complaint promptly documents the complaint in writing, including the above information. This written report by the school staff member and/or administrator is promptly forwarded to the building principal/designee for review and action.

3. Anonymous Complaints

Students who make informal complaints as set forth above may request that their name be maintained in confidence by the school staff member(s) and administrator(s) who receive the complaint. The anonymous complaint is reviewed and reasonable action is taken to address the situation, to the extent such action (1) does not disclose the source of the complaint, and (2) is consistent with the due process rights of the student(s) alleged to have committed acts of hazing, bullying and/or dating violence.

4. False Complaints

Students are prohibited from deliberately making false complaints of harassment, intimidation or bullying. Student 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 the applicable nondiscrimination grievance procedures are implemented where applicable.

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. Discipline procedures will not infringe on any student's rights under the First Amendment to the Constitution of the United States.

Anonymous complaints that are not otherwise verified, however, cannot provide the basis for disciplinary action.

In and out-of-school suspension may be imposed only after informing the accused perpetrator of the reasons for the proposed suspension and giving him/her an opportunity to explain the situation.

Expulsion may be imposed only after a hearing before the Board of Education, a committee of the Board or an impartial hearing officer designated by the Board of Education in accordance with Board policy. This consequence is reserved for serious incidents of harassment, intimidation or bullying and/or when past interventions have not been successful in eliminating prohibited behaviors.

Allegations of criminal misconduct are reported to law enforcement, and suspected child abuse is reported to Child Protective Services, per required timelines.

Report to the 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 parents of a student who commits acts of harassment, intimidation, bullying and/or dating violence and the parents or guardians of

students against whom such acts were committed, and shall allow access to any written reports pertaining to the incident, to the extent permitted by law.

Police and Child Protective Services

In addition to, or instead of, filing a complaint through this policy, a complainant may choose to exercise other options including, but not limited to, filing a complaint with outside agencies or filing a private lawsuit. Nothing prohibits a complainant from seeking redress under any other provision of the Ohio Revised Code or common law that may apply.

The District must also investigate incidents of hazing, bullying and/or dating violence for the purpose of determining whether there has been a violation of District policy or regulations, even if law enforcement and/or the public children's services are also investigating.
All District personnel must cooperate with investigations by outside agencies.

(Approval date: September 21, 2010)
(Revision date: September 27, 2012)
(Revision date: January 12, 2017)
(Revision date: May 21, 2020)
(Revision date: October 22, 2020)
(Revision date: August 15, 2024)

Greenville City Schools

Report of Suspected Harassment, Intimidation or Bullying

Report from: _____ Date: _____
(Student, Parent/Guardian, or Staff)

Alleged victim: _____ School: _____

Please be reasonably specific in describing the incident(s), the names of the person(s) involved (if known), the places of alleged conduct, and the names of any potential student or staff witnesses.
_____
_____
_____
_____
_____

Please file this report with the building principal. This report shall be promptly investigated by the principal, or designee, according to Board policy.

(for office use only)

Report received by_____ Date:_____

Findings of fact (where appropriate, written witness statements shall be attached):
_____
_____
_____
_____

Verified act of harassment, intimidation or bullying: _____yes* _____no

*If a prohibited act of harassment, intimidation, or bullying is verified, the building principal, or designee, shall: 1) notify the parent/guardian of the perpetrator of that finding and any disciplinary consequences; 2) notify the parent/guardian of the victim; and 3) send a copy of this report to the Superintendent's Office.

Intervention(s) or disciplinary actions taken (if any): _____
_____

_____ _____
Signature of Principal, or designee Date

(Revision date: August 15, 2024)

TOBACCO USE BY STUDENTS

Health professionals have determined that the use of tobacco products can be detrimental to one's health. The Board wishes to encourage good health practices among the students of this District. Therefore, the Board prohibits the smoking, use or possession of tobacco in any form 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.

"Tobacco" is defined as any product made or derived from tobacco or containing any form of nicotine, if it is intended for human consumption or is likely to be consumed, whether smoked, heated, chewed, absorbed, dissolved, inhaled or ingested by any other means including but not limited to: any lighted or unlighted cigarette, cigar, pipe, bidi, clove cigarette, alternative nicotine products, electronic smoking devices, vapor products, any other smoking product, and spit tobacco, also known as smokeless, dip, chew, and snuff, in any form.

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: July 9, 1997]
(Revision date: March 16, 1999)
(Revision date: January 15, 2008)
(Revision date: July 8, 2014)
(Revision date: November 21, 2019)
(Revision date: August 15, 2024)

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
Goals 2000: Educate America Act; 20 USC 6081 through 6084
ORC 3313.66; 3313.661; 3313.751
3794.01; 3794.02; 3794.03(F); 3794.04; 3794.06
OAC 3301-35-02; 3301-35-04

CROSS REFS.: JFA Student Due Process Rights
JFC Student Conduct (Zero Tolerance)
JGD Student Suspension
JGE Student Expulsion
Student Handbooks

ALCOHOL USE BY STUDENTS/STUDENT DRUG ABUSE

The Board recognizes its share of the responsibility for the health, welfare and safety of the students who attend the District's schools. The Board is concerned about the problems of alcohol and drug abuse and recognizes that illegal or inappropriate use of alcohol, narcotic drugs, depressants or other controlled substances is wrong and harmful and constitutes a hazard to the positive development of all students.

The Board does not permit any student to possess, transmit, conceal, offer for sale, consume, show evidence of having consumed or used any alcoholic beverages, illegal drugs, unprescribed drugs, look-alike drugs or any mind-altering substance while on school grounds or facilities; at school-sponsored events; in other situations under the authority of the District or in school owned or school-approved vehicles. Included in this prohibition are any substances represented as a controlled substance, nonalcoholic beers, steroids, tobacco and tobacco products and drug paraphernalia.

The Board wishes to emphasize the following requirements:

1. A student is required to obey existing laws on school grounds and while involved in school activities. School authorities have the same responsibility as any other citizen to report violations of the law. The final disposition of any problem, however, is determined by the building principal with due consideration of the welfare of the student and of any other relevant factors involved.

2. Discipline is imposed independent of court action. Students are subject to immediate suspension or expulsion proceedings for possession or use of illegal drugs or alcoholic beverages.

3. Parents and students are given a copy of the standards of conduct and the statement of disciplinary sanctions and are notified that compliance with the standards of conduct is mandatory.

4. If conditions warrant, the administration refers the student for prosecution and offers full cooperation in a criminal investigation.

5. A reduction in penalty may be considered if the student receives professional assistance. Professional assistance may include but not be limited to an alcohol/drug education program; assessment with follow-through based on the assessment findings, counseling, outpatient treatment or inpatient treatment.

The Superintendent establishes and the Board considers for approval detailed procedures for dealing with students who may have a drug or alcohol problem. These procedures are in compliance with all applicable laws and observed by all staff members. It is the desire of the Board for students with problems to feel secure enough to ask for help from their teachers or counselors without fear of reprisal. Confidentiality shall be maintained within the limits of the law. The long-range welfare of the student is paramount.

[Adoption date: August 18, 1987]
(Revision date: October 27, 1987)
(Revision date: January 11, 1994)
(Revision date: July 9, 1997)
(Revision date: August 15, 2024)

LEGAL REFS.: Drug-Free Campus and Schools Act; 20 USC 3224(a)
ORC 2925.01; 2925.11; 2925.14; 2925.37
3313.66; 3313.661 3
719.011; 3719.41

CROSS REFS.: IGAG Drugs, Alcohol and Tobacco Education
JFC Student Conduct (Zero Tolerance)
JHCD Administering Medicines to Students
Student Code of Conduct
Student Handbooks

PREVENTION OF CHEMICAL ABUSE

The Greenville City 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, we are 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, church, police, community health services, mental health and treatment center and concerned citizens must also play a role if our goal is to be accomplished. Support organizations will serve as a source of advice to the substance abuse program as it functions within the school.

The school does have and will perform specific functions, such as notifying parents of behavioral signals that may indicate a student's use or abuse or dependency on alcohol or chemicals and enforcement of approved disciplinary procedures.

In the case of recognized behavioral symptoms, a representative of the school trained in substance abuse intervention will meet with the student and parent(s) to discuss the nature and extent of the observable problem and recommend remedial action. In the case of a student's possession, sale or use and/or being under the influence of a non-prescribed chemical during school or a school-related activity, the student may be suspended, counseled in school referred to an outside agency and/or reported to the proper law enforcement authorities. The specific course of action will depend upon the attitude of the students, the cooperation of the parents, the seriousness of the offense and the frequency of such offenses. The District will also supply the families (of chemical using and abusing students) a list of resources as well as other support services.

The District's schools will also service the community as an informational resource with regard to chemical abuse and dependency.

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, we believe that education offers one of the most effective tools to counter a potentially deadly problem; further, we support combining and coordinating our efforts and recognize 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: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: August 15, 2024)

LEGAL REFS.: OAC 3301-35-03(H)(1)(a)

WEAPONS IN THE SCHOOLS

The Board is committed to providing the students of the District with an educational environment which is free of the dangers of firearms, knives and other weapons.

The definition of a firearm shall include any weapon (including a starter gun) which is designed to or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon; any firearm muffler or firearm silencer or any destructive device (as defined in 18 U.S.C.A. Sections 921), that includes any explosive, incendiary or poisonous gas, bomb, grenade, or rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine or device similar to any of the devices described above. A knife is defined as a cutting instrument having a sharp blade that is capable of causing serious bodily injury.

Unless a student is permanently excluded, the Superintendent shall expel a student from school for a period of one-year for bringing a firearm or knife to a school within the District or onto any other property owned or controlled by the Board, or for possessing a firearm or knife at a school or on any other property owned or controlled by the Board, which firearm or knife was initially brought onto school property by another person, except that the Superintendent may reduce this requirement on a case-by-case basis in accordance with this policy. Any such expulsion shall extend, as necessary, into the school year following the school year in which the incident that gives rise to the expulsion takes place.

Matters which might lead to a reduction of the expulsion period include the student's mental and/or physical characteristics or conditions, the age of the student and its relevance to the punishment, the prior disciplinary history of the student, and/or the intent of the perpetrator.

A student may be expelled for up to one year for firearm-related or knife-related incidents occurring off school property while at a school-sponsored interscholastic competition, extracurricular event or other school-sponsored activity.

A student suspended, expelled, removed or permanently excluded from school for misconduct involving a firearm or knife also loses his/her driving privileges. The District must notify the county juvenile judge within two weeks of the suspension, expulsion or permanent exclusion.

The Board prohibits students from knowingly possessing an object on school premises, in a school or a school building, at a school activity or on a school bus if both of the following apply:

1. The object is indistinguishable from a firearm, whether or not the object is capable of being fired.

2. The person indicates that the person possesses the object and that it is a firearm, or the person knowingly displays or brandishes the object and indicates that it is a firearm.

As defined by State law and for purposes of this policy, an "object that is indistinguishable from a firearm" means an object made, constructed or altered so that, to a reasonable person without specialized training in firearms, the object appears to be a firearm.

Students found in violation of numbers 1 and 2 above may be reported to the local law enforcement authority and may be prosecuted under state criminal statutes, as well as disciplined in accordance with the provisions of the District's student code of conduct and Ohio law.

The Superintendent is authorized to expel a student from school for a period not to exceed one year for making a bomb threat to a school building, or to any premises at which a school activity is occurring at the time of the threat. Any expulsion under this provision extends, as necessary, into the school year following the school year in which the incident that gives rise to the expulsion takes place.

[Adoption date: August 15, 1995]
(Revision date: May 16, 2000)
(Revision date: April 20, 2004)
(Revision date: November 15, 2018)
(Revision date: August 15, 2024)
(Revision date: August 28, 2025)

LEGAL REFS.: ORC 2923.122
3313.66; 3313.661; 3313.662
3321.13
18 USC 921
20 USC 2701 et seq.-Title IX 9001-9005
Gun-Free Schools Act; 20 USC 7151

CROSS REFS.: JEGA Permanent Exclusion
JFC Student Conduct (Zero Tolerance)
JFCL, Unsafe Schools (Persistently Dangerous Schools)
JGD Student Suspension
JGDA Emergency Removal of a Student
JGE Student Expulsion
Student Code of Conduct

USE OF CELLPHONES AND ELECTRONIC COMMUNICATIONS DEVICES BY STUDENTS

Recognizing the impact of student cellphone use on student mental health and achievement and the distractions cellphones present within the classroom, the Board prohibits student use of cellphones during the instructional day except:

1. if permitted under the building's comprehensive emergency management plan;

2. for student learning or to monitor or address a health concern if included in a student's individualized education program or plan, a 504 plan or other reason deemed appropriate by the Superintendent/designee to monitor or address a student health concern **or**

3. to monitor or address a health concern if the Board receives a written statement from the student's physician requiring such use.

The Board directs the Superintendent/designee to develop procedures governing student use of cellphones that align with this policy.

Such procedures must be included in all student handbooks. Students violating District procedures or building regulations for use of cellphones and other electronic communications devices may have their phone or device confiscated and may be subject to discipline.

The District assumes no liability if a student's phone or electronic communications device is broken, lost or stolen. Notices of this policy are posted in a central location in every school building, in the student handbooks and posted in a prominent location on the District website.

(Adoption date: July 9, 1997)
(Revision date: May 21, 2002)
(Revision date: April 19, 2005)
(Revision date: July 25, 2024)
(Revision date: December 18, 2025)

LEGAL REFS.: 729 Rehabilitation Act of 1973, Section 504, 29 USC
ORC 3313.20, 3313.753, 5502.262, Chapter 3323

CROSS REFS.: AC Nondiscrimination
EBC - Emergency Management and Safety Plans
EDE Computer/On-Line Services (acceptable Use and Internet Safety)
JFC Student Conduct (Zero Tolerance)
JFCEA Gangs
JFCF Hazing and Bullying (Harassment, Intimidation and Dating Violence)
Student Handbooks

NOTE: *House Bill 96 (2025) requires boards to adopt a policy prohibiting the use of cellular telephones by students during the instructional day no later than Jan. 1, 2026.*

The Ohio Department of Education and Workforce (ODEW) defines "instructional day" as any period of time in which a student is expected to be in attendance and includes not only formal instruction time but also supervised activities, such as transitioning between classes, recess, meal periods, and field trips. Districts may choose to include this definition within their policy if clarity around what is meant by "instructional day" is beneficial for locally adopted policies.

The policy must be adopted at a public meeting (which is true of all Board policies) and posted on a prominent location of the District's publicly accessible website.

THIS IS A REQUIRED POLICY

UNSAFE SCHOOLS
(Persistently Dangerous Schools)

The Board complies with State and Federal law in adopting a policy on persistently dangerous schools.

A student attending a "persistently dangerous" school in this District or 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 plead 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: March 23, 2004]
(Revision date: August 15, 2024)

LEGAL REF.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.

CROSS REF.: Student Handbooks

STUDENT PREGNANCY AND RELATED CONDITIONS

Student Pregnancy and Related Conditions

The District does not discriminate against or exclude any student from school programs or activities on the basis of the student's pregnancy, childbirth, false pregnancy, termination of pregnancy or recovery therefrom (herein after referred to as "pregnancy" or "pregnant"). The District affirms the right of such students to continue participation in the education programs and activities of the District including extracurricular activities.

Efforts are made to ensure that the educational program of the student is disrupted as little as possible. Students under the age of 18 are still subject to compulsory education requirements. Students 18 or older are encouraged to return to school after pregnancy and complete requirements for graduation.

The District works with students to determine the educational options available for students if alternate educational methods are needed. If the District provides an alternate program for pregnant students, participation in such program is voluntary based on an individual student's request. Such programs are comparable to programs offered to non-pregnant students.

The District will not require a pregnant student to obtain a physician's certification that the student is physically and emotionally able to continue participation in programs of the District unless such a certification is required of all students for other physical or emotional conditions requiring the attention of a physician.

The District treats pregnancy in the same manner as other temporary disabilities, including but not limited to policies for absences and grading.

[Adoption date: August 18, 1987]
(Revision date: October 27, 1987)
(Revision date: July 9, 1997)
(Revision date: February 16, 2023)
(Revision date: September 19, 2024)

LEGAL REFS.: ORC 3321.01; 3321.04
Education Amendments of 1972, Title IX; 20 USC 1681 et seq.
34 CFR 106.40

NOTE: *THIS IS A REQUIRED POLICY*

CROSS REF.: JEA Compulsory Attendance Ages
JB Equal Educational Opportunities

NOTE: ***THIS IS A REQUIRED POLICY***

INTERROGATIONS AND SEARCHES

The District has responsibility for the control and management of the students during the school day and hours of approved extracurricular activities. While discharging its responsibility, administration is to make an effort to protect each student's rights with respect to interrogations by law enforcement officials. The administration has developed regulations to be followed in the case of searches and interrogations.

The right of inspection of students' school lockers or articles carried upon their persons and to interrogate an individual student is inherent in the authority granted school boards. All searches are conducted sparingly and only when such search is reasonably likely to produce tangible results to preserve discipline and good order and the safety and security of persons and their property. The Board permits building administrators/designees to search any unattended bag for safety and identification purposes.

Student lockers are the property of the District, and since random searches have a positive impact on reducing drugs and other criminal activity the Board permits building administrator/designees to search any locker and its contents as the administrator/designee believes necessary. Such notice will be posted in every building.

The Board directs the Superintendent to authorize the use of dogs trained in detecting the presence of drugs. The dogs may be used to patrol the school facilities and grounds, including the lockers and parking areas. Use of dogs may be unannounced and random. If a trained canine alerts to a particular vehicle, locker or other container, it shall create reasonable suspicion to search that vehicle, locker or container in accordance with this policy.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: May 16, 2000)
(Revision date: April 20, 2004)
(Revision date: April 21, 2009)
(Revision date: January 12, 2017)
(Revision date: November 16, 2017)
(Revision date: September 19, 2024)

LEGAL REFS.: U.S. Const. Amend. IV
ORC 3313.20

CROSS REF.: JF Student Rights and Responsibilities
JHG Reporting Child Abuse

NOTE: *This category covers interrogations and searches by school staff and law enforcement officials.*

INTERROGATIONS AND SEARCHES

Searches of School Property Assigned to a Student

The following rules apply to the search of school property assigned to a student (locker, desk, etc.) and the seizure of items in his/her possession.

1. General housekeeping inspection of school property may be conducted with reasonable notice. Random searches of lockers may be conducted.

2. A search of a desk or other storage space may be conducted when there exists reasonable cause for school authorities to believe that the area being searched contains evidence of a crime or violation of school rules.

3. Search of an area assigned to a student should be for a specifically identified item and should be conducted in his/her presence and with his/her knowledge.

4. Items, the possession of which constitutes a crime or violation of school rules, or any other possessions reasonably determined to be a threat to the safety or security of others may be seized by school authorities at any time.

Searches of a Student's Person or Personal Property by School Personnel

Principals and their designees are permitted to search the person and personal property (purse, backpack, gym bag, etc.) of a student where there is reason to believe that evidence will be obtained indicating the student's violation of either the law or school rules. The following rules apply in such cases.

1. There should be reasonable suspicion to believe that the search will result in obtaining evidence which indicates the student's violation of the law or school rules.

2. Searches of a student's person are conducted by a member of the same sex as the student.

3. Searches are conducted in the presence of another administrator or staff member.

4. Parents of a minor student who is the subject of a search are notified of the search and are given the reason(s) for the search as soon as feasible after completion of the search.

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 is required to 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 notify the parent(s) of the student to be interviewed by the law enforcement officials, if the law enforcement officials have not, before the student is questioned so that the parent(s) may be present if they so desire.

5. To avoid possible criticism, a school official requests to be present when an interrogation takes place within the school.

6. When law enforcement officials remove a student from school, the administration will make an attempt to notify the parent(s).

7. Law enforcement officials should always be notified by the school principal whenever a student is involved in any type of criminal activity. When the principal learns of this involvement, he/she should notify the juvenile officer or detective bureau of the law enforcement agency. The school should not attempt to handle matters which are properly in the realm of a law enforcement agency.

[Approval date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: May 16, 2000)
(Revision date: April 20, 2004)
(Revision date: April 21, 2009)
(Revision date: November 16, 2017)
(Revision date: September 19, 2024)

STUDENT DISCIPLINE

Effective discipline, which requires respect for the rights of others, is necessary if all students are to attain a quality education. The Greenville City Board of Education delegates to school officials the authority to enforce District policies and 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; however, the most important part of such a statement would be the relationship of the teacher and the principal in discipline situations. Teachers must feel free to consult and work closely with the building principal in any situation in which they may need guidance. This working relationship is one key to desirable discipline and a quality instructional atmosphere.

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 will be recognized as the person in authority at all times in the classroom, halls, buildings, on school grounds, and at school related events.

Each case of unsatisfactory behavior by a student will be handled individually. The classroom teacher may take the steps he/she feels are justified in each case. If the student does not respond to these measures, the teacher will then refer 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 will discuss the problem with the principal. The teacher, or teachers and the principal will work together in attempting to control or correct the situation.

A student's failure to comply with the requirements for student conduct outlined in the student handbooks may result in the student being placed under discipline. A student cannot be suspended, expelled or removed from school solely because of unexcused absences. Placing a student under discipline will be defined as social probation, and the student may lose all rights to participate in school 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 will always be administered in a reasonable manner and within a reasonable time period.

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; however, any punishment technique involving an entire class or large groups, and the possible punishment of students who may be innocent, will be used only as a last resort.

The Board supports a referral of a parent of a student who is suspended or expelled from school or who is truant or habitually absent from school to the juvenile court system.

The Board of Education is most hopeful that teachers, parents and Board member can work together to promote the best educational interests of the students in this District.

(Adoption date: August 18, 1987)
(Revision date: July 9, 1997)
(Revision date: March 23, 2004)
(Revision date: November 16, 2017)
(Revision date: September 19, 2024)

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	Co-curricular and Extracurricular Activities
JFC	Student Conduct (Zero Tolerance)
JGA	Corporal Punishment
JGD	Student Suspension
JGDA	Emergency Removal of Student
JGE	Student Expulsion
Student Handbooks	

NOTE: *House Bill 410 (2016) prohibits districts from extending a suspension into the next school year if there are less than 10 days remaining in the current school year. The superintendent may instead require the student to complete community service or another alternative consequence determined appropriate. Districts also are prohibited from disciplining a student based solely on the basis of the student being absent from school without legitimate excuse.*

CORPORAL PUNISHMENT

Corporal punishment is prohibited and shall not be used as a form of discipline in the District. The Board expects the administration, faculty and staff to use other forms of discipline, counseling and referral, including communication and meetings with the parents to promote appropriate, positive behavior.

A student who fails to comply with established school rules or with any reasonable request made by school personnel on school property and/or at school-related events are dealt with according to approved student discipline regulations.

Teachers, administrators and support staff are authorized by law to use within the scope of their employment, "such amount of force and restraint as is reasonable and necessary to quell a disturbance threatening physical injury to others, to obtain possession of weapons or other dangerous objects, for the purpose of self-defense or for the protection of persons or property."

[Adoption date: August 18, 1987]
(Revision date: October 27, 1987)
(Revision date: August 16, 1988)
(Revision date: August 16, 1994)
(Revision date: July 9, 1997)
(Revision date: March 16, 1999)
(Revision date: January 14, 2010)
(Revision date: September 19, 2024)

LEGAL REFS.: ORC 290311
3313.20
3319.41

CROSS REFS.: ECAB Vandalism
JG Student Discipline
Student Code of Conduct
Student Handbooks

STUDENT SUSPENSION

The Superintendent, principals, assistant principals, and other administrators may suspend a student from school for disciplinary reasons outlined in the student code of conduct. A student cannot be suspended from school solely because of unexcused absences. When an employee has actual knowledge that the behavior is sexual harassment, the Title IX Coordinator must be contacted. The Title IX sexual harassment grievance process will be followed, if applicable, prior to imposing any discipline that cannot be imposed without resolution of the Title IX process.

No period of suspension is for more than 10 school days. If, at the time a suspension is imposed, fewer than 10 days remain in the school year, the Superintendent cannot apply any or all of the period of suspension to the following year.

The Superintendent may instead require a student to perform community service or another alternative consequence for the number of hours remaining in the student's suspension. The Board directs the Superintendent to develop a list of alternative consequences that may be used. If the student is required to perform community service or another alternative consequence during the summer, he/she will be required to begin serving the consequence during the first full weekday of summer break. If a student fails to complete the community service or assigned alternative consequence, the Superintendent may determine the next course of action but still cannot require the student to serve the remaining time of the out of school suspension at the beginning of the following school year.

Beginning with the 2021-2022 academic year, out-of- school suspensions for non-serious offenses, as defined by State law, for students in grades pre-K through three in accordance with State law have been eliminated.

Whenever possible, principals will consult with a mental health professional under contract with the District or school prior to suspending a student in grades pre-K through three. If needed, the principal or mental health professional will assist the student's parent in locating additional mental health services.

The District expects students to complete any classroom assignments missed due to suspension. Students will receive full credit upon completion of any assignment missed due to suspension. Grade reductions are not permitted, and students will not receive a failing grade on a completed assignment solely due to the student's suspension. Students who are suspended from school are expected to make up any work they miss within the same amount of time their classmates are given to complete their work. It is the responsibility of any student suspended to get from his or her teachers or principals any assignments or work that the student misses while out of school on suspension. Any assignments given to students prior to their suspension days are expected to be returned the day the student returns to school. Assignments given to students upon their return to school are expected to be completed within the same amount of time as students present were given when they received the assignments.

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 one school day, 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; and
   B. student's school record (not for inclusion in the permanent record).

6. Permanent Exclusion - If the offense is one for which the District may seek permanent exclusion, the notice contains that information.

Appeal Procedure

Should a student or a student's parent(s) choose to appeal the suspension, he/she must do so within 10 calendar days of the notice of suspension. The appeal shall be in writing and made to the Superintendent. The Board hereby appoints the Superintendent as its designee for all suspension appeals. A verbatim record is kept of the hearing. 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.

[Adoption date: August 18, 1987]
(Revision date: August 16, 1988)
(Revision date: May 18, 1993)
(Revision date: March 19, 1996)
(Revision date: July 9, 1997)
(Revision date: May 16, 2000)
(Revision date: November 28, 2000)
(Revision date: April 22, 2008)
(Revision date: November 16, 2017)
(Revision date: November 15, 2018)
(Revision date: April 18, 2019)
(Revision date: November 21, 2019)
(Revision date: October 22, 2020)

(Revision date: September 19, 2024)

LEGAL REFS.: Education Amendments of 1972, Title IX; 20 USC 1681 et seq.
ORC 3313.66; 3313.661; 3313.662, 3313.668

CROSS REFS.: ACAA, Sexual Harassment
IGCI Community Service
JEGA Permanent Exclusion
JFC Student Conduct
JFCEA Gangs
JFCJ Dangerous Weapons in the Schools
JG Student Discipline
JGE Student Expulsion

NOTE: House Bill (HB) 410 (2016) prohibits districts from extending a suspension into the next school year if there are less than 10 days remaining in the current school year. The superintendent may instead require the student to complete community service or another alternative consequence determined appropriate. Districts also are prohibited from disciplining a student based solely on the basis of the student being absent from school without legitimate excuse.

HB 318 (2018) restricts out-of-school suspensions and expulsions for students in grades pre-k through three unless the behavior rises to a certain level specified in State law. It is recognized that these forms of discipline are commonly used as a behavior management tool and therefore the General Assembly established a gradual phase in.

For each of the school years 2018-2019, 2019-2020, 2020-2021 and 2021-2022 each school district must report to Ohio Department of Education (ODE) the number of out-of-school suspensions and expulsions issued to a student in grades pre-K through three categorized by the following offenses:

- *Type 1 - A serious offense for which suspension or expulsion is required or authorized by law*
- *Type 2 – An offense not classified as a Type 1 serious offense, but for which the school determined suspension or expulsion was necessary to protect the immediate health and safety of the student, the student's classmates, or the staff and teachers*
- *Type 3 - Any other offense not described above*

Using the numbers reported for the 2018-2019 school year as a baseline each district must reduce the number of Type 3 suspensions and expulsions according to the following schedule to be in compliance with the revised law:

- *2017-2018 and 2018-2019 – 0% reduction in Type 3 suspensions and expulsions*
- *2019-2020 – 25% reduction in Type 3 suspensions and expulsions*
- *2020-2021 – 50% reduction in Type 3 suspensions and expulsions*
- *2021-2022 – 100% reduction in Type 3 suspensions and expulsions*

For the 2021-2022 school year and going forward all suspensions and expulsions for students in any of grades pre-K through three can only be for Type 1 or Type 2 offenses. Type 3 offenses must be at zero.

Reporting after the 2021-2022 school year will only be required if ODE determines that continued reporting of the information is needed to effectively carry out the requirements of HB 318.

HB 477 addresses the potential liability related to the procurement of mental health services for students. Under amended Ohio Revised Code 3313.668 a school district, school board member, or district employee is not liable for damages in a civil action for injury, death, or loss to person or property allegedly arising from a district employee's decision not to procure mental health services for a suspended or expelled student. There is an exception to this liability protection where the decision is made with malicious purpose, in bad faith, or in wanton or reckless manner. This new language does not eliminate, limit or reduce any other immunity or defense to which the district, board member, or employee may be entitled to under the law.

HB 491 requires boards to adopt a policy establishing parameters for completing and grading assignments missed due to a student's suspension. The policy must permit the completion of classroom assignments missed and students must receive at least partial credit for completed assignments. The policy may permit grade reductions and must prohibit the receipt of a failing grade solely on account of the student's suspension. Districts may further customize this policy to reflect parameters or outline in detail in student handbooks.

On May 6, 2020, the U.S. Department of Education issued the long-awaited final Title IX regulations, which go into effect August 14, 2020. The Title IX regulations specifically define sexual harassment and establish detailed procedures for how school districts must respond to allegations of sexual harassment. Districts must follow the Title IX complaint process before the imposition of any disciplinary sanctions or other actions that are not supportive measures when the behavior is sexual harassment. This requirement will likely impact a district's current procedures for handling student discipline. Districts should ensure that all sexual harassment complaints are handled in accordance with the Title IX regulations that are outlined in ACAA, Sexual Harassment and ACAA-R, Sexual Harassment Grievance Process.

EMERGENCY REMOVAL OF STUDENT

If a student's presence poses a continuous danger to persons or property or an ongoing threat of disrupting the academic process, then the Superintendent, principal, assistant principal, or personnel employed to direct, supervise or coach a student activity program may remove the student from the premises. When the behavior is sexual harassment as defined by Title IX regulations, the student may be removed on an emergency basis, provided that the District undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the student with notice and an opportunity to challenge the decision immediately following the removal.

If either suspension or expulsion is contemplated, a due process hearing is held on the next school day after the removal is ordered. Written notice of the hearing and the reason for removal and any intended disciplinary action is given to the student as soon as practicable prior to the hearing. The student has the opportunity to appear at an informal hearing before the principal, assistant principal and the Superintendent/designee and has the right to challenge the reasons for the removal or otherwise explain his/her actions. The person who ordered or requested the removal is present at the hearing. Within one school day of the decision to suspend, written notification is given to the parent(s) of the student. 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.

Students in grades pre-K through three may only be removed for the remainder of the school day and must be permitted to return the following school day. The District may only proceed with a related suspension or expulsion in compliance with State law.

In all cases of normal disciplinary procedures in which a student is removed from a curricular or extracurricular activity for less than 24 hours and is not subject to further suspension or expulsion, due process requirements do not apply.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: May 16, 2000)
(Revision date: November 15, 2018)
(Revision date: October 22, 2020)
(Revision date: September 19, 2024)

LEGAL REFS.: Education Amendments of 1972, Title IX; 20 USC 1681 et seq.

ORC 3313.66; 3313.661; 3313.662

CROSS REFS.: ACAA, Sexual Harassment
ECAB Vandalism
JFC Student Conduct (Zero Tolerance)
JFCJ Dangerous Weapons in the Schools
JG Student Discipline
JGD Student Suspension
JGE Student Expulsion

NOTE: On May 6, 2020, the U.S. Department of Education issued the long-awaited final Title IX regulations, which go into effect August 14, 2020. The Title IX regulations specifically define sexual harassment and establish detailed procedures for how school districts must respond to allegations of sexual harassment. Districts must follow the Title IX complaint process before the imposition of any disciplinary sanctions or other actions that are not supportive measures when the behavior is sexual harassment. This requirement will likely impact a district's current procedures for handling student discipline. Districts should ensure that all sexual harassment complaints are handled in accordance with the Title IX regulations that are outlined in ACAA, Sexual Harassment and ACAA-R, Sexual Harassment Grievance Process.

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. When an employee has actual knowledge that the behavior is sexual harassment, the Title IX Coordinator must be contacted. The Title IX sexual harassment grievance process will be followed, if applicable, prior to imposing any discipline that cannot be imposed without resolution of the Title IX process.

Only the Superintendent may expel a student. Expulsion is the removal of a student for more than 10 school days, but not more than one year, unless otherwise permitted by law. An expulsion can extend beyond the end of the school year if there are fewer school days than expulsion days remaining. The Superintendent may apply any remaining part or all of the period of the expulsion to the following school year.

The Superintendent may require a student to perform community service in conjunction with or in place of an expulsion. The Board may adopt guidelines to permit the Superintendent to impose a community service requirement beyond the end of the school year in lieu of applying the expulsion into the following school year.

Whenever possible, principals will consult with a mental health professional under contract with the District or school prior to expelling a student in grades pre-K through three. If needed, the principal or mental health professional will assist the student's parent in locating additional mental health services.

Expulsions for students in grades pre-K through three may only be issued for serious offenses in accordance with State law.

The Superintendent shall give the student and parent(s) written notice of the intended expulsion, including reasons for the intended expulsion. The student and parent(s) or representative have the opportunity to appear on request before the Superintendent/designee to challenge the action or to otherwise explain the student's actions. This notice shall state the time and place to appear, which must not be less than three days nor later than five days after the notice is given.

Within one school day of the expulsion, the Superintendent shall notify the parent(s) of the student and Treasurer of the Board.

The notice shall include the reasons for the expulsion, the right of the student or parent(s) to appeal to the Board or its designee, the right to be represented at the appeal and the right to request that the hearing be held in executive session.

The Superintendent will initiate expulsion proceedings against a student who has committed an act that warrants expulsion even if the student withdraws from school before the Superintendent has held the hearings or made the decision to expel the student.

Permanent Exclusion

If the offense is one for which the District may seek permanent exclusion, the notice shall contain that information.

Appeal to the Board

A student or a student's parent(s) may appeal the expulsion by the Superintendent to the Board or its designee. The expulsion appeal must be within 14 calendar days after the notice of intent to expel was provided to the student, parent, guardian or custodian. The appeal request shall be in writing to the Treasurer and at the request of the student or the student's parent(s) or attorney, the meeting may be held in executive session. The student may be represented in all such appeal proceedings and are granted a hearing before the Board or its designee. All witnesses are sworn and a verbatim record is kept of the hearing. The decision of the Board shall be acted upon at a public meeting. The student may be excluded from school during the appeal process.

Appeal to the Court

Under Ohio law, the decision of the Board may be further appealed to the Court of Common Pleas.

Any student who is expelled from school for more than 20 days or into the following semester or school year, is referred to an agency which works towards improving the student's attitudes and behavior. The Superintendent provides the student and his/her parent(s) with the names, addresses and telephone numbers of the public and private agencies providing such services.

[Adoption date: August 18, 1987]
(Revision date: July 20, 1993)
(Revision date: July 9, 1997)
(Revision date: May 16, 2000)
(Revision date: April 22, 2008)
(Revision date: November 16, 2017)
(Revision date: November 15, 2018)
(Revision date: April 18, 2019)
(Revision date: November 21, 2019)
(Revision date: October 22, 2020)
(Revision date: September 19, 2024)
(Revision date: June 26, 2025)

LEGAL REFS.: Education Amendments of 1972, Title IX; 20 USC 1681 et seq.
ORC Chapter 2506

ORC 3313.66
ORC 3313.661

ORC 3313.662
ORC 3313.668

CROSS REFS.:

ACAA,	Sexual Harassment
ECAB	Vandalism
IGCI	Community Service
JEGA	Permanent Exclusion
JFC	Student Conduct (Zero Tolerance)
JFCF	Hazing & Bullying (Harassment, Intimidation and Dating Violence)
JFCJ	Weapons in the Schools
JG	Student Discipline
JGD	Student Suspension
JGDA	Emergency Removal of Student

NOTE: *House Bill (HB) 206 (2024) authorizes a board to adopt a policy authorizing the superintendent to expel a student for actions that pose "imminent and severe endangerment" to the health and safety of other students or school employees even though the actions may not qualify for permanent exclusion under RC 3313.662. Boards wanting to allow for this should include the language included in this policy and comply with all statutory requirements for such expulsions.*

House Bill (HB) *410 (2016) prohibits districts from disciplining a student based solely on the basis of the student being absent from school without legitimate excuse.*

HB 318 (2018) restricts out-of-school suspensions and expulsions for students in grades pre-K through three unless behavior rises to a certain level specified in State law. It is recognized that these forms of discipline are commonly used as a behavior management tool and therefore the General Assembly established a gradual phase in.

For each of the school years 2018-2019, 2019-2020, 2020-2021 and 2021-2022 each school district must report to Ohio Department of Education (ODE) the number of out-of-school suspensions and expulsions issued to a student in grades pre-K through three categorized by the following offenses:

- *Type 1 - A serious offense for which suspension or expulsion is required or authorized by law*
- *Type 2 – An offense not classified as a Type 1 serious offense, but for which the school determined suspension or expulsion was necessary to protect the immediate health and safety of the student, the student's classmates, or the staff and teachers*
- *Type 3 - Any other offense not described above*

Using the numbers reported for the 2018-2019 school year as a baseline each district must reduce the number of Type 3 suspensions and expulsions according to the following schedule to be in compliance with the revised law:

- *2017-2018 and 2018-2019 – 0% reduction in Type 3 suspensions and expulsions*
- *2019-2020 – 25% reduction in Type 3 suspensions and expulsions*
- *2020-2021 – 50% reduction in Type 3 suspensions and expulsions*
- *2021-2022 – 100% reduction in Type 3 suspensions and expulsions*

For the 2021-2022 school year and going forward all suspensions and expulsions for students in any of grades pre-K through three can only be for Type 1 or Type 2 offenses. Type 3 offenses must be at zero.

HB 477 addresses the potential liability related to the procurement of mental health services for students. Under amended Ohio Revised Code 3313.668 a school district, school board member, or district employee is not liable for damages in a civil action for injury, death, or loss to person or property allegedly arising from a district employee's decision not to procure mental health services for a suspended or expelled student. There is an exception to this liability protection where the decision is made with malicious purpose, in bad faith, or in wanton or reckless manner. This new language does not eliminate, limit or reduce any other immunity or defense to which the district, board member, or employee may be entitled to under the law.

On May 6, 2020, the U.S. Department of Education issued the long-awaited final Title IX regulations, which go into effect August 14, 2020. The Title IX regulations specifically define sexual harassment and establish detailed procedures for how school districts must respond to allegations of sexual harassment. Districts must follow the Title IX complaint process before the imposition of any disciplinary sanctions or other actions that are not supportive measures when the behavior is sexual harassment. This requirement will likely impact a district's current procedures for handling student discipline. Districts should ensure that all sexual harassment complaints are handled in accordance with the Title IX regulations that are outlined in ACAA, Sexual Harassment and ACAA-R, Sexual Harassment Grievance Process.

STUDENT HEALTH SERVICES AND REQUIREMENTS

The Greenville City Board of Education recognizes the responsibility of the District to help protect the health of students. Health services are an integral part of comprehensive school improvement, assisting all students to increase learning, achievement, and performance. Health services coordinate and support existing programs to assist each student in achievement of an optimal state of physical, mental, and social well-being. Student health services ensure continuity and create linkages between school, home, and community service providers. The district's comprehensive school improvement plan needs, and resources determine the linkages. The principals will be responsible for the administration of the health program in his/her school.

Of necessity, school health services must be limited to the prevention and detection of health problems, referral of problems through parents to the family physicians or community health agencies and emergency care.

Each school will have on file for each student an Emergency Medical Authorization form providing information from the parent/guardian on how he/she wishes the school to proceed in 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.

Parental Authorization for Student Health Care Services

The District obtains parental authorization before providing any type of health care services to students, including physical, mental and behavioral health care services and parents can choose whether to authorize the District to provide health care services. The Board directs the Superintendent to adopt procedures to obtain necessary authorization from parents, which may include but is not limited to whatever means the District generally obtains parental authorization.

At the beginning of each school year, the District notifies parents of each health care service offered at, or facilitated in cooperation with, their student's school and their option to withhold consent or decline any specified service. Parental consent to health care services does not waive the parent's right to access the student's educational or health records or to be notified about a change in the student's services or monitoring.

The District notifies parents prior to providing a health care service to a student whether the service is required to be provided by the District under State law and if other options for a student to access the service exist. This requirement can be satisfied by an annual notice to parents at the beginning of the school year.

Provisions related to parental authorization for student health care services do not apply to emergency situations, first aid, other unanticipated minor health care services or health care services provided pursuant to a student's IEP or section 504 plan.

Concerns regarding this process are managed in accordance with applicable policies and procedures.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: March 23, 2004)
(Revision date: September 19, 2024)
(Revision date: June 26, 2025)

LEGAL REFS.: The Elementary And Secondary Education Act; 20 USC 1221 ET SEQ.
Health Insurance Portability and Accountability Act; 29 USC 1181 et seq.
42 U.S.C. SEC. 12101 ET SEQ. (1997)
20 U.S.C. 1232 G SEC. 1400 6301 ET SEQ.
29 U.S.C. SEC 794(A)(1988)
ORC 3313.473
ORC 3313.50; 3313.67-3313.73
OAC 3301-35-04
OAC 3301-35-06

CROSS REFS.: IGBA Programs for Students with Disabled Students
IGBLA Promoting Parental Involvement
JED Student Absences and Excuses
JHCB Immunizations
JHCD Administering Medicines to Students
JHG Reporting Child Abuse and Mandatory Training

NOTE: THIS IS A REQUIRED POLICY

Greenville City Schools Annual Health Review

File: JHC-E
Updated: 8/20/2026

Student Name:_____ **Birth Date:** _____ **Grade:** _____ **Date:**_____

Health Review: (Please check all that apply)

Breathing Problems	Heart Problems	Neurological Problems	Intestinal\Urinary Problems	Gland Problems	Orthopedic
___Asthma	___Heart Murmur	___Frequent Headaches	___Stomach problems/Ulcer	___Diabetes	___Broken bones
___Reactive Airway Disease	___Heart Surgery	___Dizziness ___Fainting	___Bowel Problems	___Thyroid	___Orthopedic braces
___Other	___Other	___Seizures ___Autism	___Urinary Problems	___Other	___Mobility Impaired
		__ADHD/ADD ___Other	___Special Diet ___Other		___Wheelchair ___Other

ALLERGIES: Food (i.e.: peanuts, milk, red dye)_____ Reaction:_____ **Environmental**:_____ Reaction:_____

Medicine:_____ Reaction:_____ **Other**:_____ Reaction:_____

LIFE THREATENING ALLERGIES: YES____ NO____ ***__EPI-PEN Needed at School:__** YES____ NO____

____**NO MEDICAL CONCERNS AT THIS TIME**

Dr. Ordered Special Needs: ____Glasses/Contacts _____Hearing Aids _____Seat Close to instruction _____Physical Education Limits(explain:_____)

List any illnesses, operation, or accidents your child has had in the past year: _____

List any emotional, social, or other conditions that might affect your child's school performance: _____

List *other* health concerns you would like the nurse to know about: _____

Current Medications:_____**Medications Given at School:**_____

Parent Authorization: Please read and give consent by signing: Consent and Release of Health Information: There may be occasions on which we need to contact your child's physician for health information or to clarify information. By signing below, I give my permission to contact them.

Doctor's Name: _____ **Phone:**_____

***Parent/Guardian Signature:** _____ **Date:**_____

Please call the SCHOOL NURSE at your child's school whenever you have a concern or new information relative to your child's health.

Emergency Medical Authorization - **PART I OR II MUST BE COMPLETED AND SIGNED

PART I: TO GRANT CONSENT

I hereby give consent for the following medical care providers and local hospital to be called:

Parent/Guardian 1: _____ Phone #_____ Physician _____ Phone #_____

Parent/Guardian 2: _____ Phone #_____ Dentist _____ Phone #_____

Other:_____ Phone #_____ Medical Specialist_____ Phone #_____

Other Emergency Contact ~~Room~~:_____ Phone #_____ Local Hospital _____ Phone #_____

In the event reasonable attempts to contact me have been unsuccessful, I hereby give my consent of (1) the administration of any treatment deemed necessary by above-named doctors, or, in the event the designated preferred practitioner is not available, by another licensed physician or dentist: and (2) the transfer of the child to any hospital reasonably accessible. This authorization does not cover major surgery unless the medical opinions of two other licensed physicians or dentists, concurring in the necessity for such surgery, are obtained prior to the performance of such surgery.

Signature of Parent/Guardian_____Date: _____

****OR****

PART II: REFUSAL TO CONSENT

I do **NOT** give my consent for emergency medical treatment of my child. In the even of illness or injury requiring emergency treatment, I wish the school authorities to take the following actions:

_____

_____

Signature of Parent/Guardian_____Date: _____

PHYSICAL EXAMINATIONS OF STUDENTS

The Greenville City School District requires health records of students under the following circumstances:

Kindergarten and first-grade students entering school for the first time must have a completed health record before being admitted to school.

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 physical examinations prior to their participation in interscholastic athletic programs.

The District screens students for hearing, vision, speech and communications, and health or medical problems and for any developmental disorders prior to November 1 of the school year in which a pupil is enrolled for the first time in either kindergarten or first grade in a manner determined by the Board. The District notifies parents, prior to August 1 of the year in which the pupil is required to be screened and gives parents the opportunity to submit a written statement excluding their children. If the results of any screening reveal the possibility of special learning needs, the District conducts further assessment in accordance with State law.

The District reports compliance with these screening requirements to the Ohio Department of Education and Workforce by November 30 annually through the consolidated school mandate report.

If the District reports noncompliance, the Superintendent/designee must provide a written explanation to the Board within 30 days explaining this noncompliance and a written plan of action for accurately and efficiently addressing the problem.

Parents have the right to refuse to allow their child to participate in nonemergency invasive physical examinations or screenings. Invasive physical exam is defined as any “medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion or injection into the body, but does not include a hearing, vision or scoliosis exam.”

The District notifies parents, on an annual basis, of the administration of health and physical screenings and examinations and, thereby, gives parents the opportunity to exclude their children.

[Adoption date: August 18, 1987]
(Revision date: August 16, 1988)

(Revision date: July 9, 1997)
(Revision date: March 23, 2004)
(Revision date: October 17, 2024)
(Revision date: June 26, 2025)

LEGAL REFS.: Elementary and Secondary Education Act; 20 USC 1221 et seq
ORC 3301.68; 3313.473; 3313.50; 3313.671; 3313.673; 3313.68; 3313.73; Chapter 3323

CROSS REF.:
JHCB Immunizations
IGBLA Promoting Parental Involvement
JEC School Admission
JHC Student Health Services and Requirements

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 also requires tuberculosis examinations in compliance with law. The Board will not require students to receive any vaccine for which the United States Food and Drug Administration has not granted full approval.

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. Students entering the seventh grade must present evidence of an MMR booster. 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.

All kindergarten students are required to receive hepatitis B and varicella (chicken pox) immunizations.

The District maintains an immunization record for each current enrolled student, available in writing to parents upon request.

[Adoption date: August 18, 1987]
(Revision date: June 16, 1992)
(Revision date: July 9, 1997)
(Revision date: March 16, 1999)
(Revision date: August 20, 2000)
(Revision date: March 17, 2009)
(Revision date: January 12, 2017)
(Revision date: November 18, 2021)
(Revision date: October 17, 2024)

LEGALREFS.: ORC 3313.67; 3313.671; 3313.71, 3313.711
3701.13; 3792.04

CROSS REFS.: JEC School Admission
JECAA Admission of Homeless Students
JHCA Physical Examinations of Students
JHCC Communicable Diseases

NOTE: *Beginning with the 2016-2017 school year, students must receive the meningococcal vaccine in accordance with the Ohio Department of Health schedule. The Ohio Department of Health website provides a chart summarizing the school enrollment immunization requirements for each fall.*

Each year, by October 15, school districts are required to submit a written summary, by school, to the director of health of the immunization records of all initial entry students in the district, on forms prescribed by the director.

Ohio Revised Code RC 3313.671 outlines the reasons for which parents can file objections for immunizations.

- *A student whose parent provides a written statement in which they decline to have the student immunized for reasons of conscience, including religious convictions, is not required to be immunized.*

- *A student whose physician certifies in writing that such immunization against any disease is medically contraindicated is not required to be immunized against that disease.*

- *Students also may be exempt specifically from rubella, mumps or chicken pox vaccinations if a signed statement is provided that the student has had these illnesses naturally.*

RC 3792.04 prohibits a public school from requiring an individual to receive a vaccine for which the United States Food and Drug Administration has not granted full approval.

GREENVILLE CITY SCHOOLS
MEDICAL, RELIGIOUS OR PHILOSOPHICAL EXEMPTION

Section 3313.671, part 3 of the Ohio Revised Code: A student who presents a written statement of his/her parent or guardian in which the parent or guardian objects to the immunization for good cause, including religious convictions, is not required to be immunized.

Section 3313.671, part 4: A child whose physician certifies in writing that such immunization against any disease is medically contraindicated is not required to be immunized against that disease.

This section does not limit or impair the right of a board of education of a city, exempted village, or local school district to make and enforce rules to secure immunization against poliomyelitis, rubella, rubella, diphtheria, pertussis and tetanus of the students under its jurisdiction.

I, the parent or guardian of the below named child, hereby object to the immunization(s) listed for the following reasons:

Please list each immunization to be exempted and the reason:

I further understand that during the course of an outbreak of any of the aforementioned vaccine preventable diseases that the student named here is subject to exclusion from school for the duration of the outbreak.

This action is necessary not only to protect this student, but the remainder of the students and faculty of the school.

Student's Name_____

Parent's Signature_____Date_____

Address _____Phone _____

Physician's Signature _____ Date _____

(*Reviewed: October 17, 2024)*

COMMUNICABLE DISEASES

The Board recognizes that controlling the spread of communicable diseases through casual contact is essential to the well-being of the school community and to be efficient for District operation. The Board directs the Superintendent to develop and implement communicable disease management protocols in consultation with health professionals.

In order to protect the health and safety of the students and staff, the Board follows all State laws and Ohio Department of Health regulations pertaining to immunizations and other means for controlling communicable diseases that are spread through casual contact in the schools. The Board will not require an individual to receive a vaccine for which the United States Food and Drug Administration (FDA) has not granted full approval, nor will the District discriminate against an individual who has not received a vaccine that has not been granted full FDA approval, including by requiring the individual to engage in or refrain from engaging in activities or precautions that differ from the activities or precautions of an individual who has received such a vaccine.

All students with signs or symptoms of diseases suspected as being communicable to others are given immediate attention and sent home if such action is indicated.

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 the physician, school nurse or public health nurse.

Parents are informed when a communicable disease occurs in their child's classroom or on the bus so that early signs or symptoms can be observed, and appropriate preventative measures can be instituted.

[Adoption date: September 13, 1990]
(Revision date: June 18, 1991)
(Revision date: May 24, 1994)
(Revision date: July 9, 1997)
(Revision date: May 24, 2011)
(Revision date: November 18, 2021)
(Revision date: October 17, 2024)

LEGAL REFS.:	ORC	3313.67; 3313.68; 3313.71
		3319.321
		3707.04; 3707.06; 3707.08; 3707.20; 3707.21; 3707.26
		ORC 3313.671
		ORC 3707.16
		ORC 3707.21
		ORC 3707.26
		ORC 3792.04
CROSS REF.:	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. A prescription drug is a drug that is to be administered pursuant to the instructions of the prescriber, whether or not required by law to be sold only upon a prescription.

2. 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.

3. The school nurse or an appropriate person appointed by the Board supervises the secure and proper storage and dispensation of medications. The prescription drug must be received in the container in which it was dispensed by the prescribing physician or others licensed to prescribe medication.

4. 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.

5. 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 prescription drug or other person licensed to prescribe medication.

6. The parent(s) must agree to submit a revised statement, signed by the physician or other licensed individual who prescribed the prescription drug, to the nurse or other designated individual if any of the information originally provided by the physician or licensed individual changes.

7. No employee who is authorized by the Board to administer a prescription drug and who has a copy of the most recent statement is liable in civil damages for administering or failing to administer the prescription drug, unless he/she acts in a manner which would constitute "gross negligence or wanton or reckless misconduct."

Administering Over-the Counter Drugs to Students

An over-the-counter drug is a drug that may be legally sold without a prescription and that is administered without the instruction of a prescriber.
Authorized employees may, in the course of their employment, administer over-the-counter drugs to students in accordance with procedures developed by the Superintendent/designee. Such procedures must at minimum require parental consent for administration.

These procedures for over-the-counter medications do not apply to care given in the following situations; such situations are managed in accordance with law and any applicable policies and procedures:

1. emergency care occurring at the scene of an emergency outside of a hospital, doctor's office, or other place having proper medical equipment;

2. emergency care administered by a physician, dentist, or nurse volunteering at a school athletic event;

3. emergency care provided in a school district pursuant to an emergency medical authorization submitted by a student's parent or guardian;

4. emergency use of epinephrine autoinjectors in a school district pursuant to a school policy regarding their use;

5. diabetes care provided in accordance with an order signed by a student's treating practitioner;

6. emergency use of inhalers in a school district pursuant to a school policy regarding their use and

7. emergency use of injectable or nasally administered glucagon in a school district pursuant to a school policy regarding its use.

Religious Convictions

No person employed by the Board is required to administer a prescription or over-the-counter drug to a student except pursuant to requirements established under this policy. The Board shall not require an employee to administer a prescription or over-the-counter 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.

Seizure Medication

If a student has an active seizure disorder diagnosis, the school nurse, or another school employee if the school does not employ a nurse, will create an individualized seizure action plan for that student in accordance with State law. The action plan must include information on how to administer prescribed seizure drugs to the student and school districts must designate at least one employee in each school building aside from a school nurse to be trained every two years on implementing seizure action plans, including training in administering seizure drugs.

Prescription drugs prescribed for a seizure disorder that are to be administered to students may be kept in an easily accessible location.

Students are allowed to possess seizure medications at school or at any activity, event or program sponsored by or in which the student's school is a participant, if the student has the written approval of the student's physician containing all information required by law and, if the student is a minor, the written approval of the parent, guardian, or other person having care or charge of the student. The school principal and, if a school nurse is assigned to the student's school building, the school nurse, must receive copies of the written approvals.

[Adoption date: August 18, 1987]

(Revision date: August 16, 1988)
(Revision date: July 9, 1997)
(Revision date: August 15, 2000)
(Revision date: April 22, 2008)
(Revision date: January 14, 2010)
(Revision date: November 13, 2014)
(Revision date: April 16, 2015)
(Revision date: December 21, 2023)
(Reviewed date: October 17, 2024)
(Revision date: March 13, 2025)

LEGAL REFS.: ORC 2305.23; 2305.231
3313.64; 3313.7112; 3313.712; 3313.7117; 3313.713; 3313.716; 3313.18
3134.03; 3314.141
OAC 3301-35-06

CROSS REFS.: EBBA First Aid
JFCH Alcohol Use by Students
JFCI Student Drug Abuse

NOTE: *This policy must be accompanied by regulations formally adopted by the board, which enumerate in more specific terms the requirements of Ohio Revised Code Section (RC) 3313.713.*

House Bill (HB) 70 (2024) requires districts to modify medication policy to address the authority of its employees, when acting in situations other than those addressed by provisions of State law, to administer over-the-counter drugs to students enrolled in the schools of the District. The policy may include provisions on the following:

1. *Whether the District will authorize any employees, in the course of their employment, to administer any over-the-counter drugs to students;*

2. *Whether the permission of the parent or guardian will be required before a District employee may administer an over-the-counter drug to a student. In light of changes from HB 8 (2024) districts should consider requiring such parental permission.*

Beginning July 1, 2011, HB 009 permits only employees of the Board who are licensed health professionals, or who have completed a drug administration training program conducted by a licensed health professional and considered appropriate by the Board, to administer prescription drugs to students in school districts.

The law grants boards the continued authority to outright prohibit any employee, including licensed health professionals, from administering any prescription drugs to students, or to prohibit administration of drugs that require certain procedures, such as injections.

Students With Diabetes

HB 264 (2014), effective September 11, 2014, requires districts to ensure that each student with diabetes who is enrolled in the District receives appropriate and needed diabetes care in accordance with an order signed by the student's treating physician, and in accordance with State law. These requirements appear in RC 3313.7112, and include specific training requirements for nonlicensed health professionals who perform diabetes care tasks for such students — including administration of medications. Within 14 days of receipt of an order signed by a student's treating physician, the Board must inform the student's parent/guardian or other person having care or charge of the student that the student may be entitled to a 504 plan regarding the student's diabetes. If a student has a 504 plan, the specific provisions of State law may be integrated into this student's plan. However, there is no requirement that a student has to have a 504 plan to receive the necessary care outlined.

If the required statutory criteria are met, a student may manage his/her care within the classroom, and all other areas of the school, and possess the equipment and supplies necessary for this care. A student with diabetes must be permitted to attend the school to which he/she would be assigned if the student did not have diabetes, and care must be provided at the school in accordance with the provisions of RC 3313.7112.

A district cannot compel or require employees to complete the statutory trainings, and cannot discipline employees for refusing to be trained. HB 367 (2014) allows a board of education to contract with an educational service center (ESC) for a school nurse, registered nurse or licensed practical nurse employed by the ESC to provide diabetes care to students in the District.

Annually, by December 31, the District must report to the Ohio Department of Education and Workforce the number of enrolled students with diabetes during the previous school year, and the number of errors associated with administration of diabetes medication during the previous school year.

HB 33 (2023), effective October 3, 2023, requires public school districts and chartered nonpublic schools to create an individualized seizure action plan for every student with an active seizure disorder diagnosis. The new provision also includes training requirements for school staff on implementation of the plan and administration of prescribed seizure disorder drugs to students subject to an individualized seizure action plan. In addition to a written request from the student's parent(s), guardian(s) or other person(s) in charge of the student to have one or more prescribed seizure drugs administered to him/her, seizure action plans must also include drug information from the student's treating practitioner and any other component required by law.

THIS IS A REQUIRED POLICY

COMMUNICABLE DISEASES

Dear Parent or Guardian:

Your child has been identified by school authorities as having head lice or lice eggs. You are hereby instructed to keep him/her at home until the prescribed treatment has been completed and all lice eggs removed. Your child will be checked upon returning to school and will be returned home if treatment has not been effective or lice eggs are not all out. It is required that we receive evidence of treatment by returning the form below and that the parent or appointed adult bring student back to school for readmission. We are advocating a "no nit" policy.

USE MEDICATION ONLY AS DIRECTED!

Once head lice have been identified, prompt treatment is indicated. Family members of infested persons should be examined and also treated, if necessary. Available products include Kwell, which requires a prescription and nonprescription mediations such as RID, A200, Triple X or NIX. These over-the-counter products are considered very effective and have not demonstrated the toxicity associated with Kwell. Kwell should never be used to treat preschoolers or pregnant women. Additional information concerning other products can be obtained through your pharmacist. Do not over treat with the lice shampoo. Be sure to follow the manufacturer's or doctor's directions carefully. Inspect your child daily for at least two weeks. Head lice should be suspected when there is intense itching and scratching of the scalp and back of the neck. If you look closely at the scalp, especially behind the ears and nape of the neck, you will see small whitish eggs firmly attached to the hair shaft. Although these eggs look like dandruff, they cannot be easily removed like dandruff. Remove eggs with a fine-tooth comb and manually. At the end of 7-10 days, his/her hair must be treated again to kill any nits or lice that might have hatched after the first treatment.

Wash all personal clothing (including underwear, pajamas and bedding in hot water (at least 130 degrees) or by dry cleaning. Thoroughly wash combs and brushes in hot water.

If you have any questions you may call the Health Department, 548-4196, or the school nurse. We know you are as anxious as we are in stopping the spread of lice. If objects cannot be washed or dry-cleaned, place them in plastic bags for three weeks. Treatment does not prevent reinfestation if personal contacts, personal items, have not been considered or dealt with.

Thank you for your cooperation.

Sincerely,

School Nurse

FORM IS TO BE GIVEN TO PRINCIPAL

I have treated _____ with _____
Name of Shampoo

and have removed the nits (eggs).

_____

Signature: Parent/Guardian (Reviewed: October 17, 2024)

ADMINSTERING PRESCRIPTION DRUGS 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 prescription drug be administered to the student.

2. Each person designated to administer prescription drugs 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 prescription drug and the dosage to be administered;
   D. the times of intervals at which each dosage of the prescription drug is to be administered;
   E. the date the administration of the prescription drug is to begin;
   F. the date the administration of the prescription drug is to cease;
   G. any severe adverse reactions that should be reported to the physician and one or more phone numbers at which the person who prescribed medication can be reached in an emergency and
   H. special instructions for administration of the prescription drug, including sterile conditions and storage.

3. The parent(s), guardian(s), or other person(s) having care or charge of the student agrees 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 prescription drug will receive a copy of the statement described above.

5. The prescription drug will be 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, will establish a location in each school building for the storage of prescription drugs to be administered. Unless otherwise authorized by State law, all such prescription 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 of Education to administer a prescription 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 that constitutes "gross negligence or wanton or reckless misconduct."

A person employed by the Board of Education 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 of Education and may be changed, modified or revised only by action of the Board.

[Approval date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: August 15, 2000)
(Revision date: November 13, 2014)
(Revision date: October 17, 2024)
(Revision date: June 26, 2025)

GREENVILLE CITY SCHOOLS
School Health Services
SCHOOL MEDICATION PERMISSION AND INSTRUCTION

Parent Permission: Date _____

Student's Name _____ Birth date _____

Address _____ City _____

School _____ Grade _____ Teacher _____

I hereby request and grant permission for the above named school to supervise the medication routine below prescribed for the above-named child.

We/I hereby release_____, the Greenville City Schools,
School Employee's Name

the Greenville Board of Education, the Principal of school of which said child is the student, any supervisory personnel, their heirs, executors, administrators, or successors, from any and all liability that may arise out of services rendered in dispensing the below named medication.

I further agree to submit a revised statement signed by the physician who prescribes this drug, if any of the information below changes.

_____
Parent Signature

Physician's Directions:

Medication (name, dosage, route)_____

Reason for Use: _____

Date to begin _____ Date to cease _____

Times or intervals dosage of drug is to be administered:

_____
Special Instructions (including sterile conditions and storage):

_____

Adverse effects to report (if any) _____

_____

Telephone Number(s) at which physician can be reached in an emergency:

_____

Doctor requests teacher's comments: _____Yes: Please observe the following:

_____

_____

_____ No: Teacher comments unnecessary.

_____
Physician's Signature

(Reviewed: October 17, 2024)

STUDENT SAFETY

The Board believes that students have the right to be protected in all facets of the education program and directs the Superintendent/designee to develop and maintain a safety instruction program for all students. Safety instruction in the District includes:

1. establishing appropriate safety rules;

2. learning how to practice safety and prevent accidents;

3. learning how to safely use and properly care for tools and equipment so as to reduce the potential for accidents;

4. developing habits of good housekeeping, proper storage and handling of materials, and sanitation;

5. becoming familiar with personal protection devices and the proper clothing to be worn for safety purposes;

6. learning how to cooperate with others in the promotion and operation of a safety program in the schools, on school grounds and in school vehicles;

7. instructing students not to accept gifts or automobile rides from strangers. Students are also instructed to tell staff members, parents or law enforcement officials of any suspicious strangers in or around school property;

8. providing instruction in personal safety and assault prevention in grades kindergarten through 6. Upon the written request of a parent, a student shall be excused from such instruction and

9. providing age-appropriate instruction in dating violence prevention in grades 7-12.

In an attempt to further ensure student safety, staff members:

1. shall not send students on errands that would require the student to leave school property and/or drive a vehicle;

2. shall not attempt by themselves to counsel, assess, to diagnose, or treat a student's personal problem relating to sexual behavior, substance abuse, mental or physical health, and/or family relationships;

3. Shall not disclose information concerning a student, other than directory information, to any person not authorized to receive such information. This includes, but is not limited to, information concerning assessments, ability scores, grades, behavior, mental or physical health, and/or family background, and

4. Shall immediately report any suspected signs of child abuse or neglect.

In addition to instruction in safety, buildings are inspected annually to detect and remedy health and safety hazards. Staff members shall immediately report to the building administrator any accident or safety hazard he/she detects.

The Superintendent is authorized and directed to develop appropriate means for the implementation of this policy.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: January 16, 2001)
(Revision date: October 17, 2024)
(Revision date: June 26, 2025)

LEGAL REFS.:	ORC	3313.473; 3313.60; 3313.643; 3313.96
		3737.73
		4107.31
	OAC	3301-35-06

CROSS REFS.:	AFI	Evaluation of Educational Resources
	EB	Safety Program
	GBH	Staff-Student Relations (Also JM)
	IGAE	Health Education
	IGBLA	Promoting Parental Involvement
	JEE	Student Attendance Accounting (Missing and Absent Children)
	JFCF	Hazing and Bullying (Harassment, Intimidation and Dating Violence)
	JFCH	Alcohol Use by Students
	JFCI	Student Drug Abuse
	JHG	Reporting of Child Abuse and Mandatory Training
	JHH	Notification about sex offenders
	JO	Student Records

REPORTING OF CHILD ABUSE AND MANDATORY TRAINING

All employees of the District who know or have reasonable cause to suspect that a child under 18 years of age or a disabled child under 21 years of age has suffered, is suffering or faces a threat of suffering any type of abuse or neglect are required to immediately report such information to the public children services agency or the local law enforcement agency.

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.

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 or designee to develop a program of in-service training in child abuse prevention; child sexual abuse; violence; school safety and violence prevention including human trafficking; substance abuse, the promotion of positive youth development, youth suicide awareness and prevention and the use of an automatic external defibrillator (AED). Training is also provided on the Board's harassment, intimidation, or bullying policy.

Where required, the in-service training program is developed in consultation with public or private agencies or persons involved in child abuse prevention, school safety, violence prevention or intervention programs, child sexual abuse prevention or youth suicide awareness and prevention.

Each person employed by the Board to work as a school nurse, teacher, counselor, school psychologist or administrator shall complete at least four (4) hours of the established in-service training within two years of commencing employment with the District, and every five years thereafter.

Middle and high school employees who work as teachers, counselors, nurses, school psychologists and administrators must receive training in dating violence prevention. The curriculum for training in dating violence prevention is developed by the Superintendent/ designee and training must occur within two years of commencing employment and every five years thereafter.

Each person employed by the Board to work as a school nurse, teacher, counselor, school psychologist, administrator or any other personnel the Board deems appropriate shall complete training in youth suicide awareness and prevention once every two years.

[Adoption date: March 17, 1998]
(Revision date: November 16, 2004)
(Revision date: April 22, 2008)
(Revision date: January 14, 2010)

(Revision date: April 18, 2019)
(Revision date: June 15, 2023)
(Revision date: October 17, 2024)
(Revision date: December 19, 2024)
(Revision date: June 26, 2025)
(Revision date: December 18, 2025)

LEGAL REFS.: ORC 2151.011; 2151.421
3313.662; 3313.666
3313.6023; 3319.073

CROSS REFS.: EB, Safety Program
EBBA – First Aid
EBC, Emergency Management and Safety Plans
IGAE, Health Education
JFCF, Hazing and Bullying (Harassment, Intimidation and Dating Violence)
JHF, Student Safety

THIS IS A REQUIRED POLICY

NOTIFICATION ABOUT SEX OFFENDERS

State law requires certain sex offenders to register with the sheriff in accordance with law. In some circumstances the sheriff notifies the Superintendent that a sex offender subject to community notification is residing, employed or attending school within the geographical region of the District.

If the Superintendent receives information from the sheriff concerning a sex offender subject to community notification, the Superintendent disseminates the information regarding the sex offender subject to community notification 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 sex offender subject to community notification 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 sex offender subject to community notification appears to be without a legitimate purpose or otherwise creates concern for the safety of the students.

If the Superintendent receives information from the sheriff concerning a sex offender subject to community notification, the Superintendent may inform parents, guardians and adult students that he/she has received notice that a sex offender subject to community notification is residing, employed or attending school within the geographical region of 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.

If the Superintendent receives information from the sheriff concerning a sex offender subject to community notification, he/she shall not release any other information and shall direct any inquiries to the office of the sheriff with whom the offender has registered.

[Adoption date: March 17, 1998]
(Revision date: January 20, 2004)
(Revision date: January 10, 2019)
(Revision date: October 17, 2024)

LEGAL REFS.: 42 USC 14071
ORC 149.43
2151.355
2152.83; 2152.84
Chapter 2950
OAC Chapter 109:5-2

CROSS REF.: GBQ Criminal Records Check
JO, Student Records

EMPLOYMENT OF STUDENTS

The Board believes that a student's school responsibilities are to take precedence over non-school-related jobs. The board acknowledges that extenuating circumstances may surface when a student may need to forgo the traditional method of obtaining an education in order to work and provide support or care for himself/herself or his/her family members.

If 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 other employers in accordance with the following provisions for obtaining age and schooling certificates.

Age and Schooling Certificated (Work Permits)

All students under the age of 18 must apply for a work permit in order to legally obtain paid employment. Students, ages 16 and 17, must have valid work permits for paid employment during the school year. Students, ages 14 and 15, must obtain valid work permits for employment at all times of the year.

In compliance with State law, the Superintendent/designee will be responsible for processing requests for and issuing work permits as necessary. Students must provide all the documentation required by State law including, but not limited to, proof of age and physical fitness. Proof must also be provided identifying the potential employer as places of employment where minors can legally work.

In-school Employment

Part-time and summer school jobs will be open to students in keeping with their abilities and the needs of the school for student help. The Greenville City Board of Education also authorizes the District to provide cooperative work-experience programs.

As with all District employment, the Board will approve appointments, and establish pay rates. These rates will conform with requirements of the minimum wage law.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: March 8, 2012)
(Revision date: December 21, 2023)

LEGAL REFS.: ORC 3313.56; 3313.93
3321.042
3321.08-3321.11
3331.01; 3331.02; 3331.04
3331.06 through 3331.09
Chapter 4109
4111.02

RC 3345.205

CROSS REFS.:	IGCF	Home Education
	JECE	Student Withdrawal from School (Loss of Driving Privileges)
	JEG	Exclusions and Exemptions from School Attendance

STUDENT GIFTS AND SOLICITATIONS

There are differences in the economic status of families represented by the students in our schools, and the Greenville City Board of Education wishes to avoid any embarrassment of students or hardship on families that lack financial resources, nor does the Board wish to burden the community with numerous, repeated solicitations by the students.

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.

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 typically not be given for the school to sponsor non-school fund raisers or to provide for student involvement in such with the following exceptions.

   A. Each building may participate (with Superintendent approval) in charity fund raisers.

   B. Student involvement will only occur if the activity meets the physical and/or mental growth capacity of the participating students.

   C. The activity will be strictly voluntary for students.

[Adoption date: August 18, 1987]
(Revision date: January 19, 1988)
(Revision date: July 9, 1997)
(Revision date: May 21, 2002)
(Revision date: November 21, 2024

LEGAL REF.: ORC 3313.20

CROSS REFS.: GBI Staff Gifts and Solicitations
IGDF Student Fund-Raising Activities
KI Public Solicitations in the Schools
KJ Advertising in the Schools

STAFF-STUDENT RELATIONS

The relationship between the District's staff and students must be one of cooperation, understanding and mutual respect. Staff members have a responsibility to provide an atmosphere conducive to learning and to motivate each student to perform to his/her capacity.

Staff members should strive to secure individual and group discipline and should be treated with respect by students at all times. By the same token, staff members should extend to students the same respect and courtesy that they, as staff members, have a right to demand.

Although it is desired that staff members have a sincere interest in students as individuals, partiality and the appearance of impropriety must be avoided. Excessive informal and/or social involvement with students is prohibited. Such conduct is not compatible with professional ethics and, as such, will not be tolerated.

Staff members are expected to use good judgment in their relationships with students both inside and outside of the school context including, but not limited to, the following guidelines:

1. Staff members shall not make deprecatory comments to students regarding the school, its staff, and/or its students.

2. The exchange of purchased gifts between staff members and students is discouraged.

3. Staff-sponsored parties at which students are in attendance, unless they are a part of the school's extracurricular program and are properly supervised, are prohibited.

4. Staff members shall not fraternize, written or verbally, with students except on matters that pertain to school-related issues. This does not apply to family members.

5. Staff members shall not associate with students at any time in any situation or activity which could be considered sexually suggestive or involve the presence or use of tobacco, alcohol or drugs.

6. Soliciting, encouraging, engaging or consummating an inappropriate relationship with any student, minor or individual who was a student in the preceding 12 months is prohibited.

7. Staff members shall not use disparaging remarks, insults or sarcasm against students under any circumstances.

8. Staff members shall maintain appropriate professional, emotional and social boundaries in the supervision, control and protection of students commensurate with their assigned duties and responsibilities.

9. Staff members shall not send students on personal errands.

10. Staff members shall, pursuant to law and board policy, immediately report any suspected signs of child abuse or neglect

11. Staff members shall not attempt to diagnose or treat a student's personal problem relating to sexual behavior, substance abuse, mental or physical health and/or family relationships

12. Staff members shall not willingly or knowingly violate any student confidentiality required by Federal or State law.

13. Staff members shall not groom a student or minor for the purpose of establishing an inappropriate emotional, romantic or sexual relationship.

Social Media

1. District staff are prohibited from posting data, documents, photographs, or inappropriate information on any social media platform that might result in a disruption of classroom activity or that violates State or Federal law relating to staff and student privacy. The Superintendent/designee has full discretion in determining when a disruption of classroom activity has occurred.

2. District staff are prohibited from providing personal social media passwords to students.

3. Fraternization between District staff and students via the Internet, personal e-mail accounts, text messaging, personal social media and other modes of virtual technology are also prohibited.

4. Access of personal social media during school hours is prohibited.

Violation of the prohibitions listed above will result in staff and/or student discipline in accordance with State law, Board policies and regulations, the Staff and Student Codes of Conduct and handbooks and/or staff negotiated agreements. Violations by staff also may be reported to the Ohio Department State Board of Education for further investigation.

Nothing in this policy prohibits District staff and students from the use of education web sites and/or use of social media created for curricular, co-curricular or extracurricular purposes.

[Adoption date: January 16, 2001]
(Revision date: December 15, 2009)
(Revision date: May 24, 2011)
(Revision date: September 21, 2023)
(Revision date: June 26, 2025)

CROSS REFS.: GBC Staff Ethics

GBCA	Staff Conflict of Interest GBCB, Staff Conduct
GBCB	Staff Conduct
GBI	Staff Gifts and Solicitations
JHG	Reporting Child Abuse
IIBH	District Websites
JFC	Student Conduct (zero tolerance)
JG	Student Discipline
JHF	Student Safety
JHG	Reporting of Child Abuse
JL	Student Gifts and Solicitations JO, Student Records
JO	Student Records
KBA	Public's Right to Know
	Staff Handbooks
	Student Handbooks

CONTRACT REFS.: Teachers' Negotiated Agreement

STUDENT FEES, FINES AND CHARGES

Material Fees

Students enrolled in District schools are furnished basic textbooks without cost. However, a fee for consumable materials and supplies used in the instructional program is established at the beginning of each school year and may vary as the cost of materials and supplies fluctuates. Such fees are to be deposited in the rotary operating funds of the Board to defray the cost of the materials and supplies.

The Board directs the Superintendent/designee to prepare a schedule of fees for materials to be used in courses of instruction and a schedule of charges that may be imposed for damage to school property.

The District does not charge students eligible for free meals 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 meals 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 meals, not students who receive reduced-price meals. This provision does not apply to extracurricular activities and student enrichment programs that are not courses of instruction and any tools, equipment, and materials necessary for workforce-readiness training within a career-tech education program that, to the extent they are not consumed, may be retained by the student upon completion of the course.

Fines

When school property, equipment or supplies are damaged, lost or taken by individuals, a fine is assessed. The fine is reasonable, seeking only to compensate the school for the expense or loss incurred. Free meal eligibility does not exempt a student from paying fines for damage to school property.

The late return of borrowed books or materials from the school libraries is subject to appropriate fines.

All fines collected are sent to the Treasurer for deposit in the general fund of the Board.

Unpaid Meal Charges

Unpaid meal charges are considered delinquent debt when payment is past due. The administration will establish procedures for the collection of unpaid meal charges.

Collection of Student Fees and Fines

The administration may establish regulations for the collection of student fees and fines.

Parents will be advised of fees due at the beginning of the school year. At the end of the 1st grading period, the principal will send a letter from the Treasurer and an invoice to parents of students with outstanding fees and fines. Full payment is expected to be received by the end of the first nine week grading period.

Grades and credits are not made available to any student, graduate or to anyone requesting same on his/her behalf until all fees and fines for that student have been paid in full, except where required by State law. Participation in extracurricular field trips will not be permitted unless payment has been received. Students will be prohibited from participating in commencement exercise unless payment has been received.

The District may withhold a student's school records, except as provided in State law, if there is $2,500 or more of outstanding debt attributed to the student. The District will transmit the student's school records within five school days once the debt is paid. "School records" includes any academic records, student assessment data or other information for which there is a legitimate educational interest.

Participation in school-sponsored activities, groups, or organizations deemed as an extra privilege and not directly related to formal assessment for an academic course, including but not limited to: interscholastic athletic programs; clubs; instrumental music programs; vocal music programs; field trips; fun/field days; and any other programs outside the regular school day will not be permitted until all fees and fines for that student have been paid in full unless the student is on an approved payment plan. An approved payment plan is as follows:

Activities with a duration of one week or more - 50% of total fees owed will be due prior to participation in the activity and 100% of total fees owed paid by mid-point of the activity duration. Parents/guardians of students with accumulated unpaid fees in excess of $300 by the end of each school year will be subject to a legal fee collection process.

School flat fees for those participating in fall activities are due by noon on Friday of the first week of school.

Students who withdraw from school are expected to pay their fees, return textbooks and other issued school material prior to withdrawing. For the purpose of daily accrual methods, these students will be eliminated from the books of records of the school at the discretion of the Superintendent and Treasurer, preferably at the end of the fiscal year. The outstanding record will be held for reinstatement at the time that a student may re-enroll and collection will again be actively pursued.

[Adoption date: March 19, 1996]
(Revision date: January 16, 2001)
(Revision date: June 24, 2008)
(Revision date: July 21, 2009)
(Revision date: January 10, 2010)
(Revision date: October 18, 2011)
(Revision date: February 13, 2014)
(Revision date: August 17, 2017)
(Revision date: December 21, 2023)

LEGAL REFS.: National School Lunch Act 42 USC 1751

Child Nutrition Act of 1966, 42 USC 1771
ORC 3313.642
ORC 3319.324
3329.06

CROSS REFS.: EF/EFB Food Services Management/Free & Reduced-Price Food
IGCB Innovative Education Programs
IGCD Educational Options (also LEB)

NOTE: Under the Ohio Revised Code, districts may charge free lunch eligible students fees under two exceptions:

1. *for any materials needed to enable the student to fully participate in extracurricular activities or any pupil enrichment program that is not part of a course of instruction and*

2. *for any tools, equipment and materials necessary for workforce-readiness training with a career-technical education program that, to the extent the tools, equipment and materials are not consumed, may be retained by the student upon course completion.*

These two exceptions do not require districts to charge such fees; they simply give them the permission to charge the fees if they so choose.

THIS IS A REQUIRED POLICY

STUDENT FEES, FINES AND CHARGES

The Collection of fees will be handled under the following regulations for clarity and consistency in all district buildings.

Material Fees

Students enrolled in District schools are furnished basic textbooks without cost. Board adopted fees are established by board resolution at the beginning of each school year for both consumable materials and supplies. Fees may also be implemented at the introduction of a new program.

Charges for damaged property will be based on the actual cost of the damage and/or replacement of goods and will be charged to the student accordingly.

The District will honor any approved waivers with the information "sharing form" properly completed within the school year in which fees are incurred. Subsequent requests will be automatically denied.

The District will provide guidance on reduction and/or waiver requested after the initial charging of fees. Any student who is determined to be on direct certification by Ohio Jobs and Family Services will be required to complete an information sharing form. All other applicants will be determined for eligibility by forms provided to the designated school authority. Prior to consideration of fee elimination, a properly completed sharing form indicating a desire to share information with Superintendent's Office for Waiver of School Fees must be received, heretofore known as "sharing form".

Upon receipt of the "sharing form" fees will be waived in the following manner.

A properly executed "sharing form" with the district will result in complete waiver of applicable fees as defined by policy during the current school year. Any current year fees paid will be refunded or applied to existing receivables in the following circumstances: to the extent that the child remains on free meals the entire year, said fees will be retained by the district until the end of school year. The fees, for the child who is currently on free meals transitioning to a reduced or paid meals, will be waived for free eligibility on a prorated basis to the extent of 25% per nine-week period and any partial thereof.

Example:

Student has $100.00 of eligible fees. Student is on free meals until the 13th week of school. Student will be charged $ 50.00 because of eligibility for the 1st nine weeks and part of the 2nd nine weeks. $50.00 will be waived.

A properly executed "sharing form" with the district at a time when the student becomes eligible in a period other than the first of the school year, will result in waiver of applicable fees as defined by policy during the current school year. The fees, for the child who is currently on reduced or student-paid meal transitioning to a free meal, will be waived for free eligibility on a prorated basis to the extent of 25% per nine week period and any partial thereof. Any refunds will be handled in the aforementioned manner.

Example:

Student has $100.00 of eligible fees. Student is on reduced meals until the 24th week of school. Student will be charged $ 50.00 because of eligibility for the 3rd nine weeks and 4th nine weeks. $50.00 will be waived.

The district intent is to allow any child eligible for free meals under federal law to have fees waived on those courses defined by policy if they are eligible within any nine-week period of the school year.

Fines

Free meals eligibility does not exempt a student from paying fines for damage to school property.

The late return of borrowed books or materials from the school libraries is subject to appropriate fines.

All fines collected are sent to the Treasurer for deposit in the general fund of the Board.

Collection of Student Fees and Fines

Parents will be advised of fees due at the beginning of the school year. At the end of the 1st grading period, the principal will send a letter from the Treasurer and an invoice to parents of students with outstanding fees and fines. Full payment is expected to be received by the end of the first nine-week grading period.

Grades and Credit 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. Students will be prohibited from participating in commencement exercise unless payment has been received.

Participation in school-sponsored activities, groups, or organizations deemed as an extra privilege and not directly related to formal assessment for an academic course, including but not limited to: interscholastic athletic programs; clubs; instrumental music programs; vocal music programs; field trips; fun/field days; and any other programs outside the regular school day will not be permitted until all fees and fines for that student have been paid in full unless the student is on an approved payment plan. An approved payment plan is as follows:

Activities with a duration of one week or more - 50% of total fees owed will be due prior to participation in the activity and 100% of total fees owed paid by mid-point of the activity duration. Parents/guardians of students with accumulated unpaid fees in excess of $300 by the end each school year will be subject to a legal fee collection process.

School flat fees for those participating in fall activities are due by noon on Friday of the first week of school.

Students who withdraw from school are expected to pay their fees, return textbooks and other issued school material prior to withdrawing. For the purpose of daily accrual methods, these students will be eliminated from the books of records of the school at the discretion of the Superintendent and Treasurer, preferably at the end of the fiscal year. The outstanding record will be held for reinstatement at the time that a student may re-enroll and collection will again be actively pursued.

[Adoption date: October 18, 2011]
(Revision date: November 21, 2024)

LEGAL REFS.: National School Lunch Act of 1946, 42 USC 1751
Child Nutrition Act of 1966, 42 USC 1771
ORC 3313.642
3329.06

CROSS REFS.: IGCB Experimental Programs
IGCD Educational Options (also LEB)

STUDENT RECORDS

In order to provide students with appropriate instruction and educational services, it is necessary for the District to maintain extensive educational and personal information. It is essential that pertinent information in these records be readily available to appropriate school personnel, be accessible to the student's parent(s) or 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 that are included in the student's cumulative folder will be available to parents, guardians, or the student if he/she is over 18 years of age. This request must be in writing and will be granted within seven 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 reached age 18 or enrolls in a postsecondary school. The student then becomes an "eligible student."

The District uses reasonable methods to identify and authenticate the identity of parents, students, school officials and any other parties to whom the agency or institution discloses personally identifiable information from education records.

The District provides notice to parents and eligible students annually, in accordance with the procedures set forth under administrative regulations, of the rights held by parents and eligible students under law and this policy. It is the intent of the District to limit the disclosure of information contained in the student's education records except:

1. by prior written consent;

2. as directory information and

3. under other limited circumstances, as enumerated under administrative regulations.

The following rights exist:

1. the right to inspect and review the student's education records;

2. the right, in accordance with administrative regulations, to seek to correct parts of the student's education records, including the right to a hearing if the school authority decides not to alter the records, according to the parent(s)' or eligible student's request;

3. the right of any person to file a complaint with the U.S. Department Of Education if the District violates relevant federal law, specifically the Family Educational Rights And Privacy Act (FERPA) and

4. the right to acquire information concerning the procedure which the parent(s) or eligible student should follow to obtain copies of this policy, the locations from which these copies may be obtained, as well as any fees to be charged for such copies.

The District proposed to designate the following personally identifiable information contained in a student's education records as "directory information."

1. student's name
2. student’s address
3. telephone number(s)
4. electronic mail address
5. photograph
6. date and place of birth
7. major field of study of student
8. dates of attendance
9. grade level
10. enrollment status
11. participation in officially recognized activities and sports
12. weight and height of members of athletic teams
13. degrees, honors and awards received
14. the most recent educational agency or institution attended.

The above information is disclosed without prior written consent, except when the request is for a profit-making plan or activity or when the parent/eligible student has informed the Board that any or all such information should not be released without their prior written consent or when disclosure is otherwise prohibited by law.

Administrative regulations set forth a procedure for annual notification to parents and eligible students of the district's definition of directory information. Parents or eligible students then have two weeks in which to advise the District in writing, in accordance with such regulations, or any or all items which they refuse to permit as directory information about that student.

To carry out their responsibilities, school officials have access to student education records for legitimate 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 or eligible students, except that the Superintendent or a person designated in writing by the Superintendent may permit disclosure in certain limited circumstances outlined under administrative regulations.

The District maintains, in accordance with administrative regulations, an accurate record of all requests to disclose information from or to permit access to, a student's education records and of information disclosed and access permitted.

[Adoption date: August 18, 1987]
(Revision date: June 16, 1992)
(Revision date: July 9, 1997)
(Revision date: March 23, 2004)
(Revision date: April 21, 2009)
(Revision date: January 9, 2014)
(Revision date: January 12, 2017)
(Revision date: November 21, 2024)

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
Family Educational Rights and Privacy Act; 20 USC § 1232g
Health Insurance Portability and Accountability Act; 29 USC 1181 et seq.
ORC 149.41; 149.43
1347.01 et seq.
3317.031
3319.32; 3319.321; 3319.33
3321.12; 3321.13
3331.13

CROSS REFS.:
AFI Evaluation of Educational Resources
EHA Data and Records Retention
IL Testing Programs
JECAA Admission of Homeless Students
KBA Public's Right to Know
KKA Recruiters in the Schools

NOTE: *Regulations concerning the content of information retained during the student's term of schooling, after the student exits the school and in response to request for transcripts, should be developed in compliance with law and strictly adhered to.*

The definitions of "directory information" differ in State and Federal law. This policy reflects the more restrictive definition found in State law. The district may further limit the information contained in that definition.

STUDENT RECORDS

1. Each student's official school records include the following.

   A. Records to be retained permanently

      1. name and address of parent(s)
      2. verification of date and place of birth
      3. dates and record of attendance
      4. course enrollment and grades
      5. test data
      6. date of graduation or withdrawal

   B. Records of verifiable information to be retained during the student's school career

      1. medical/health data
      2. individual psychological evaluation (gathered with written consent of parent(s))
      3. individual intelligence tests, tests for learning disabilities, etc. (counselor-administered)
      4. other verifiable information to be used in educational decision making

2. Maintaining student records

   A. Transcripts of the scholastic record contain only factual information. The District confines its recordkeeping to tasks with clearly defined educational ends.

   B. Items listed under 1-A are retained for 100 years. Those listed under 1-B are retained during the student's enrollment and destroyed after graduation unless the school code imposes other restrictions.

   C. Teacher and staff comments on student records are confined to matters related to student performance. Value judgments are excluded from the record.

   D. Student records are considered as current educational and/or therapeutic tools and are available for use as such.

The following definitions of terms pertain to this statement of policy.

Student - any person who attends or has attended a program of instruction sponsored by the Board.

Eligible student - a student or former student who has reached age 18 or is attending a postsecondary school.

Parent - either natural parent of a student, unless his/her rights under the FERPA have been removed by a court order, a guardian or an individual acting as a parent or guardian in the absence of the student's parent(s).

Dates of attendance-means the period of time during which a student attends or attended an educational agency or institution. Examples of dates of attendance include an academic year, a spring semester or a first quarter. The term does not include specific daily records of a student's attendance at an educational agency or institution.

Education records - any records (in handwriting, print, tapes, film or other medium) maintained by the District, an employee of the District or an agent of the District which are related to a student, except:

1. a personal record kept by a school staff member that meets the following tests:

    A. it is in the sole possession of the individual who made it;

    B. it is used only as a personal memory aid and

    C. information contained in it has never been revealed or made available to any other person, except the maker's temporary substitute;

2. an employment record which is used only in relation to a student's employment by the District (employment for this purpose does not include activities for which a student receives a grade or credit in a course) and

3. alumni records which relate to the student after he/she no longer attends classes provided by the District and the records do not relate to the person as a student.

4. peer-graded papers before they are collected and recorded by a teacher.

Personally Identifiable Information - any data or information which makes the subject of a record known, including the student's name, the student's or student's family's address, the name of the student's parent or other family members, a personal identifier such as a the student's social security number or a biometric record, other indirect identifiers, such as the student's date of birth, place of birth or mother's maiden name, other information that, alone or in combination is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty or information requested by a person who the District reasonably believes knows the identity of the student to whom the education record relates.

ANNUAL NOTIFICATION

Within the first three weeks of each school year, the District publishes in a notice to parents and eligible students their rights under State and Federal law and under this policy. The District also sends home with each student a bulletin listing these rights; the bulletin is included with a packet of material provided to parents or eligible students when the students enroll during the school year.

The notice includes the:

1. right of a parent(s) or eligible student to inspect and review the student's education records;

2. intent of the District to limit the disclosure of information contained in a student's education records, except: (1) by the prior written consent of the student's parent(s) or the eligible student, (2) as directory information or (3) under certain limited circumstances, as permitted by law;

3. right of a student's parent(s) or an eligible student to seek to correct parts of the student's education records which he/she believes to be inaccurate, misleading or in violation of student rights; this right includes a hearing to present evidence that the records should be changed if the District decides not to alter them according to the parent(s)' or eligible student's request;

4. the right of any person to file a complaint with the Department of Education if the District violates the FERPA and

5. the procedure that a student's parent(s) or an eligible student should follow to obtain copies of this policy and the locations where copies maybe obtained.

An administrator arranges to provide translations of this notice to non-English-speaking parents in their native language.

LOCATIONS OF EDUCATION RECORDS

TYPES	LOCATION	CUSTODIAN
Cumulative School Records	Principals' Offices	Principals
Cumulative School Records (Former Students)	Central Office	Chief Archivist
Health Records	Principals' Offices	Principals
Speech Therapy Records Psychological Records	Principals' Offices	Principals
School Transportation Records	School Bus Garage	Director of Pupil Transportation
Special Test Records	Principals' Offices	Principals
Occasional Records (Student education records not identified above; such as those in Superintendent's office, in the school attorney's office, or in the personal possession of teachers)	Principals' Offices	Principals

PROCEDURE TO INSPECT EDUCATION RECORDS

Parents or eligible students may inspect and review education records to which they are entitled to have access upon request. In some circumstances, it may be mutually more convenient for the record custodian to provide copies of records. (See the schedule of fees for copies.)

Since a student's records may be maintained in several locations, the school principal may offer to collect copies of records or the records themselves from locations other than a student's school, so that they may be inspected at one site. If parents and eligible students wish to inspect records where they are maintained, school principals accommodate their wishes.

Parents or eligible students should submit to the student's school principal a written request which identifies as precisely as possible the record or records which he/she wishes to inspect.

The principal (or other custodian) contacts the parent(s) of the student or the eligible student to discuss how access is best arranged (copies, at the exact location or records brought to a single site).

The principal (or other custodian) makes the needed arrangements as promptly as possible and notifies the parent(s) or eligible student of the time and place where the records may be inspected. This procedure must be completed within 45 days or earlier after the receipt of the request for access.

If for any valid reason such as working hours, distance between record location sites or health, a parent(s) or eligible student cannot personally inspect and review a student's education records, the District arranges for the parent(s) or eligible student to obtain copies of the records. (See information below regarding fees for copies of records.)

When records contain information about students other than a parent(s)' child or the eligible student, the parent(s) or eligible student may not inspect and review the records of the other students.

FEES FOR COPIES OF RECORDS

The District does not deny parents or eligible students any rights to copies of records because of the following published fees. When the fee represents an unusual hardship, it may be waived, in part or entirely, by the records custodian. The District reserves the right to make a charge for copies, such as transcripts, which it forwards to potential employers or to colleges and universities for employment or admissions purposes. The District may deny copies of records (except for those required by law) if the student has an unpaid financial obligation to the District.

Federal law requires the District to provide copies of records for the following reasons:

1. when the refusal to provide copies effectively denies access to a parent(s) or eligible student;

2. at the request of the parent(s) or eligible student when the District has provided the records to third parties by the prior consent of the parent(s) or eligible student or

3. at the request of the parent(s) or eligible student when the District has forwarded the records to another district in which the student seeks or intends to enroll.

The fee for copies provided under Federal law may not include the costs for search and retrieval. This fee is per page (actual copying cost less hardship factor).

The fee for all other copies such as copies of records forwarded to third parties with prior consent or those provided to parents as a convenience is 5 cents per page (actual search, retrieval copying cost and postage, if any).

DIRECTORY INFORMATION

The District proposes to designate the following personally identifiable information contained in a student's education record as "directory information"; it discloses that information without prior written consent, except that directory information is not released for a profit-making plan or activity. Such information includes:

1. student's name
2. student's address
3. telephone number(s)
4. student's date and place of birth
5. participation in officially recognized activities and sports
6. student's achievement awards or honors
7. student's weight and height, if a member of an athletic team
8. major field of study
9. dates of attendance ("from and to" dates of enrollment)
10. date of graduation

Within the first three weeks of each school year, the District publishes the above list, or a revised list, of the items of directory information which it proposes to designate as directory information. For students enrolling after the notice is published, the list is given to the student's parent(s) or to the eligible student at the time and place of enrollment.

After the parents or eligible students have been notified, they have two weeks in which to advise the District in writing (a letter to the Superintendent's office) of any or all of the items which they refuse to permit the District to designate as directory information about that student.

At the end of the two-week period, each student's records are appropriately marked by the record custodians to indicate the items which the District designates as directory information about that student. This designation remains in effect until it is modified by the written direction of the student's parent(s) or the eligible student.

USE OF STUDENT EDUCATION RECORDS

To carry out their responsibilities, school officials have access to student education records for legitimate educational purposes. The District uses the following criteria to determine who are school officials. An official is a person:

1. duly elected to the Board;

2. certificated by the state and appointed by the Board to an administrative or supervisory position;

3. certificated by the state and under contract to the Board as an instructor;

4. employed by the Board as a temporary substitute for administrative, supervisory or teaching personnel for the period of his/her performance as a substitute or

5. employed by, or under contract to, the Board to perform a special task such as a secretary, a Treasurer, Board attorney or auditor for the period of his/her performance as an employee or contractor.

6. a contractor, consultant, volunteer or other party to whom an agency or institution has outsourced instructional services or functions may be considered a school official provided that the outside party:

    A. performs an instructional service or function for which the District would otherwise use employees;

    B. is under the direct control of the District with respect to the use the maintenance of education records and

    C. abides by the legal requirements governing the use and redisclosure of personally identifiable information from education records.

School officials who meet the criteria listed above have access to a student's records if they have a legitimate educational interest in those records. A "legitimate educational interest" is the person's need to know in order to perform:

1. an administrative task required in the school employee's position description approved by the Board;

2. a supervisory or instructional task directly related to the student's education or

3. a service or benefit for the student or the student's family such as health care, counseling, student job placement or student financial aid.

NOTE: The District must use reasonable methods to ensure that school officials obtain access to only those education records in which they have legitimate educational interests. A District that does not use physical or technological access controls to records must ensure that its administrative policy for controlling access to education records is effective and that it remains in compliance with the legitimate educational interest requirement.

The District releases information from or permits access to a student's education records only with a parent's or an eligible student's prior written consent, except that the school Superintendent or a person designated in writing by the Superintendent may permit disclosure under the following conditions:

1. when students seek or intend to enroll in another school district or a postsecondary school The District makes reasonable attempts to notify the parent or eligible student at their last known address unless the disclosures is initiated by the parent or eligible student or unless the District's annual notification includes notice that the District forwards education records to other education entities that request records in connection with a student's transfer or enrollment. Upon request, the District provides copies of the records and an opportunity for a hearing. (upon the condition that the student's parents be notified of the transfer, receive a copy of the record and have an opportunity for a hearing to challenge the content of the record);

2. when certain federal and state officials need information in order to audit or enforce legal conditions related to federally supported education programs in the District;

3. when parties who provide, or may provide, financial aid for which a student has applied or received, need the information to:

   A. establish the student's eligibility for the aid;

   B. determine the amount of financial aid;

   C. establish the conditions for the receipt of the financial aid or

   D. enforce the agreement between the provider and the receiver of financial aid;

4. if a State law adopted before November 19, 1974, required certain specific items of information to be disclosed in personally identifiable form from student records to state or local officials;

5 when the District has entered into a written agreement or contract for an organization to conduct studies on the District's behalf to develop tests, administer student aid or improve instruction;

6. when accrediting organizations need those records to carry out their accrediting functions;

7. when parents of eligible students claim the student as a dependent;

8. when it is necessary to comply with a judicial order or lawfully issued subpoena; the District makes a reasonable effort to notify the student's parent(s) or the eligible student before making a disclosure under this provision, except when a parent to a court proceeding involving child abuse or neglect or dependency, and the order is issued in the context of that proceeding;

9. if the disclosure is an item of directory information and the student's parent(s) or the eligible student has not refused to allow the District to designate that item as directory information for that student;

10. the disclosure is in connection with a health and safety emergency;

11. the disclosure concerns sex offenders and other individuals required to register under section 170101 of the Violent Crime Control and Law Enforcement Act of 1994, 42 U.S.C. 14071, and the information was provided to the educational agency or institution under 42 U.S.C. 14071 and applicable federal guidelines and

12. to an agency caseworker or other representative of a state or local child welfare agency, when the agency is legally responsible for the care and protection of the child. Information obtained will not be disclosed by the agency to any other agency or individual, unless they are engaged in addressing the education needs of the child and authorized by the agency to have access and the disclosure is consistent with the State laws applicable to protecting the confidentiality of the student's education records.

The District discloses personally identifiable information from an education record to appropriate parties, including parents, in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.

When deciding whether to release personally identifiable information in a health or safety emergency, the District may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. If the District determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from education records to any person whose knowledge of the information is necessary to protect the health or safety of the student or other individuals.

The District records the following information when it discloses personally identifiable information form education records under the health or safety emergency exception:

1. the articulable and significant threat to the health or safety of a student or other individuals that formed the basis for the disclosure and

2. parties to whom the District disclosed the information.

The District is required to permit the Ohio Department of Education to have access to personally identifiable information about a student if the Ohio Department of Education needs the information to:

1. notify the District or school attended in the District of threats or descriptions of harm included in the student's response to an achievement test question;

2. verify the accuracy of the student's achievement test score or

3. determine whether the student satisfies the alternative conditions for a high school diploma.

District officials may release information from a student's education records if the student's parent(s) or the eligible student gives his/her prior written consent for the disclosure. The written consent must include at least:

1. a specification of the records to be released;

2. the reasons for the disclosure;

3. the person or the organization or the class of persons or organizations to whom the disclosure is to be made;

4. the parent(s) or student's signature and

5. the date of the consent and, if appropriate, a date when the consent is to be terminated.

The District uses reasonable methods to identify and authenticate the identity of parents, students, school officials and any other parties to whom the agency or institution discloses personally identifiable information from education records. The student's parent(s) or the eligible student may obtain a copy of any records disclosed under this provision.

The District does not release information contained in a student's education records, except directory information, to any third parties, except its own officials, unless those parties agree that the information is not re-disclosed, without the parent(s)' or eligible student's prior written consent.

RECORDS OF REQUESTS FOR ACCESS AND DISCLOSURES MADE FROM EDUCATION RECORDS

The District maintains an accurate record of all requests for it to disclose information from, or to permit access to, a student's education records and of information it discloses and access it permits, with some exceptions listed below. This record is kept with, but is not a part of, each student's cumulative school records. It is available only to the record custodian, the eligible student, the parent(s) of the student or to federal, state or local officials for the purpose of auditing or enforcing federally supported educational programs.

The record includes:

1. the name of the person who or agency which made the request;

2. the interest which the person or agency has in the information;

3. the date on which the person or agency made the request and

4. whether the request was granted and, if it was, the date access was permitted or the disclosure was made and

5. in the event of a health and safety emergency, the articulable and significant threat to the health or safety of a student or other individuals that formed the basis for the disclosure; and the parties to whom the agency or institution disclosed the information.

The District maintains this record as long as it maintains the student's education record.

The records do not include requests for access or information relative to access which has been granted to parent(s) of the student or to an eligible student, requests for access or access granted to officials of the District who have a legitimate educational interest in the student; requests for, or disclosures of, information contained in the student's education records if the request is accompanied by the prior written consent of a parent(s) or eligible student or if the disclosure is authorized by such prior consent or for requests for, or disclosures of, directory information designated for that student.

PROCEDURES TO SEEK TO CORRECT EDUCATION RECORDS

Parents of students or eligible students have a right to seek to change any part of the student's records which they believe is inaccurate, misleading or in violation of student rights.

For the purpose of outlining the procedure to seek to correct education records, the term "incorrect" is used to describe a record that is inaccurate, misleading or in violation of student rights. The term "correct" is used to describe a record that is accurate, not misleading and not in violation of student rights. Also, in this section, the term "requester" is used to describe the parent(s) of a student or the eligible student who is asking the District to correct a record.

To establish an orderly process to review and correct the education records for a requester, the District may make a decision to comply with the request for change at several levels in the procedure.

First-level decision. When a parent of a student or an eligible student finds an item in the student's education records which he/she believes is inaccurate, misleading or in violation of student rights, he/she should immediately ask the record custodian to correct it. If the records are incorrect because of an obvious error and it is a simple matter to make the record change at

this level, the records custodian makes the correction. If the records are changed at this level, the method and result must satisfy the requester.

If the custodian cannot change the records to the requester's satisfaction, or the records do not appear to be obviously incorrect, he/she:

1. provides the requester a copy of the questioned records at no cost;

2. asks the requester to initiate a written request for the change and

3. follows the procedure for a second-level decision.

Second-level decision. The written requests to correct a student's education records through the procedure at this level should specify the correction which the requester wishes the District to make. It should at least identify the item the requester believes is incorrect and state whether he/she believes the item:

1. is inaccurate and why;

2. is misleading and why and/or

3. violates student rights and why.

The request is dated and signed by the requester.

Within two weeks after the records custodian receives a written request, he/she:

1. studies the request;

2. discusses it with other school officials; (the person who made the record or those who may have a professional concern about the District's response to the request)

3. makes a decision to comply or decline to comply with the request and

4. completes the appropriate steps to notify the requester or moves the request to the next level for a decision.

If, as a result of this review and discussion, the records custodian decides the records should be corrected, he/she effects the change and notifies the requester in writing that he/she has made the change. Each such notice includes an invitation for the requester to inspect and review the student's education records to make certain that the records are in order and the correction is satisfactory.

If the custodian decides the records are correct, he/she makes a written summary of any discussions with other officials and of his/her findings in the matter. He/She transmits this summary and a copy of the written request to the Superintendent.

Third-level decision. The Superintendent reviews the material provided by the records custodian and, if necessary, discusses the matter with other officials such as the school attorney or the Board (in executive session). He/She then makes a decision concerning the request and completes the steps at this decision level. Ordinarily, this level of the procedure should be completed within two weeks. If it takes longer, the Superintendent notifies the requester in writing of the reasons for the delay and indicates a date on which the decision will be made.

If the Superintendent decides the records are incorrect and should be changed, he/she advises the record custodian to make the changes. The record custodian advises the requester of the change as he/she would if the change had been made at the second level.

If the Superintendent decides the records are correct, he/she prepares a letter to the requester which includes:

1. the District's decision that the records are correct and the basis for the decision;

2. a notice to the requester that he/she has a right to ask for a hearing to present evidence that the records are incorrect and that the District grants such a hearing;

3. advice that the requester may be represented or assisted in the hearing by other parties, including an attorney at the requester's expense and

4. instructions for the requester to contact the Superintendent or his/her designee to discuss acceptable hearing officers, convenient times and a satisfactory site for the hearing. (The District is not bound by the requester's positions on these items but may, as far as feasible, arrange the hearing as the requester wishes.)

Fourth-level decision. After the requester has submitted (orally or in writing) his/her wishes concerning the hearing officer, the time and place for the hearing, the Superintendent, within a week, notifies the requester when and where the District will hold the hearing and who it has designated as the hearing officer.

At the hearing, the hearing officer provides the requester a full and reasonable opportunity to present material evidence and testimony to demonstrate that the questioned part of the student's education records are incorrect as shown in the requester's written request for a change in the records (second level).

Within one week after the hearing, the hearing officer submits to the Superintendent a written summary of the evidence submitted at the hearing. Together with the summary, the hearing officer submits his/her recommendation, based solely on the evidence presented at the hearing, that the records should be changed or remain unchanged.

The Superintendent prepares the District's decision within two weeks of the hearing. That decision is based on the summary of the evidence presented at the hearing and the hearing officer's recommendation. The District's decision is based solely on the evidence presented at

the hearing. The Superintendent may overrule the hearing officer if he/she believes the hearing officer's recommendation is not consistent with the evidence presented. As a result of the District's decision, the Superintendent takes one of the following actions.

1. If the decision is that the District changes the records, the Superintendent instructs the records custodian to correct the records. The records custodian corrects the records and notifies the requester as in the context of the second-level decision.

2. If the decision is that the District does not change the records, the Superintendent prepares a written notice to the requester which includes:

   A. the District's decision that the records are correct and will not be changed;

   B. a copy of a summary of the evidence presented at the hearing and a written statement of the reasons for the District's decision and

   C. advice to the requester that he/she may place in the student's education records an explanatory statement which states the reasons why he/she disagrees with the District's decision and/or the reasons he/she believes the records are incorrect.

Final administrative step in the procedure. When the District receives an explanatory statement from a requester after a hearing, it maintains that statement as part of the student's education records as long as it maintains the questioned part of the records. The statement is attached to the questioned part of the records and whenever the questioned part of the records is disclosed, the explanatory statement is also disclosed.

[Adoption date: August 18, 1987]
(Revision date: June 16, 1992)
(Revision date: July 9, 1997)
(Revision date: April 21, 2009)
(Revision date: January 9, 2014)
(Revision date: November 21, 2024)

DENIAL OF PERMISSION TO RELEASE DIRECTORY INFORMATION WITHOUT PRIOR WRITTEN CONSENT

Dear Parent:

Certain directory information may be released to media, colleges, civic or school-related organizations and state or governmental agencies as well as published in programs for the athletic, music and theater presentations of this District.

Directory information includes the following kinds of information:

1. student's name
2. student's address
3. telephone number(s)
4. electronic mail address
5. photograph
6. date and place of birth
7. major field of study of student
8. dates of attendance
9. grade level
10. enrollment status
11. participation in officially recognized activities and sports
12. weight and height of members of athletic teams
13. degrees, honors and awards received
14. the most recent educational agency or institution attended.

Please circle the specific categories of information, if any, listed above that you do not wish to be released without your specific prior written permission.

_____ The release of all directory information is denied.

This form must be completed and returned to the principal within 10 days after publication of the notice on "Directory Information" if the release of specific directory information is denied.

_____	_____	_____
Name of Student	School	Grade
_____	_____	
Parent's/Guardian's Signature	Date	

*Please note: The following form may be used in place of this form:

File: JO-E

Family Privacy Rights
Notification of Directory Information

Each year the District will provide public notice to students and their parents of its intent to make available, upon request, certain information known as "directory information." The Board designates as student "directory information."

_____ Student's name
_____ Student's address
_____ Telephone number(s)
_____ Electronic mail address
_____ Photograph
_____ Date and place of birth
_____ Major field of study of student
_____ Dates of attendance
_____ Grade level
_____ Enrollment status
_____ Participation in officially recognized activities and sports
_____ Weight and height of members of athletic teams
_____ Degrees, honors, and awards received
_____ The most recent educational agency or institution attended

The Board will make the above information available upon a legitimate request unless a parent, guardian, or adult student notifies the school in writing within 10 days from the annual notification. Directory information will not be provided to any organization for any profit-making purpose.

If you wish to opt-out of any of the above items, please check next to the item(s) above and sign below.

_____	_____	_____
Student Name	Grade	Building
_____	_____	_____
Parent/Guardian Signature	Date	Phone Number

<u>Grades 10-12 ONLY</u>:

_____ Check here to opt-out of name and address directory information being given to military recruiters.

ONLY RETURN THIS FORM TO YOUR BUILDING IF YOU CHOOSE TO OPT-OUT OF ANY DIRECTORY INFORMATION

Family Privacy Rights
Notification of Inspection of Student Educational Records

This notice includes the:

1. Right of a parent(s) or eligible student to inspect and review the student's education records;

2. Intent of the District to limit the disclosure of information contained in a student's education records, except: (1) by the prior written consent of the student's parent (s) or the eligible student, (2) as directory information or (3) under certain limited circumstances, as permitted by law;

3. Right of a student's parent (s) or an eligible student to seek to correct parts of the student's education records which he/she believes to be inaccurate, misleading or in violation of student rights; this right includes a hearing to present evidence that the records should be changed if the District decides not to alter them according to the parent (s) or eligible student's request;

4. The right of any person to file a complaint with the Department of Education if the District violates the FERPA and

5. The procedure that a student's parent (s) or an eligible student should follow to obtain copies of this policy and the locations where copies may be obtained. (Policies are available on the website or by contacting the Central Office at Memorial Hall)

{Adoption date: August 18, 1987}
(Revision date: June 16, 1992)
(Revision date: July 9, 1997)
(Revision date: April 21, 2009)
(Revision date: April 11, 2013)
(Revision date: January 9, 2014)
(Revision date: November 21, 2024)

STUDENT SURVEYS

The Board recognizes the importance of maintaining student records and preserving their confidentiality. Student records containing personally identifiable information are kept confidential at collection, storage, disclosure and destruction stages. Boards that receive funds under any applicable program must provide reasonable notice to parents at least annually at the beginning of the school year that their children may be involved in Board approved third party surveys. The school must also give the parents the opportunity to opt their child out of the activity. A student shall not be required, as part of any applicable program, to submit to a survey, analysis or evaluation that reveals information concerning:

1. political affiliations or beliefs of the student or the student's parent;

2. mental or psychological problems of the student or the student's family, "potentially embarrassing to the student or family"

3. sex behavior or attitudes;

4. illegal, anti-social, self-incriminating or demeaning behavior;

5. critical appraisals of other individuals with whom respondents have close family relationships;

6. legally recognized privileged or analogous relationships, such as those of lawyers, physicians and ministers;

7. religious practices, affiliations or beliefs of the students or student's parent, or

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

Annually, the Board must provide reasonable notice to parents that their child may be involved in Board approved third party surveys. The school must also give the parents the opportunity to opt their child out of the activity.

Parents have a right to inspect a survey created by a third party before that survey is administered by the school to students. Parents will be notified by the school when a survey is to be administered and will have at least two weeks to review the materials. Parents do have the right to opt their children out of the survey.

In order to protect student privacy rights when a survey is to be administered by the school that contains one of the prohibited eight from above, the parents have the right to inspect the survey.

If the parents do not want their children to be a participant in the survey they must notify the school.

The collection, disclosure or use of student personal information for the purpose of marketing or selling that information, or providing the information to others for that purpose is prohibited. This does not include personal information collected for the exclusive purpose of developing, evaluating, or providing educational products or services for or to, students or educational institutions such as:

1. postsecondary institutions or military recruiters;

2. book clubs, magazines and programs providing access to low-cost literary products:

3. curriculum and instructional materials used by K-12 schools;

4. tests and assessments used by K-12 to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students, or to generate other statistically useful data for the purpose of securing these tests and assessments, and the subsequent analysis and public release of the aggregate data from these tests and assessments;

5. the sale by students of products or services to raise funds for school or education related activities or

6. student recognition program.

Parents have the right to inspect the instrument used to collect student personal information before use.

For specific events, the school must notify the parents annually of the projected or approximate dates of the following activities:

1. the collection, disclosure or use of student personal information for the purpose of marketing or selling that information, or providing the information to others for that purpose;

2. the administration of a survey containing any of the eight items above and

3. any non-emergency, invasive physical exam that is required as a condition of attendance administered by the school in advance of attendance and not necessary to protect the immediate health and safety of the student or other students. Invasive physical exam is defined as any "medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion or injection into the body, but does not include a hearing, vision, or scoliosis exam."

[Adoption date: March 23, 2004]
(Revision date: November 21, 2024)

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
USA Patriot Act, Sec. 507, P.L. 107-56
Family Educational Rights and Privacy Act; 20 USC Sec. 1232g
ORC 149.41; 149.43
1347.01 et seq.
3317.031
3319.32; 3319.321; 3319.33
3321.12; 3321.13
3331.13
OAC 3301-35-02; 3301-35-03

POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS
(Restraint and Seclusion)

Positive Behavioral Interventions and Supports (PBIS)

PBIS is a multi-tiered school-wide, behavioral framework developed and implemented for the purpose of improving academic and social outcomes and increasing learning for all students. The Board directs the Superintendent/designee to develop a PBIS system/framework consistent with the components set forth in the State Board of Education's (SBOE) policy, State law and this policy. The District implements PBIS on a systemwide basis in an effort to promote positive interactions and solutions within the District. The District encourages family involvement as an integral part of its PBIS system. This policy is implemented in accordance with all applicable definitions set forth in State law.

PBIS Framework

The framework includes a decision-making framework consisting of multiple school staff members who guide selection, integration and implementation of evidence-based academic and behavior practices for improving academic and behavior outcomes for all students. It also includes the following integrated elements:

1. data-based decision making;

2. evidence-based practices along a multi-tiered continuum of supports;

3. systems that enable accurate and sustainable implementation of practices and

4. progress monitoring for fidelity and target outcomes.

The District standards for implementation of PBIS include:

1. student personnel will receive professional development in accordance with State law and this policy;

2. explicit instruction of school-wide behavior expectations;

3. consistent systems of acknowledging and correcting behaviors;

4. teaching environments designed to eliminate behavior triggers and

5. family and community involvement.

Professional Development for the Implementation of PBIS

Student personnel receives professional development for the implementation of PBIS at least every three years from a building or District PBIS leadership team or other appropriate source in collaboration with the PBIS leadership team. Professional development is in accordance with the District's PBIS training plan, the District ensures there are continuous training structures in place and training requirements may be modified for the intended audience. The District retains records of completed professional development, including a list of participants.

Professional development addresses the following topics:

1. an overview of PBIS;

2. the process for teaching behavioral expectations;

3. data collection;

4. implementation of PBIS with fidelity;

5. consistent systems of feedback to students for acknowledgment of appropriate behavior and corrections for behavior errors and

6. consistency in discipline and discipline referrals

General Rules for Restraint and Seclusion

While the District wishes to promote positive interactions and solutions, when a student's behavior presents an immediate threat of physical harm to the student or others and no other safe or effective method of intervention is available, approved physical restraint and seclusion may be used to maintain a safe environment.

The District does not engage in practices prohibited by State law, including:

1. prone restraint (including any physical restraint that obstructs the airway of the student, or any physical restraint that impacts a student's primary mode of communication);

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, as defined in Ohio Revised Code Section (RC) 3319.41;

4. child endangerment, as defined by RC 2919.22;

5. deprivation of basic needs;

6. seclusion or restraint of preschool children in violation of Ohio Administrative Code Section (OAC) 3301-37-10(D) and OAC 3301-35-15;

7. chemical restraint;

8. mechanical restraint (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.

The District may only use physical restraint or seclusion if staff:

1. are appropriately trained to protect the care, welfare, dignity, and safety of the student;

2. continually observe the student in restraint or seclusion for indications of physical or mental distress and seek immediate medical assistance if there is a concern;

3. use communication strategies and research-based de-escalation techniques in an effort to help the student regain control and

4. remove the student from physical restraint or seclusion immediately when the immediate risk of physical harm to self or others has dissipated.

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 only may be used:

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 an educational program, inadequate staffing, staff training in the PBIS framework and crisis management or other less restrictive means of assisting a student in regaining control such that it is reflective of the cognitive, social and emotional level of the student; or as a means to coerce, retaliate, or in a manner that endangers a student.

Seclusion only may be used:

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;

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 and

5. as a last resort to provide an opportunity for the student to regain control of their actions.

Multiple Incidents of Restraint and Seclusion

The District handles multiple incidents of restraint and seclusion in accordance with State law. Within 10 days of a student's third incident of physical restraint or seclusion in a school year, the District holds a meeting to address the situation. If the student has an Individualized Education Plan (IEP) or a 504 plan, the student's IEP or 504 team meets to consider the need to conduct a functional behavioral assessment or behavior intervention plan, or to amend an existing assessment or plan. For all other students, a team consisting of the parent, an administrator or designee, a teacher of the student, a staff member involved in the incident (if not the teacher or administrator already invited) and other appropriate staff members will meet to discuss the need to conduct or review a functional behavioral assessment and/or develop a behavior intervention plan. The District may choose to complete a functional behavioral assessment or develop a behavior intervention plan for any student who might

benefit from these measures, not only those who have had three or more incidents of restraint or seclusion.

Training and Professional Development for the Use of Crisis Management and De-escalation Techniques

The District ensures an appropriate number of personnel in each building are annually trained in evidence-based crisis management and de-escalation techniques, as well as the safe use of physical restraint and seclusion, in accordance with the minimum training requirements set forth in State law. The District maintains written or electronic documentation of the name, position and building assignment of each person completing training as well the name of the person who provided the training, the date of the training and the protocols and the techniques and materials that were included.

Compliance with training requirements is reported to the Ohio Department of Education (ODE) by November 30 annually through the consolidated school mandate report.

If the District reports noncompliance, the Superintendent/designee must provide a written explanation to the Board within 30 days explaining this noncompliance and a written plan of action for accurately and efficiently addressing the problem.

Reporting and Complaint Procedure

Any incident of restraint or seclusion will be immediately reported to building administration and the parent. A written report documenting the incident will be completed and made available to the parent within 24 hours and maintained by the District. Staff also will conduct a debriefing, including all involved staff, the student and parent (if possible), to evaluate the trigger for the incident, staff response and methods to address the student's behavioral needs. The District annually reports information regarding its use of restraint or seclusion to ODE in accordance with ODE procedures.

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 written complaint procedures, which include a:

1. procedure for parents to present written complaints to the Superintendent to initiate a complaint investigation by the District regarding incidents of restraint or seclusion;

2. requirement that the District respond to parents in writing within 30 days of the filing of a complaint regarding restraint or seclusion, and to make a reasonable effort to have an in-person meeting with the parent and

3. notice of additional complaint options available under State law.

Parents are notified annually of the District's seclusion and restraint policies and procedures, including the local complaint process which are also posted on the District's website. The District annually reviews the requirements of OAC 3301-35-15 and local policies and procedures related to PBIS and physical restraint and seclusion.

[Adoption date: February 13, 2014]
(Revision date: April 16, 2015)
(Revision date: November 15, 2018)
(Revision date: November 18, 2021)
(Revision date: November 21, 2024)

LEGAL REF.:	ORC	2919.22
		3301.68
		3319.237
		3319.41
		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

NOTE: *Beginning with the 2013/2014 school year, districts are required to develop policies dealing with seclusion, restraint and PBIS.*

Policies and procedures dealing with seclusion and restraint are required to be posted on the district's website and parents must be notified annually of district policies and procedures dealing with seclusion and restraint.

House Bill (HB) 178 (2014) extends these requirements to community and STEM schools.

HB 318 (2018) requires SBOE to revisit its existing rule (OAC 3301-35-15) on PBIS to create a new PBIS framework. School districts are required to implement a PBIS framework that complies with the amended or updated SBOE policy.

On June 24, 2021 a new version of OAC 3301-35-15 became effective. The new rule is significantly different than the previous rule and many changes were made to this policy as a result. The Ohio Department of Education also issued the Positive Behavior Intervention and Supports and Restraint and Seclusion Model Policy and Procedures, which is an additional resource for districts as they consider their policy on PBIS and restraint and seclusion.

Greenville City Schools
Board of Education Policy Manual

Section K: School – Community Relations

KA	School – Community Relations Goals
KBA	Public's Right to Know
KBCA	News Releases
KBCD	Broadcasting and Taping of Board Meetings (also BDDJ)
KBE	Tax Issues (also FD)
KC	Community involvement in Decision Making (also ABA)
KD	Public Participation at Board Meetings (also BDDH)
KF	Community Instructional Resources (also IIC)
KG	Community Use of School Facilities (Equal Access)
KG-R	Community Use of School Facilities (Equal Access)
KG-E	Rental Fee for Use of School Facilities
KGB	Public Conduct on School Property
KGC	Smoking on District Property
KH	Public Gifts to the Schools
KI	Public Solicitations in the Schools
KJ	Advertising in the Schools
KJ-R	Advertising in the Schools
KJA	Distribution of Materials in Schools
KK	Visitors to the Schools
KKA	Recruiters in Schools
KL	Public Complaints
KLB	Public Complaints about the Curriculum or Instructional Materials
KLB-E	Citizen's Request for Reconsideration of Library/Curriculum Materials
KLD	Public Complaints about School Personnel
KLD-R	Public Complaints about District Personnel
KM	Relations with Community Organizations
KMA	Relations with Support Organizations
KMA-R	Relations with Support Organizations

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.

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

Exhibits: are forms, charts, etc. to support a policy or regulations.

SCHOOL-COMMUNITY RELATIONS GOALS

Schools belong to the public and the public is entitled to be informed about the operations of the school system. Schools operate best when they have a positive relationship with the community in which the community can make known their desires and the Greenville City Board of Education can make known its plans and actions. It is the responsibility of every member of the District staff to promote good school-community relations. The school-community relations program of the District will be 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 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: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: November 21, 2024)

LEGAL REFS.: ORC 3315.07
OAC 3301-35-03(J)

CROSS REFS.: AE School District Goals and Objectives
KBA Public's Right to Know

PUBLIC'S RIGHT TO KNOW

The Board supports the right of the people to know about the programs and services of their schools and makes efforts to disseminate appropriate information. Each building principal is authorized and expected to keep the school's community informed about the school's programs and activities. The release of information of Districtwide interest is coordinated by the Superintendent.

Business of the Board is discussed and decisions are made at public meetings of the Board, except such matters required to be discussed in private executive sessions.

The official minutes of the Board, its written policies, its financial records and all other public records are open for inspection in the central office during the hours when the administrative offices are open.

Each Board member attends public records training every term for which he/she is elected to public office. However, the Board may, by resolution, designate one or more persons to attend public records training on its behalf. If so decided, the Board appoints a designee whenever the composition of the Board changes.

The District may ask that the identity of an individual requesting information and reason the information is sought be in writing. The District first informs the requester that such disclosure is not mandatory, unless the request is for student directory information. The District also informs the requester that providing such information in writing enhances the District's ability to identify, locate or deliver the records sought. The District also may ask that the request be put in writing, but notifies the requester that it is not mandatory to do so.

Any individual who wants to obtain or inspect a copy of 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 reasonable. If the request is ambiguous or overly broad, the District informs the requester of the manner in which records are maintained and accessed in the ordinary course of business and allows the requester to revise the request.

Records pertaining to individual students and other confidential materials are not released for inspection. Only that information deemed "directory information" may be released from an individual student's file~~s~~, and only after complying with the regulations prepared by the administration for the release of such information. Student directory information is not released for profit-making purposes or when parents have affirmatively withdrawn their consent or release in writing. Student records that consist of "personally identifiable information" generally are exempt for disclosure.

All public records responsive to the request are made available within a reasonable period to time. The District makes the requester aware of any information that is exempt from disclosure requirements by notifying the requester of any redacted information or by making redactions in a plainly visible manner. If a public records request is denied, the District provides an explanation with legal authority for the denial of the request. This explanation is provided in

writing if the request is made in writing or if the Superintendent/designee determines written explanation is necessary. An individual who is allegedly aggrieved by the failure of the District to promptly prepare public records for inspection or for any other failure of the District to respond to the request may file a complaint using the required form provided by the Clerk of the Court of Claims with the District. Upon receipt of the complaint, the District has three business days to cure or otherwise address the alleged failure. After this three-business-day period, the allegedly aggrieved individual may pursue a legal remedy provided under law if the failure alleged in the complaint has not been cured or otherwise resolved to their satisfaction.

The Superintendent/designee transmits the information sought by mail or by any other means of delivery requested, if the method is reasonably available. The number of requests physically sent by mail or another delivery service to any one person may be limited to 10 a month unless the person certifies, in writing, that neither the public records nor the information in them will not be used for commercial purposes. If the District provides public records on a free and accessible website the number of requests delivered in a digital format to any one person may be limited to 10 a month unless the public records requested are not provided on the website and the person certifies, in writing, that neither the records nor the information in them will be used for commercial purposes.

A fee may be charged for copies and/or delivery. The District may require the fee charged for copies and/or delivery be paid in advance.

The Board's public records policy is posted in a conspicuous location in the central office and in all other District buildings and employee handbooks provided by the district. The policy is distributed directly to the records custodian is acknowledged. A copy of the records retention schedule will be maintained and readily available to the public in the central office.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: January 16, 2001)
(Revision date: September 18, 2007)
(Revision date: June 24, 2008)
(Revision date: January 9, 2014)
(Revision date: October 20, 2016)
(Revision date: November 21, 2024)
(Revision date: June 26, 2025)
(Revision date: December 18, 2025)

LEGAL REFS.: Family Educational Rights and Privacy Act; 20 USC, 1232g
ORC 121.22
149.011; 149.35; 149.381; 149.41; 149.43
3319.321
OAC 3301-35-03, 3301-35-04

CROSS REFS.: BCD Executive Sessions
BDDG Minutes

EHA	District Records Commission, Records Retention and Disposal
GBL	Personnel Records
GBS	Health Insurance Portability and Accountability Act (HIPAA)
IGBA	Programs for Students with Disabilities
JO	Student Records
KA	School-Community Relations Goals
KKA	Recruiters in the Schools

NOTE: THIS IS A REQUIRED POLICY

NEWS RELEASES

All publicity concerning the Greenville Public Schools, except the write-ups of athletic games and columns written regularly by individual students for the local paper, will be cleared through the office of the Superintendent or his/her designee.

Teachers and principals are urged to write up school news, but these articles should go through the Superintendent's office for the following reasons:

1. avoidance of duplication of material;

2. maintenance of a consistent policy with regard to school publicity and

3. compilation of a file of releases as a protection to the school.

Material for local papers should be a current interest and should have some news value. 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 District.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: December 19, 2024)

LEGAL REF.: OAC 3301-35-03(J)

CROSS REFS.: EBD Crisis Management
EBDA Suicide Intervention

BROADCASTING AND TAPING OF BOARD MEETINGS

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

1. Persons interested in taking photographs, broadcasting or recording board meetings should notify the Board of their interest in doing so.

2. Persons operating cameras, broadcasting and/or recording devices must do so with a minimum of disruption to those present at the meeting. Specifically, the view between Board members and the audience must not be obstructed, interviews must not be conducted during the meeting and no commentary is to be given in a manner that distracts Board members or the audience.

3. The Board has the right to halt any recording that interrupts or disturbs the meeting.

The Board may make the necessary arrangements to have audio and/or video recordings of all regular meetings and any special meeting that it deems appropriate.

[Adoption date: July 9, 1997]
(Revision date: January 11, 2018)
(Revision date: December 15, 2022)

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

CROSS REFS.: BD School Board Meetings
BDDH Public Participation at Board Meetings (also KD)

TAX ISSUES

The Greenville City Board of Education will examine financial needs in advance of any levy or bond elections.

The Board may, and should, provide the public with information on school building needs, operational requirements, and on levy and bond elections; however, it will not use District funds to promote approval of school-related tax issues.

To inform and promote community support, community committees may be established.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: April 16, 2000)
(Revision date: August 17, 2023)

LEGAL REFS.: Ohio Const. Art XII, § 2, 5
ORC Chapter 133
3311.21
3313.46
3315.07
3501.01
Chapter 5705 5748.01

CROSS REF.: BCF Advisory Committees to the Board
KBE Tax Issues

COMMUNITY INVOLVEMENT IN DECISION MAKING

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

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

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

1. clarifying general ideas and attitudes held by residents in regard to the schools;

2. developing Board policies under which the school system is to be managed;

3. establishing administrative arrangements and regulations designed to help implement these policies;

4. determining the purposes of courses of study and special services to be provided for students;

5. evaluating the extent to which these purposes are being achieved by present policies and/or

6. solving a specific problem or set of closely related problems about which a decision must be made.

The Board and the staff give consideration to the advice they receive from individuals and community groups. Final authority for all decisions rests with the Board.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: September 15, 2022)

LEGAL REF.: OAC 3301-35-03(J)

CROSS REF.: BCF Advisory Committees to the Board

PUBLIC PARTICIPATION AT BOARD MEETINGS

All meetings of the Greenville City Board of Education 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 minutes of public participation may be permitted at each meeting.

Each person addressing the Board shall give his/her name and address. If several people wish to speak, each person is allotted three minutes until the total time of 30 minutes is used. During that period, no person may speak twice until all who desire to speak have had the opportunity to do so. Persons desiring more time should follow the procedure of the Board to be placed on the regular agenda. The Board President may alter the above procedure upon evaluation of the circumstances.

Agendas are available to all those who attend Board meetings. The section on the agenda for public participation shall be indicated. Noted at the bottom of each agenda shall be a short paragraph outlining the Board's policy on public participation at Board meetings.

[Adoption date: August 18, 1987]
(Revision date: March 20, 1990)
(Revision date: January 11, 1995)
(Revision date: July 9, 1997)
(Revision date: August 14, 2007)
(Revision date: November 17, 2015)
(Revision date: February 20, 2020)
(Revision date: December 15, 2022)

LEGAL REFS.: ORC 121.22
3313.20

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

COMMUNITY INSTRUCTIONAL RESOURCES

Helping each student develop to his/her full potential and to become a citizen contributing to the welfare of this community are important objectives of this District's educational program.

Toward these ends, the Greenville City Board of Education will encourage administrative and instructional personnel to rely on the community as one of the educational resources. The administration will direct a community instructional resources program designed to involve the citizens, the institutions, and the environment of our community in the education of its children.

The Superintendent will have supervisory control over the community resources program, which will include the school volunteer service. Members of the staff and of the community will be encouraged to offer their ideas and services through the channels which the administration develops.

The Superintendent will report to the Board on the involvement and effectiveness of the community resource program.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: April 18, 2024)

LEGAL REF.: OAC 3301-35-03(J)

COMMUNITY USE OF SCHOOL FACILITIES
(EQUAL ACCESS)

Upon application of any responsible organization, or of a group of at least seven citizens, all school grounds and school houses, as well as all other buildings under the supervision and control of the Greenville Board of Education, shall be available for use as social centers for the entertainment and education of the people, including the adult and youthful population, and for the discussion of all topics tending to the development of personal character and of civic welfare. Such occupation should not seriously infringe upon the original and necessary uses of such properties, subject to the following restrictions.

1. The organization involved shall execute an agreement in accordance with exhibit KG E.

2. The rental fee may be waived at the discretion of the Superintendent. Activities at outdoor ballfields, the Jennings Track & Field Complex, and the GNC Banking Center courts are free of charge if they involve Greenville students and liability insurance is in place.

3. Usage by Greenville students shall only be with adult supervision, who shall be a certified employee of the Greenville Board of Education and shall be in attendance at all times during the course of the activity planned.

4. Said usage shall be made at such times other than during part of the normal school day, as required by law, and shall be considered a non-sponsored activity by the school District.

5. Said usage shall only be during periods of time when a custodian is available, and the organization sponsoring the activity involved shall be responsible to pay any wages attributable to janitorial or custodial services in accordance with exhibit KG-E.

Further, the administration shall prescribe such other rules and regulations at their discretion for the occupancy and use as will secure a fair, reasonable, and impartial use of the same.

Any school within the District receiving Title I funding must offer the same facilities access to Boy Scouts as to other organizations.

[Adoption date: August 18, 1987]
(Revision date: February 18, 1992)
(Revision date: July 9, 1997)
(Revision date: March 23, 2004)
(Revision date: July 25, 2024)

LEGAL REFS.: The Elementary And Secondary Education Act; 20 USC 1221 et seq.
Title VIII, § 801
ORC 3311.215
3313.75; 3313.76; 3313.77; 3313.79

		4303.26
CROSS REFS.:	KGB	Public Conduct on District Property
	KI	Public Solicitations in the Schools

COMMUNITY USE OF SCHOOL FACILITIES
(EQUAL ACCESS)

All requests for use of facilities by any outside organization wishing to use the buildings after school hours are to be made through the Superintendent or designee who will clear all requests with the principal of the building involved.

1. Smoking is not permitted within the facility.

2. There shall be no alcoholic beverages or liquor brought to or consumed in the building or on the grounds.

3. The use of glitter, spray glitter, confetti or any similar material is ***strictly prohibited*** throughout the entire facility.

4. No food or beverages (including water) is permitted in the St. Clair Memorial Hall Auditorium.

5. Putting up decorations or scenery or moving pianos or other furniture and nailing to the stage floor is prohibited unless special permission is granted. There is to be nothing (including nails, pins, staples, tape, etc.) attached to the curtains or drapes.

6. The applicant is held responsible for preservation of order. It is expected that participants will observe conduct appropriate for the operation of business. The facility is used to conduct official school business and there are to be no yelling, running etc. throughout the facility during the rental times.

7. The Board of Education will provide proper dressing rooms and stage equipment but will not provide the use of school furniture or other accessories, and the Board assumes no responsibility for properties left on the premises by the applicant.

8. All electrical equipment and arrangements shall be in charge and control of the Board of Education or its representatives.

9. The Board or its representatives must have free access to all rooms at all times.

10. The auditorium, gymnasium, or any other room used by the applicant will be examined carefully after use and the applicant agrees to make good promptly any loss or damage occurring during applicants use.

11. All state and municipal fire regulations must be complied with to include no non-permanent seating added. Standing Room Only is not permitted.

12. Aisles, stairs, or other means of exiting are not to be blocked with any chairs, tables, or other materials.

13. An announcement is to be made not more than 10 minutes prior to each program to notify occupants of location of exits.

School Equipment Used Outside the Building

School equipment may be loaned to responsible groups in the community for a worthy educational, civic, or charitable purpose.

1. The group borrowing the equipment agrees to accept responsibility for loss or damage.

2. The equipment is not unusually expensive or subject to easy damage.

2. The equipment is in good condition and not being used by the school.

3. The group will provide a competent operator for any machines loaned.

Use on Sundays

School equipment, grounds and buildings shall be made available for use by community groups on Sundays only when such use is in the interest of District residents generally.

[Approval date: August 18, 1987]
(Revision date: March 16, 1989)
(Revision date: February 18, 1992)
(Revision date: July 9, 1997)
(Revision date: January 11, 2018)
(Revision date: July 25, 2024)

RENTAL FEE FOR USE OF SCHOOL FACILITIES

	Minimum Charge	Hourly Rate Beyond 3 Hours	Maximum Daily Charge
Memorial Hall			
Commercial or Business	$181.00	$55.00	$456.00
Community organization *w/admission or donation*	$128.50	$44.50	$351.00
Community organization *w/o admission or donation*	$97.00	$34.00	$165.00
Additional practice dates *(1 available for rental date)*	$39.25	$28.75	$96.75
Anna Bier Civic Room	$39.25	$28.75	$96.75
Training Room	$39.25	$28.75	$96.75
Custodian			Actual Cost to BOE (up to $60 per hr.)

A School approved sound engineer and/or lighting engineer must be on-sight when sound and/or light board is used, additional fees for personnel will apply (paid directly to engineer).

High School			
Harmon Field (practice only)		$67.00 per hour	
Stadium w/Harmon Field	$235.00	$67.00	$570.00
Track & Field Complex	$235.00	$67.00	$570.00
Front Ballfield	$235.00	$67.00	$570.00
Parking Lot	$235.00	$67.00	$570.00
Outdoor Rental with access to restrooms*	$100.00	-0-	$100.00
**Must hire a custodian if indoor access*			
Gymnasium w/admission or donation	$235.00	$67.00	$570.00
Gymnasium w/o admission or donation	$182.50	$51.25	$285.00
Auxiliary Gymnasium	$130.00	$46.00	$222.00
Media Center	$130.00	$46.00	$222.00
Cafeteria w/kitchen*	$130.00	$46.00	$222.00
**Must hire Food Service approved staff member*			*Actual Cost to BOE*
Cafeteria	$77.50	$35.50	$148.50
Classroom	$46.00	$30.25	$106.50
Custodian			Actual Cost to BOE (up to $60 per hr.)

K-8 Facility			
Fields/Ballfields	$235.00	$67.00	$570.00
Parking Lot	$235.00	$67.00	$570.00
Outdoor Rental with access to restrooms*	$100.00	-0-	$100.00
**Must hire a custodian if indoor access*			
Middle School Gymnasium *w/admission*	$235.00	$67.00	$570.00
Middle School Gymnasium *w/o admission*	$182.50	$51.25	$285.00
Elementary School Gymnasium *w/admission*	$130.00	$46.00	$222.00
Elementary School Gymnasium *w/o admission*	$77.50	$35.50	$148.50
Cafetorium/Commons w/kitchen*	$130.00	$46.00	$222.00
**Must hire Food Service approved staff member*			*Actual Cost to BOE*
Cafetorium/Commons	$77.50	$35.50	$148.50
Classroom	$46.00	$30.25	$106.50

Custodian	Actual Cost to BOE (up to $60 per hr.)

Note:

- *25% of the estimated rental fee must be paid before use of the facility at the time the contract is signed.*
- *Final payment is due within 60 days of the event. Failure to pay may prevent future rentals.*
- *Other fees may be determined by the Superintendent, if applicable.*
- *The rental fee may be waived through the discretion of the Superintendent.*
- *Building usage fees will remain the same as previously established through a grandfather clause for the Darke County Center for the Arts, Art Gallery, Adult Art program, and the Wright State University Economic Development teacher classes. No new programs will be entitled to this grandfather clause.*
- *Community walkers at the Jennings Track & Field Complex and the K-8 walking paths are free of charge as long as done around school activities.*
- *Activities at outdoor ballfields, the Jennings Track & Field Complex, and the GNC Banking Center courts are free of charge if they involve Greenville students and liability insurance is in place.*

Capacity

Memorial Hall	633
High School Gym	1,760
Floor Chairs	400
Auxiliary Gym	600
High School Cafeteria	363
K-8 Middle School Gym	1,221
K-8 Elementary School Gym	875
K-8 Cafetorium/Commons	620

(Revision date: July 20, 2004)
(Revision date: February 16, 2010)
(Revision date: January 11, 2018)
(Revision date: November 21, 2019)
(Revision date: September 15, 2022)
(Revision date: September 21, 2023)
(Revision date: March 21, 2024)

PUBLIC CONDUCT ON SCHOOL PROPERTY

All persons on Greenville City School District grounds will be expected to abide by applicable laws, local ordinances, Greenville City Board of Education policies and building regulations.

No person on District property may assault, strike, threaten, menace, or use improper, indecent, or obscene language toward a teacher, instructor or other District employees or students. This prohibition is extended to all athletic officials, coaches and athletes in the District and all visiting teams.

Unless otherwise permitted by law and specifically authorized by Board policy, no person is permitted to bring deadly weapons or dangerous ordinances 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 a school building or upon the campus or grounds at any time.

No person is permitted to distribute, dispense, possess, or use any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcohol or any other controlled substance, as defined in State and/or Federal law, in a school building or upon the campus or grounds at any time.

Whoever violates the above policy and building regulations will be asked to leave the property by whoever is in charge. Should that person refuse, law enforcement officials will be called. If the offender should be a student, the person in charge should report the student to the appropriate principal. The administration will cooperate in any prosecution pursuant to the criminal laws of the State and local ordinances.

Good Conduct and Sportsmanship

The Board recognizes the value of co-curricular and extracurricular activities in the educational process and the values that young people develop when they have the opportunity to participate in an organized activity outside of the classroom.

Students and adults participating in 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. Rules are posted at the entryways to all athletic events for all participants and spectators to review.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: July 20, 2004)
(Revision date: April 22, 2008)
(Revision date: November 16, 2017)
(Revision date: February 16, 2023)
(Revision date: March 21, 2024)

LEGAL REFS.:	Gun-Free Schools Act; 20 USC 8921	
	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.:	GBCB	Staff Conduct
	IGD	Co-Curricular & Extra-Curricular Activities
	JFC	Student Conduct (Zero Tolerance)
	KG	Community Use of School Facilities (Equal Access)
	KGC	Smoking on District Property
	KK	Visitors to Schools

NOTE: *Ohio Revised Code Section (RC) 3313.20(A) grants all school districts the authority to "make any rules necessary for the government of all persons entering upon school grounds or premises." These rules must "be posted conspicuously at or near the entrance to the school grounds or premises or near the perimeter of the school grounds or premises, if there are no formal entrances, and at the main entrance to each school building."*

Because of the unsportsmanlike behavior exhibited by some spectators, districts may want to implement specific rules and regulations for spectators. Rules and regulations should include offenses and consequences for violations.

Ohio's concealed carry gun laws enable an individual with a valid concealed-carry license or temporary emergency license who is either a driver or passenger in a motor vehicle in a school safety zone to have a loaded handgun if one of the following applies: (1) the loaded handgun is in a holster on the person's person; (2) the loaded handgun is in a closed case, bag, box or other container that is in plain sight and that has a lid, cover or closing mechanism; (3) the lid, cover or closing mechanism on the container has a zipper, snap or buckle and must be opened for a person to gain access to the handgun; (4) the loaded handgun is securely encased by being stored in a closed glove compartment or vehicle console or in a case that is locked.

SB 199 revisions to RC 2923.122, effective March 19, 2017, allow a person who has a valid concealed handgun license to leave the firearm in a motor vehicle while in a school safety zone, so long as the vehicle is locked. Senate Bill 215, effective June 13, 2022, made several changes to Ohio's concealed-carry gun laws. The bill allows all "qualifying adults," as defined by RC 2923.111, to carry a concealed handgun without a valid concealed-carry license or temporary emergency license and references to concealed handgun licensees throughout the RC now generally apply to qualifying adults, except where specifically limited. In June 2022, the Ohio Attorney General's office released a guidance document clarifying that SB 215 does not allow a qualifying adult to possess a firearm in a school safety zone in accordance with the provisions outlined above and it remains a felony under both Federal and State law for a permitless carrier to bring a firearm into a school safety zone.

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. Smoking is defined by State law as inhaling, exhaling, burning, or carrying any lighted or heated tobacco product or plant product intended for inhalation in any manner or in any form. Smoking also includes the use of an electronic smoking device and vapor products.

Recognizing these health issues, the Board prohibits smoking as defined by State law in all District-owned, leased or contracted buildings and vehicles. The Board may designate 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: January 15, 2008]
(Revision date: May 8, 2014)
(Revision date: November 21, 2019)
(Revision date: November 18, 2021)
(Revision date: December 19, 2024)

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 Smoking on District Property by Staff Members
JFCG Tobacco Use by Students
KGB Public Conduct of District Property

NOTE: House Bill 110 (2021) updated the definition of smoking for Ohio's smoke-free workplace laws to include electronic smoking devices and vapor products in the definition, thereby prohibiting their use in the same manner as cigarettes. Districts may need to update postings to reflect these changes.

PUBLIC GIFTS TO THE SCHOOLS

Gifts, grants, or bequests will be accepted by the Greenville City Board of Education, provided the conditions of acceptance do not remove any portion of the control of the District from the Board.

Any person or organization desiring to give a gift, or make a grant or bequest to the Board should contact the Superintendent of schools who will submit the request to the Board.

Propositions giving funds, equipment, or materials to the school with a "matching" agreement or restriction are discouraged. Acceptance of donated equipment or materials may depend upon the compliance with or experience related to the Board's policy of standardizing materials and equipment in the District.

Whenever the District has an established project, contributions that would reduce the cost or would hasten the completion will be welcome.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: December 19, 2024)

LEGAL REFS.: ORC 9.20
331336

PUBLIC SOLICITATIONS 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 Greenville City Board of Education. Solicitations of political contributions from a District employee are prohibited while the employee is performing official duties or in areas of a public building where official business is transacted or conducted. This policy does not prohibit any school fund-raising activity authorized by the Superintendent or other appropriate building administrator.

Salespeople representing educational companies may be granted the opportunity to speak to teachers by making arrangements through the principal's office. Such appointments 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.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: December 21, 2023)

LEGAL REFS.: ORC 2921.43
3319.321
3517.092

CROSS REFS.: GBI Staff Gifts and Solicitations
GBIA (Also IGDFA), Online Fundraising
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 person or organizations not officially connected with the District shall not be distributed or displayed in any school building or on District property without permission of the Superintendent. All notices, including those by personnel, shall be approved by the building principal and, in case of doubt by the Superintendent. Appeal of the Superintendent's decision may be made to the Board.

[Adoption date: August 18, 1987]
(Revision date: February 18, 1992)
(Revision date: July 9, 1997)
(Revision date: March 17, 2009)
(Revision date: November 16, 2017)
(Revision date: December 19, 2024)

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 Web Site Publishing

NOTE: *On July 29, 2016, the U. S. Department of Agriculture (USDA) Food and Nutrition Service finalized regulations to create a framework and guidelines for locally established written wellness policies. The final rule expands the existing requirements to strengthen policies and increase transparency. The final rule became effective August 29, 2016 and it requires districts to begin developing a revised local wellness policy during the 2016-2017 school year, with full compliance by June 30, 2017.*

Districts that allow the marketing of food and beverages to students must have policies that allow marketing and advertising of only those foods and beverages that meet the USDA Smart Snacks in Schools nutrition standards.

ADVERTISING IN THE SCHOOLS

General Guidelines

1. Any materials received or distributed as part of a public-private partnership must be age appropriate and in the best interest of students.

2. If the economic benefit from a partnership exceeds $2,500 to a school or the District, the agreement must be in writing and approved by the Board.

3. Marketing related to food and beverages must comply with the provisions of the District's student wellness policy, which allows the marketing and advertising of only those foods and beverages meeting applicable U. S. Department of Agriculture requirements.

Exclusive Vending Agreements

1. The District will enter into no agreements with vendors to provide exclusive District-wide soft drink access to student customers for soft drinks or snack foods purchased by students in school.

2. No students will be used as agents for any District wide vendors in an exclusive arrangement to sell products or services to the community at large.

3. School supply lists are brand neutral and do not endorse any individual merchant.

Sponsored Educational Materials and Advertising in the Curriculum

Sponsored educational materials, whether purchased or provided free of charge by the sponsor, are not used in the classroom unless the District has reviewed them and found them to meet the following standards:

1. Accuracy: Statements are consistent with established fact or prevailing expert opinion.

2. Objectivity: Points of view are fairly represented. If the subject is controversial, arguments are balanced. Any sponsor bias is clearly stated and references to differing views are made.

3. Completeness: The materials contain all relevant information and do not deceive or mislead by omission.

4. Language: Materials are both interesting and readable.

Logo Advertising on School Grounds

1. All company logos appearing on school property, including non-cash donations provided by sponsors, are for identification purposes only.

2. Logos are not permitted inside or on the outside of school busses.

3. Public signs expressing the District's appreciation of an enterprise's support for education are permitted if approved by the Superintendent/designee.

4. Students are not required to wear the logo of any manufacturer for any school activity.

Advertising in Electronic Media

1. Except for courses of study which have specific lessons related to advertising, District students are not required to observe, listen to or read commercial advertising in the classroom.

2. The District will not enter into any contract to obtain electronic equipment or software that obligates the District to expose students to advertising directed at young people during school time.

3. The District will not post information about school procedures or events on electronic media that contain advertising directed at students or where personal information including, but not limited to, names, home addresses and telephone numbers is collected from students by service providers.

[Adoption date: March 17, 2009]
(Revision date: November 16, 2017)
(Revision date: August 25, 2022)
(Revision date: December 19, 2024)

Distribution of Materials in the Schools

The District recognizes that students and employees have the right to express themselves on school property. This protection includes the right to distribute, at a reasonable time and place and in a reasonable manner, non-school-sponsored material. In order to protect First Amendment rights, while at the same time preserving the integrity of the educational objectives and responsibilities of the District, the following requirements apply to the distribution of non-school-sponsored material on school property and at school activities.

Prior Approval Required

Individuals or groups not affiliated with the District, who desire to distribute materials to the members of the school community, must first receive approval of such materials through the Superintendent/designee.

Students and staff members who desire to distribute materials to members of the school community must first receive approval from the building principal and, when in doubt, the Superintendent.

Types of Material Restrictions

Materials must be approved if they fall under one of the following categories:

1. publications of services, special events, public meetings or other items of interest to students or parents/guardians;

2. distribution of promotional materials of a commercial nature to students or parents/guardians;

3. paid advertisements on District property, including but not limited to billboard advertisements;

4. paid advertisements on or in school-sponsored publications, yearbooks, announcements and other school communications and/or

5. products and materials donated by commercial enterprises for use in the classroom, as long as they serve an educational purpose and do not unduly promote any commercial activity or products.

Manner and Mode of Distribution

The Superintendent/designee may approve the use of District time, personnel and resources in the distribution of materials if the materials are of an educational nature. The Superintendent will not, however, approve the use of District time, personnel or District resources for distribution if the materials are not of an educational nature and/or considered to be

conducting business by soliciting participation, campaigning for membership or registering participants. District personnel are prohibited from using District time or resources to distribute materials that support or oppose a levy or bond issue.

The building principals designate appropriate times, locations and means for which distribution of non-school-sponsored materials is appropriate. Determinations are made on a case-by-case basis.

Distribution with or without District involvement does not mean to imply sponsorship or support for that which the materials endorse. The District takes no responsibility for problems arising between the sponsoring individual or group and the student or staff member who accepts the materials.

Limitations on Content

Non-school literature is not distributed on District property if:

1. the materials are obscene, vulgar or otherwise inappropriate for the age and maturity of the audience;

2. the materials endorse actions endangering the health or safety of students;

3. the distribution of such materials would violate the intellectual property rights, privacy rights, or other rights of another person;

4. the materials contain defamatory statements about public figures or others;

5. the materials advocate imminent lawless or disruptive action and are likely to incite or produce such action;

6. the materials are hate literature or similar publications that scurrilously attack ethnic, religious or racial groups; contain content aimed at creating hostility and violence and the materials would materially and substantially interfere with school activities or the rights of others or

7. there is reasonable cause to believe that distribution of the non-school literature would result in material and substantial interference with school activities or the rights of others.

Failure to comply with this policy regarding distribution of non-school literature shall result in appropriate administrative action, including but not limited to confiscation of nonconforming materials and/or suspension of use of District facilities. Appropriate law enforcement officials may be called if a person refuses to comply with this policy or fails to leave the premises when asked.

Legal References

U.S. Constitution Amend. I
ORC 3313.20
ORC 3313.47
ORC 3313.66
ORC 3313.661
ORC 3320.01
ORC 3320.02
ORC 3320.03

Cross References

EDE, Computer/Online Services (Acceptable Use and Internet Safety)
IGDB, Student Publications
IIBH, District Websites
KJ, Advertising in the Schools

(Adoption date: December 21, 2023)

VISITORS TO THE SCHOOLS

The Greenville City Board of Education encourages parents and other citizens of the District to visit classrooms to observe the work of the schools and to learn what the schools are doing. Visits should be scheduled with the teacher, in advance, to avoid any unnecessary disruption to classroom instruction or activities.

To maintain the safety of students and staff and to ensure that no unauthorized persons enter buildings, all visitors to schools will report to the school office to be granted access to the office, sign in, and given a visitor's badge when entering, to receive authorization before visiting elsewhere in the building. Authorization is not needed for school programs, assemblies, graduation and athletic events.)

All participants and spectators of school programs, assemblies, graduations, and athletic events are expected to abide by all applicable law, local ordinances, Board policies and District and building regulations pertaining to public conduct on District property.

Unauthorized persons will not be permitted in school buildings or on school grounds. School principals and their designees are authorized to take appropriate action to prevent such persons from entering buildings and loitering on grounds.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: April 22, 2008)
(Revision date: December 19, 2024)

LEGAL REF.: ORC 3313.20

CROSS REF.: BG Board-Staff Communications (Also GBD)
KGB Public Conduct on District Property
KI Public Solicitations in the Schools

RECRUITERS IN SCHOOLS

The Board will not impose any restriction on the presentation of career information to students that is not uniformly imposed on representatives of the armed forces, skilled trades, institutions of higher education, career-technical education providers, business, industry, charitable institutions, and other employers or prohibit the presentation of information or recruitment of students by those representatives for employment, employment training, or education on the District's campus. The Board provides equal access to any of the District's employment or placement services to all of the entities described in this policy. Scheduling of recruiting visits to the District is announced to the student body in advance. The District provides at least two opportunities per school year for recruiters to present information in person to all student in grades nine through 12, individually or in a group setting.

All group meetings are to be scheduled through the principal's office. Classroom teachers who schedule recruiters as a career awareness activity shall coordinate these activities through the principal's office.

Names address, school email addresses and telephone listings of secondary school students must be released to a recruiting officer of the armed forces unless a parent or student (age 18 or older) submits a written request not to release the information. The District notifies parents and students (age 18 or older) of their right to submit a written request not to release such information.

All recruiters are expected to abide by all applicable laws, local ordinances, Board policies and District and building regulations pertaining to public conduct on District property.

[Adoption date: January 21, 2003]
(Revision date: April 22, 2008)
(Revision date: July 19, 2019)
(Revision date: February 16, 2023)

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
20 USC 7908
Family Educational Rights and Privacy Act; 20 USC § 1232g
National Defense Authorization Act: 10 USC 503: (P.L. No. 107)
William M. (Mac) Thornberry National Defense Authorization Act for Fiscal Year 2021: 10 USC 503 (P.L. No. 116-283)

ORC 3313.471
3319.321

CROSS REFS.: JO Student Records
JOA Student Surveys
KBA Public's Right to Know

NOTE: *House Bill 98 (2018) amended Ohio Revised Code 3313.471 to state that no school district board of education shall impose any restriction on the presentation of career information to students that is not uniformly imposed on representatives of the armed forces, skilled trades, institution of higher education, career-technical education providers, business, industry, charitable institutions, and other employers.*

To the extent permitted by law, the board may develop an application process and standards of conduct related to the presentation of career information.

PUBLIC COMPLAINTS

Constructive criticism of the schools will be welcomed by the Greenville City Board of Education when it is motivated by a sincere desire to improve the quality of the educational program or equip the schools to do their tasks more effectively.

Although no member of the community will be denied the right to bring their complaints to the Board, they will be referred to the proper administrative channels for solution before investigation or action by the Board. Exceptions may be made when the complaints concern Board actions or Board operations.

The Board of Education believes that complaints and grievances are best handled and resolved as close to their origin as possible. The staff should be given the opportunity to consider the issues and attempt to resolve the problems prior to involvement by the Board; therefore, the proper channeling of complaints involving instruction, discipline, or learning materials will be as follows.

1. employee
2. principal
3. Superintendent
4. Board of Education

If a complaint, which was presented to the Board and referred through the proper channels, is adjusted before it comes back to the Board, a report of the disposition of the matter will be made to the Board and then placed in the official files.

The Board expects the staff to receive complaints courteously and to make a proper reply to the complainant.

Matters referred to the Superintendent and/or Board must be in writing and are expected to be specific in terms of the action desired.

[Adoption date: August 18, 1987]
([Revision date: July 9, 1997)
(Revision date: December 19, 2024)

CROSS REFS.: KLB Public Complaints About the Curriculum or Instructional Materials
KLD Public Complaints About District Personnel

PUBLIC COMPLAINTS ABOUT THE CURRICULUM OR INSTRUCTIONAL MATERIALS

The Greenville City Board of Education recognizes the need and right of students to free access to many different types of books and materials. It also recognizes the right of the certificated staff to select books and other materials supportive of the District's educational philosophy and goals.

Criticism of a book or other materials used in the schools may be expected from time to time. In such instances the following steps should be taken.

1. If a parent requests that his/her own child not read a given book, the teacher and/or school administrator should resolve the situation, perhaps by arranging for use of alternative material meeting essentially the same instructional purpose.

2. The Board will not permit any individual or group to exercise censorship over instructional materials and library collections, but 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 will be taken.

   A. The person who objects to the book or other material will be asked to sign a complaint on a standard form on which he/she will document his/her criticism.

   B. Following receipt of the formal complaint, the Superintendent will provide for a re-evaluation of the material in question. He/She will arrange for the appointment of a review committee from among the faculty and community to consider the complaint.

   C. The Superintendent will review the complaint and the committee's re-evaluation and will render a decision in the matter. Should the decision be unsatisfactory to the complainant, he/she may appeal it to the Board.

The Board of Education assumes final responsibility for all books and instructional materials it makes available to students and it holds its certificated staff accountable for their proper selections. The Board also recognizes rights of individual parents with respect to controversial materials used by their own children and will provide for the re-evaluation of materials in library collections upon formal request.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: December 19, 2024)

LEGAL REFS.: ORC 3329.07; 3329.08; 3329.09

CROSS REFS.: IA Instructional Materials
IIAA Textbook Selection and Adoption

IIAC	Library Materials Selection and Adoption
INB	Teaching About Controversial Issues
KL	Public Complaints
KLD	Public Complaints About District Personnel

CITIZEN'S REQUEST FOR RECONSIDERATION OF LIBRARY/CURRICULUM MATERIALS

Type of material (book, firm, pamphlet, etc.) _____

Author _____

Title _____

Publisher (if known) _____

Request initiated by _____

Address _____

Telephone _____

Complainant represents: Self _____

Organization _____

Other _____

1. To what do you object? (Be specific, cite pages, frames) _____

   _____

2. What do you feel might be the result of reading or seeing this material?_____

   _____

3. For what age group do you recommend this material? _____

4. Is there anything good about this material? _____

5. Did you read or see the entire material? _____

   What parts? _____

6. Are you aware of the judgment of this material by professional critics? _____

   _____

7. What do you believe is the theme of this material? _____

   _____

8. What would you like your school to do about this material?

[ ] Do not assign it to my child.

[ ] Withdraw it from all students as well as my child.

[ ] Restrict it to more mature students.

[ ] Send it back for re-evaluation.

_____

Signature of Complainant

(Reviewed: December 19, 2025)

PUBLIC COMPLAINTS ABOUT SCHOOL PERSONNEL

Complaints about school personnel will be investigated fully and fairly. Before any such complaint is investigated, it must be submitted in writing and signed. Anonymous complaints are disregarded.

Whenever a complaint is made directly to the Greenville City Board of Education as a whole or to a Board member as an individual, it will be referred to the school administration for study and possible solution. If the complaint is related to a claim of sexual harassment, the District's Title IX sexual harassment grievance process will be followed.

The Superintendent develops, for approval by the Board, procedures that ensure prompt and fair attention to complaints against school personnel. The procedure requires that an employee who is the object of a complaint be informed promptly and be afforded the opportunity to present the facts as he/she sees them.

If it appears necessary, the administration, the person who made the complaint, or the employee involved may request an audience with the Board in executive session. Statutory restrictions on executive sessions are observed. Any Board action on the matter is taken in public session.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: October 22, 2020)
(Revision date: December 19, 2024)

LEGAL REF.: Education Amendments of 1972, Title IX; 20 USC 1681 et seq.
ORC 121.22

CROSS REFS.: ACAA, Sexual Harassment
BDC, Executive Sessions
BDDH, Public Participation at Board Meetings (Also KD)
GBL, Personnel Records
KL Public Complaints
KLB Public Complaints About the Curriculum or Instructional Materials

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

NOTE: The cross-reference is to a related sample policy in this reference manual for additional information on this subject.

On May 6, 2020, the U.S. Department of Education issued the long-awaited final Title IX regulations, which go into effect August 14, 2020. The Title IX regulations specifically define sexual harassment and establish detailed procedures for how school districts must respond to allegations of sexual harassment. Districts must

follow the Title IX complaint process before the imposition of any disciplinary sanctions or other actions that are not supportive measures when the behavior is sexual harassment. This requirement will likely impact a district's current procedures for handling employee discipline. Districts should ensure that all sexual harassment complaints are handled in accordance with the Title IX regulations that are outlined in ACAA, Sexual Harassment and ACAA-R, Sexual Harassment Grievance Process.

PUBLIC COMPLAINTS ABOUT DISTRICT PERSONNEL

The following procedures are to ensure that a citizen's complaint is given respectful attention and that the integrity of the educational program is upheld. "Complaint" in this regulation is restricted in meaning to that criticism of particular school employee~~s~~ by a citizen of the District which includes or implies a demand for action by District authorities. Other comments and suggestions are referred informally to appropriate personnel. If the complaint is related to a claim of sexual harassment, the District's Title IX sexual harassment grievance process will be followed prior to following the process outlined below.

1. If a complaint comes first to the person against whom it is directed, he/she listens and may try to resolve the difficulty by explaining the background and educational purpose involved. If the complaint remains unsatisfied, the employee refers the complainant to the building principal or other immediate supervisor to have his/her views considered further. Whether the complaint terminates with the individual staff member involved or seems likely to go further, the staff member immediately informs his/her supervisor of the complaint.

2. If a complaint comes first to the principal or other supervisor of the person criticized, the principal or supervisor should make no commitments, admissions of guilt or threats. If the complaint involves a particular employee, the supervisor should suggest a conference between the complainant and the employee criticized and should inform that employee immediately of the complaint. If the complainant has already met with the employee criticized and remains unsatisfied, the supervisor should invite the complainant to file the complaint in writing.

3. If a complaint comes first to any other school employee, that employee refers the complainant to the person criticized or his/her immediate supervisor and immediately inform both.

4. No further action on the complaint should be taken unless the complainant submits the complaint in writing.

5. When a written complaint is received, the principal or other supervisor schedules a conference with the complainant, the person criticized and, if advisable, the department chairman or other personnel who, in the opinion of either the supervisor or the person criticized, could contribute to resolution of the problem.

6. If the complainant is not satisfied with the results of the conference above, he/she should then be referred to the Superintendent, who may handle the complaint personally or refer it to other personnel, as he/she may see fit.

7. Should dissatisfaction remain after the above steps have been taken, the matter may be placed on the agenda for the next regularly scheduled Board meeting. The decision of the Board is communicated in writing to all interested persons.

[Approval date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: October 22, 2020)
(Revision date: December 19, 2024)

NOTE: Regulations pertaining to public complaints about school personnel should have the official approval of the board.

RELATIONS WITH COMMUNITY ORGANIZATIONS

Ideas, operating procedures, records of proceedings and publications developed in or for the Greenville City School District shall be made available to outside organizations for use or distribution, when such distribution, in the opinion of the Superintendent, will reflect favorably upon the District and community.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: December 19, 2024)

RELATIONS WITH SUPPORT ORGANIZATIONS

The Board appreciates the efforts of booster groups, parent-teacher organizations (PTAs), and other support organizations whose objectives are to promote, support or enhance the educational, athletic, cocurricular or extracurricular experiences of District students.

Prior to operating a support organization whose identity derives from the District or one of its schools, the support organization must receive approval from the Board. The Board's approval is contingent upon the support organization's compliance with applicable Board policies and accompanying regulations. No organization shall use the school/District's name, logo or mascot without this approval. The Board may revoke its approval of any support organization that fails to comply with the Board's policies or regulations.

Principals, athletic directors, and other staff members should work closely with the officers of any support organizations to provide a sustained system of activities that increase and enhance educational, athletic, cocurricular or extracurricular experiences for students. The activities must be integrated and balanced in accordance with the total District program and goals and must comply with all Federal, State, and local laws and regulations.

Donations to the District from support organizations must be made in accordance with all applicable Board policies. Acceptance of donated equipment or materials may depend upon compliance with, or experience related to, the Board's policy of standardizing materials and equipment.

School employees may not be directly compensated in any manner by District support organizations.

The Board strongly recommends that support organizations obtain general liability insurance coverage.

The Board may offer the opportunity for any approved nonprofit support organization to receive coverage under the District's liability insurance program to protect the organization against claims resulting from damage or injury resulting from any act or omission of the organization. Any support organization covered in this manner shall reimburse the Board for the cost of such insurance upon written notification from the Treasurer.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: February 17, 2009)
(Revision date: January 9, 2014)
(Revision date: November 17, 2022

LEGAL REFS.: ORC 3313.17; 3313.20; 3313.36; 3313.47
Ohio Ethics Commission Advisory Opinion 2008-01

CROSS REFS.:	AE	School District Goals and Objectives
	AG	Community Use of School Facilities (Equal Access)
	KGB	Public Conduct on District Property
	KH	Public Gifts to the District
	KI	Public Solicitations in the Schools
	KJ	Advertising in the Schools

RELATIONS WITH SUPPORT ORGANIZATIONS

The following regulations govern the relationship between the Board, District staff members, and any District support organization. The Board may revoke formal recognition of any support organization that fails to comply with the Board's policies or regulations.

Annual Information

Upon formation and annually thereafter, each support organization must submit to the Superintendent/designee the following:

1. Names, telephone numbers and email addresses of each officer of the support organization. District officials or employees may not serve as officers of the support organization without prior authorization from the Board.

2. The support organization's bylaws, constitution and/or governance rules.

3. Financial information, which includes:

    A. statement of income and expenditures;

    B. statement of donations made to the District and

    C. any other information used to determine financial solvency, as requested by the Superintendent/designee.

4. Tentative goals, objectives, projects and/or activities for the next school year.

5. Fundraising plans for the next school year.

6. Certification that the organization has complied with the Ohio Attorney General's charitable trust filing requirements.

Any changes made during the school year shall be submitted to the Superintendent/designee for review.

Fundraising

Each support organization must work in collaboration with the District to ensure that the time, date, purpose, and location of fundraisers does not conflict with school or District programs or activities, and that the fundraiser is consistent with the goals and objectives of the school or District.

Fundraising activities should not occur on school premises or during school hours unless permission has been given by the Superintendent/designee.

Accounting

Support organizations should not use the school's tax ID number. Support organizations should not accept checks made out to the school and vice versa. School employees shall not have signature authority on any depository accounts for a support organization. The support organization shall not represent or imply that its activities, contracts, purchases, or financial commitments are made on behalf of or are binding upon the District or one of its school(s).

The support organization must permit the Superintendent/designee to review all financial books and documentation upon request and shall conduct a financial audit upon request of the Superintendent/designee. Such information may be submitted to the Board for review.

District Facilities

Each support organization must abide by the policies and regulations established for community use of school premises.

Support organizations that wish to construct anything on school property must have the permission of the Board in advance of the construction project. The organization must provide the Board, in writing, proof of financial stability and that funds are available to complete the construction project.

[Adoption date: November 17, 2022]

Greenville City Schools
Board of Education Policy Manual

Section L: Education Agency Relations

LA	Education Agency Relations Goals
LB	Relations with Other Schools and Educational Institutions
LE	Relations with Colleges and Universities
LEA	Student Teaching and Internships
LEB	Educational Goals (also IGCD)
LEB-R	Educational Options (also IGCD-R)
LEC	College Credit Plus (also IGCH)
LEC-R	College Credit Plus (also IGCH-R)

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.

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

Exhibits: are forms, charts, etc. to support a policy or regulations.

EDUCATION AGENCY RELATIONS GOALS

The Greenville City Board of Education will cooperate with other school districts, and with other local, State and regional agencies and organizations in the solution of educational problems of common concern. This cooperation may extend to such areas as research, exchange of information and data, coordination of curriculum, coordination of school calendars and activities and construction of facilities that may be efficiently used on a cooperative basis. Other activities that may be advantageous to serve a broader area than one district may also be considered.

In carrying out this policy the Superintendent may include in his/her recommendations to the Board an evaluation of the desirability and feasibility of cooperation with other agencies in endeavors which could benefit the District.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: December 19, 2024)

RELATIONS WITH OTHER SCHOOLS AND EDUCATIONAL INSTITUTIONS

The Greenville City Board of Education will cooperate with other districts and institutions of higher learning for such purposes as:

1. seeking solutions to educational problems of common concern;
2. offering supporting services of high quality to our students;
3. acquiring Federal and State grants and
4. promoting local school system involvement in regional and State decision-making.

This cooperation may extend to research, providing transportation for children to special schools and hospitals, coordination of curriculum, exchange of information and data, construction of facilities which may be effectively used on a cooperative basis, sharing of curricular offerings, cooperative purchasing, and the coordination of school calendars and activities.

Before joining in any cooperative effort the Board needs to be certain that the best interests of the District's students will be served; therefore, the Superintendent will suggest cooperative ventures only after investigating them thoroughly. The Superintendent will provide the Board with supportive documentation prior to the time the Board will be asked to act.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: December 19, 2024)

LEGAL REFS.: ORC 3311.19
3313.841
3315.09; 3315.091
3323.09

RELATIONS WITH COLLEGES AND UNIVERSITIES

The Greenville City Board of Education views education as a lifelong process and believes that education is a key element in the pursuit of a successful and satisfying life; therefore, the Board directs the Superintendent and staff to pursue opportunities for the students of the District to be involved in cooperative efforts with colleges and universities. When possible, arrangements should be developed for students to enroll in college and university courses and programs; however, such endeavors should not delay a student's completion of high school graduation requirements.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: December 19, 2024)

CROSS REF.: IGCH Postsecondary Enrollment Options

STUDENT TEACHING AND INTERNSHIPS

The Greenville City Board of Education recognizes the contributions student teachers and/or interns can make to the schools and its responsibility to ensure the quality of teaching training. The Superintendent is therefore authorized to arrange for the supervision and training of such teachers and interns in the schools each year.

The importance of the teacher training function to the future of education and the need to assure high quality performance in our schools require student teachers to be placed with experienced teachers of demonstrated competence. While no staff members will be required to supervise practice teachers, it is felt that professionally interested teachers will volunteer for such duties.

Recognizing the special skills and expertise of the teacher training institutions and their staffs, the Board authorizes the Superintendent to honor those reasonable regulations and training guidelines of the teacher training institutions.

The teacher training institutions should provide liaison personnel who will discuss with the building principal and with the teacher the broad objectives that the institution believes should be pursued. Such personnel are free to visit the classrooms to observe the practice teacher at work, but are subject to all school visitor rules and regulations. Such personnel shall arrange such observations with the building principal and should notify him/her at least 24 hours prior to the observation.

It is expected that the teacher training institution will arrange the schedule of the student teacher to provide sufficient time in the classroom in order that continuity of experience for the practice teacher and the students is assured.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: December 19, 2024)

CONTRACT REF.: Teachers' Negotiated Agreement

EDUCATIONAL OPTIONS

Educational options are learning experiences or activities designed to extend, enhance, supplement, or serve as an alternative to classroom instruction and meet the personalized and individualized needs of each student. Educational options are offered in accordance with State law, Board policy, and parental approval.

Experiences that the Board views as representative of educational options supplementing the regular school program include but are not limited to: Independent study, distance learning, tutoring, educational travel, mentoring and study abroad programs.

Fees are established for educational options as needed and are managed in accordance with Board policies for student fees.

Credit for approved educational options is granted in accordance with student performance relative to stated objectives of the approved instructional and performance plan and in accordance with all applicable Board policies.

The Board directs the Superintendent/designee to communicate information and procedures for educational options available in the district to students, parents and all interested stakeholders.

[Adoption date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: May 19, 2022)

LEGAL REFS.: OAC 3301-35-01(B)(9); 3301-35-06

CROSS REFS.:
IGCB Experimental Programs
IGCH Experimental Programs IHG, Independent Study
IGBM Credit Flexibility
IKE Promotion and Retention of Students
IKF Graduation Requirements
JN Student Fees, Fines and Charges

EDUCATIONAL OPTIONS

All educational options require an instructional and performance plan based on individual student needs. A credentialed teacher is involved in reviewing the plan; such involvement may include providing, supervising or reviewing instruction or learning experiences and the evaluation of student performance. The instructional and performance plan includes:

1. instructional and performance objectives aligned with the District or school's curriculum requirements;

2. an outline specifying instructional activities, materials and learning environments and

3. a description of the criteria and methods for assessing student performance.

Parents must provide written permission for students under 18 to participate. Superintendent approval is required prior to student participation.

[Approval date: August 18, 1987]
(Revision date: July 9, 1997)
(Revision date: May 19, 2022)

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 eligible nonsectarian, non-remedial courses for transcripted 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: March 17, 1998]
(Revision date: January 16, 2001)
(Revision date: June 18, 2002)
(Revision date: November 16, 2017)
(Revision date: July 19, 2018)
(Revision date: March 21, 2024)

LEGAL REFS.:	ORC	3313.5314
		Chapter 3365
	OAC	3333-1-65 through 3333-1-65-11
		3301-83-01 (C)
CROSS REF.:	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 or November 1 of the student's intent to participate in the program in the next semester or term. Any student who provides notification by April 1 may be approved to participate in the program the next full school year. Any student who provides notification by November 1 may be approved to participate in the program for the next semester or term only. Failure to inform the principal of intent to participate by the April 1 or November 1 deadline 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;

12. information about eligible courses;

13. information on CCP probation, dismissal and appeal procedures

14. the standard program information packet developed by the Ohio Department of Higher Education (ODHE) and

15. the permission slip jointly developed by the Ohio Department of Education and Workforce (ODEW) and ODHE regarding the potential for mature subject matter in a course taken through CCP and information about the potential for mature subject matter in courses in which the student intends to enroll through CCP and that courses will not be modified based upon CCP enrollee participation regardless of where the course of instruction occurs.

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 and his/her parent also must sign and include in their application to the college, the permission slip developed by ODEW and ODHE regarding the potential for mature subject matter in a course taken through CCP.

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.

Students may enroll only in eligible courses as defined in rules adopted by ODHE. Upon receipt of the notice of pre-term admission the student's secondary school verifies the student is enrolled in eligible courses. If the student is enrolled in ineligible courses the school notifies the student and their parent that they must withdraw from the ineligible course(s). Students failing to withdraw prior to the college's no-fault withdrawal date will be responsible for all tuition, fees and textbook costs for the course.

If a student completes an eligible 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 eligible courses successfully completed counts toward graduation requirements and subject area requirements.

1. The Board awards comparable credit for the eligible 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 ODEW. ODEW'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. The grades and credits for courses completed during summer term must be included on the student's high school transcript in the fall for that school year.

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.

Students of military families participating in CCP who must withdraw from the school because of a permanent change of station order out of state to transition from one military installation to another may:

1. complete the course for the semester in which the student is enrolled in an online format if possible, or
2. withdraw from the course without academic or financial penalty.

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. For purposes of these requirements, a “relevant high school course” is defined as a high school course that provides the appropriate academic foundation or career-technical education skills for the college course in which the student intends to enroll, as determined by the applicable institution of higher education. To be eligible, students must meet one of the following criteria:

1. be considered remediation-free on one of the Ohio Revised Code (RC) 3345.061(F) assessments;

2. have a cumulative unweighted high school grade point average (GPA) of at least 3.0;

3. have a cumulative unweighted high school GPA of at least 2.75 but less than 3.0 and received an "A" or "B" grade in a relevant high school course;

4. for participating seventh or eighth grade students without a cumulative unweighted high school GPA available, have received an A or B grade in a relevant high school course or

5. have participated in CCP prior to September 30, 2021 and scored within one standard error of measurement below the remediation-free threshold on one of the RC 3345.061(F) assessments and

    A. have a cumulative high school (GPA) of at least 3.0 or for participating seventh or eighth grade students a cumulative GPA of 3.0 in the applicable grade level or

    B. receive a recommendation from a school counselor, principal or career-technical program advisor.

Underperforming Students/CCP Probation

A student meeting at least one of the following is considered an underperforming student for purposes of CCP:

1. Cumulative GPA of less than 2.0 in college courses taken through CCP or

2. Withdraw from or receive no credit for two or more courses in the same term.

A student meeting the definition of an underperforming student for two consecutive terms of enrollment is considered an ineligible student.

The student's secondary school, Greenville City School District, will place an underperforming student on CCP probation within the program and notify the student, parent and the college they are enrolled in of their status. The student may enroll in no more than one college course in any term when on CCP probation and cannot enroll in a college course in the same subject as a college course in which they received a grade of D or F or for which they received no credit. Students enrolled in impermissible courses who fail to dis-enroll prior to the college's no-fault withdrawal date are responsible for all costs associated with the course(s) and dismissed from CCP as an ineligible student.

If a student taking a permissible college course after placement on CCP probation and the course grade raises the student's cumulative college course GPA to 2.0 or higher the student is removed from CCP probation and may participate in CCP without restrictions unless they again meet the definition of an underperforming student. A student on CCP probation who does not raise their GPA to the required minimum through the course grade, is dismissed from CCP by the student's secondary school, Greenville City School District.

Students dismissed from the program are prohibited from taking any college courses through CCP and must dis-enroll for any college courses they may be registered for in the next term prior to the no-fault withdrawal date.

The secondary school, Greenville City School District, establishes an academic progress policy defining the progress students must achieve to be reinstated in CCP on CCP probation. The policy must state that failure to make academic progress as defined in the policy will result in an extension of CCP dismissal. The policy also includes the procedures for a student to request an appeal of their CCP status.

A student may request the secondary school, Greenville City School District, allow the student to participate in CCP after one term of CCP dismissal. Summer term is not counted as a term of dismissal unless the student is enrolled in one or more high school courses during the summer. Upon review of the student's academic progress through review of their full high school and college academic records the school will: continue the student's dismissal; place the student on CCP probation or allow the student to participate in CCP without restrictions in accordance with the school academic progress policy.

A student may appeal their status to the Superintendent within five business days of notification of CCP dismissal or prohibition from taking a college course in the same subject as a college course in which they received a grade of D or F or for which they received no credit. Upon consideration of any extenuating circumstances separate from academic performance that may have affected the student's CCP status the Superintendent will issue a decision within 10 business days after the appeal is made and may:

1. allow the student to participate in the program without restrictions;

2. allow the student to take a course in the subject area in which they received a grade of D or F or for which they received no credit;

3. allow the student to participate in CCP on CCP probation or

4. maintain the student's dismissal from the program.

The Superintendent's decision is final.

If the decision is to continue the student's dismissal and the student is enrolled in a college, the student's college will allow the student to withdraw from all courses in which the student is enrolled without penalty and the student's secondary school, Greenville City School District, shall not be required to pay for those courses. If the Superintendent fails to issue a decision on the appeal within the required timeframe and the student is enrolled in a college, the college will allow the student to withdraw from all impermissible courses without penalty and, if the decision on the appeal is made after the institution's prescribed no-fault withdrawal date, the student's secondary school, Greenville City School District, shall pay for those courses.

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) may be responsible for all costs associated with the course. The District may not seek reimbursement from a student who fails a course if he/she is economically disadvantaged, unless the student has been expelled.

4. Students enrolled for the combination of high school/college credit are not eligible for financial aid from the college.

5. Upon parental application and determination of need an eligible student, as defined by State law, enrolling for the combination of high school and college credit in the program may receive full or partial reimbursement for the necessary costs of transportation between the secondary school that he/she attends and the college/ university in which he/she is enrolled.

Other Considerations

1. A student enrolled in the program follows the District attendance policy, as well as the District Code of Conduct, for curricular and extracurricular activities. These policies and codes are applicable during the time the student is attending high school and is on school property for any class or activity.

2. If a student is expelled from the District, the Board will deny high school credit for college courses taken during the period of the student's expulsion.

   The Superintendent must send written notice of a student's expulsion to the college where the student is taking courses to receive high school credit. The notice must state the date the expulsion is scheduled to expire and whether the Board has denied high school credit for postsecondary education courses taken during the expulsion. If the expulsion period is extended, the Superintendent must notify the college of the extension. The college may withdraw its acceptance of a student who has been expelled. Unless otherwise authorized by State law, the expelled student is ineligible to enroll in a college under CCP for subsequent college terms during the expulsion period.

3. The student enrolled in this program must recognize that the master schedule is not altered or adjusted in order to permit enrollment. Adjustments to individual schedules may be made by the school administration.

4. The District 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 at a minimum. Courses used for eligibility determination may be a combination of high school and college courses. Students also must meet any additional District eligibility requirements.

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(Revision date: March 21, 2024)
(Revision date: June 26, 2025)

NOTE: The notice provided to students and parents outlining the College Credit Plus (CCP) program must include the following information:

- *Cost, including:*
  - *notice of CCP opportunities that have no cost to students, including the free option to attend public institutions of higher education;*
  - *clear references to the potential cost of participation at a nonpublic institution of higher education and*
  - *the prohibition of charging economically disadvantaged students who choose to attend a nonpublic institution of higher education.*
- *Criteria for student participation, including but not limited to:*
  - *the requirement for a counseling session prior to participation (Ohio Revised Code (RC) 3365.04).*
  - *a notice that states: "Students must submit a written notice of their intent to participate in the upcoming academic year, by April 1, in accordance with Section 3365.03 of the RC, but may submit the written notice of intent to participate as early as February 15. Students desiring to participate in college credit plus in the summer are strongly encouraged to submit letters of intent and begin the admissions process starting in February and prior to the April 1 notice of intent deadline in order to improve chances of meeting summer registration timelines."*
- *Student participation options:*
  - *a statement secondary schools cannot limit a student's participation in CCP to only the courses offered in that school and that students may also participate online or at any other participating institution of higher education, or any combination thereof.*
  - *a statement that participating students may be concurrently enrolled in multiple postsecondary institutions and may concurrently take postsecondary courses from more than one institution of higher education.*
  - *list of courses offered at the secondary school through an agreement with an institution of higher education.*
  - *a statement students should review the course catalog of an institution of higher education for a full listing of course offerings of the institution.*

- *Specific information pertaining to the student's opportunity to participate during the summer term and the responsibility of the student to notify the college and students prior high school prior to a transfer to a new school when participating in a summer term course.*
- *Deadlines pertinent to the student's participation, including all deadlines associated with summer term participation.*
- *The designated point of contact at the secondary school for CCP who can answer questions from students, parents and the community regarding the program's operation and who will act as a liaison to the state to monitor future changes or amendments to the program.*
- *Specific information regarding a student's option to participate in CCP, at the high school-if applicable-, online, or at an institution of higher education, must also be part of all communications developed by the secondary school to promote CCP.*

Districts are required to report CCP program data by July 15 annually in accordance with requirements to be developed by the Ohio Department of Higher Education (ODHE) and Ohio Department of Education.

While Districts are required to apply any weighted grading policy in a similar manner for CCP courses, Districts are not required to create a weighted grade policy if they do not already have one. It is important to note, however, that if you are using a weighted grading policy, a higher value may not be placed on honors courses or other advanced standing program than on CCP courses.

Senate Bill (SB) 104 (2024) amended RC 3365 to include:

RC 3365.04 (H) to require public or chartered nonpublic schools to use CCP forms developed by the Chancellor of Higher Education and ODEW. It prohibits schools from modifying those forms without prior approval from the Chancellor and ODEW.

RC 3365.05 (I) requires higher education institutions participating in CCP to provide orientations for CCP students, guided by concise directives from the Chancellor and ODEW.

RC 3365.11 (B) requires the Chancellor to establish an alternative credentialing process to certify instructors with relevant teaching experience as CCP instructors. The Chancellor must establish the alternative credentialing process by Aug. 25, 2025.

RC 3365.14 (A) requires the Chancellor, in consultation with ODEW, to ensure full engagement and participation in CCP by public colleges and public secondary schools, such as by publicly displaying program participation data by college and secondary schools.

RC 3365.14 (B) requires the Chancellor and ODEW to collect data relative to the actual cost of CCP programming and submit it to the Auditor of State. The Auditor of State must review and audit that data and submit a one-time report to the General Assembly about the findings of that review and audit.

ODEW must include a yes/no status indicator on the state report card indicating whether the District or building promotes and provides information on the CCP program in accordance with RC 3365.04.

RC 3365.15 (C) requires the Chancellor and ODEW to jointly submit an annual report on the outcomes of CCP by December 31.

Senate Bill 3 (2016) added RC 3313.5314 stating that students attending the District or homeschool, nonpublic school, community school and STEM school students otherwise eligible to participate in extracurricular activities in the District cannot be denied the opportunity to participate in extracurricular activities in the District solely because of their participation in CCP. Students still must meet the District eligibility requirements.

House Bill 49 (2017) amended RC 3365.03(E) to state that the college to which a student applies will pay for one assessment used to determine that student's eligibility. Any additional assessment used for this purpose will be the financial responsibility of the student.

Ohio Administrative Code (OAC) 3333-1.65.12 defines courses eligible for payment under CCP.

Each secondary school must adopt an academic progress policy in accordance with OAC 3333-1.65.13. Districts should review information provided by ODHE when developing this school specific policy.

Districts must include information on eligible courses and CCP probation in the required informational session. Districts may incorporate the required counseling session into the annual informational session provided the secondary school makes alternate dates available for those unable to attend the annual information session.

HB 110 (2021) adds new requirements for notice of the potential for mature subject matter in CCP courses. Mature subject matter is defined as any course subject matter or material of a graphic, explicit, violent or sexual nature. HB 110 also revised the academic eligibility requirements for student participation.