SECTION A: FOUNDATIONS AND BASIC COMMITMENTS

AA School District Legal Status

AB The People and Their School District
ABA Community Involvement in Decision Making (Also KC)
ABB Staff Involvement in Decision Making (Also GBB)
ABC Student Involvement in Decision Making (Also JFB)

AC Nondiscrimination
AC-R Discrimination Complaint Procedure
ACA Nondiscrimination on the Basis of Sex
ACA/ACAA Nondiscrimination on the Basis of Sex/Sexual Harassment
ACAA Sexual Harassment
ACA-R/ACAA-R Nondiscrimination on the basis of Sex/Sexual Harassment Grievance Procedures
ACAA-R Sexual Harassment Grievance Process
ACB Nondiscrimination on the Basis of Disability
ACC Political Commitments

AD Development of Philosophy of Education
ADA Educational Philosophy

AE School District Goals and Objectives

AF Commitment to Accomplishment
AFA Evaluation of School Board Operational Procedures (Also BK)
AFB Evaluation of the Superintendent (Also CBG)
AFBA Evaluation of the Treasurer (Also BCCB)
AFC Evaluation of Professional Staff (Also GCN)
AFC-1 Evaluation of Professional Staff Ohio Teacher Evaluation System (Also GCN-1)
AFC-2 Evaluation of Professional Staff Administrators Both Professional and Support (Also GCN-2)
AFCA Evaluation of School Counselors (Also GCNA)
AFD Evaluation of Support Staff (Also GDN)
AFE Evaluation of Instructional Programs (Also IM)
AFF Evaluation of Support Services (Also EJ)
AFG Use of Independent Evaluators
AFH Evaluation of Evaluators
AFI Evaluation of Educational Resources

AG Reporting Accomplishments to the Public
AGA Recognition for Accomplishment

SCHOOL DISTRICT LEGAL STATUS

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

The Ohio General Assembly is under mandate by the Constitution of Ohio to provide for the organization, administration and control of a public school system supported by public funds. The Ohio State Constitution also 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 General Assembly has also established a State Department of Education (through which policies and directives of the SBOE and Superintendent of Public Instruction are administered) and has established specific types of school districts.

The Norwayne Local School District is classified as a local school district governed by a locally elected Board of Education.

[Adoption date: February 24, 2003]
[Revised: January 13, 2014]
[Revised: March 27, 2017]

LEGAL REFS.: U.S. Const. Amend. X
Ohio Const. Art. VI, 2; 3; 4
ORC 3311.01; 3311.02; 3311.03; 3311.04; 3311.05; 3311.16 through 3311.19

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

File: ABA (Also KC)

COMMUNITY INVOLVEMENT IN DECISION MAKING

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

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

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

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

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

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

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

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

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

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

[Adoption date: February 24, 2003]

LEGAL REFS.: ORC 121.22
OAC 3301-35-03(J)

CROSS REFS.: BCE, Board Committees
BCF, Advisory Committees to the Board
FL, Retirement of Facilities

Norwayne Local School District, Creston, Ohio

File: ABB (Also GBB)

STAFF INVOLVEMENT IN DECISION MAKING

The District involves the efforts of many people and functions best when all personnel are informed of the major activities and concerns.

There should be an exchange of ideas and pertinent information among all elements of a school district. Problems and unfavorable attitudes develop when employees are denied information essential for the performance of their respective assignments or when they feel that their ideas and concerns are not heard. Morale is enhanced when employees are assured that their voices are heard by those in positions of administrative authority.

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

While all employees have the opportunity to bring their ideas or grievances to the Board, they are expected to proceed through the recognized administrative channels. Final authority for all decisions rests with the Board.

[Adoption date: February 24, 2003]

LEGAL REF.: OAC 3301-35-03

CROSS REFS.: BCE, Board Committees
BCF, Advisory Committees to the Board
CCB, Staff Relations and Lines of Authority
CE, Administrative Councils, Cabinets and Committees
DBD, Budget Planning
GCD, Professional Staff Hiring
GDD, Support Staff Hiring
IF, Curriculum Development

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

File: ABC (Also JFB)

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 decisions rests with the Board.

[Adoption date: February 24, 2003]

LEGAL REF.: OAC 3301-35-03

CROSS REFS.: BCE, Board Committees
BCF, Advisory Committees 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 officer:

Title: Superintendent
Address: 350 S Main Street, Creston, OH 44217
Phone Number: 330-435-6382
Email: nrcn_superintendentname@tccsa.net

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

The compliance officer is responsible for coordinating the District's efforts to comply with applicable Federal and State laws and regulations, including, 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 officer is 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 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.

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, 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 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 the compliance officer. Reported acts of retaliation will be promptly investigated and addressed.

[Adoption date: February 24, 2003]
[Revised: February 13, 2017]
[Revised: September 28, 2020]
[Revised: June 28, 2021]

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, 1965, 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; 42 USC 12101 et seq.
Ohio Constitution Art. I, Section 2
ORC Chapter 3323
ORC Chapter 4112
OAC 3301-35-02

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

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

:

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.

[Adoption date: June 28, 2021]

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: February 24, 2003]
[Revised: February 13, 2017]
[Revised: September 28, 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 on 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

NONDISCRIMINATION ON THE BASIS OF SEX/ SEXUAL HARASSMENT

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

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

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

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

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

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

1. submission to such conduct is made, either explicitly or implicitly, a term or condition of a person's employment or status in a class, educational program or activity;

2. submission to, or rejection of, such conduct by an individual is used as the basis for employment or education decisions affecting such individual or

3. such conduct is sufficiently severe, persistent, or pervasive and has the purpose or effect of unreasonably interfering with an individual's work or educational performance by creating an intimidating, hostile or abusive environment, or by interfering with one's ability to participate in or benefit from a class or educational program or activity.

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

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

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

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

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

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

Title:	Superintendent
Address:	350 S Main St Creston, OH 44217
Phone number:	330-435-6382
Email:	nrcn_SuperintendentName@tccsa.net

The Title IX Coordinator serves as the grievance officer and coordinates the District's efforts to comply with and carry out responsibilities under Title IX, including any complaint under Title IX. He/she is vested with the authority and responsibility for investigating all sexual harassment complaints in accordance with the procedure set forth in the accompanying regulation and staff and student handbooks. Any investigatory responsibilities of the Title IX Coordinator may be delegated to a designee trained in Title IX compliance and procedures.

Confidentiality/Retaliation

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

[Adoption date: February 24, 2003]
[Revised: February 13, 2017]
[Revised: January 8, 2018]

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

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

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

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 individual to serve as the District's Title IX Coordinator:

Title:	Superintendent
Office address:	350 S Main St Creston, OH 44217
Email:	superintendentname@norwayne.net
Phone number:	330-435-6382

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 the Title IX Coordinator, or by any other means that results in the 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, the 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 14, 2020]
[Revised: October 25, 2021]

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

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 bases 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;

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.

[Adoption date: August 14, 2020]
[Revised: October 25, 2021]

NONDISCRIMATION ON THE BASIS OF SEX/SEXUAL HARASSMENT GRIEVANCE PROCEDURES

The Board has created informal and formal discrimination and harassment grievance procedures, providing for a prompt and equitable investigation and resolution of complaints of sex discrimination, including sexual misconduct. All students and District employees are encouraged to fully cooperate when asked to participate in an investigation.

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

Complaints of sex discrimination or sexual harassment must be filed as soon as possible after the alleged incident, as delays in filing complaints can make it difficult to investigate. Both the informal and formal grievance procedures are completed in a timely manner unless extenuating circumstances exist. Periodic updates are provided to the parties as appropriate during the investigation.

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

Pending the final outcome of an informal or formal investigation, the District institutes interim measures to protect the reporting and/or responding parties and informs him/her of available support services. Interim measures may include, but are not limited to: a District-enforced no contact order, modification of work or class schedules, academic modifications and/or counseling. These measures should ensure that both parties continue to have equal access to all district programs and activities and the safety of all parties is protected.

If the Title IX Coordinator or designee is the responding party or the reporting party, the Board designates an alternate investigator and retains final decision-making authority.

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

Informal Procedure for Addressing Complaints

An informal grievance procedure can be used when the Title IX Coordinator deems it appropriate and/or when the parties involved (reporting party and responding party) agree that an informal process is appropriate and sufficient. The informal process is not used when the alleged

discrimination or harassment may constitute sexual violence or any other criminal act.

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

Formal Procedure for Addressing Complaints

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

Through the formal grievance procedure, the Title IX Coordinator attempts to resolve the complaint in the following way:

1. The Title IX Coordinator promptly communicates with the reporting party in order to obtain a clear understanding of that party's statement of the alleged facts. The statement is put in writing by the Title IX Coordinator and signed by the reporting party, where possible, as a testament to the statement's accuracy.

2. The Title IX Coordinator communicates with the responding party in order to obtain his/her response to the complaint. The response is put in writing by the Title IX Coordinator and signed by the responding party, where possible, as a testament to the statement's accuracy.

3. The Title IX Coordinator communicates with the parties and witnesses (if any) as necessary to gather all of the relevant facts. The dates of any meetings and the facts gathered are all put in writing. The investigation is prompt and equitable, and allows both parties an equal opportunity to present witnesses and other evidence.

4. At the conclusion of the investigation, the Title IX Coordinator prepares a written report summarizing: the evidence gathered during the investigation and whether the allegations were substantiated; whether any Board policies or student or employee codes of conduct were violated; any recommendations for corrective action. The investigation report indicates if any measures must be instituted to protect the reporting party. Such measures may include, but are not limited to extending any interim measures taken during the investigation. The report also informs the reporting party of available support services, which at a minimum includes offering school counseling services if the reporting party is a student.

Notice of Outcome

Both the reporting party and the responding party are provided written notice of the outcome of the complaint.

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

Disciplinary Action

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

[Approval date: February 24, 2003]
[Revised: February 13, 2017]
[Revised: January 8, 2018]

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: February 24, 2003]

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
ACA, Nondiscrimination on the Basis of Sex
AE, School District Goals and Objectives
GBA, Equal Opportunity Employment
IGBA, Programs for Students with Disabilities
IGDJ, Interscholastic Athletics
JB, Equal Educational Opportunities
JFCF, Hazing
Staff Handbooks
Student Handbooks

Norwayne Local School District, Creston, Ohio

POLITICAL COMMITMENTS

In compliance with State law, the District will not:

1. 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;

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

3. 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;

4. 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:

1. 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;

2. an educator's academic freedom;

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

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

5. 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.

LEGAL REFS.: ORC 3319.614

CROSS REFS.: AC - Nondiscrimination
GBG - Staff Participation in Political Activities
IB - Academic Freedom
INB - Teaching About Controversial Issues

[Adoption Date: October 28, 2024]

DEVELOPMENT OF PHILOSOPHY OF EDUCATION

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

Periodically, the District Continuous Improvement Planning Committee reviews the District mission statement and makes recommendations to the Superintendent/Board. Suggestions and recommendations reflect input from staff, students and community.

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

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

[Adoption date: February 24, 2003]

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

CROSS REFS.: ADA, Educational Philosophy
BFG, Policy Review and Evaluation

File: ADA

EDUCATIONAL PHILOSOPHY

Vision:

We envision North Central Local Schools to be a place where all children become self-confident, responsible members of the community. It is our desire for each student to reach his/her potential and become a lifelong learner.

Mission:

The mission of North Central Local Schools is to emphasize lifelong learning by committing to high performance standards and focusing on the unique qualities of each child.

[Adoption date: February 24, 2003]

LEGAL REF.: OAC 3301-35-02(A)

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

SCHOOL DISTRICT GOALS AND OBJECTIVES

1. Develop Mastery of Basic Skills. The District promotes the acquisition of basic comprehension, communication and computation skills to the greatest extent possible for each student. Efforts are made to offer each student opportunities to master the basic skills needed to pursue his/her chosen goals.

2. Gain Knowledge and Experience in Natural Sciences, Social Sciences, Humanities and Fine Arts. The District provides opportunities and encouragement for students to gain knowledge and experience in the sciences, humanities and arts.

3. Develop a Positive Self-Image. The District attempts to respond to each student's need to develop a positive self-image and enhances his/her ability to determine, understand and examine his/her own capabilities, interests and goals.

4. Develop Skills of Constructive and Critical Thinking. The District fosters skills of constructive and critical thinking in order to enable each student to deal effectively with conditions and problems in an independent, self-fulfilling and responsible manner.

5. Develop Skills Appropriate to a Technological Society. The District provides students with information necessary to function in a rapidly changing workplace.

6. Develop Respect for Others and the Law. The District promotes the development of students to enable them to become mature, responsible citizens with respect for the rights of others and the law.

7. Gain Lifelong Learning Skills. The District promotes an eagerness for learning which encourages each student to continue to benefit from educational opportunities beyond formal schooling.

8. Gain Understanding of Value Systems, Cultures and Heritage. The District provides an opportunity for each student to gain knowledge and understanding of social skills, so that he/she is prepared to participate responsibly and successfully in a pluralistic society.

9. Gain Understanding of Economic Roles in Society. The District encourages each student to gain a critical understanding of his/her role as a producer and consumer of goods and services and of the principles involved in the production of goods and services.

10. Gain Knowledge and Understanding of the Environment. The District encourages student development of an appreciation for the maintenance, protection and improvement of the physical environment.

11. Develop Positive Health Habits and Physical Skills. The District helps students develop good habits concerning care of the body and avoidance of harmful effects of drugs, alcohol and tobacco. Lifelong physical fitness including lifetime recreational skills are promoted.

12. Develop Within the Community a Sense of Pride in the Schools. The District highlights the strengths of the education program and invites the community to participate in school functions.

13. Continual Evaluation and Revision of Curriculum. The District provides, through the evaluation process, a curriculum that is pertinent to student and community needs.

[Adoption date: February 24, 2003]

LEGAL REF.: OAC 3301-35-02(A)

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

COMMITMENT TO ACCOMPLISHMENT

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

The evaluation program may include, but is not limited to, the following areas.

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

Appraising the success of the instructional program is particularly important. Only through an awareness of the strengths and shortcomings of the program can the Board and Superintendent have a sound basis for making improvements. The improvements are made by the Superintendent through the implementation of policies adopted by the Board.

The Board:

1. assesses the District's operations and achievement of goals by information gathered from the Superintendent and Treasurer;

2. evaluates the Superintendent and Treasurer according to job descriptions and Board expectations and

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

[Adoption date: February 24, 2003]

LEGAL REFS.: ORC 3313.22; 3313.60
3319.01; 3319.02; 3319.08; 3319.081
OAC 3301-35-02; 3301-35-03

CROSS REFS.: AF, all subcodes
AE, School District Goals and Objectives
BCC, Qualifications and Duties of the Treasurer
CBA, Qualifications and Duties of the Superintendent

COMMITMENT TO ACCOMPLISHMENT

To implement the stated goals in the preceding policy, the Board requests that:

1. The Board President appoints a chairman of the curriculum committee, who in turn shall appoint its members, to investigate the District's course offerings in relationship to State minimum standards and competency tests developed by the county, the coordination of course offerings between levels of instruction and report its findings at least quarterly to the Board.

2. The Board President appoints a chairman of the policy committee, who in turn shall appoint its members, to evaluate current Board policies and derivative rules and regulations, as well as job descriptions, evaluation forms and procedures and recommend revisions to the Board.

3. The Board President and the Superintendent jointly prepare the agenda for Board meetings and submit it, along with pertinent data, to all Board members at least five days before the meeting.

4. All requisitions state such specific information as name, model number, title, or manufacturer of product and be submitted to the Board via the Treasurer/CFO. In case of administrative disapproval, statements of need for and reasons for disapproval of requisitions be attached thereto and submitted to the Treasurer/CFO, who shall consult the chairman of the purchasing committee for investigation and recommendation.

5. Each month the Treasurer/CFO reports to the chairman of the purchasing committee those requisitions for which purchase orders have not been issued.

6. The Superintendent examines, with the help of appropriate teachers and the county reading supervisor, the reading program of the District, including courses of study, testing procedures and their results; ascertains the program's effectiveness; and presents this report, along with recommendations for accommodating State minimum standards and the District's needs, to the Board by the required date.

7. The Board President appoints a chairman of the communication committee, who in turn shall appoint its members, composed of staff, citizens and Board members, to develop ideas and report plans to initiate them to the Board by the required date.

8. The Board President appoints a committee to investigate the needs for educational facilities of the elementary, junior and senior high schools and to recommend to the Board possibilities for accommodating these needs with the necessary facilities.

9. The concerns voiced to a Board member regarding any educational practice shall be directed to the appropriate administrator, who shall resolve any difficulty and report the results or progress of the investigation to the Board member within three days.

(Approval date: February 24, 2003)

File: AFA (Also BK)

EVALUATION OF SCHOOL BOARD OPERATIONAL PROCEDURES

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

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

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

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

[Adoption date: February 24, 2003]

CROSS REFS.: AF, Commitment to Accomplishment
BCB, Board Officers
BCD, Board-Superintendent Relationship (Also CBI)
BD, School Board Meetings
BHA, New Board Member Orientation
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 regularly analyze its method of operation. The results of evaluation should be used in setting goals for improved operations in the future.

SELF-EVALUATION INSTRUMENT

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

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

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

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

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

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

_____	_____	evaluates performance of Superintendent and Treasurer on a regular basis

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

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

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

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

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

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

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

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

Additional Comments:

_____

_____

_____

_____

File: AFB (Also CBG)

EVALUATION OF THE SUPERINTENDENT

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

Through evaluation of the Superintendent, the Board strives to:

1. clarify the role of the Superintendent as seen by the Board;

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

3. provide administrative leadership for the District and

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

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

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

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

[Adoption date: February 24, 2003]

LEGAL REFS.: ORC 121.22
3319.01

CROSS REFS.: BDC, Executive Sessions
CBA, Qualifications and Duties of the Superintendent
CBC, Superintendent's Contract

EVALUATION OF THE SUPERINTENDENT

The Superintendent Appraisal Form is prepared in three parts. Part 1 pertains to the job description for the office of the Superintendent, while Part 2 deals with the Code of Ethics as adopted by the Board for that same office. In both sections a self-explanatory rating scale with an area for comments is used. Part 3 of the evaluation is the appraiser's final recommendation and, therefore, shall be marked by Board members only.

The appraisal form shall be completed by each Board member at a regular or special meeting once a year, in July. If needed, as determined by the Board, an evaluation review may be completed in January; e.g., contract considerations. The evaluations should include a discussion of strengths as well as areas for improvements. Each judgment on the evaluation should be supported by as much rational and objective evidence as possible. The evaluation shall be a composite profile of Board members' responses. The composite profile shall be prepared by the Board President and shall be presented within 10 working days to the Superintendent by the Board President and Vice President at a private meeting. At the end of the evaluation conference, both the Board President and Superintendent shall sign and date the composite evaluation. Signatures indicate completion of the appraisal process but do not necessarily mean that the administrator concurs with the contents.

The Superintendent shall have the option of writing a statement which shall be submitted to the Board within five working days of the evaluation conference. The statement shall be attached to the evaluation form and placed in his/her personal file as well as forwarded to the County Office.

Three copies of the signed composite shall be filed accordingly: One copy shall be returned to the Superintendent for his/her personal records; one copy shall be forwarded to the county superintendent's office; one copy shall be filed in the Board office.

Although the primary purpose of such an evaluation is an assessment of administrative leadership, the evaluation shall also serve as the basis for contract consideration(s).

(Approval date: February 24, 2003)

EVALUATION OF THE SUPERINTENDENT

		*NOT RATED	RATING SCALE HIGH LOW	NOTES AND/OR COMMENTS
PERSONAL & PROFESSIONAL RESPONSIBILITIES				
1.	Maintains poise and stability in the full range of his/her professional activities.		1 2 3 4 5	
2.	Presents self favorably to the public by appropriate grooming and dress commensurate to professional position.		1 2 3 4 5	
3.	Expresses himself/herself clearly, correctly and concisely in dealing with staff members, the Board and the public.		1 2 3 4 5	
4.	Adopts a positive attitude toward interpreting and implementing all Board policies and directives, Negotiated Agreements, as well as State and Federal laws that are relevant to the educational program.		1 2 3 4 5	
5.	Plans time so that matters concerning the instructional program receive priority.		1 2 3 4 5	
6.	Takes action to correct situations when they need improvement.		1 2 3 4 5	
7.	Works effectively not only under normal conditions but also under pressure and/or frustrating conditions.		1 2 3 4 5	
8.	Seeks, accepts and is guided by constructive criticism.		1 2 3 4 5	
9.	Without infringing upon the role of leadership, strives to appear at representative educational functions.		1 2 3 4 5	
10.	Keeps abreast of the latest developments in the field of education through participation or attendance at meetings of key professional organizations.		1 2 3 4 5	
11.	Serves as the Board of Education's chief executive officer.		1 2 3 4 5	
12.	Attends all regular and special Board meetings and acts as a resource person, at the discretion of the Board.		1 2 3 4 5	
ORGANIZATION				
13.	Delegates authority as necessary to other employees; however, such action shall not relieve him/her of ultimate administrative responsibility.		1 2 3 4 5	

*Not rated due to insufficient knowledge

		*NOT RATED	RATING SCALE HIGH LOW	NOTES AND/OR COMMENTS
14.	Periodically reviews and reorganizes staff duties or responsibilities to take full advantage of the staff's special competencies.		1 2 3 4 5	
15.	Encourages systemization within the District.		1 2 3 4 5	
16.	Bases recommendations, plans and leadership from the District's statement of philosophy and goals.		1 2 3 4 5	
17.	Prepares an annual report no later than November 1. (January evaluation only)		1 2 3 4 5	
18.	Takes responsibility for the preparation and distribution of the agenda for Board meetings.		1 2 3 4 5	
19.	Supervises the enrollment/withdrawal of students in the District and the verification of student residency.		1 2 3 4 5	
20.	In conjunction with the Board, formulates and periodically reviews Board objectives, regulations, plans and programs.		1 2 3 4 5	
BUILDINGS AND FACILITIES				
21.	Provides leadership and orderly management for maximum use of resources within each building.		1 2 3 4 5	
22.	Conducts periodic visitations of school buildings/facilities. Provides for educational adequacy and safety of all such facilities.		1 2 3 4 5	
23.	Makes certain that school buildings/facilities are planned, operated and maintained so that the health, safety and educational welfare of students are prime considerations.		1 2 3 4 5	
CURRICULUM				
24.	Coordinates and correlates the various phases of the instructional program from entry through grade 12 to provide sequence/systemization in the District.		1 2 3 4 5	
25.	Attempts to achieve a balance in programs that reflects the District's philosophy.		1 2 3 4 5	
26.	Encourages use of the library as the focal point of the instruction program as appropriate to the various levels of instruction.		1 2 3 4 5	

*Not rated due to insufficient knowledge

		*NOT RATED	RATING SCALE HIGH LOW	NOTES AND/OR COMMENTS
27.	Encourages use of community resources to supplement and enhance the instructional program.		1 2 3 4 5	
28.	Encourages staff to interact professionally.		1 2 3 4 5	
29.	Supervises a testing program that is used for the best educational benefit of the students.		1 2 3 4 5	
RESPONSIBILITIES TO THE COUNTY SUPERINTENDENT				
30.	Works cooperatively with the county superintendent of schools, county office staff and county board in the operation of the school district.		1 2 3 4 5	
31.	Is responsible for seeing that all required state and county reports and information are submitted to the county board of education on time.		1 2 3 4 5	
32.	Receives the nominations and recommendations of the county superintendent and relays them to the local Board in all matters that require the nomination or recommendation.		1 2 3 4 5	
PERSONNEL				
33.	Initiates procedures to recommend, secure and retain the most competent and best qualified employees and to recommend those for dismissal who do not meet the standards of competency set by the Board.		1 2 3 4 5	
34.	Directs the recruitment of all personnel to fill vacancies so that the selection process is thorough, particularly that of checking references and experience and conducting personal interviews; with the exception of unexpected resignations, the hiring of personnel shall be completed at least one month before the effective date of the contract.		1 2 3 4 5	
35.	Observes once each semester each new teacher in the District and then confers with the teacher informally and reports observations to the building principal.		1 2 3 4 5	
36.	Acts as consultant or an additional evaluator to principals who request such services to provide further professional evaluation and recommendation concerning the instructional program.		1 2 3 4 5	

*Not rated due to insufficient knowledge

		*NOT RATED	RATING SCALE HIGH LOW	NOTES AND/OR COMMENTS
37.	Reflecting the philosophy and goals of the Board, supervises the evaluation of all personnel according to the Negotiated Agreement(s) and Board policy.		1 2 3 4 5	
38.	Encourages ongoing in-service of all staff.		1 2 3 4 5	
39.	Supports staff yet demands their best efforts and accepts responsibility for their performance.		1 2 3 4 5	
40.	Provides for temporary replacement in case of necessity and/or emergency.		1 2 3 4 5	
41.	Encourages departmentalization according to subject area or grade level.		1 2 3 4 5	
42.	Meets and confers with the various employee groups while professionally representing the interest and will of the Board.		1 2 3 4 5	
BOARD, STAFF AND COMMUNITY RELATIONS				
43.	Confers periodically with school personnel as well as other groups concerning the school programs and transmits to the Board suggestions gained from such conferences.		1 2 3 4 5	
44.	Consults and confers with staff and community as needed.		1 2 3 4 5	
45.	Supervises the coordination of all public relations activities such as news releases.		1 2 3 4 5	
46.	Maintains a harmonious and active working relationship with the Board, community and staff.		1 2 3 4 5	
47.	Participates in representative community activities in the school district.		1 2 3 4 5	
48.	Acts at own discretion if action is necessary in any matter not covered by Board policy, reports such action to the Board as soon as practicable, and recommends applicable policy.		1 2 3 4 5	
49.	Informs and advises the Board about the programs, practices and problems of the schools and keeps the Board informed of the activities operating under the Board's authority.		1 2 3 4 5	
50.	Actively participates in the development and implementation of long and short range plans for achieving District goals and objectives and recommends such plans to the Board.		1 2 3 4 5	

*Not rated due to insufficient knowledge

		*NOT RATED	RATING SCALE HIGH LOW	NOTES AND/OR COMMENTS
51.	Provides the Board with reports and information which shall enable it to review operations of the District and to give constructive advice and guidance.		1 2 3 4 5	
52.	Reflects the code of ethics as adopted by the Board in carrying out duties.		1 2 3 4 5	
53.	Recognizes concerns of the community regarding the schools and deals administratively with those concerns in an effective manner.		1 2 3 4 5	
54.	Implements the policies and procedural directives of the District through appropriate administrative channels.		1 2 3 4 5	
55.	Within legal limits, initiates and/or recognizes requests for information and promptly exchanges with other administrators accurate and complete information pertinent to all employees and students of the school system or systems involved.		1 2 3 4 5	
56.	Performs such other duties as the Board shall determine and recommend.		1 2 3 4 5	
BUSINESS MANAGEMENT AND FINANCE				
57.	Assumes responsibility for long-range planning for the District to ensure that excellent educational programs are maintained.		1 2 3 4 5	
58.	Evaluates the financial needs of the District and makes recommendations for adequate financing.		1 2 3 4 5	
59.	Serves as purchasing agent for the District as outlined in current Board policy.		1 2 3 4 5	
60.	Establishes and maintains adequate and effective control over purchasing procedures.		1 2 3 4 5	
61.	Determines that funds are spent wisely and within approved appropriation and budget limits.		1 2 3 4 5	
62.	Assumes responsibility for maintaining effective bidding procedures as outlined by State law.		1 2 3 4 5	

*Not rated due to insufficient knowledge

		*NOT RATED	RATING SCALE HIGH LOW	NOTES AND/OR COMMENTS
63.	Keeps informed on the financial needs of the District through communication with the building principals, teachers and other staff members and strives to meet those needs within approved appropriation and budget limits.		1 2 3 4 5	
64.	Keeps the educational welfare of the students as a top priority when making recommendations to the Board for the annual budget and/or appropriations.		1 2 3 4 5	
65.	Consults with building principals before establishing the final expenditure priorities for the annual budget and/or appropriations.		1 2 3 4 5	
66.	Works with the Treasurer in preparation and presentation of the annual budge (no later than January 20) and the appropriations (no later than October 1)		1 2 3 4 5	

* Not rated due to insufficient knowledge

		*NOT RATED	RATING SCALE HIGH LOW	NOTES AND/OR COMMENTS
CODE OF ETHICS				
1.	Avoids the use of students, school personnel or school data in the promotion of partisan politics, commercial advertising or personal gain.		1 2 3 4 5	
2.	Does not actively endorse, circulate petitions or campaign in the election of candidates for the Board of Education.		1 2 3 4 5	
3.	Sees that the abilities, personal characteristics and qualifications of Board members, administrators, teachers and employees are not misrepresented.		1 2 3 4 5	
4.	Does not attempt to influence Board members individually on matters that affect the Superintendent's personal or professional welfare.		1 2 3 4 5	
5.	Does not indulge in irresponsible discussions or comments concerning other administrators or school systems.		1 2 3 4 5	
6.	Acknowledges the good performances and contributions of employees and refuses to accept credit for the services or work of others.		1 2 3 4 5	
7.	Discusses problems of teachers and other employees only with the people concerned and in strictest confidence.		1 2 3 4 5	
8.	Does not use the administrative position to unduly influence or force employees to subscribe to political causes.		1 2 3 4 5	
9.	Does not jeopardize the educational welfare of students in order to avoid an unpleasant situation.		1 2 3 4 5	
10.	Works to change any law he/she feels is not adequate, but does not violate it or act in such a manner that circumvents the law.		1 2 3 4 5	
11.	Protects the civil rights as well as recognizes and maintains the dignity and worth of all individuals.		1 2 3 4 5	
12.	Keeps in strictest confidence all information relating to students' abilities, deficiencies or behavior and does not release such information except to authorized persons or agencies.		1 2 3 4 5	
13.	Does not invade the privacy of students, teachers and other employees by making personal information or name and address lists available.		1 2 3 4 5	

*Not rated due to insufficient knowledge

		*NOT RATED	RATING SCALE HIGH LOW	NOTES AND/OR COMMENTS
14.	Does not obligate himself/herself or the District through acceptance of individual gifts, remuneration or personal discount, but shall award orders and contracts only on the basis of need and value.		1 2 3 4 5	
15.	Does not act as an agent or salesperson for any item purchased by the District.		1 2 3 4 5	
16.	Recognizes the professional rights and responsibilities of staff members and professional organizations.		1 2 3 4 5	
17.	Never takes action based upon rumor and avoids situations involving gossip and/or hearsay.		1 2 3 4 5	
18.	Only investigates personnel personal background to the extent of criminal records check and legal areas pertaining to the educational welfare of the District.		1 2 3 4 5	
19.	Makes the well-being of students the fundamental value in all decision making and actions.		1 2 3 4 5	

*Not rated due to insufficient knowledge

PART III

RECOMMENDATION OF APPRAISER

(To be completed by Board of Education members only)

_____ Continuation with commendations

_____ Continuation without reservation

_____ Continuation with reservation

_____ Termination of employment

I, the undersigned administrator, have read this evaluation and have participated in an evaluation and have participated in an evaluation conference. I am aware that this document shall be place in my personnel file. I also understand that I may attach any comments I wish to make regarding this evaluation within five working days of the date below.

Superintendent's Signature _____

Date _____

Board President's Signature _____

Date _____

Evaluation filed by _____ Date _____

Superintendent's comments attached: _____ Yes _____ No

File: AFBA (Also BCCB)

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

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

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

[Adoption date: February 24, 2003]
[Revised: February 28, 2006]

LEGAL REFS.: ORC 121.22
3301.074
3313.22
OAC Chapter 3301-5

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

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

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 an electronic copy of their evaluation results by May 10.

The Board evaluates teachers receiving effectiveness ratings of Skilled on those teachers' most recent evaluations carried out under this policy, and whose student growth measures are at least average or higher every two years. Biennial evaluations conducted under this policy are completed by May 1 of the evaluation year. Teachers evaluated on a biennial basis are provided 1 of 3a 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 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: February 24, 2003]
[Revised: April 22, 2013]
[Revised: November 23, 2015]
[Revised: June 20, 2016]
[Revised: June 25, 2018]
[Revised: July 27, 2020]

LEGAL REFS.:
ORC 3319.11; 3319.111; 3319.112; 3319.114; 3319.16; 3319.58
Chapter 4117
OAC 3301-35-05

CROSS REFS.: AF, Commitment to Accomplishment
GBL, Personnel Records
GCB, Professional Staff Contracts and Compensation Plans
CONTRACT REF.: Teachers' Negotiated Agreement

EVALUATION OF PROFESSIONAL STAFF
(Administrators Both Professional and Support)

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

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

Ohio Principal Evaluation System (OPES)

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 SBOE's evaluation framework.

[Adoption date: February 24, 2003]
[Revised: April 13, 2015]
[Revised: November 23, 2015]
[Revised: June 20, 2016]
[Revised: June 25, 2018]
[Revised: October 25, 2021]

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

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

EVALUATION OF PROFESSIONAL STAFF
(Administrators Both Professional and Support)

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

1. An initial meeting is held by the Superintendent prior to the school year with the assistant superintendents and administrators to discuss specific measurable objectives and plans for their achievement. A statement of these objectives and plans is submitted by each administrator to the Superintendent/designee at a time specified. These objectives and plans are written and maintained in each administrator's personnel file.

2. The evaluator employs the evaluation criteria which are designed to measure the administrator's effectiveness in performing the duties set forth in his/her written job description. All administrators will be evaluated prior to the end of their contract year. The evaluator will also assess the administrator's progress in meeting plans and objectives set for that school year. Areas of outstanding, satisfactory and poor performance will be noted. The Superintendent/designee will meet with each administrator to discuss the written evaluation. The evaluatee is given a copy of the evaluation and has an opportunity to discuss it with the evaluator at this second meeting.

3. An ongoing dialogue concerning the administrator's objectives will continue and the evaluator and evaluatee will meet as needed or requested.

4. For those employees whose contracts are expiring at the end of the current school year, two evaluations must be completed. A preliminary evaluation must be received by the employee at least 60 days prior to any Board action on the employee's contract. A final evaluation must include the Superintendent's intended recommendation for the contract of the employee. A written copy of the final evaluation must be provided to the employee at least five days prior to the Board's action to renew or nonrenew the employee's contract.

5. The employee may request a meeting with the Board prior to any Board action on his/her contract. The employee may have a representative of his/her choice at the meeting.

6. Assistant superintendents, principals, assistant principals and other administrators are automatically re-employed if they are not evaluated according to State law or provided a meeting, if requested, to discuss their renewal or nonrenewal.

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

[Approval date: February 24, 2003]

EVALUATION OF SCHOOL COUNSELORS

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

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

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

Effectiveness Rating

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

Evaluation Time Line

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

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

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

Professional Growth and Improvement Plans

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

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

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

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

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

Retention and Promotion

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

Poorly Performing Counselors

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

Professional Development

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

[Adoption date: September 26, 2016]

LEGAL REFS.: ORC 3319.113; 3319.61
3302.03
Chapter 4117
OAC 3301-35-05

CROSS REFS.: AF, Commitment to Accomplishment
GBL, Personnel Records
GCB, Professional Staff Contracts and Compensation Plans

CONTRACT REF.: Teachers' Negotiated Agreement

File: AFD (Also GDN)

EVALUATION OF SUPPORT STAFF

To develop a competent support staff, the Board expects all employees to make continuous efforts to improve their performance and expects their supervisors to assist them through the supervision and evaluation process. Regular evaluation of all support staff is intended to serve the following purposes:

1. to enable the employee to better understand his/her work assignment;
2. to improve the employee's effectiveness and competency;
3. to enable the employee to identify his/her strengths and weaknesses;
4. to provide motivation for self-improvement;
5. to identify qualities and skills of employees for potential promotional opportunity;
6. to provide a continuing record of the service of each employee and
7. to provide objective evidence on which to base decisions on assignment and re-employment.

[Adoption date: February 24, 2003]

LEGAL REFS.: ORC Chapter 124
Chapter 4117
3319.081
OAC 3301-35-03(A)(8)

CONTRACT REF.: Support Staff Negotiated Agreement

EVALUATION OF SUPPORT STAFF

1. Each employee shall be informed of his/her responsibilities and given guidance in performing them satisfactorily by his/her immediate supervisor. The supervisor has the responsibility for seeing that each employee knows in advance the basis upon which he/she is to be evaluated.

2. All support staff personnel shall be evaluated in writing at least twice during the first year of employment and then at least once every year thereafter.

3. Evaluations shall be made by the employee's immediate supervisor.

4. The evaluator shall provide a copy of the evaluation to the employee and shall review that evaluation in private with the employee within two weeks of the evaluation. Items checked "needs to improve" or "unsatisfactory" shall be explained to the employee on the form as well as orally during the review of the evaluation. Recommendations for improving performance shall be discussed and written in the "Comments and Recommendations" section of the evaluation.

5. Both the supervisor and employee shall sign and date the evaluation instrument at the conclusion of the conference. An employee's signature indicates only that he/she has participated in the conference and is aware of the contents of the form. The employee shall have the option of writing a statement to be attached to the evaluation form within five working days of the conference.

6. Four copies of the signed document shall be filed accordingly:

   A. one copy shall be given to the employee for his/her personal records;

   B. one copy shall remain with the supervisor;

   C. one copy shall be filed with the building principal and

   D. the original document shall remain on file in the Superintendent's office.

[Approval date: February 24, 2003]

File: AFE (Also IM)

EVALUATION OF INSTRUCTIONAL PROGRAMS

The Superintendent regularly evaluates the effectiveness of the instructional program in achieving the District's educational goals and objectives. Periodically, he/she submits a written and comprehensive report of his/her findings to the Board for its consideration and action. The specific purpose of this report are to provide data for planning and budgeting for instructional improvements and for informing the public about the performance of the public schools. Data may 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. how evaluation findings are used for program improvement;
4. student achievement in light of testing results of standardized achievement tests and proficiency tests;
5. the number of students who continue in a program of higher education and the percentage of these who 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 which the Superintendent deems necessary.

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

[Adoption date: February 24, 2003]

LEGAL REFS.: ORC 3301.13
3313.60
3323.02
OAC 3301-35-02(B); 3301-35-03(K); 3301-35-07

CROSS REFS.: IA, Instructional Goals
IAA, Instructional Objectives
IL, Testing Programs

EVALUATION OF EDUCATIONAL RESOURCES

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

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

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

1. Professional and support staff are recruited, employed, assigned, evaluated and provided in-service education without unlawful discrimination.

2. Instructional materials and equipment support attainment of objectives specified in courses of study.

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

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

5. Student cumulative records are maintained.

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

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

8. School guidance services are provided for students in kindergarten through grade 12 in accordance with a written plan adopted by the Board.

9. Student activity programs are operated in accordance with the Board's philosophy of education and educational goals and safeguard the interest of the school, participants and spectators. Schools will not sponsor interscholastic athletics for students in kindergarten through sixth grade.

10. A planned community relations program is implemented to encourage citizen participation in, and support for, the educational program.

[Adoption date: February 24, 2003]

LEGAL REF.: OAC 3301-35-03

CROSS REFS.: AC, Nondiscrimination
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

SECTION B: SCHOOL BOARD GOVERNANCE AND OPERATIONS

BA Board Operation Goals
BAA Priority Objectives of Board Operations

BB School Board Legal Status
BBA School Board Powers and Duties
BBAA Board Member Authority
BBB School Board Elections
BBBA Board Member Qualifications
BBBB Board Member Oath of Office
BBC Board Member Resignation
BBD Board Member Removal from Office
BBE Unexpired Term Fulfillment
BBF Board Member Code of Ethics
BBFA Board Member Conflict of Interest

BC Organization of the Board
BCA Board Organizational Meeting
BCB Board Officers
BCC Qualifications and Duties of the Treasurer
BCCA Incapacity of the Treasurer
BCCB Evaluation of the Treasurer (Also AFBA)
BCCC Treasurer's Contract
BCD Board-Superintendent Relationship (Also CBI)
BCE Board Committees
BCF Advisory Committees to the Board
BCFA Business Advisory Council to the Board
BCG School Board Attorney
BCH Consultants to the Board
BCI Board Staff Assistants
BCJ Special Information

BD School Board Meetings
BDA Regular Board Meetings
BDB Special Board Meetings
BDC Executive Sessions
BDD Board Meeting Procedures
BDDA Notification of Meetings
BDDB Agenda Format
BDDC Agenda Preparation and Dissemination
BDDD Quorum
BDDE Rules of Order
BDDEA Parliamentarian

SECTION B: SCHOOL BOARD GOVERNANCE AND OPERATIONS
(Continued)

BDDEB	Suspension of Rules of Order
BDDF	Voting Method
BDDG	Minutes
BDDH	Public Participation at Board Meetings (Also KD)
BDDI	News Media Services at Board Meetings (Also KBCC)
BDDJ	Broadcasting and Taping of Board Meetings (Also KBCD)
BDDK	Reporting Board Meeting Business
BDE	Special Procedures for Conducting Hearings
BE	School Board Work Sessions and Retreats
BF	Board Policy Development and Adoption
BFA	Policy Development System
BFB	Preliminary Development of Policies
BFC	Policy Adoption
BFCA	Board Review of Regulations (Also CHB)
BFD	Policy Dissemination
BFE	Administration in Policy Absence (Also CHD)
BFF	Suspension of Policies
BFG	Policy Review and Evaluation
BFGA	Policy Manual Accuracy Check
BG	Board-Staff Communications (Also GBD)
BH	Board Member Services
BHA	New Board Member Orientation
BHB	Board Member Development Opportunities
BHBA	School Board Conferences, Conventions and Workshops
BHC	Board Office Facilities and Services
BHD	Board Member Compensation and Expenses
BHE	Board Member Insurance
BI	School Board Legislative Program
BJ	School Board Memberships
BJA	Liaison with School Boards Associations
BK	Evaluation of School Board Operational Procedures (Also AFA)

File: BA

BOARD OPERATION GOALS

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

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

1. concentrate the Board's collective effort on its policy-making and planning responsibilities;

2. formulate Board policies which best serve the educational interests of each student;

3. provide the Superintendent with sufficient and adequate guidelines for implementing Board policies;

4. maintain effective communication with the school community, the staff and the students in order to maintain awareness of attitudes, opinions, desires and ideas;

5. allow those responsible for carrying out objectives to contribute to their formation;

6. conduct Board business openly, soliciting and encouraging broad-based involvement in the decision-making process by public, students and staff and

7. periodically review its performance relative to the goals.

[Adoption date: February 24, 2003]

LEGAL REF.: ORC 3313.20

SCHOOL BOARD LEGAL STATUS

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

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

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

[Adoption date: February 24, 2003]
[Revision date: October 22, 2018]

LEGAL REFS.: ORC 3311.01; 3311.02; 3311.03; 3311.04; 3311.05; 3311.056; 3311.19
3313.01; 3313.02; 3313.09; 3313.17

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

File: BBA

SCHOOL BOARD POWERS AND DUTIES

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

The Board's major responsibilities are to:

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

[Adoption date: February 24, 2003]

LEGAL REFS.: ORC 3313.17; 3313.18; 3313.20; 3313.22; 3313.37; 3313.375; 3313.39; 3313.47; 3313.94
3315.07
3319.01
5705.01(A); 5705.03; 5705.28

Norwayne Local School District, Creston, Ohio

BOARD MEMBER AUTHORITY
(And Duties)

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

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

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

[Adoption date: February 24, 2003]

LEGAL REFS.: ORC 121.22
3313.18; 3313.33

CROSS REF.: BBA, School Board Powers and Duties

SCHOOL BOARD ELECTIONS

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

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

Candidates for election are nominated by petition. In local and exempted village school districts, the petition must be signed by 25 qualified electors of the district.

[Adoption date: February 24, 2003]

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; 3513.255

CROSS REF.: LBB, Cooperative Educational Programs

File: BBBA

BOARD MEMBER QUALIFICATIONS

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

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

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

[Adoption date: February 24, 2003]

LEGAL REFS.: ORC 3313.10; 3313.13; 3313.70
3503.01

CROSS REF.: BBFA, Board Member Conflict of Interest

File: BBBB

BOARD MEMBER OATH OF OFFICE

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

[Adoption date: February 24, 2003]

LEGAL REF.: ORC 3313.10

CROSS REF.: BBBA, Board Member Qualifications

BOARD MEMBER OATH OF OFFICE

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

_____

Member's Signature

UNEXPIRED TERM FULFILLMENT
(Board Vacancy)

A vacancy on the Board may be caused by:

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

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

Each person selected to fill a vacancy holds office:

1. Until the completion of the unexpired term or

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

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

[Adoption date: February 24, 2003]
[Revised: February 28, 2006]

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

CROSS REF.: BBA, Board Member Qualifications

Note: The substance of most statements in this category is usually established by law. Any procedures that a Board of Education follows to select a person to fill a vacancy could be presented as a board-approved regulation, code BBE-R.

Under ORC 3313.85, the probate court of a county will fill any vacancy if the board of education of any city, exempted village or local school district or educational service center governing board does not act within 30 days.

File: BBF

BOARD MEMBER CODE OF ETHICS

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

It is unethical for a board member to:

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

[Adoption date: February 24, 2003]

LEGAL REFS.: ORC 102.03; 102.04
2921.01(B); 2921.42; 2921.43; 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.

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

BOARD MEMBER CONFLICT OF INTEREST

The Board and individual members follow the letter and spirit of 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 this Board;

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

3. a Board member from voting on a contract to employ a person as a teacher or instructor if he/she is related to that person as father, mother, brother, 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: February 24, 2003]
[Revision Date: November 27, 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

BOARD ORGANIZATIONAL MEETING

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

Meeting Procedures

1. The President Pro Tempore calls the meeting to order.

2. The official swearing in or administration of the oath of office to the new members should follow. If the oath has already been taken, it should be stated for the record where and when this oath was taken. If the oath has not been previously taken, the Treasurer, any member of the Board or any person qualified to administer an oath may do so.

3. The President Pro Tempore then presides over the election of the President.

4. The newly elected President assumes the chair.

5. The Board proceeds with items of annual business such as:

   A. setting the dates and times of regular Board meetings;
   B. appointing of legal counsel for the ensuing calendar year;
   C. purchasing liability insurance for Board members;
   D. appointing a legislative liaison;
   E. adopting a budget for the new fiscal year (before January 15);
   F. securing performance bonds for the Superintendent and the Treasurer;
   G. establishing a Board service fund and
   H. approving membership to accredited associations.

6. Upon conclusion of annual business, the Board enters into such regular or special business as appears on the agenda for the meeting.

[Adoption date: February 24, 2003]
[Revision date: April 26, 2021]

LEGAL REFS.: ORC 3.24
3313.10; 3313.14; 3313.15; 3313.203; 3313.25; 3313.35; 3313.87
3315.15

CROSS REFS.: BCB, Board Officers
BD, School Board Meetings
BHD, Board Member Compensation and Expenses

BOARD OFFICERS

President

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

1. is responsible for the orderly conduct of all Board meetings;

2. calls special meetings of the Board as necessary;

3. appoints Board committees, is an ex officio member of all Board committees with the power to vote and is knowledgeable as to the business of the various committees and generally oversees their work;

4. signs all proceedings of the Board after they have been approved;

5. signs all other instruments, acts and orders necessary to carry out State requirements and the will of the Board and

6. performs such other duties as may be necessary to carry out the responsibilities of the office.

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

Vice President

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

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

President Pro Tempore

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

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

[Adoption date: February 24, 2003]

LEGAL REF.: ORC 3313.14

CROSS REF.: BCA, Board Organizational Meeting

QUALIFICATIONS AND DUTIES OF THE TREASURER

Title: Treasurer

Department: Administration

Building/Facility: Central Office

Reports to: Board of Education

Employment Status: Regular/Full-time

FLSA Status: Exempt

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

Essential Functions:

1. attend all Board meetings
2. record proceedings of Board meetings
3. 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, administration and for public inspection whenever necessary, and as prescribed by law, all papers and documents entrusted to Treasurer for filing
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. prepare and issue written notice of intention not to re-employ professional and support staff
3. respond to routine questions and requests in appropriate manner
4. cooperate with Superintendent in development and implementation of administrative and Board policies
5. attend meetings and conferences designed to enhance professional qualifications
6. serve as role model for students in how to conduct themselves as citizens and as responsible, intelligent human beings
7. instill in students belief in and practice of ethical principles and democratic values
8. perform other duties as assigned

Qualifications:

1. State of Ohio treasurer's certificate
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, typewriter
5. occasional exposure to blood, bodily fluids and tissue
6. occasional interaction among unruly children
7. regular requirement to sit, stand, walk, talk, hear, see, read, speak, reach, stretch with hands and arms, crouch, climb, kneel and stoop

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

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

_____ _____
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: February 24, 2003]
[Revision date: March 25, 2019]

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

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

File: BCCA

INCAPACITY OF THE TREASURER

Should the Treasurer become incapacitated, the Board will appoint a treasurer pro tempore. The appointment is made by a majority vote of the Board after the conditions relating to incapacity of the Treasurer are met in accordance with 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 or upon return to full-time active service of the Treasurer.

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

[Adoption date: February 24, 2003]

LEGAL REFS.: Family and Medical Leave Act; 29 USC 2601 et seq.
ORC 3313.23; 3313.24

CROSS REFS.: BCC, Qualifications and Duties of the Treasurer
BCCB, Evaluation of the Treasurer (Also AFBA)

INCAPACITY OF THE TREASURER

A treasurer pro tempore shall be appointed by a majority of the members of the Board upon determining that the Treasurer is incapacitated in such a manner that he/she is unable to perform the duties of that office. Such incapacity is determined:

1. by request of the Treasurer, if the Treasurer is absent with pay by reason of personal illness, injury or exposure to contagious disease which could be communicated to others or is absent without pay in accordance with the Family and Medical Leave Act;

2. upon certification of the attending physician that the Treasurer is unable to perform the duties of the office of Treasurer;

3. upon the determination of a referee, pursuant to the Ohio Revised Code, that the Treasurer is unable to perform the duties of the office of Treasurer;

4. upon the granting of a leave of absence, without pay, requested by the Treasurer by reason of illness, injury or other disability of the Treasurer or

5. upon the placing of the Treasurer on an unrequested leave of absence, without pay, by reason of illness or other disability pursuant to the Ohio Revised Code.

During the period of incapacity, the Treasurer shall:

1. at his/her request, be placed on sick leave with pay, not to exceed the extent of his/her accumulated but unused sick leave and any advancement of such sick leave which may be authorized by Board policy;

2. at his/her request, or without such request, pursuant to the Family and Medical Leave Act, be placed on unpaid FMLA leave for up to 12 weeks per year or

3. at his/her request, or without such request, pursuant to the Ohio Revised Code, be placed on a leave of absence without pay.

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

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

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

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

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

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

[Approval date: February 24, 2003]

File: BCCB (Also AFBA)

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

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

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

[Adoption date: February 24, 2003]
[Revised: February 28, 2006]

LEGAL REFS.: ORC 121.22
3301.074
3313.22
OAC Chapter 3301-5

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

File: BCCC

TREASURER'S CONTRACT

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

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

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

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

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

The Board may permit an individual who does not hold a valid Treasurer's license to serve as District Treasurer as long as the individual meets the qualifications for licensure and has applied for a license but has not yet received the State Board of Education's decision.

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

[Adoption Date: May 29, 2007]

LEGAL REFS.: ORC 3301.074
3313.22 et. seq.; 3313.31
3319.01; 3319.04

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

File: BCD (Also CBI)

BOARD-SUPERINTENDENT RELATIONSHIP

The enactment of policies, consistent with long-term goals, is the most important function of a board and 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 District operations and problems.

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

1. gives the Superintendent full administrative authority for properly discharging his/her professional duties, holding him/her responsible for acceptable results;

2. acts in matters of employment or dismissal of personnel after receiving the recommendations of the Superintendent;

3. refers all complaints to the Superintendent for appropriate investigation and action;

4. strives to provide adequate safeguards for the Superintendent and other staff members so that they can discharge their duties on a thoroughly professional basis and

5. presents personal criticisms of any employee directly to the Superintendent.

[Adoption date: February 24, 2003]

CROSS REFS.: BDC, Executive Sessions
CBC, Superintendent's Contract

BOARD COMMITTEES

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

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

1. The committee is established through action of the Board.

2. The chairperson and members are named by the Board President.

3. The committee may make recommendations for Board action but may not act for the Board unless specifically authorized.

4. The Board President and Superintendent are ex officio members of all committees.

5. No committee appointments extend beyond the ensuing annual organizational meeting, at which time the newly elected President has the privilege of making new appointments or re-appointments. A committee may be dissolved at any time by a majority vote.

6. The Sunshine Law and its exceptions apply to Board meetings and Board-appointed committee and subcommittee meetings.

Board members may participate in committee meetings via video conference or other electronic technology in accordance with the following:

1. Board members are not compensated for attending committee meetings.

2. The Board member provides notification to the committee chair of their intent to participate virtually at least 48 hours before the meeting.

3. The Board provides notification of committee meetings held virtually in accordance with Board policies and procedures of notification of meetings. Notice must be provided at least 72 hours in advance of the meeting to the media who have requested notification and other parties required to be notified in a matter that the individual can determine the time, location and agenda and the manner by which the meeting will be conducted. In the event of an emergency, the Board immediately notifies the news media that have requested notification and other parties required to be notified of the time, place and purpose of the meeting.

4. The public is provided access to the virtual meeting commensurate with the method in which the meeting or hearing is being conducted. Methods may include but no be limited to livestreaming via the internet, cable or public access channels, or by any means of any other similar electronic technology.

5. The Board ensures the public can observe and hear the discussion and deliberations of all members of the meeting whether the Board members are participating in person or electronically.

6. Board members participating virtually must have sufficient internet or other electronic connection to allow them to be seen and heard clearly and must be visible at all times.

7. Any votes taken in the meeting are taken by roll call vote unless there is a motion for unanimous consent and the motion is not objected to by a Board member. If a vote is taken unanimously, the Board provides the public with information on how members of the Board voted including any members who abstained from voting.

8. A virtual committee meeting is not held and a Board member cannot attend committee meetings virtually if any of the following apply:

    A. The meeting involves a vote to approve a major nonroutine expenditure as determined by the Treasurer;

    B. The meeting involves a vote to approve a significant hiring decision as determined by the Board;

    C. The meeting involves a purpose to propose, approve or vote on a tax issue or tax increase or

    D. If, upon notification of any upcoming meeting, and no later than 48 hours before the meeting the greater of at least 10% of the Board committee or at least two members of the committee, notify the chairperson that an item on the agenda must be acted on at a meeting conducted fully in person. Upon the chairperson's acknowledgement of receipt of notification, the Board committee takes action on the agenda item only in a meeting conducted fully in person.

[Adoption date: February 24, 2003]
[Revised: October 27, 2025]

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
BDC, Executive Sessions
BDDG, Minutes

File: BCF

ADVISORY COMMITTEES TO THE BOARD

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

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

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

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

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

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

The Sunshine Law and its exceptions apply to Board meetings and Board-appointed committee and subcommittee meetings, including meetings of advisory committees to the Board.

[Adoption date: February 24, 2003]

LEGAL REF: ORC 121.22

CROSS REFS.: ABA, Community Involvement in Decision Making (Also KC)
ABB, Staff Involvement in Decision Making (Also GBB)
BCB, Board Officers
BCE, Board Committees
BDC, Executive Sessions
FD, Tax Issues (Also KBE)
FL, Retirement of Facilities

File: BCFA

BUSINESS ADVISORY COUNCIL TO THE BOARD

The Board shall appoint a Business Advisory Council whose membership and organization shall be determined by the Board except that the Board may choose to enter into an agreement with the Educational Service Center (ESC) from which it receives services for the ESC council to serve on the Board's behalf or enter into an agreement with the Joint Vocational School District (JVSD) for the JVSD business advisory committee to represent the business of the District. When such an agreement is entered into, the council or council/committee serving on behalf of the Board ensures compliance with all statutory procedures for the council/committee. The Board is kept informed of the council or committee work.

When the Board appoints their own Business Advisory Council the following is required:

1. 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.

2. 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: October 23, 2017]
[Revision date: March 26, 2018]
[Revision date: April 26, 2021]

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

Norwayne Local School District, Creston, Ohio

File: BCG

SCHOOL BOARD ATTORNEY

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

The counsel advises the Board and its officials on legal matters.

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

1. specific objectives to be accomplished by the counsel;

2. a list of specific tasks to be performed;

3. procedures to be used in carrying out the tasks;

4. target dates for the completion of tasks;

5. methods to be used to report results to the Board and/or to deliver any product or render any service to the Board and

6. a fee agreement clearly specifying all fees for legal services and termination rights.

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

[Adoption date: February 24, 2003]

LEGAL REFS.: ORC 309.10
3313.35
3319.33

CROSS REF.: Staff Handbooks

File: BCH

CONSULTANTS TO THE BOARD

In order to pursue its educational mission and also to protect the public's financial investment in the schools, the Board may, from time to time, engage the services of qualified professional consultants to provide new insights and ideas for dealing with especially difficult problems and/or to provide special services which the present staff is unable to provide. The kinds of assistance sought from consultants may include, but are not necessarily limited to: conducting fact-finding studies, surveys and research; providing counsel or services requiring special expertise and assisting the Board in developing policy and program recommendations.

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

1. specific objectives to be accomplished by the consultant;

2. specific tasks to be performed;

3. procedures to be used in carrying out the tasks;

4. target dates for the completion of tasks;

5. methods to be used to report results to the Board and/or to deliver products or render any service to the Board and/or

6. fees or rate of pay the Board will be charged.

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

[Adoption date: February 24, 2003]

LEGAL REFS.: ORC 3313.171
3315.061

CROSS REF.: FL, Retirement of Facilities

File: BD

SCHOOL BOARD MEETINGS

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

All regular and special Board meetings and Board-appointed committee meetings are open to the public. All Board meetings are publicized and conducted in compliance with the Open Meetings Act (Sunshine Law). No action may be taken by the Board in executive session.

[Adoption date: February 24, 2003]
[Revised: January 6, 2020]
[Revised: November 24, 2025]

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

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

File: BDB

SPECIAL BOARD MEETINGS

Special meetings may be called for either of the following purposes:

1. to enable the Board to concentrate and take action on a single problem or set of problems or

2. to enable the Board to take emergency action between regular meetings.

Special meetings may be called by the Board as a whole, by the President, or by the Board Treasurer upon the written request of two Board members. When possible, they shall be announced in advance at a regular meeting of the Board.

When special meetings are called in the interim between Board meetings, all Board members and the public shall receive adequate notice of the time, place and purpose of such meeting. Except in extreme emergencies, adequate notice shall consist of at least 48-hour written notice to Board members and publication of such notice in the press at least 48 hours in advance.

All special meetings shall be open to the public and press, but no public discussion shall be heard on items other than those related to the call of the meeting.

With the exception of details of minor importance, only business related to the call of the meeting shall be discussed or transacted by the Board at a special meeting.

[Adoption date: February 24, 2003]

LEGAL REFS.: ORC 121.22
3313.16

EXECUTIVE SESSIONS

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

1. the appointment, employment, dismissal, discipline, promotion, demotion or compensation of an 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 of information would give an unfair advantage to a person whose personal, private interest is adverse to the general public interest;

3. specialized details of security arrangements where disclosure of the matters discussed might reveal information that could be used for the purpose of committing, or avoiding prosecution for, a violation of the law;

4. matters required to be kept confidential by Federal law or State statutes;

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

6. in-person conferences with an attorney for the Board concerning disputes involving the Board that are the subject of pending or imminent court action or

7. consideration of confidential information related to the marketing plans, specific business strategy, production techniques, trade secrets or personal financial statements of an applicant for economic development assistance, or negotiations with other political subdivisions respecting requests for economic development assistance provided that:

    A. the information is directly related to a request for economic development assistance that is to be provided or administered under provisions of State law authorized in Ohio Revised Code Section 121.22(G)(8)(1), or involves public infrastructure improvements or the extension of utility services that are directly related to an economic development project and

B. a unanimous quorum of the Board has determined by a roll call vote the executive session is necessary to protect the interests of the applicant or possible investment or expenditure of public funds to be made in connection with the economic development project.

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

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

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

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

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

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: February 24, 2003]
[Revision date: January 13, 2014]
[Revision date: April 27, 2020]
[Revision date: December 21, 2020]
[Revision date: December 16, 2024]

LEGAL REFS.: ORC 102.03
121.22

CROSS REFS.: AFBA, Evaluation of the Treasurer (Also BCCB)
BCD, Board-Superintendent Relationship (Also CBI)
BCE, Board Committees
BCF, Advisory Committees to the Board

BD, School Board Meetings
BDDG, Minutes
KBA, Public's Right to Know
KLD, Public Complaints About District Personnel

NOTIFICATION OF MEETINGS

Notification of all meetings of the Board and Board-appointed committees is provided as set forth herein.

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

Regular Meetings: A notice of the time and place of regularly scheduled meetings is given to the media who have requested notification and to those individuals requesting advance personal notice. 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: February 24, 2003]
[Revision date: April 24, 2023]

LEGAL REFS.: ORC 121.22
3313.14; 3313.15; 3313.16

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

File: BDDB

AGENDA FORMAT

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

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

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

Consent Agenda

In order to use time within the Board meetings more efficiently, the Board may use a consent agenda, whenever appropriate. Items placed on the consent agenda are routine in nature and noncontroversial.

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

[Adoption date: January 6, 2020]

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

File: BDDC

AGENDA PREPARATION AND DISSEMINATION

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

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

The Board follows the order of business established by the agenda, except as it may vote to re-arrange the order for the convenience of visitors or other individuals appearing before the Board or to expedite Board business. Prior to adopting the agenda, an item of business that is not on the agenda may be discussed and acted upon if a majority of the Board agrees to consider the item. Once the agenda is approved, a two-thirds vote of the Board is required to make additional modifications. The Board should not revise Board policies, or adopt new ones, unless such action has been scheduled.

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

[Adoption date: February 24, 2003]
[Revision date: January 6, 2020]

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

File: BDDE

RULES OF ORDER

Except as otherwise provided by State law or regulation or by policies of this Board, meetings of the Board shall be conducted in accordance with Robert's Rules of Order, Newly Revised.

The Board specifically adopts the "Procedure in Small Boards" which is set forth in Robert's Rules.

[Adoption date: February 24, 2003]

VOTING METHOD

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

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

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

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

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

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

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

[Adoption date: February 24, 2003]

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	3 (a)	133.18 133.01(U)
Declare, by remaining members, that reasons for a member's absence for 90 days are insufficient to continue membership	3 (e)	3313.11
Fill a vacant Board seat (majority of remaining members)	3 (f)	3313.11
Purchase or sell real estate	3 (a)	3313.18
Appoint any employee	3 (a)	3313.18
Elect or appoint an officer	3 (a)	3313.18
Pay any debt or claim	3 (a)	3313.18
Adopt textbook	3 (a)	3313.18
Dispense with resolution authorizing purchase or sale of personal property, appointment of employees, etc., if annual appropriation resolution has been adopted by a majority of full membership	3 (a)	3313.18
Remove the Treasurer at any time for cause	4 (b)	3313.22
Appoint Treasurer Pro Tempore	3 (a)	3313.23
Determine that Treasurer’s incapacity is removed	3 (a)	3313.23
Remove Treasurer Pro Tempore at any time for cause	4 (b)	3313.23

Affirm, reverse, vacate or modify an order of student expulsion; reinstate a student	3 (a)	3313.66 (E)
Employ or re-employ a local superintendent without the recommendation of the County Superintendent	4 (c)	3319.01
Appoint Superintendent Pro Tempore	3 (a)	3319.011
Remove Superintendent Pro Tempore at any time for cause	4 (b)	3319.011
Suspend or remove Business Manager	4 (b)	3319.06
Re-employ any teacher who the Superintendent refuses to recommend for re-employment	4 (c)	3319.07
Re-employ, 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 (c)	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 (d)			3329.08
Transfer funds in certain cases	4 (b)		5705.14	
Declare the necessity for certain transfers of funds		3 (a)	5705.16	
Levy a tax outside 10-mill limitation (not emergency)		4 (b)	5705.21	
Reject findings and recommendations of fact-finding panel by Board or employee organization under statutory impasse resolution procedure		3 (g)	4117.14(C)(6)	
Waiver of textbook and material fund transfer restriction*		5 (h)	3315.17(D)(2)	

KEY

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

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

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

MINUTES

The 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 by 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 public inspection as a public record of the District.

[Adoption date: February 24, 2003]
[Revision date: October 22, 2018]
[Revision date: April 27, 2020]
[Revision date: August 28, 2023]
[Revision date: October 28, 2024]

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

File: BDDH (Also KD)

PUBLIC PARTICIPATION AT BOARD MEETINGS

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

In order for the Board to fulfill its obligation to complete the planned agenda in an effective and efficient fashion, a maximum of 30 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 period of public participation may be extended by a vote of the majority of the Board, present and voting.

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: February 24, 2003]
[Revision date: January 6, 2020]

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)

File: BDDH-R (Also KD-R)

PUBLIC PARTICIPATION AT BOARD MEETINGS

Persons who desire to speak to the Board during the "Hearing of the Public" portion of the agenda at a regular Board meeting must contact the Superintendent prior to the meeting and ask to be included on the agenda as a part of the hearing portion, or otherwise be heard at the end of the meeting.

[Approval date: February 24, 2003]

File: BDDJ (Also KBCD)

BROADCASTING AND TAPING OF BOARD MEETINGS

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

1. 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 make audio and/or videorecordings of all regular meetings and any special meeting that it deems appropriate.

[Adoption date: February 24, 2003]
[Revised: January 8, 2018]

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)

File: BDDK

REPORTING BOARD MEETING BUSINESS

As part of its ongoing effort to keep the staff and public fully informed concerning its affairs and action, the Board instructs the Superintendent to institute and maintain effective and appropriate procedures for the prompt dissemination of information about decisions made at all Board meetings. Releases to the press and brief summaries of Board meeting actions prepared for distribution to staff members and parents are regarded as appropriate media of information for meeting the requirements of this policy.

Furthermore, the Board directs its Treasurer to prepare a synopsis of Board meeting business to be posted in each building of the District.

[Adoption date: February 24, 2003]

CROSS REF.: KB, Public Information Program

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.

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, included 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: December 22, 2025]

Legal References
ORC 3313.20(A)

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

File: BFA

POLICY DEVELOPMENT SYSTEM

The Board endorses for use in this District the policy development, codification and dissemination system of the National School Boards Association (EPS/NSBA).

This system, while it may be modified to meet needs, is to serve as a general guideline for such tasks as policy research, the drafting of preliminary policy proposals, reviewing policy drafts with concerned groups, presenting new and revised policies to the Board for consideration and action, policy dissemination, policy evaluation and the continuous maintenance of the Board's policy manual.

System Maintenance

A member of the Board or administrative staff is to be charged with the responsibility to maintain the Board's policy reference files, to provide for the proper coding of new policy statements, to maintain the Board's policy manual and to serve as liaison between the Board and the EPS/NSBA Policy Information Clearinghouse and other sources of policy research information.

[Adoption date: February 24, 2003]

File: BFB-E

POLICY REQUEST FORM

Code : _____
(office use only)

Please mark appropriate box.

- ρ Need for new policy/regulation/policy related form.
- ρ Need to change existing policy/regulation/policy related form.
- ρ Suggestion regarding a policy/regulation/policy related form on first reading.
- ρ Need for a new job description.
- ρ Need for a change in an existing job description.

1. Why do you feel this change/addition is necessary? State reasons for your request.

2. If you are requesting a language change, please specify the exact working you prefer or recommend.

Submitted by: _____ Date _____

Address: _____ Phone _____

Please submit the completed form to the Board of Education via the Superintendent's office.

POLICY ADOPTION

Adoption of new policies or changing or repealing existing policies is solely the responsibility of the Board. Policies, including the Board's bylaws, shall 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 meeting.

Proposals for a new policy or for the amendment or repeal of existing policy shall be submitted in writing to the Superintendent and to the chairman of the Board's policy committee for submission to the Board. Two readings at two separate meetings shall normally be required before a new policy or a policy amendment can be adopted. If a policy is considered acceptable, then action to adopt shall take place at the second meeting. Otherwise, action to adopt shall take place at a subsequent or third meeting of the Board. The Board does have the option, however, of voting for adoption at the second meeting.

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

[Adoption date: February 24, 2003]

LEGAL REF.: ORC 3313.20

File: BFCA (Also CHB)

BOARD REVIEW OF REGULATIONS

The Board reserves the right to review administrative regulations at its discretion, but it shall revise or veto regulations only when, in the Board's judgment, they are inconsistent with policies adopted by the Board.

Administrative 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 advisable for the regulation to have the Board's advance approval. The Superintendent shall advise the Board of administrative regulations and may at times request prior Board approval of them.

Before issuance, regulations shall 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 shall be so marked; all others issued by the administration and appearing in this manual shall be considered approved provided they are in accordance with the accompanying Board policy.

[Adoption date: February 24, 2003]

LEGAL REFS.: ORC 3313.17; 3313.20; 3313.33; 3313.47

CROSS REFS.: CH, Policy Implementation
CHC, Regulations Dissemination

File: BFD

POLICY DISSEMINATION

The Superintendent is directed to establish and maintain an orderly plan for preserving and making accessible the policies adopted by the Board and the regulations needed to put them into effect. Accessibility is to extend to all members of the school community. A policy concerning a particular group or groups in the District is distributed to those groups prior to the policy's effective date.

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

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

[Adoption date: February 24, 2003]

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

File: BFE (Also CHD)

ADMINISTRATION IN POLICY ABSENCE

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

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

[Adoption date: February 24, 2003]

LEGAL REF.: ORC 3313.18; 3313.20

File: BFF

SUSPENSION OF POLICIES

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

1. upon a majority vote of the Board present and voting at a meeting in which the proposed suspension has been described in writing or

2. upon a unanimous vote of members of the Board present and voting if no notice has been given.

[Adoption date: February 24, 2003]

LEGAL REF.: ORC 3313.20

File: BFG

POLICY REVIEW AND EVALUATION

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

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

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

[Adoption date: February 24, 2003]

CROSS REF.: AD, Development of Philosophy of Education

File: BG (Also GBD)

BOARD-STAFF COMMUNICATIONS

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

Accordingly, all official communications, policies and directives of staff interest and concern are communicated to staff members through the Superintendent. The Superintendent develops appropriate methods to keep staff members informed of the Board's issues, concerns and actions.

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

[Adoption date: February 24, 2003]

LEGAL REF.: ORC 3313.20

CROSS REFS.: BDDH, Public Participation at Board Meetings (Also KD)
GBM, Staff Complaints and Grievances
KK, Visitors to the Schools

File: BHA

NEW BOARD MEMBER ORIENTATION

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

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

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

1. Selected materials, Board policies, regulations and other helpful information are furnished the member-elect by the Superintendent.

2. Immediately after the general election, the member-elect is invited by the Board to attend Board meetings.

3. The Treasurer provides agendas and other materials pertinent to meetings and explains the use of the materials.

4. The incoming member is invited to meet with the Superintendent and other administrative personnel.

5. The Board makes an effort to send newly elected members to workshops and in-service programs developed for new members.

[Adoption date: February 24, 2003]

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 Board encourages the participation of all members at appropriate conferences, workshops and conventions. In order to control both the investment of time and funds necessary to implement this policy, the Board establishes these principles and procedures for its guidance.

1. The Board periodically decides which meetings appear to be most promising in terms of producing direct and indirect benefits to the District. At least annually, the Board will identify those new ideas or procedures and/or cost benefits which can be derived from participation at such meetings.

2. Funds for participation at such meetings are appropriated on an annual basis in the Board service fund. When funds are limited, the Board designates which of its members participate in a given meeting.

3. Reimbursement to Board members for their travel expenses is in accordance with the Board's travel-expense policy.

4. When a conference, convention or workshop is not attended by the full Board, those who do participate are requested to share information, recommendations and materials acquired at the meeting.

Beginning on January 1, 2004, Board members may receive compensation for attending Board-approved training programs. A Board member desiring to attend a training program should have the Board take action to approve each training program. Compensation amounts are determined by the length of the program. A program of three hours or less may be compensated at a rate of $40.00. A program of more than three hours may be compensated at a rate of $80.00.

[Adoption date: February 24, 2003]

LEGAL REF.: ORC 3315.15

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

BOARD MEMBER COMPENSATION AND EXPENSES

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

Board members will receive the maximum allowable compensation by law (ORC 3313.12 (B)(C).

Board Service Fund

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

Spending Guidelines: Definition of Public Purpose

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

1. awards

2. recognition and incentive items for employees and/or volunteers

3. prizes/awards/programs for students through student activity funds

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

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

Travel Vendor Compensation

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

All travel arrangements must be in compliance with District field trip regulations and approved by the Superintendent or his/her designee.

[Adoption date: February 24, 2003]
[Revision date: November 25, 2024]

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

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

SCHOOL BOARD LEGISLATIVE PROGRAM

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

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

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

[Adoption date: February 24, 2003]

File: BJA

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: February 24, 2003]
[Revision date: June 24, 2019]
[Revision date: August 22, 2022]

LEGAL REF.: ORC 3313.87

File: BK (Also AFA)

EVALUATION OF SCHOOL BOARD OPERATIONAL PROCEDURES

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

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

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

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

[Adoption date: February 24, 2003]

CROSS REFS.: AF, Commitment to Accomplishment
BCB, Board Officers
BCD, Board-Superintendent Relationship (Also CBI)
BD, School Board Meetings
BHA, New Board Member Orientation
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 regularly analyze its method of operation. The results of evaluation should be used in setting goals for improved operations in the future.

SELF-EVALUATION INSTRUMENT

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

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

_____	_____	ensures that a good public participation policy is in effect
_____	_____	endeavors to make most productive use of meeting time
Adequate	Inadequate	The Board of Education:
_____	_____	conducts all meetings in accordance with the "Sunshine Law"
_____	_____	selects officers on basis of ability

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

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

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

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

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

_____	_____	approves job descriptions for all approved positions

_____	_____	adopts appropriate personnel policies in the areas of employment evaluation, reduction in force and related matters
_____	_____	encourages professional growth through staff development, in-service programs, visitations and conferences
_____	_____	refers complaints to appropriate person for discussion
_____	_____	preserves and maintains adequate management rights in any labor relations agreement

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

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

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

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

Additional Comments:

_____

_____

_____

_____

SECTION C: GENERAL SCHOOL ADMINISTRATION

CA	Administration Goals
CAA	District Administration Priority Objectives
CB	School Superintendent
CBA	Qualifications and Duties of the Superintendent
CBAA	Incapacity of the Superintendent
CBB	Recruitment and Appointment of the Superintendent
CBC	Superintendent's Contract
CBD	Superintendent's Compensation and Benefits
CBE	Superintendent's Development Opportunities
CBF	Superintendent's Consulting Activities
CBG	Evaluation of the Superintendent (Also AFB)
CBH	Superintendent's Termination of Employment
CBHA	Superintendent's Retirement
CBI	Board-Superintendent Relationship (Also BCD)
CC	Administrative Organizational Plan
CCA	Organizational Chart
CCB	Staff Relations and Lines of Authority
CD	Management Team
CE	Administrative Councils, Cabinets and Committees
CF	School Building Administration
CG	Special Programs Administration
CGA	Summer Program Administration
CGB	Adult Education Program Administration
CGC	State and Federal Programs Administration
CH	Policy Implementation
CHA	Development of Regulations
CHB	Board Review of Regulations (Also BFCA)
CHC	Regulations Dissemination
CHCA	Approval of Handbooks and Directives
CHD	Administration in Policy Absence (Also BFE)
CI	Temporary Administrative Arrangements
CJ	Administrative Intern Program
CK	Program Consultants

CL Administrative Reports

CM School District Annual Report

ADMINISTRATION GOALS

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

Major goals of administration in the District are to:

1. manage the District's various departments and programs effectively;

2. provide professional advice and counsel to the Board and to advisory groups established by Board actions, generally through reviewing alternatives, analyzing the advantages and disadvantages of each and recommending a selection from among the alternatives;

3. implement the management function so as to ensure the best and most effective learning programs through achieving such other goals as to:

   A. provide leadership in keeping abreast of current education developments;
   B. arrange for the staff development necessary to the establishment and operation of learning programs which better meet student needs;
   C. coordinate cooperative efforts for the improvement of learning programs, facilities, equipment and materials and
   D. provide access to the decision-making process for the ideas of staff, students, parents and others;

4. develop an effective program of evaluation which includes every position, program and facility in the District and

5. develop and use a team management approach.

[Adoption date: February 24, 2003]

CROSS REFS.: AF, Commitment to Accomplishment
GCL, Professional Staff Development Opportunities
GDL, Support Staff Development Opportunities

SCHOOL SUPERINTENDENT

The Superintendent shall be the chief executive officer of the school system and shall have, under the direction of the Board, general supervision of all of the public schools and of all the personnel and various personnel departments of the school system. The Superintendent shall be responsible for management of the schools under the Board's policies and is accountable to the Board.

The Superintendent, in his/her discretion, may delegate to other school personnel the exercise of any powers and the discharge of any duties imposed upon the Superintendent by these policies or by vote of the Board. The delegation of power or duty, however, shall not relieve the Superintendent of responsibility for the action taken under such delegation.

[Adoption date: February 24, 2003]

LEGAL REF.: ORC 3319.01

CROSS REFS.: CBA, Superintendent's Contract
CCB, Staff Relations and Lines of Authority

QUALIFICATIONS AND DUTIES OF THE SUPERINTENDENT

Title: Superintendent

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 executive officer; administer, supervise, direct and evaluate District's educational system

Essential Functions:

1. ensure safety of students
2. perform personnel-related functions, e.g., make recommendations for appointment, promotion, demotion, discharge, assignment and transfer, communicate personnel matters to employees, evaluate staff, provide in-service education to staff and maintain personnel files on current employees
3. direct staff negotiations
4. file state and local required reports
5. assist in preparation of annual budget and appropriations resolution for Board to consider
6. act as District's purchasing agent
7. establish and maintain public relations program to inform public of District's activities and needs
8. recommend courses of study, curriculum guides and changes in texts and time schedules to Board
9. supervise teaching, supervision and administration methods
10. propose new policies to Board
11. continually evaluate District's progress and needs
12. conduct regular District administrative hearings
13. prepare annual school calendar for Board adoption
14. delegate duties to other staff members
15. prescribe rules for classification and advancement of students
16. make Board recommendations about student transportation in accordance with law and safety requirements
17. recommend location and size of new school sites and additions to existing sites

18. represent Board as liaison between District and community
19. inform Board about educational system as well as local, state and national issues affecting education
20. prepare and distribute agenda to Board members prior to each regular meeting
21. take immediate action in cases of calamity, acts of nature, or other emergencies
22. maintain respect at all times for confidential information, e.g., employee discipline/dismissals/contract issues, negotiations, Board executive sessions, etc.
23. make contacts with public with tact and diplomacy
24. interact in positive manner with staff, students and parents
25. attend meetings and in-services as required

Other Duties and Responsibilities:

1. act as liaison between employees and Board
2. attend local, state and national conferences
3. approve vacation schedules for salaried District employees
4. supervise the purchase and distribution of textbooks, workbooks and other educational materials
5. serve as role model for students in how to conduct themselves as citizens and as responsible, intelligent human beings
6. instill in students belief in and practice of ethical principles and democratic values
7. respond to routine questions and requests in appropriate manner
8. perform other duties as assigned

Qualifications:

1. valid superintendent’s certificate issued by State of Ohio
2. master's degree with major in educational administration, preferably with completion of one year of graduate work beyond master's degree
3. experience in teaching and administration totaling at least five years
4. valid driver's license
5. alternatives to above qualifications as Board may find appropriate

Required Knowledge, Skills and Abilities:

1. communicate ideas and directives clearly and effectively both orally and in writing
2. effective, active listening skills
3. work effectively with others
4. organizational and problem-solving skills
5. organize and compile data for various state and federal reports
6. extensive knowledge of school finance

7. recommend additions and/or changes to curriculum appropriate to students' needs
8. handle multitude of tasks simultaneously and in timely manner
9. handle constant pressure and substantial amounts of stress
10. supervise variety of jobs and positions
11. strong visionary and leadership skills
12. confidence to make decisions based on the best interest of students

Equipment Operated:

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

Additional Working Conditions:

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

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

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

_____ _____

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: February 24, 2003]

LEGAL REF.: ORC 3319.01

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

File: CBAA

INCAPACITY OF THE SUPERINTENDENT

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

Should the Superintendent become incapacitated, the Board appoints a superintendent pro tempore who shall meet the certificate requirement as established by law. The appointment is made by a majority vote of the Board and only after the conditions relating to incapacity are met in accordance with State law and the Family and Medical Leave Act of 1993.

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

[Adoption date: February 24, 2003]

LEGAL REFS.: ORC 3319.01; 3319.011; 3319.13; 3319.16
Family and Medical Leave Act

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

INCAPACITY OF THE SUPERINTENDENT

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

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

During the period of incapacity, the Superintendent may:

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

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

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

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

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

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

[Approval date: February 24, 2003]

File: CBB

RECRUITMENT AND APPOINTMENT OF THE SUPERINTENDENT

In order to provide the most capable leadership available for this District, the Board shall engage in a search for applicants when a vacancy occurs in the position of Superintendent. The services of consultants may be engaged to assist in screening candidates to be interviewed by the Board.

Employees of the District may apply but shall follow the same process as all other candidates.

The Superintendent shall be appointed by the Board for a contract period not to exceed five years.

[Adoption date: February 24, 2003]

LEGAL REF.: ORC 3319.01

SUPERINTENDENT'S CONTRACT

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

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

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

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

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

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

[Adoption date: February 24, 2003]
[Revision date: April 26, 2021]

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

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

File: CBG (Also AFB)

EVALUATION OF THE SUPERINTENDENT

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

Through evaluation of the Superintendent, the Board strives to:

1. clarify the role of the Superintendent as seen by the Board;

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

3. provide administrative leadership for the District and

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

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

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

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

[Adoption date: February 24, 2003]

LEGAL REFS.: ORC 121.22
3319.01

CROSS REFS.: BDC, Executive Sessions
CBA, Qualifications and Duties of the Superintendent
CBC, Superintendent's Contract

EVALUATION OF THE SUPERINTENDENT

The Superintendent Appraisal Form is prepared in three parts. Part 1 pertains to the job description for the office of the Superintendent, while Part 2 deals with the Code of Ethics as adopted by the Board for that same office. In both sections a self-explanatory rating scale with an area for comments is used. Part 3 of the evaluation is the appraiser's final recommendation and, therefore, shall be marked by Board members only.

The appraisal form shall be completed by each Board member at a regular or special meeting once a year, in July. If needed, as determined by the Board, an evaluation review may be completed in January; e.g., contract considerations. The evaluations should include a discussion of strengths as well as areas for improvements. Each judgment on the evaluation should be supported by as much rational and objective evidence as possible. The evaluation shall be a composite profile of Board members' responses. The composite profile shall be prepared by the Board President and shall be presented within 10 working days to the Superintendent by the Board President and Vice President at a private meeting. At the end of the evaluation conference, both the Board President and Superintendent shall sign and date the composite evaluation. Signatures indicate completion of the appraisal process but do not necessarily mean that the administrator concurs with the contents.

The Superintendent shall have the option of writing a statement which shall be submitted to the Board within five working days of the evaluation conference. The statement shall be attached to the evaluation form and placed in his/her personal file as well as forwarded to the County Office.

Three copies of the signed composite shall be filed accordingly: One copy shall be returned to the Superintendent for his/her personal records; one copy shall be forwarded to the county superintendent's office; one copy shall be filed in the Board office.

Although the primary purpose of such an evaluation is an assessment of administrative leadership, the evaluation shall also serve as the basis for contract consideration(s).

(Approval date: February 24, 2003)

SUPERINTENDENT'S TERMINATION OF EMPLOYMENT

The Superintendent's contract may be terminated by:

1. mutual agreement of parties;

2. retirement, disability, or death of the Superintendent or

3. majority vote of the Board (in accordance with State law).

Before being terminated, however, the Superintendent shall have the right to service of written charges, a hearing before the Board after reasonable notice, to be represented by counsel and such other rights as may be provided by law.

[Adoption date: February 24, 2003]

LEGAL REF.: ORC 3319.16

File: CBI (Also BCD)

BOARD-SUPERINTENDENT RELATIONSHIP

The enactment of policies, consistent with long-term goals, is the most important function of a board and 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 District operations and problems.

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

1. gives the Superintendent full administrative authority for properly discharging his/her professional duties, holding him/her responsible for acceptable results;

2. acts in matters of employment or dismissal of personnel after receiving the recommendations of the Superintendent;

3. refers all complaints to the Superintendent for appropriate investigation and action;

4. strives to provide adequate safeguards for the Superintendent and other staff members so that they can discharge their duties on a thoroughly professional basis and

5. presents personal criticisms of any employee directly to the Superintendent.

[Adoption date: February 24, 2003]

CROSS REFS.: BDC, Executive Sessions
CBC, Superintendent's Contract

File: CCA

ORGANIZATIONAL CHART

In MacFlow

[Adoption date: February 24, 2003]

CROSS REF.: CCB, Line and Staff Relations

File: CCB

STAFF RELATIONS AND LINES OF AUTHORITY

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

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

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

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

[Adoption date: February 24, 2003]

CROSS REFS.: ABB, Staff Involvement in Decision Making (Also GBB)
ACAA, Sexual Harassment
BG, Board-Staff Communications (Also GBD)
CCA, Organizational Chart
KL, Public Complaints
KLB, Public Complaints About the Curriculum or Instructional Materials

ADMINISTRATIVE COUNCILS, CABINETS AND COMMITTEES

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

All councils, cabinets and committees created by the Superintendent are for the purposes of obtaining the advice and counsel of administrative and supervisory personnel of the District and aiding in District communication. Functioning in an advisory capacity, such groups may make recommendations for submission to the Board through the Superintendent. Authority for establishing policy remains with the Board. Authority and responsibility for implementing policy remain with the Superintendent.

The membership composition and responsibilities of administrative councils, cabinets and committees are defined by the Superintendent and may be changed at his/her discretion.

Such councils, cabinets and committees need not meet the requirements of the Sunshine Law.

[Adoption date: February 24, 2003]

SCHOOL BUILDING ADMINISTRATION

Acting with the approval of the Superintendent and upon the advice of central office administrators, each principal shall be the chief administrator of his/her school. All personnel assigned to his/her building shall be directly responsible to him/her. Staff members who work in more than one school shall be responsible to the principal of the school during the time they are working in his/her building.

The principal is charged with the supervision and direction of the staff and the students assigned to his/her building and with care of the school facility and its equipment. He/She shall see that the rules and regulations of the District, the directives of its officers and the guidelines for the instructional program are observed. Within the framework of the policies of the Board and the general rules and regulations set by the Superintendent, the principal may establish and enforce such regulations as he/she deems advisable for the efficient operation of his/her school.

[Adoption date: February 24, 2003]

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

STATE AND FEDERAL PROGRAMS ADMINISTRATION

The District operates several specially funded programs which must be administered in accordance with particular Federal and/or State laws and regulations.

The Board, through its approval of such programs and acceptance of funds, is ultimately responsible for them even though many regulations which govern them are established by State or Federal agencies.

The Superintendent and/or State and Federal programs coordinator shall be charged with the responsibility for coordinating Federal and State projects, for administering grants and for ensuring that the various operations of each program are within the rules, regulations and guidelines that pertain to it. He/She shall report about such programs to the Board.

[Adoption date: February 24, 2003]

CROSS REFS.: EFB, Free and Reduced-Price Food Services
IGBA, Instructional Programs For the Disabled

POLICY IMPLEMENTATION

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

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

[Adoption date: February 24, 2003]

LEGAL REFS.: ORC 3313.17; 3313.20; 3313.33; 3313.47

CROSS REFS.: CHA, Development of Regulations
CHB, Board Review of Regulations (Also BFCA)
CHC, Regulations Dissemination

DEVELOPMENT OF REGULATIONS

The Board delegates to the Superintendent the function of specifying required actions and designing the regulations and detailed arrangements under which the schools operate. They must be consistent with the policies adopted by the Board.

The Board itself formulates and adopts regulations only when required by law, or when the Superintendent recommends Board adoption in light of strong community attitudes and/or potential staff reaction.

[Adoption date: February 24, 2003]

LEGAL REFS.: ORC 3313.17; 3313.33; 3313.47

CROSS REF.: CH, Policy Implementation

File: CHB (Also BFCA)

BOARD REVIEW OF REGULATIONS

The Board reserves the right to review administrative regulations at its discretion, but it shall revise or veto regulations only when, in the Board's judgment, they are inconsistent with policies adopted by the Board.

Administrative 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 advisable for the regulation to have the Board's advance approval. The Superintendent shall advise the Board of administrative regulations and may at times request prior Board approval of them.

Before issuance, regulations shall 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 shall be so marked; all others issued by the administration and appearing in this manual shall be considered approved, provided they are in accordance with the accompanying Board policy.

[Adoption date: February 24, 2003]

LEGAL REFS.: ORC 3313.17; 3313.20; 3313.33; 3313.47

CROSS REFS.: CH, Policy Implementation
CHC, Regulations Dissemination

REGULATIONS DISSEMINATION

Districtwide regulations are appropriately coded and included in the policy manual, which is available in the Board offices and in each school building.

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

[Adoption date: February 24, 2003]

LEGAL REFS.: ORC 3313.17; 3313.33; 3313.47

CROSS REF.: CH, Policy Implementation

APPROVAL OF HANDBOOKS AND DIRECTIVES

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

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

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

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

[Adoption date: February 24, 2003]

LEGAL REF.: ORC 3313.20

CROSS REFS.: Staff Handbooks
Student Handbooks

File: CHD (Also BFE)

ADMINISTRATION IN POLICY ABSENCE

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

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

[Adoption date: February 24, 2003]

LEGAL REF.: ORC 3313.18; 3313.20

SCHOOL DISTRICT ANNUAL REPORT

The Board shall issue a District annual report and an annual report for each building within the District as required by State regulations.

The format of the report is designed by the administrative staff.

The content of the report conforms to State guidelines. The report is made available to all District residents.

[Adoption date: February 24, 2003]

LEGAL REFS.: ORC 3313.94
3315.07
3319.04; 3319.32; 3319.33
OAC 3301-38-09

CROSS REF.: District Report Card

SECTION D: FISCAL MANAGEMENT

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

SECTION D: FISCAL MANAGEMENT
(Continued)

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

FISCAL MANAGEMENT GOALS

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

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

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

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

The Board seeks to achieve the following goals:

1. to engage in thorough advance planning, with staff and community involvement, in order to develop budgets and to guide expenditures to achieve the greatest educational returns for the dollars expended;

2. to establish levels of funding which 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: February 24, 2003]

GENERAL FUND CASH BALANCE RESERVE POLICY

It is important to maintain sufficient cash reserves in the operating funds (General and Emergency Levy funds) to meet the goals and mission of our District. A cash reserve helps to ensure the District can provide consistent, uninterrupted services in the event of a disruption. The District's revenue streams are generally not aligned to their scheduled expenditures. This creates the need of using cash balances to cover financial obligations and avoid shortages. This policy establishes the amounts the District will strive to maintain in the operating fund reserves, how the reserves will be funded and the conditions under which the reserve may be spent. Amounts Held in Reserve. The District will hold no less than thirty (30) days or one (1) month of annual operating expenditures in the operating reserve throughout the five-year forecasting period. The plan will be presented to the Board for consideration.

Funding Reserve Targets

Funding of the operating reserves will come from local and state funding sources.

Use of Operating Reserves

It is the intent of the District to limit the use of the operating fund reserves to address unanticipated, non-recurring needs or known and planned future obligations. Reserves shall not normally be applied to recurring annual operating expenditures. The reserves may, however, be used to allow time for the District to restructure its operations in a deliberate manner (such as might be required in the case of change in economic or political conditions that negatively impact the District's revenues). Such use will only take place in context of a Board approved long-term plan to reach a sustainable structure. Replenishment of Reserves. In the event the District authorizes the use of the operating reserves, the Treasurer and Superintendent shall propose a plan for the replenishment of reserves to the Board. The District will strive to replenish the reserves within one (1) year of use, but must replenish within five (5) years of use.

[Adoption date: April 22, 2024]

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

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

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

Budget Modification

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 the Treasurer to examine the appropriations categories and make the necessary recommendations to the Board.

[Adoption date: February 24, 2003]
[Revised: February 28, 2006]

LEGAL REFS.: ORC 9.34
3311.40
3313.18
5705.14; 5705.15; 5705.16; 5705.28; 5705.29; 5705.35-5705.412

File: DBD

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. The budget is prepared and adopted by January 15 of each year and covers the period from July 1 to June 30 of the succeeding year. 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 the ODEW by the last day of February.

The Superintendent and Treasurer are responsible for preparing the information required by law for the Board's approval.

[Adoption date: February 24, 2003]
[Revised: October 22, 2018]
[Revised: November 24, 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

File: DBH

BUDGET ADOPTION PROCEDURES

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

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

It is the responsibility of the Superintendent, members of his/her staff and the Treasurer to attend the hearing of the County Budget Commission to review the budget and answer any pertinent questions.

[Adoption date: February 24, 2003]

LEGAL REFS.: ORC 5705.28; 5705.30

TAXING AND BORROWING AUTHORITY/LIMITATIONS

Within the limits of tax levy law and with the approval of the Wayne County Budget Commission, the Board shall levy taxes to maintain school facilities and programs.

In addition, the Board may:

1. Issue bonds for the purpose of acquiring or constructing any permanent improvement.

2. Borrow money and issue notes in anticipation of the collection of current tax revenues, but not to exceed one-half of the amount estimated to be received from the next tax settlement and not before January 1 of the year of such tax receipts.

3. Submit to the voters a proposal to levy a tax, for current expense, in excess of the 10 mill limitation.

Debt Limitation

The Board shall not incur debt for current operating expenses except as provided by law.

[Adoption date: February 24, 2003]

LEGAL REFS.: ORC Chapter 133
5705.01-5705.50

FUNDING PROPOSALS AND APPLICATIONS

The Board directs the Superintendent/designee to apply for any state or federal grants for which the District is eligible, at his/her discretion. The Superintendent/designee evaluates federally funded programs and state grants, including their possible benefits to the students in the District, apprises the Board of the worth of each and makes recommendations accordingly.

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

[Adoption date: February 24, 2003]
[Revised: January 13, 2014]

LEGAL REF.: ORC 3313.20

REVENUES FROM TAX SOURCES

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

1. requests that voters approve adequate local funds for the operation of the District and determines the amount and type of levies in accordance with all statutory requirements to yield sufficient revenue for the operating expenses of the District;

2. accepts available state funds to which the District is entitled by law or through regulations of the State Board of Education and

3. accepts federal funds which are available, provided that there is a specific need for them and that the required matching funds are available.

[Adoption date: February 24, 2003]
[Revised: January 13, 2014]
[Revised: November 24, 2025]

LEGAL REFS.: Ohio Const. Art. XII, Section 2
ORC 3301.07
3311.21
3313.17 through 3313.20; 3313.29; 3313.51
3317.01 through 3317.11
3323.09
Chapters 5701; 5705
5748.01 through 5748.06

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 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 include time and effort reporting in accordance with Uniform Guidance and the requirements of ODEW 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 draw-down of federal funds and the disbursement of those funds. Standards for funds control and accountability must be met as required by the Uniform Guidance for advance payments and in accordance with the requirements of ODEW 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;

E. utilizing organizations such as the Small Business Administration and the Minority Business Development Agency of the U.S. Department of Commerce and

F. 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 effecting 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 will 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 submits all reports as required by federal or state authorities.

[Adoption date: December 18, 2017]
[Revised: October 22, 2018]
[Revised: March 25, 2019]
[Revised: October 25, 2021]
[Revised: October 27, 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 (Fixed Assets)
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

File: DF

REVENUES FROM NONTAX SOURCES

The Board directs the establishment of a fund for accounting of revenue sources other than taxes or expendable trusts; therefore, the Public School Support Fund shall be established for this purpose.

Examples of these revenue sources would include moneys generated from the sale of school pictures and the sale of magazines. Approved expenditures shall be used to supplement curricular activities and to support those activities that may otherwise have been made from the General Fund.

[Adoption date: February 24, 2003]

REVENUES FROM INVESTMENTS

Scope

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

Objectives and Guidelines

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

1. Liquidity: The investment portfolio remains sufficiently liquid to enable the Treasurer to meet reasonably anticipated operating requirements.

2. Safety: Investments are undertaken in a manner consistent with State law, which seeks to ensure the preservation of public funds.

3. Income: The Treasurer strives to achieve a fair and safe rate of return on the investment portfolio over the course of budgetary and economic cycles, taking into account State law, safety considerations and cash flow requirements.

4. Diversification: The investment portfolio should be diversified in order to avoid incurring potential losses regarding individual securities that may not be held to maturity, whether by erosion of market value or change in market conditions.

5. Prudence: Investments are made with judgment and care – under circumstances then prevailing – which persons of prudence, discretion and intelligence exercise in the management of their own affairs, not for speculation, but for investment, considering the probable safety of their capital as well as the probable income to be derived.

6. Bank Accounts: Relationships with banks are managed in order to secure adequate services while minimizing costs. Deposits should be concentrated in single accounts except where audit control considerations dictate otherwise.

Authorized Financial Institutions and Dealers

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

1. Repurchase agreements are transacted through banks and/or eligible dealers consistent with State law.

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

Maturity

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

Derivatives

Investments in derivatives, as well as any no-load mutual funds that invest in derivatives, are strictly prohibited. A derivative means a financial instrument or contract or obligation whose value or return is based upon or linked to another asset or index, or both, separate from the financial instrument, contract or obligation itself. Additionally, any security, obligation, trust account or instrument that is created from an obligation of a federal agency or instrumentality or is created from both is considered a derivative instrument.

Allowable Investments

The Treasurer may invest in any instrument or security authorized in State law as amended. A copy of the appropriate section of the Ohio Revised Code is kept with this policy. The following investments constitute a nonexclusive list of appropriate investments that are approved by the ORC 135:

1. The Ohio Subdivision's Fund (STAR Ohio) as set forth by ORC 135.45.
2. Bills, notes, bonds, and other securities issued by the United States Treasury. No-load mutual funds and exchange traded funds may be suitable for the account, but the funds must solely invest in securities that are issued by the United States Treasury.
3. Obligations guaranteed by the Federal government of the United States.
4. Securities issued directly by Federal agencies or instrumentalities.
5. Repurchase agreements whereby a securities dealer or public depository agrees to repurchase securities, provided they require the dealer or public depository to provide the par value of the securities subject to repurchase agreements whereby a securities dealer or public depository agrees to repurchase securities, provided they require the dealer or public depository to provide the par value of the securities subject to repurchase agreement and to deliver the securities into the custody of the Treasure. Repurchase agreements with dealers must be transacted on a delivery versus payment basis, and term repurchase agreements may not exceed 30 days. The value of securities subject to an overnight or term repurchase agreement must exceed the principal amount of such agreement by at least 2%.
6. Bonds and other obligations of the State of Ohio.

7. Commercial paper and bankers' acceptances as specified in ORC.
8. If the investment manager wishes to invest in other securities outside of the above investments, the manager must confirm that the security type is approved by the ORC 135. The investment manager must stay up-to-date with the ORC for possible changes and to determine if investments are deemed appropriate.

Collateral

All deposits are collateralized pursuant to State law.

Reporting

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

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

Internal Controls

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

[Adoption date: February 24, 2003]
[Revised: January 5, 2015]
[Revised: October 22, 2018]

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

File: DFD

RENTAL AND SERVICE CHARGES

The Board authorizes the administration to establish rental and service charges. The Board shall, on the Superintendent's recommendation, approve certain charges.

[Adoption date: February 24, 2003]

CROSS REFS.: EDC, Authorized Use of School-Owned Materials
KG, Community Use of School Facilities

DEPOSITORY OF FUNDS

As required by law, the Board shall every five years name the depositories for all District funds (inactive, interim and active funds, including activity funds).

Once the official depositories are selected by the Board, it shall enter into contracts with the financial institutions for their services.

[Adoption date: February 24, 2003]

LEGAL REFS.: ORC 135.01-135.21
3313.51

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.

[Adoption date: February 28, 2006]
[Revision date: February 25, 2019]

LEGAL REFS.: ORC 9.10 through 9.14
1306.06

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.

[Adoption date: February 24, 2003]
[Revision date: March 25, 2019]
[Revision date: December 21, 2020]
[Revision date: June 28, 2021]

LEGAL REFS.: ORC 3.06
ORC 3.061
ORC 131.18
ORC 3313.25
ORC 3313.83
ORC 3319.05
ORC 5705.412

CROSS REFS.: DM, Deposit of Public Funds (Cash Collection Points)
EI, Insurance Management

FISCAL ACCOUNTING AND REPORTING

The District's accounting system is in conformance with the Uniform School Accounting System as prescribed by the Auditor of State for the use of school districts, 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 State law and in compliance with specifications of the District's records commission, the Auditor of State and the Ohio Historical Society.

[Adoption date: February 24, 2003]
[Revised: February 10, 2014]
[Revised: June 19, 2017]
[Revised: December 18, 2017]

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 REFS.: DECA, Administration of Federal Grant Funds
EHA, Data and Records Retention

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.

File: DIB

[Adoption date: February 24, 2003]

LEGAL REFS.: ORC 3315.17; 3315.18

CROSS REFS.: BHD, Board Member Compensation and Expenses
DBD, Budget Planning (Five-Year Forecast)
HA, Negotiations
IGDJ, Interscholastic Athletics
IIAA, Textbook Selection and Adoption

File: DIC-R

FEES FOR PUBLIC DOCUMENTS

Using the appropriate form, requests for copies of public documents shall be made, in writing, to the Treasurer. The request form shall include the following information:

1. name of individual requesting the information;
2. name of the organization, if any, represented by the individual requesting the information;
3. date of the request;
4. date that the information is requested;
5. list of specific information requested and
6. signature of individual requesting the information.

Information shall be requested at least 14 days before the information is needed to permit the Treasurer's office to work additional research of document.

Cost of the service to the individual requesting the information shall be the current cost per page, payable upon request of information. The cost per page may be adjusted by the Treasurer, with the approval of the Superintendent, to account for increased costs.

Cost of postage for mailing of any documents requested will be borne by the individual submitting the request.

Information requested relative to student records shall be made to the respective building principal.

[Adoption date: February 24, 2003]

INVENTORIES
(Fixed Assets)

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

The District conducts a complete inventory every five years, by physical count, of all District-owned equipment and supplies. For purposes of this policy, "equipment" means a unit of furniture or furnishings, an instrument, a machine, an apparatus or articles that retain shape and appearance with use, is nonexpendable and does not lose its identity when incorporated into a more complex unit. For purpose of items purchased with federal funds, equipment is defined as tangible, nonexpendable personal property having a useful life of more than one year with an acquisition cost of $10,000 or more per unit.

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

1. preparation of year-end financial statements in accordance with generally accepted accounting principles;

2. adequate insurance coverage and

3. control and accountability.

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

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

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

All equipment purchased, after the initial inventory, as capital outlay or replacement with a cost of $1,000 or more and with an estimated useful life of five years or more is tagged and made part of the equipment inventory. For fixed asset reporting purposes, all equipment in excess of $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 principals, directors, supervisors and professional and support staffs in the performance of this function.

[Adoption date: February 24, 2003]
[Revised: June 19, 2017]
[Revised: October 27, 2025]

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

CROSS REF.: DECA, Administration of Federal Grant Funds

INVENTORIES
(Fixed Assets)

This section applies only to school districts that prepare financial statements in accordance with Generally Accepted Accounting Principles (GAAP).

Inventory Procedures

The Fixed Asset Manager shall be responsible for inventories of both supplies and fixed assets.

Supplies Inventory

Inventories of supplies are determined by physical count which will take place annually on June 30. The measurement unit for inventory items is the purchase quantity. Items with less than $50 value need not be inventoried.

Inventories of governmental funds are stated at cost while inventories of proprietary funds are stated at the lower of cost (first-in, first-out) or market. Inventory in governmental funds consists of expendable supplies held for consumption. Inventories of proprietary funds consist of donated food, purchased food and school supplies held for resale and are expensed when used.

The Fixed Asset Manager will review the inventories at various sites and determine what inventories will be counted at year end. The building principals at each site will be responsible for counting their respective inventories.

The following time table will be used in order to complete the inventory timely:

June 15	The Fixed Asset Manager will distribute inventory forms to the appropriate building principals. The Fixed Asset Manager will keep a log of which building received inventory forms. An independent auditor will be contacted to schedule observation.
June 20	The building principal will determine if there are any obsolete items which should be discarded and will make necessary arrangements to ensure a proper count.
June 30	The inventory is to be taken.
July 15	The inventory is to be returned to the Fixed Asset Manager.

Fixed Asset Inventory

Inventory of fixed assets in an ongoing process which must be maintained throughout the year by tracking and identification and reporting of fixed assets.

Tracking

The inventory system is used to track fixed assets from the point of acquisition to disposal; therefore, the following procedures should be followed:

1. Additions

   All purchases/donations/constructions that meet the fixed asset definition should be recorded in the fixed asset inventory. All asset fields should be completed on the fixed asset forms.

   If a repair extends the useful life of the asset or increases capacity, it will be considered an addition. Any work necessary for an asset to maintain its present level of service will be considered a repair. Building principals are responsible for determining if an asset is no longer useful. Transfers of fixed assets between departments or buildings are permitted with approval of the Fixed Asset Manager prior to the transfer.

2. Deletions

   All items sold, traded in, auctioned, abandoned or in any way removed from service should be removed from the fixed asset inventory and the disposal method recorded.

3. Insurance Information

   The District will maintain insurance values on all assets covered by insurance policies. This value will represent the current replacement cost which would be received from the insurance company in the event of a loss. This value will be updated every two years and will be utilized during the District's bidding for insurance coverage.

4. Maintenance Agreements

   All maintenance agreements should be filed with the Fixed Asset Manager and the information should be maintained on the fixed asset inventory system. Before an asset is disposed of, the Fixed Asset Manager should make sure that there is no maintenance agreement that would pay for any needed repairs. If services under a maintenance agreement are not being used, consideration should be given as to whether the agreement should be renewed.

5. Leased Assets

All lease agreements must be filed with the Fixed Asset Manager. All assets which are acquired under a capital lease agreement must be capitalized.

6. Construction in Progress

   Before a project is to be undertaken, the Fixed Asset Manager should be notified of the scope of the project. The Fixed Asset Manager will assign each project a number, beginning with 1. All purchase orders relating to a particular "construction in progress" project should have the appropriate project number. The Fixed Asset Manager will keep a running total of expenditures per project. When the project is complete, the Fixed Asset Manager should be notified. All information regularly required for acquisitions will be required for completed "construction in progress" project

7. Donated Assets

   All donated assets will be valued at fair market value at the time of donation and included on the fixed asset inventory system.

Identification and Reporting

For identification and reporting purposes, the following information will be recorded for each capitalized asset.

1. Asset Group

   A. General - assets utilized in governmental fund operations
   B. Proprietary - assets utilized in proprietary fund operations

2. Fund/Function

3. Asset Category

   A. Land
   B. Buildings
   C. Improvements Other Than Buildings
   D. Machinery, Equipment and Furniture
   E. Vehicles
   F. Textbooks/Library Books
   G. Construction In Progress

4. Asset Description

   All assets will be fully described in narrative form. This narrative can include: make, model, acreage, color, shape, etc., anything that may not be included in the other fields.

5. Tag Number

   Each asset will be assigned a numbered tag and that shall be its tag number identification, whether or not the tag is physically attached to the asset.

6. Serial Number

   Each asset having a serial number will have the number recorded as part of the fixed asset inventory system.

7. Location

   Each asset record will include information on the building and location within that building in the fixed asset inventory system.

8. Acquisition Date

   This is the date the asset was acquired/completed. For those assets acquired in the past, an estimated acquisition date is acceptable.

9. Cost

   A. Original/Historical - The original expenditures used to acquire and to place in service a fixed asset.

   B. Estimated - When the actual cost of an asset is unknown, this method takes the replacement cost, new at the time of appraisal and indexes it back to the estimated acquisition date.

   C. Fair Market Value - The amount that might be realized from disposition of the item allowing a reasonable period in which to complete the transaction. This is used for all assets donated to the District.

10. Method/Source of Acquisition

    This represents how and with what revenue the asset was acquired.

    A. General Fund
    B. Local, State and Federal Grants
    C. Capital Projects Fund

D. General Obligation Bond Proceeds
E. Lease/General Fund
F. Private Gifts

11. Insurable Value

This represents the value of the portion of an item covered by insurance in accordance with their terms of the insurance policy or other agreement.

12. Useful Life

Each asset must have a useful life established. Physical environment, characteristics or use, resilience of use, maintenance policy, functional and economic obsolescence should all be taken into consideration when determining useful life.

13. Accumulated Depreciation

This will be calculated by the fixed asset inventory system. It represents the total depreciation on each asset from the time it was originally acquired.

14. Annual Depreciation

A systematic allocation of the cost of using an asset over its expected useful life.

15. Method of Disposal

Sold, traded in, auctioned, abandoned.

16. Purchase Order Number

The purchase order number(s) utilized when the fixed asset was acquired.

17. Check Number

The check number(s) utilized when the fixed asset was acquired.

18. Quantity

This will normally be one unless the District purchased more than one of the same asset from the same account code to be placed in the same location.

[Approval date: February 24, 2003]
[Revised: November 24, 2025]

Norwayne Local School District, Creston, Ohio

AUDITS

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

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

[Adoption date: February 24, 2003]

LEGAL REFS.: ORC 117.10; 117.11; 117.12; 117.26; 117.27; 117.28
3313.29

PURCHASING

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

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

The Board authorizes "blanket" purchase orders to be issued for generic supplies for Specific Vendors. Blanket purchase orders will not extend beyond the current fiscal year.

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

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

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

[Adoption date: February 24, 2003]
[Revised: February 28, 2006]
[Revised: October 22, 2018]

LEGAL REFS.: Ohio Const. VIII, Section 2e
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
2 C.F.R. Part 200

CROSS REFS.: DECA, Administration of Federal Grant Funds
DJC, Bidding Requirements
DJF, Purchasing Procedures
DK, Payment Procedures

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

[Adoption date: February 24, 2003]
[Revision date: October 22, 2018]
[Revision date: December 21, 2020]
[Revision date: November 27, 2023]

LEGAL REFS.: ORC 9.22; 9.38
3313.291; 3313.31; 3313.51

CROSS REF.: DM, Deposit of Public Funds (Cash Collection Points)

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 two-thirds of the entire Board adopts a resolution stating that competitive bidding does not apply to the project.

[Adoption date: February 24, 2003]
[Revised: February 28, 2006]
[Revised: April 24, 2017]
[Revised: June 19, 2017]

[Revised: October 22, 2018]
[Revised: October 28, 2024]
[Revised: November 24, 2025]

LEGAL REFS.: ORC 9.314
153.01; 153.12 through 153.14; 153.50 through 153.56
3313.372; 33313.373; 3313.46
3319.04
2 C.F.R. Part 200

CROSS REFS.: DJ, Purchasing
DJF, Purchasing Procedures
ECF, Energy Conservation
FA, Facilities Development Goals
FEF, Construction Contracts Bidding and Awards

File: DJF

PURCHASING PROCEDURES

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

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

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

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

All purchases for property and services made using federal funds are 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: February 24, 2003]
[Revised: June 19, 2017]
[Revised: December 18, 2017]
[Revised: October 22, 2019]
[Revised: October 27, 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

Norwayne Local School District, Creston, Ohio

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 are of the quality required to serve the function in a satisfactory manner, as determined by the requisitioner and the Superintendent.

4. It is the responsibility of the requisitioner to provide an adequate description of the item(s) purchased so that the purchasing agent may be able to prepare the specifications and to procure most expeditiously and economically the desired commodity and/or service. A source of supply should be included on requisitions for specialty or unusual items.

5. No requisitioner shall knowingly restrict competition or otherwise preclude the most economical purchase of the required items.

6. When a low bidder proposes an alternate as equal to that specified, it is the responsibility of the Treasurer to determine whether the proposed substitution is, in fact, an equal. Such decision is based on his/her evaluation and that of the requisitioner. In the case of disagreement between the requisitioner and the Treasurer, either party may refer the matter to the Superintendent.

Requisitions

1. The District establishes a standardized requisition procedure to allow authorized representatives to submit requests for the purchase of materials and supplies.

2. The following are designated as "requisitioner"; that is, they are authorized to issue requisitions against stipulated segments of budgetary appropriations: the Superintendent, administrative assistants, directors, supervisors and building principals. Each requisitioner is responsible for limiting his/her requisitions to the appropriate amounts.

3. Only District-approved methods or forms are used for requisitioning.

4. A requisition, to be considered appropriate for processing, meets the following requirements:

A. contains adequate information and

B. is approved by and bears the signature of an authorized requisitioner.

5. All approved requisitions are submitted to the Treasurer.

6. After a purchase order has been issued by the Treasurer's office, the number of the purchase order is recorded on the requisition.

7. After processing, the original copy of the requisition is filed in the office of the Treasurer.

Purchase Orders

1. Purchase orders are prepared by the appropriate person and at a minimum include the following essentials:

   A. a specification that adequately describes to the supplier the characteristics and the quality standards of the item required;

   B. a firm, quoted, net-delivered price, whenever possible (unit prices are shown);

   C. clear delivery instructions, including place and time;

   D. appropriate account code number or appropriation code and

   E. the Treasurer's certificate of available revenue and appropriation.

2. Purchase orders use an identifiable tracking system established by the District and contain the appropriate number of copies to meet District needs.

3. Verbal confirmation orders subject to subsequent confirmation by a written purchase order may be issued only in cases in which a bona fide emergency situation exists that can be handled only by this procedure:

   A. Whenever possible, a purchase order number should be given to the supplier and

   B. a confirming requisition is issued immediately, marked "confirmation" indicating the purchase order number, if one was given.

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 compare the cost of services to similar services for the past three years, or services provided to other districts in the surrounding geographical area.

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 two vendors or providers. The District will obtain these price rates or quotations by sealed bid, or government purchasing cooperative bid. The contract will be awarded to the lowest responsive and responsible bidder.

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

2. suppliers, which cannot be less than two responsible bidders. The District will solicit bids by sealed bid, or government purchasing cooperative bid. The contract will be awarded to the lowest responsive and responsible bidder. The District documents and provides justification for all sealed bids rejected.

3. 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 advertising posted in newspapers, construction based publications, and on the district website. 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 reviewing the competitive proposals, and bids, and then selecting based upon lowest bid,

and quality of services combination. The district will seek the advice of independent professional architects, or engineers, when appropriate.

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: February 24, 2003]
[Revised: June 19, 2017]
[Revised: December 18, 2017]
[Revised: October 22, 2018]
[Revised: October 25, 2021]
[Revised: October 27, 2025]

CREDIT CARDS

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

The Board authorizes the 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.

The District utilizes two methods for Credit Card Purchases.

For Visa or Mastercards:

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 $ 100,000. The Treasurer provides an annual report to the Board detailing all rewards received based on use of the credit card account.

For all other Cards:

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.

AND

The Board appoints the Superintendent to serve as a compliance officer who reviews the number of cards and accounts issued, the number of active cards and accounts issued, and the card and account expiration dates and credit limits at least once every six months. The Treasurer cannot serve as the compliance officer. The compliance officer cannot authorize an individual to use the credit card. The compliance officer cannot use the credit card account except when the compliance officer is the Superintendent. If the Superintendent is the compliance officer and the Board has authorized the Superintendent to use the credit card, the Treasurer/designee must monthly review the credit card transaction detail and sign attestation to the review.

3. Credit cards may only be used by the following individuals: Superintendent, Treasurer, or employees authorized by Superintendent/Treasurer to hold cards in individual name, or sign-out district accounts.

4. 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.

5. 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.

6. 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.

7. Gratuities are permissible only when card use is for group purchases and the tip is automatically added to the bill.

8. Sales tax is not a permitted charge.

9. All credit card statements are sent directly to the Treasurer's office. The Treasurer keeps a record of all credit card use.

10. 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.

11. 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 Board recognizes that credit card convenience fees assessed by vendors or service providers may be unavoidable and recognizes these as a normal cost of business. When feasible, alternative payment methods that do not include such convenience fees should be utilized to minimize costs. The Board directs the Treasurer to establish policies and procedures clearly outlining the following:

1. Thresholds, approvals, or documentation required before incurring and paying such fees.

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

7. 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: February 28, 2006]
[Revised: October 22, 2018]
[Revised: September 28, 2026]

LEGAL REFS.: ORC 9.21; 9.22
2913.21
3313.311

CROSS REFS.: DJ, Purchasing
DLC, Expense Reimbursement
GCL, Professional Staff Development Opportunities
GDL, Support Staff Development Opportunities

PAYMENT PROCEDURES

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

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

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

[Adoption date: February 24, 2003]

LEGAL REFS.: ORC 3313.18
3315.08
5705.38 thru 5705.412

CROSS REFS.: DJ, Purchasing
DLB, Salary Deductions

SALARY DEDUCTIONS

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

The following deductions are required:

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

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

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

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

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

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

[Adoption date: February 24, 2003]

LEGAL REFS.: ORC 9.40 thru 9.43; 9.45; 9.80; 9.81; 9.90; 9.91
145.37; 145.71-145.73
148.04
3307.51
3313.262
3315.08
3917.04

CROSS REFS.: DK, Payment Procedures
GCBD, Professional Staff Leaves and Absences
GDBD, Support Staff Leaves and Absences

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

EXPENSE REIMBURSEMENTS

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

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

A traveler on official school business is expected to exercise the same care in incurring expenses that a prudent person would exercise in traveling on personal business. Excessive costs, such as those caused by circuitous routes or luxury services or accommodations, are not considered prudent, nor are they accepted for reimbursement. 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 $500. If the expense will be over this amount, the employee or Board member should coordinate with the District for the purchase to be made one the District credit card or account with the use of the sales tax exempt certificate.

[Adoption date: February 24, 2003]
[Revised: February 23, 2026]

LEGAL REFS.: ORC 3313.12; 3313.20
3315.15

CROSS REF.: BHD, Board Member Compensation and Expenses
GCL, Professional Staff Development Opportunities

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

EXPENSE REIMBURSEMENTS

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

1. Travel Requests: These must be submitted in advance through the appropriate administrators to the Superintendent or his/her designee.

2. Transportation: All modes of transportation are authorized consistent with the requirements of the assignment and the efficient and economic conduct of official business. Travel is by the most direct route.

    A. Automobile: Reimbursement is made at the IRS rate. This is the maximum rate regardless of the number of passengers. Parking charges, as well as toll and ferry charges, are reimbursable.

    B. Travel by Public Conveyance: Round-trip tickets should be purchased if these offer a price advantage. Approval is for coach fare only.

    C. Local Transportation: Local transportation such as taxicabs, 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. Any non-business related expenses are the responsibility of the person or official.

    B. Meals: Meals consumed by a person on official business are reimbursed upon submission of appropriate itemized receipts.

4. Other Reimbursable Expenses

    A. Telephone and Postage: Telephone toll calls from or to the District must be charged to the District office, thereby eliminating a claim on an expense voucher.

Calls other than from or to the District should be postage or certified or registered mail must be paid in cash, the claim may be made on an expense voucher as a "miscellaneous expense". An explanation must be given, such as the origin and destination of the call. A receipt should be obtained.

B. Conference Registration Fees: Conference and convention registration fees are reimbursable as a miscellaneous expense on the travel expense voucher. Registration fees in excess of $50 or more may be requested for advance payment to the agency by separate purchase order prior to the event.

C. Gratuities: Staff members are reimbursed with bona fide documentation for gratuities for any meals while on professional leave in the performance of their duties within the limits of prior approved meal reimbursements.

D. Sales Tax: Sales tax is reimbursable when the employee or official is using a personal account for District business up to established amounts and in accordance with established District procedures.

5. Travel Form and Receipts

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

[Adoption date: February 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: February 24, 2003]
[Revision date: December 21, 2020]
[Revision date: November 27, 2023]
[Revision date: October 28, 2024]

LEGAL REFS.: ORC 9.38
3313.291; 3313.5319

CROSS REFS.: DH, Bonded Employees and Officers
DJB, Petty Cash Accounts
EF/EFB, Food Services Management/Free and Reduced-Price Food Services
IGDG, Student Activities Funds Management
KMA, Relations with Parent Organizations
KMB, Relations with Booster Organizations

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.

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: February 24, 2003]
[Revision Date: February 10, 2014]
[Revision Date: June 19, 2017]
[Revision Date: December 18, 2017]
[Revision Date: August 22, 2023]

LEGAL REFS.: ORC 131.09
3313.17; 3313.37; 3313.40; 3313.41; 3313.411; 3313.413
3314.051
5705.10
2 CFR Part 200

CROSS REF.: DECA, Administration of Federal Grant Funds
FL, Retirement of Facilities

SECTION E: SUPPORT SERVICES

EA	Support Services Goals
EAA	Support Services Priority Objectives
EB	Safety Program
EBA	Buildings and Grounds Inspections
EBAA	Reporting of Hazards
EBAB	Warning Systems
EBB	Accident Prevention and Safety Procedures
EBBA	First Aid
EBBA-R	First Aid
EBBB	Accident Reports
EBBC	Bloodborne Pathogens
EBC	Emergency Management and Safety Plans Chemical Hygiene Plan
EBC-R	Emergency Management and Safety Plans (Administrative Rules/Protocols)
EBCA	Disaster Plans
EBCB	Fire Drills
EBCBA	Tornado Drills
EBCC	Bomb Threats
EBCD	Emergency Closings
EBCE	Protection for Reporting Safety and Fraud Violations (Whistleblowers)
EBCE-E	Acknowledgment of Receipt of Auditor of State Fraud-Reporting System Information
EBCE-R	Protection for Reporting Safety and Fraud Violations (Whistleblowers)
EBDA	Suicide Intervention
EBDE	Procurement and Administration of Overdose Reversal Drugs
EC	Buildings and Grounds Management
ECA	Buildings and Grounds Security
ECAA	Access to Buildings
ECAB	Vandalism
ECB	Buildings and Grounds Maintenance
ECC	Custodial Services
ECD	Traffic and Parking Controls
ECE	Buildings and Grounds Records and Reports
ECF	Energy Conservation
ECG	Integrated Pest Management

ED Material Resources Management
EDA Receiving and Warehousing
EDB Maintenance and Control of Materials

EDBA Maintenance and Control of Instructional Materials
EDBB Maintenance and Control of Noninstructional Materials

EDC Authorized Use of School-Owned Materials
EDD Material Resources Records and Reports
EDE Computer/Online Services (Acceptable Use and Internet Safety)
EDE-E Computer Network Agreement Form
EDE-R Computer/Online Services (Acceptable Use and Internet Safety)
EDEB Use of Electronic Communications Equipment by Student
EDEC Artificial Intelligence

EE Transportation Services Management
EEA Student Transportation Services
EEAA Eligibility Zones for Pupil Transportation
EEAB School Bus Scheduling and Routing
EEAC School Bus Safety Program
EEACA Bus Driver Examination and Training
EEACB School Bus Maintenance
EEACC Student Conduct on District Managed Transportation (Also JFCC)
EEACC-R School Bus Discipline Notification
EEACCA Recording Devices on Transportation Vehicles
EEACD Drug Testing for District Personnel Required to Hold a Commercial Driver's License
EEACD-R Drug Testing for District Personnel Required to Hold a Commercial Driver's License
EEACD-V Drug and Alcohol Testing for District Personnel Operating a Motor Van
EEACE School Bus Idling
EEAD Non-Routine Use of School Buses
EEAE Student Transportation in Private Vehicles
EEAF Student Transportation Insurance
EEAG Student Transportation Records and Reports
EEB Business and Personnel Transportation Services
EEBA School-Owned Vehicles
EEBB Use of Private Vehicles on School Business
EEBC Business and Personnel Transportation Insurance
EEBD Business and Personnel Transportation Records and Reports

EF Food Services Management/Free and Reduced-Price Food Services
EFA Food Purchasing
EFAA Use of Surplus Commodities
EFC Vending Machines
EFD Misbranded Foods and Cultivated-Protein Food Products
EFE Food Services Records and Reports
EFF Food Sale Standards

EFG Student Wellness Program
EFH Food Allergies

EG Office Services Management

EGA Office Communications Services
EGAA Printing and Duplicating Services
EGAAA Copyright
EGAB Mail and Delivery Services
EGAC Telephone Services
EGB Clerical Services
EGC Office Services Records and Reports

EH Data Management
EHA District Records Commission, Records Retention and Disposal
EHB Use of Electronic Signatures
EHC Cybersecurity
EI Insurance Management
EIA Property Insurance
EIB Liability Insurance

EJ Evaluation of Support Services (Also AFF)

SUPPORT SERVICES GOALS

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

In order to provide support services that are supportive of the educational program, the Board develops goals which will support the overall educational program. The goals of the support services program include a:

1. safe and pleasant physical environment for teaching and learning for the school community through the continual evaluation of the facilities;

2. transportation program for the safe transporting of students to and from school;

3. food services program which supports the nutrition programs through participation in the National Child Nutrition Programs and

4. safety program which evaluates personnel, buildings, vehicles, equipment and supplies to maintain a safe environment and to minimize the effects of a disaster.

[Adoption date: February 24, 2003]

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

SAFETY PROGRAM

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

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

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

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

[Adoption date: February 24, 2003]
[Revision date: January 5, 2015]
[Revision date: April 26, 2021]

LEGAL REFS.: Public Employment Risk Reduction Program; ORC 4167.01 et seq.
ORC 2744
3313.60; 3313.643
3707.26
3737.73
5502.262
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

BUILDING AND GROUNDS INSPECTIONS

The Board directs that periodic inspections of all school properties be made to appraise physical conditions such as sanitation, maintenance and need for repairs.

Such inspections shall be conducted in accordance with State law.

[Adoption date: February 24, 2003]

LEGAL REF.: ORC 3707.26

CROSS REF.: EBB, Accident Prevention and Safety Procedures

REPORTING OF HAZARDS

The Board is concerned for the safety of students and staff and, therefore, complies with all Federal and State laws and regulations to protect students and staff from known hazards that pose an immediate risk to health and safety.

Toxic Hazards

Toxic hazards exist in chemicals and other substances used in the school setting such as in laboratories, science classrooms, kitchens and in the cleaning of rooms and equipment.

The Superintendent appoints an employee to serve as the District's Toxic Hazard Preparedness (THP) officer. The THP officer:

1. identifies potential sources of toxic hazards in cooperation with material suppliers who shall supply the THP officer with safety data sheets (SDS);

2. ensures that all incoming materials, including portable containers, are properly labeled with the identity of the chemical, the hazard warning and the name and address of the manufacturer or responsible party;

3. maintains a current file of SDS for every hazardous material present on District property;

4. designs and implements a written communication program that:

   A. lists hazardous materials present on District property;

   B. details the methods used to inform staff and students of the hazards and

   C. describes the methods used to inform contractors and their employees of any hazardous substances to which they may be exposed and of any corrective measures to be employed;

5. conducts a training program in compliance with State and Federal law for all District employees to include such topics as detection of hazards, explanation of the health hazards to which they could be exposed in their work environment and the District's plan for communication, labeling, etc. and

6. establishes and maintains accurate records for each employee at risk for occupational exposure including name, social security number, hepatitis B vaccine status, results of exams, medical testing and follow-up procedures for exposure incidents and other information provided by and to health care professionals.

In fulfilling these responsibilities, the THP officer may enlist the aid of county and municipal authorities and others knowledgeable about potential toxic hazards.

Asbestos Hazards

In its efforts to comply with the Asbestos Hazard Emergency Response Act, the Public Employment Risk Reduction Program (PERRP) and the Asbestos Abatement Contractors Licensing Act, the Board recognizes its responsibility to:

1. inspect all District buildings for the existence of asbestos or asbestos-containing materials;

2. take appropriate action based on the inspections;

3. establish a program for dealing with friable asbestos, if found;

4. maintain a program of periodic surveillance and inspection of facilities or equipment containing asbestos and

5. comply with EPA regulations governing the transportation and disposal of asbestos and asbestos-containing materials.

The Superintendent appoints a person to develop and implement the District's Asbestos-Management Program which will ensure proper compliance with Federal and State laws 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/procedures affect employees' occupational exposure.

A record of attendance at occupational exposure training is completed and maintained by the THP officer following each training session. These records are maintained for three years from the date of the training.

Records Availability

All records required to be maintained are made available upon request for examination and copying by the employee, employee representatives and under the provisions of PERRP. Medical records, however, are not made available to employee representatives or other persons without written consent of the employee.

Other Conditions Injurious to the Safety or Health of Building Occupants

In addition to the reporting of toxic hazards, the Board directs the Superintendent/designee to comply with all Board of Health inspections to ensure that conditions injurious to the safety or health of persons on District property are minimized.

During a Board of Health inspection, each building principal/designee provides:

1. access to the building and grounds at any time during regular school hours;

2. a record of inspections of the school grounds and buildings for dangerous and recalled products;

3. any records or other information the Board of Health considers necessary to evaluate the health and safety of the school and

4. a representative who accompanies the Sanitarian during the course of the inspection, with advance notice from the Board of Health.

Liability Disclaimer

Nothing in this policy should be construed in any way as an assumption of liability by the Board for any death, injury or illness that is the consequence of an accident or equipment failure or negligent or deliberate act beyond the control of the Board or its officers and employees.

[Adoption date: February 24, 2003]
[Revised: October 27, 2008]
[Revised: June 23, 2014]

LEGAL REFS.: 29 CFR 1910.1030
Asbestos School Hazard Abatement Act; 20 USC 4011 et seq.
Asbestos Hazard Emergency Response Act; 15 USC 2641 et seq.
Comprehensive Environmental Response, Compensation and Liability Act; 42 USC 9601 et seq.
ORC 3313.643; 3313.71; 3313.711
3707.26
4113.23
4123.01 et seq.

Public Employment Risk Reduction Program; ORC 4167.01 et seq.

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

ACCIDENT PREVENTION AND SAFETY PROCEDURES

Every reasonable precaution shall be taken to protect the safety of all students, employees and visitors present on school property or at school-sponsored events. For this reason the following accident prevention and safety procedures shall be followed:

1. Each room of all school facilities regularly attended by students and personnel shall have a prominently displayed First Aid Emergency Instructions Chart, Tornado Drill Chart and Fire Drill Chart including alternate route.

2. Equipment and supplies necessary for the emergency first aid service shall be requisitioned and purchased by the District through the Superintendent or his/her designee. Properly maintained first aid kits shall be provided in laboratories, shops, gymnasium areas, kitchens, custodial/maintenance rooms and health and/or administrative offices. All school vehicles used to transport students shall be equipped with both a first aid kit and fire extinguisher.

3. As required by law, all students, instructors and visitors shall war eye-protective devices whenever they are in or near designated "restricted areas," such as industrial arts, photo dark rooms and other appropriate places.

4. In accordance with law, parents of all children shall sign and submit an emergency medical authorization form to aid in decisions for emergency treatment. Such form shall be renewed yearly and updated by the parent as needed.

5. All District employees shall also sign and submit an emergency medical authorization form.

6. No student shall be permitted to participate (practice or play) in any interscholastic athletic program without having a physical examination and the parent permit card signed by both parent and examining physician.

7. Once an athlete is placed under the care of his/her physician, he/she shall not be permitted to return to any form of participation without a written release from the attending physician.

8. Staff members shall make written reports to the building principal of any health or safety hazard which is beyond their power to control. Staff members not under a principal's supervision shall submit such written reports to the Superintendent's office.

9. Each principal shall be responsible for the supervision of a safety program in his/her school. Such program shall include:

A. Yearly safety inspections of buildings, working conditions for school personnel, playground equipment and athletic areas. In addition, potentially dangerous conditions that occur during the year shall be immediately reported by school personnel to the Superintendent and investigated.

B. Designation of a minimum of three first aid specialists in his/her building. Such persons shall hold valid Red Cross Standard First Aid Cards as well as CPR certification or their equivalents. First aid specialists shall include:

1) all vocational teachers
2) all physical education teachers
3) all coaches
4) all performing arts teachers
5) all bus drivers
6) any other personnel necessary to provide sufficient and available first aid expertise.

The Board shall provide the necessary funds for such in-service training to those designated first aid specialists as well as other interested staff members. In-service training shall be completed no later than the first quarter of each year.

C. Keeping all staff members informed about first aid and emergency care procedures, locations of first aid supplies and equipment and designated first aid specialists.

D. Carrying out fire drill and civil defense procedures as required by law.

E. Approving the proper instruction and testing of students in all classes where potentially dangerous equipment and materials are used.

F. Making an Emergency First Aid Log book available to all staff.

[Adoption date: February 24, 2003]

FIRST AID

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

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: February 24, 2003]
[Revision date: October 23, 2017]
[Revision date: October 22, 2018]
[Revision date: October 28, 2024]

LEGAL REFS.: ORC 2305.23
3301.56
3301.68
313.6021; 313.6023; 3313.712; 3313.717
OAC 3301-27-01; 3301-35-06

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

FIRST AID

The following requirements shall be adhered to by all personnel.

1. A school nurse or other trained person 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 which indicates the procedure they wish to be followed in the event of a medical emergency involving their child. The forms are kept readily accessible in the health center of each school.

3. Only emergency care and first aid are provided. 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 would be 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 and trainers meet all requirements of the State Board of Education.

[Adoption date: February 24, 2003]
[Revised: October 23, 2017]

ACCIDENT REPORTS

The Board requires that an accident report be filed for every accident that takes place on school property (including athletic-related injuries) or that involves a school vehicle, students or staff on school-sponsored trips, or staff members on authorized school business. Such accident reports are required whether or not there was any immediate evident injury or damage.

For Accident Involving Students

Anyone giving emergency first aid to a student shall report such treatment to the building principal and briefly record it in the Emergency Aid Logbook provided in each school. Such record shall be completed before leaving the building.

Injuries requiring a doctor's care or sending a student home shall be reported on a Board-approved Student/Staff Accident Report form which shall be made available in all administrative offices. This form shall also be used when deemed appropriate by the building principal. Such form shall be filed in the school office before leaving the building and with the Superintendent's office within 48 hours. The Superintendent's copy shall remain on file until the statute of limitations for liability expires. The building principal shall report such accidents to the Superintendent's office by telephone as soon as possible.

For Accident Not Involving Students

All minor work-related accidents shall be recorded on a Board-adopted Student/Staff Accident Report form and filed with the immediate supervisor within 48 hours. Other forms needed for insurance purposes may also be required.

In cases where the injured party is unable to file the Student/Staff Accident Report form within 48 hours, it shall be the responsibility of the immediate supervisor to file the form.

[Adoption date: February 24, 2003]

BLOODBORNE PATHOGENS

Staff/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/students of exposure to body fluids due to casual contact with individuals in the school environment is very low, the Board regards any such risk as serious.

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

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

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

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

[Adoption date: February 24, 2003]
[Revised: June 23, 2014]

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 Management and Safety Plans
GBEA, HIV/AIDS (Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome) (Also JHCCA)
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).

NOTE: In accordance with Federal law, a district's exposure control plan must contain the following elements:

1. *The exposure determination containing the following:*

   A. *A list of all job classifications in which all employees in those job classifications have occupational exposure;*

   B. *A list of job classifications in which some employees have occupational exposure and*

   C. *A list of all tasks and procedures or groups of closely related tasks and procedures in which occupational exposure occurs and that are performed by employees in job classifications listed in letter B above.*

2. *The schedule and method of implementation for:*

   A. *Methods of compliance;*

   B. *HIV and HBV research laboratories and production facilities;*

   C. *Hepatitis B vaccination and post-exposure evaluation and follow-up;*

   D. *Communication of hazards to employees and*

   E. *Record keeping.*

3. *The procedure for the evaluation of circumstances surrounding exposure incidents.*

In addition, the exposure control plan must be reviewed and updated at least annually and whenever necessary to reflect new or modified tasks and procedures, which affect occupational exposure, and to reflect new or revised employee positions with occupational exposure.

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 Plans 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, 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, 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 first responders responding to an emergency in the building and is not a public record.

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

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3701.85
3737.73; 3737.99
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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/EFB, Food Services Management/Free and Reduced-Price Food Services
EFH, Food Allergies
GBE, Staff Health and Safety
JHCD, Administering Medicines to Students
JHF, Student Safety
KBCA, News Releases
KK, Visitors to the Schools
Emergency Management and Safety Plans Handbook

Chemical Hygiene Plan

Generic Plan for Schools

FLINN SCIENTIFIC, INC

Norwayne Local School District, Creston, Ohio

Editor's Note

As you read about the Laboratory Standard and your need to develop a chemical hygiene plan, you will probably shake your head and say, "Great! Just what I need, another governmental regulation to comply with."

If only one sentence could be used to describe the new Laboratory Standard it would be **"to protect employees and students from being overexposed to hazardous laboratory chemicals."** The key to satisfying the Laboratory Standard is to have good ventilation in your science laboratories and chemical storage area. Good ventilation drastically reduces the chance that you or your students will be overexposed to hazardous chemicals.

As we travel across the United States visiting schools, we know laboratory and chemical storeroom ventilation is a major problem. The solutions to this problem do not have to cost your district thousands of dollars! Flinn Scientific, Inc. has economical solutions to help you solve your ventilation problems. Take a few moments and call us at 1-800-452-1261.

—Flinn Scientific, Inc.

Disclaimer

No representation, warranty, or guarantee is made by Flinn Scientific, Inc. as to the accuracy or completeness of our suggestions or information, and Flinn Scientific, Inc. assumes no responsibility in connection therewith. The Flinn Generic Chemical Hygiene Plan for Schools is intended to provide some basic guidelines on how to comply with OSHA's Laboratory Standard—Occupational Exposure to Hazardous Chemicals in Laboratories. It cannot be assumed that all necessary warnings and precautionary measures are contained in our Generic Chemical Hygiene Plan. Local conditions or circumstances unique to your particular situation (applicable federal, state, or local law) need to be considered. Users of the Flinn Generic Chemical Hygiene Plan for Schools should consult local, state, and federal laws and regulations and their legal counsel prior to initiating any safety activities.

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Chemical Hygiene Officer Appointment

In compliance with the Federal Laboratory Standard Norwayne High School realizes our responsibility for the protection of our employees. We hereby institute the enclosed Chemical Hygiene Plan to assist us in our on-going safety program.

Norwayne High School hereby appoints Bethany Hart to be our Chemical Hygiene Officer. We acknowledge the Chemical Hygiene Officer has the knowledge and authority to implement and enforce our Chemical Hygiene Plan.

Although we, Norwayne High School, are designating Bethany Hart as our Chemical Hygiene Officer, we realize the success or lack of success of our Chemical Hygiene Plan rests with all of our employees. The ultimate responsibility of the Chemical Hygiene Plan rests with the School Board and the School District Superintendent.

Doug Zimmerly
School Principal

October 26, 2020
Date

Note: Depending on the district, the chemical hygiene officer may be located at the school or district level.

Flinn Scientific, Inc.
Chemical Hygiene Plan

Introduction

All private schools and most public schools have to comply with various Hazard Communication or "Right to Know" laws. For public schools, check with Flinn Scientific or your state OSHA to determine if your state requires a Chemical Hygiene Plan. These laws were written for industrial production facilities and did not address the specific safety concerns found in a laboratory setting. In 1990, the Occupational Safety and Health Administration (OSHA) instituted "The Laboratory Standard"—Occupational Exposure to Hazardous Chemicals in Laboratories. This new "Laboratory Standard" has been designed to address the specific safety needs of the laboratory. If your school is within a jurisdiction that does not have a mandated Chemical Hygiene Plan requirement, this is still a useful document to use as a pillar of the safety program in your location.

The Laboratory Standard ensures that employees who work in a laboratory setting will be protected from any chemical exposure that exceeds permissible exposure limits and that employees will be educated as to the hazardous nature of the chemicals they use in the laboratory. To achieve this goal, the Laboratory Standard requires the school district to appoint a chemical hygiene officer to develop, implement, and monitor a chemical hygiene plan. **The goal of this booklet is to save you time by providing you with a Flinn Scientific generic chemical hygiene plan written specially for schools that you can use to further enhance or develop your own school district's chemical hygiene plan.**

School District Responsibilities

The school board and the school district superintendent have ultimate responsibility to ensure the institution complies with the Laboratory Standard. Several of these tasks are:

1) Record all employee exposures to hazardous chemicals.
   a) Record all chemical exposures and use monitoring instruments to get hard data*. Obtain and keep up-to-date information provided by a medical examination resulting from a chemical exposure.
   b) Keep these records and allow employees access to their personal records, including all employee exposure and medical records.

   **Do not get alarmed. This provision is included in the Lab Standard, but clearly states you only have to monitor exposure levels if you know you routinely have an exposure level which is above the permissible exposure level (PEL) and an OSHA Standard exists for the chemical which requires monitoring. If you have no reason to believe you have exceeded a PEL, you do not have to monitor exposure levels.*

2) Train employees to:
   a) Understand the hazards of chemicals they use in the laboratory.
   b) Recognize signs and symptoms associated with overexposure to hazardous chemicals.

c) Properly use personal protective equipment (fume hoods, respirators, goggles, etc.)

d) Protect themselves from chemical exposure by following good laboratory procedures.

e) Understand the content of the Chemical Hygiene Plan.

3) Provide access to all employees of

a) SDS (Safety Data Sheets) for all hazardous materials.

b) Previous exposure records (if any).

c) The Laboratory Standard and Chemical Hygiene Plan.

d) Permissible exposure limits of hazardous chemicals used in the laboratory. (Consult your *Flinn Scientific Catalog/Reference Manual*.)

e) Their own personal medical records (if any).

4) Upon receipt of a chemical:

a) Make sure you have the SDS (and make them accessible to the employees – including online access).

b) Make sure the label on the chemical is GHS compliant and contains the necessary pertinent information.

1) Chemical name or identity of contents.

2) Concentration

3) Hazard information including target organs.

4) Name and address of the manufacturer or name of preparer and date of preparation.

Note: You must also follow these steps for all chemicals and chemical solutions made and stored in your laboratory or chemical storeroom.

The Chemical Hygiene Plan — An Overview

The Chemical Hygiene Plan is the major ingredient of the Laboratory Standard. Your school district should develop and carry out a written Chemical Hygiene Plan that is capable of:

1) Protecting employees from health hazards associated with hazardous chemicals in the laboratory.

2) Keeping chemical exposures below established permissible exposure limits. (Consult your *Flinn Scientific Catalog/Reference Manual* for specific chemical permissible exposure limits.)

The Chemical Hygiene Plan must be readily available to employees. The school district shall review and evaluate the effectiveness of the Chemical Hygiene Plan at least annually and update it as necessary. The Chemical Hygiene Plan should include each of the elements shown on the following page and should include specific measures the employer will take to ensure laboratory employee protection.

Before you adopt any Chemical Hygiene Plan, first consult your state-regulating agency. Modifications or alterations may have to be made to have your Chemical Hygiene Plan conform to your state's specific regulations. We encourage you to collaborate with the various levels of government and regulatory in your area.

Chemical Hygiene Plan Overview

I. Standard Operating Procedures

A) General Employee Rules and Procedures

B) General Laboratory Rules and Procedures

C) Personal Hygiene Guidelines

D) Protective Clothing Requirements

E) Housekeeping Rules

F) Spill and Accident Procedures

G) Chemical Storage Rules and Procedures

1) Compressed Gas Handling Instructions

2) Flammable Chemical Handling Instructions

3) Corrosive Material Handling Instructions

H) Procedure—Specific Safety Rules and Guidelines (Including Severely Toxic and Carcinogenic Substances)

I) Prior-Approval-Required Procedures

J) Safety Equipment Inspection

II. Employee Training

III. Exposure Evaluations

IV. Medical Evaluations

V. Monitoring

VI. Emergency Evacuation Plan

Flinn Scientific, Inc.
Chemical Hygiene Plan

I. Standard Operating Procedures

A) General Employee Rules and Procedures

1) Minimize all chemical exposures.
2) Skin contact or inhalation of chemicals should be avoided.
3) Avoid underestimation of chemical hazards and risks. Read the GHS label and associated SDS for each chemical being handled.
4) Develop a firm goggle policy. Wear appropriate, approved, certified eye protection at all times. Chemical splash goggles must be worn any time chemicals, glassware or heat are used in the laboratory.
5) Never work alone in the laboratory, chemical storage or prep areas.
6) Flammable liquids require special attention. Never use these materials near any source of ignition, spark or open flame.
7) Never perform a first-time chemical demonstration in front of your class. Always perform first-time demonstrations in front of other instructors to evaluate the safety of the demonstration.
8) Never store chemicals over, under, or near a sink.
9) Only authorized personnel should be allowed in the chemical storeroom.
10) Have a 100% wool fire blanket easily accessible in case of an accident or fire.
11) Know the locations for all personal safety and emergency equipment—eyewash, shower, fire extinguisher and spill control materials. All safety and emergency equipment must be placarded.
12) Train all students on how to use all safety devices in the laboratory (e.g., eyewash, fire extinguisher, etc.) and teach all students and employees to find the safety devices quickly in an emergency.
13) Know appropriate procedure in the event of a power failure.
14) Know where and how to use master utility controls to shut off gas, electrical and water supplies.
15) Use a safety shield whenever an explosion or implosion might occur.
16) Read all chemical labels prior to use. Have appropriate spill control measures readily available based on the information in the SDS in case of an accidental release.
17) Know and understand the hazards of the chemical as stated in the SDS and other references.

18) Maintain an accessible, organized SDS library for all chemicals used or stored in the facility.

19) Use protective safety equipment to reduce potential exposure, i.e., gloves, respirators, fume hood, etc.

20) Do not smell or taste chemicals.

21) Know how to properly store all chemicals in their compatible chemical families. (Consult the *Flinn Scientific Catalog/Reference Manual* for details.)

22) Know proper procedures for transporting chemicals around the school.

23) Know and implement proper disposal procedures before ordering or using any chemical.

24) Know appropriate emergency procedures, evacuation routes, and fire emergency notification.

25) Know the proper procedure for contacting the authorities: when to contact, who to contact (school officials, nurse, 911), and how to contact (phone or intercom).

26) Know and understand the personal hygiene practices outlined in the Chemical Hygiene Plan.

B) General Laboratory Rules and Procedures

1) Create a written first aid policy; whether it says to treat, contact school nurse or call a physician. Your first aid policy must be written down and understood by school personnel.

2) Post emergency telephone numbers in the classroom/laboratory. Have a telephone or some means of emergency communication in the laboratory.

3) The laboratory should be well-ventilated (a ventilation fan that can remove the air a minimum of eight air changes per hour). Air for laboratory ventilation shall directly flow into the laboratory from non-laboratory areas and out to the exterior of the building. Ventilation must be checked a minimum of every three months. (See Federal Register, Vol. 55, No. 21, p 3332 4–f.)

4) All laboratories must have an eyewash capable of treating both eyes continuously for 15 minutes with copious quantities of potable water. These are plumbed in eyewash stations. The portable water bottle style 'eyewash' are not replacements for genuine eyewash stations but can be used to get you to an emergency eyewash location.

5) All teachers, employees, and students must be taught how to use the eyewash quickly in case of an emergency.

6) Eyewash effectiveness and operation should be inspected and activated at least every three months. Promptly repair any eyewash that does not meet the water flow requirements of ANSI Z358.1.

7) Safety showers or body drenches should be provided. Showers should be inspected and activated at least every six months. Promptly repair any shower or body drench that does not meet the water flow requirements of ANSI Z358.1.

8) Have appropriate types and sizes of fire extinguishers. ABC dry chemical fire extinguishers are appropriate for laboratories. Carbon dioxide fire extinguishers are not appropriate for laboratories. A Class D fire extinguisher should be available when working with flammable solids. Fire

extinguishers should be visually inspected monthly and maintained every six months. (Check local fire codes.)

9) All laboratories must have a 100% wool fire blanket available for spills and fire suppression. Understand how to safely use the fire blanket for each type of application safely.

10) An approved eyewash station, fire blanket, and fire extinguisher should be within 10 seconds (about 25 feet) of the chemical stores area.

11) Neutralizing chemicals, such as a spill kit, dry sand, Kitty Litter, and other spill control materials should be readily available. Understand how to deal with each specific type of spill as each type requires specific remediations (treat acid spills differently from caustic spills and differently from solvent spills)

12) All safety items must be visible and placarded as well as accessible. Employ these during lab activities.

13) In the event of an accident, when time allows, fill out an accident report describing the event in detail.

14) Read all labels carefully—the names of many chemicals look alike at first glance.

15) Be thoroughly familiar with the hazards, safety precautions, and disposal procedures before using any chemical. Study the SDS and GHS chemical label before using any chemical substance or solution.

16) Unlabeled products should not be stored anywhere in the school. Affix a GHS label in accordance with the state Right to Know or Hazard Communication Standard.

17) All exits must be clearly marked and unobstructed.

18) Keep all aisles clear and uncluttered at all times.

19) Access to exits, emergency equipment, and master utility controls must never be blocked.

20) Have an alternative evacuation route in the event your primary route becomes blocked.

21) Practice your emergency plans twice per semester or four times during the school year.

22) Do not use chipped, etched or cracked glassware. Glassware, which is chipped or scratched, presents a serious breakage hazard when heated or handled. Dispose of broken glass in a dedicated safety box.

23) Do not drink from lab glassware or other lab vessels.

24) No food in the laboratory. Do not eat, drink, or chew gum in the laboratory.

25) Do not apply cosmetics in areas where laboratory chemicals are present.

26) Do not run in the laboratory.

27) No horseplay, practical jokes, or pranks are allowed in the laboratory.

28) Do not operate electrical equipment with wet hands.

29) Never pipet by mouth. Use a pipet bulb or pump for these types of applications.

30) Thermometers must never be used as a stirring rod. Do not use mercury thermometers – these should be disposed of by a hazardous materials disposal company. Instead, use alcohol filled thermometers.

31) Avoid the use of contact lenses in the laboratory. If contact lenses must be worn, the science teacher must be informed so special precautions can be taken.

32) Never perform unauthorized laboratory experiments. Consult your CHO if you are uncertain.

33) Dispose of all chemicals properly. All disposal procedures used should conform to state and local regulations. (You can refer to the typical disposal methods in the Flinn Catalog/Reference Manual.)

34) All accidents or near accidents (close calls) should be carefully analyzed with the results distributed to all who might benefit. Use this opportunity as a teachable moment and learn from the experience.

35) Laboratories and storerooms must undergo annual inspection.

C) Personal Hygiene Guidelines

1) Do not apply cosmetics, eat, chew gum, or drink in the laboratory.

2) The use of tobacco or vaporizer products in the laboratory is prohibited.

3) Do not pipet by mouth—always use a pipet bulb or other appropriate suction device.

4) Clean work area thoroughly before leaving the laboratory.

5) Wash hands thoroughly after any chemical exposure and before leaving the laboratory.

6) Never smell chemicals directly; always waft the odors to your nose using your hand.

7) Foodstuffs, opened or closed, become part of your chemical supplies when brought into the laboratory, chemical prep, or storage area.

8) Never taste any substance to determine its identity.

D) Protective Clothing Requirements

1) Appropriate eye protection must always be worn by teachers, students, and visitors. Chemical splash goggles must be worn any time chemicals, glassware or heat are used in the laboratory.

2) All eye protection must meet ANSI Z87.1 Standard.

3) Wear eye protection and face shields when dealing with extremely corrosive liquids, (i.e., full strength acids and bases) and with alcohols, solvents, and fine powder substances.

4) Goggles should be cleaned/sterilized between uses. Many schools use a UV sterilization cabinet.

5) Wear gloves that offer protection for all hazards you may find in the lab. Check for holes every time you wear your gloves. Not all types of gloves are suitable for every chemical.

6) Always wear a full-length lab coat or a chemical-resistant apron when performing experiments, preparing chemical solutions, and during cleanup in the lab.

7) Do not wear open-toed shoes or sandals of any kind. Wear low-heeled shoes and always wear socks in the laboratory.

8) Wear a respirator with the appropriate cartridge if you feel you might exceed permissible exposure limits as specified in the SDS. Ensure that the respirator is fitted properly for your individual face structure.

9) Do not wear shorts—wear long pants.

10) Do not wear loose or baggy clothing—especially long sleeves. Secure all loose clothing.

11) Tie back long hair.

12) Avoid the use of contact lenses in the laboratory. If contact lenses must be worn, the science teacher must be informed so special precautions can be taken.

13) Do not wear hanging jewelry.

14) Secure a long or loose necktie.

15) Do not wear an absorbent watchstrap.

16) Inspect all protective safety equipment before use. If defective, do not use.

E) Housekeeping Rules

1) Keep all chemicals in a locked chemical prep and storage area. If chemicals are moved to the classroom for lab, they must be returned to their proper storage location at the end of the day's laboratory periods.

2) Waste materials require proper containers and labels. Ensure that accurate records are kept of wastes.

3) Do not store items in the fume hood. The storage of items in the fume hood is a fire hazard and decreases the efficiency of the fume hood.

4) Label ALL chemicals, even solutions. There is no small volume exemption. The label must include the following identifiers:

   a) Chemical name or identity of contents

   b) Concentration or Molarity

   c) Hazard information including target organs

   d) Name and address of the manufacturer or name of preparer and date of preparation

5) Access to exits, emergency equipment, and master utility controls should never be blocked.

6) Clean up all spills properly and promptly with appropriate spill cleaning measures.

7) Work and floor surfaces should be cleaned regularly and kept free of clutter and residues.

F) Spill and Accident Procedures

1) Remember **"NEAR"**

   Notify—Call for help.

   Evacuate—Get everyone to a safe location.

   Assemble—Assemble and take attendance of all students and employees.

   Report—Fill out a detailed accident report after the emergency is over.

2) Clean up spills immediately and thoroughly. Follow approved spill cleanup procedures—spills should only be cleaned up by approved personnel in protective gear.

3) A bucket of dry sand should be available to aid in providing traction on a slippery floor after a spill.

4) To make it easier to clean up, transport, and dispose, an absorbing agent, such as Kitty Litter, should be used to absorb a liquid spill or the use of a commercial laboratory spill absorbent may be used.

5) Neutralizer for both acid and base spills should be available in the event of a chemical spill.

6) A 100% wool fire blanket will contain and control a spill and its vapors if no other spill control materials are available.

G) Chemical Storage Rules and Procedures

1) Post emergency telephone numbers in the classroom/laboratory. Have a working telephone, intercom or some means of emergency communication in the laboratory.

2) Keep an updated inventory of all chemicals, their amounts and location. Stored chemicals should be examined annually for replacement, deterioration and chemical integrity. Your entire Chemical Hygiene Plan is based on the proper updated inventory always being available. This annual inspection of the chemicals needs to happen with a minimum of two people. Do not perform this activity on your own. Additionally, the chemical inventory should be stored in both the science department and the main office at the school, and ideally in electronic format so that it can be shared with emergency services.

3) Establish a procedure to update the chemical inventory by updating the quantity of each chemical as it is used or restocked. This procedure should be used by all teachers to ensure that the chemical inventory is always up to date.

4) Label all chemical solutions you make with the identity of the contents, date, concentration, hazard information, and your name.

5) Label all chemicals ordered with the purchase date. This will allow anyone to determine the age of a substance at a later time and facilitate chemical disposal timelines.

6) Establish a separate, secure, and locked storage area for chemicals.

7) Do not allow incoming shipments of chemicals to be opened and transported by school personnel other than qualified science teachers. The special and expensive shipping containers used are frequently discarded and may prove valuable for chemical storage. The required SDS sheets may also be misplaced or become separated from their respective chemical.

8) All chemicals should be stored in chemically compatible families (see *Flinn Scientific Catalog/Reference Manual* for details).

9) Determine the maximum amount of a chemical needed for two to three years of instruction and only order and store this amount. Minimizing your amount of chemicals on hand also minimizes disposal and storage issues including potential chemical interactions.

10) Store corrosives in appropriate corrosives cabinets. Caustics need to be stored safely in their own cabinet; Acids need to be stored in their own cabinet – but not all acids can be stored together (do not store nitric acid and acetic acid together as this may cause a combustible reaction)

11) All flammable materials should be stored in an approved flammables storage cabinet. Store your powdered flammables and solids (reactive metals) on the top shelf, and the flammable liquids on the lower shelves.

12) Do not store chemicals or chemical wastes under a fume hood.

13) Avoid storing chemicals on shelves above eye level. Maximum shelf height should be less than 72".

14) The storage area and cabinets should be labeled as to identify the hazardous nature of the products stored within. This will allow fire department officials to quickly see a potentially hazardous area.

15) Shelving above any work area, such as a sink, should be free of chemicals or other loose miscellany.

16) Shelving sections should be secured to walls or the floor to prevent tipping of entire sections.

17) Shelves should be equipped with affixed edge lips to prevent containers from rolling off.

18) Chemicals should not be stored on the floor except in approved shipping containers.

19) The chemical storage area should be ventilated by at least four changes of air per hour. Isolate the chemical storage exhaust from the general building ventilation system. Since organic vapors are heavier than air, the exhaust system must draw vapors from the floor.

20) Never store food in a laboratory refrigerator. Never store flammables in refrigerators unless the refrigerator is explosion proof. A spark from the compressor, thermostat, light bulb, or electrical switch in a household refrigerator or freezer can ignite vapors that build up inside.

21) Store all poisons or toxic compounds inside a locked chemical cabinet.

22) Only authorized personnel are allowed in the chemical storage area. Students should never be allowed in this area. Ensure that the prep area has signage indicating 'Authorized Personnel Only: No Students'

23) Avoid exposing chemicals to heat or direct sunlight.

Storage Requirements—Compressed Gas Handling Instructions

1) Compressed gases should be handled as high-energy sources, and therefore, as potential explosives.

2) Always protect the cylinder valve stem.

3) Avoid exposure of cylinders to heat. Do not store gas cylinders in direct sunlight.

4) Never lubricate, modify, force, or tamper with a cylinder valve.

5) Cylinders of toxic, flammable, or reactive gases should be used only under a fume hood.

6) Do not extinguish a flame involving a combustible gas until the gas is shut off—otherwise it can reignite—possibly causing an explosion.

7) Gas cylinders must be secured in place. The best way to secure a cylinder is with a chain that is securely attached to a wall. The gas cylinder must be protected from falling since this may damage or dislodge the valve.

Storage and Handling Requirements—Flammable Chemicals

1) Store all flammables in a dedicated flammables cabinet. This includes dry and liquid flammables.

2) Keep the flammable storage area cool, between 55 °F and 80 °F, at all times.

3) Store flammable materials away from all sources of ignition.

4) Store all flammable and combustible materials away from all oxidizers.

5) Never store flammables in refrigerators unless the refrigerator is explosion proof.

6) Avoid storing any chemicals, especially flammable materials, in direct sunlight.

7) A chemical storeroom that contains flammable materials should be equipped with an ABC fire extinguisher, fire blanket, and smoke detector.

8) Dispense flammable liquids from an operating fume hood.

Storage and Handling Requirements—Corrosive Materials

1) Store corrosives in appropriate corrosives cabinets.

2) If possible, keep certain items in the original shipping package, e.g., small containers (less than 500 mL) of acids and bases in the special and expensive Saf-Cube®.

3) Working with corrosive materials requires special eyewear. Wear chemical splash goggles when working with corrosives. Also, consider wearing a chemical splash face shield when handling corrosive materials. Additionally, ensure that you have the proper gloves to use when handling concentrated solutions.

4) If your corrosives cabinet has metal shelf clips, inspect these clips every three months. These shelf clips rust easily and may break, leading to a collapsed shelf. They require special attention.

5) Do not store glacial acetic acid and nitric acid next to each other in the corrosives cabinet.

6) Label all prepared acid and base solutions according to GHS with the name, concentration, hazard warning and date before storing them appropriately.

7) Always use plastic or rubber bottle carriers if transporting acids or bases from one room to another.

8) Dispense concentrated acid from within a fume hood. Always practice “Acid to Water” when diluting.

9) All corrosives that are more than 1M in concentration need to be properly labelled and stored in a corrosive cabinet. This is regardless of the bottle or vessel size. Under OSHA and GHS there is no small quantity exemption which means that ALL bottles must be labelled to be compliant in the laboratory.

H) Procedure—Specific Safety Rules and Guidelines (for extremely hazardous chemicals)

1) Use extremely hazardous chemicals only when their use is of educational value. If the risk exceeds the educational value, use a less hazardous alternative to achieve your curricular outcomes. If a chemical is commonly used in other laboratory activities, you can generally say it has educational value.

2) Use a fume hood when the permissible exposure limit (PEL) for a chemical is less than 50 ppm as indicated on the chemical's SDS.

3) Use carcinogens, mutagens, teratogens, and allergens only under a fume hood. Consider alternatives.

4) Handle toxic, corrosive, flammable, and noxious chemicals under a fume hood only.

5) Do not expose flammable liquids to open flame, sparks, heat, or any source of ignition, except under controlled laboratory conditions.

6) Only use flammable solids (sodium, potassium, lithium, etc.) in very small quantities. Use a safety shield when igniting flammable solids and ensure all safety precautions and PPE are used.

7) Water-reactive solids (sodium metal, potassium metal, etc.) should be stored under dry mineral oil to prevent any accidental contact with moisture including from the air.

8) Use extreme caution when handling finely divided (dust-like) material. Finely divided materials may form explosive mixtures with air.

9) Open cans of ether (ethyl ether) should be properly disposed of after use and not stored unless absolutely necessary. These can form dangerous peroxides and can be shock sensitive.

I) Prior Approval Procedures

There may be some procedures which require prior approval before an instructor attempts to perform them. These procedures must be determined by cooperation and communication between the Science Department and the Chemical Hygiene Officer.

J) Safety Equipment Inspection

There are many safety items necessary for compliance with the Laboratory Standard. They include, but are not limited to:

1) Eyewashes/Showers
2) Fire extinguishers
3) Goggles & Protective Eyewear
4) Respirators

One of the most important sections of the Laboratory Standard states that all safety equipment in the facility must always be in good operating condition. While the Laboratory Standard requires some

safety equipment and highly recommends other equipment, the standard is very clear on the point that if you have a piece of safety equipment, it must be functional at all times. This statement applies to all safety equipment, required or recommended.

1) Goggles must always be accessible, clean and functional as well as certified to the ANSI Z-87.1.

2) Laboratory ventilation must meet the standard of eight air changes per hour and must be tested quarterly. *(Prep areas only require 4 air changes per hour due to the lower number of people potentially in this area vs a laboratory classroom setting*)

3) Fire extinguishers must be of the right type, dry chemical ABC, and they must be regularly inspected.

4) Eyewashes must be functional and flushed at least once a month.

5) Emergency showers or body drenches should be functional and tested at least once every six months.

6) Fume hoods must be operational at the level of 70–100 linear feet per minute as measured by a vaneometer or a velometer. Fume hoods should be tested every three months.

7) A respirator must be fit-tested and the appropriate cartridges must be available for employees.

All of the above items and all safety equipment must be thoroughly inspected every three months at the minimum. Any safety equipment failing this quarterly inspection or reported to be out of order at any time must be repaired immediately. Any safety equipment found to be out of order is a serious violation of the Laboratory Standard. Remember to document the inspection, including the date and initials of the inspector.

II. Employee Training

Norwayne High School provides ongoing training sessions for our employees. Our training includes:

A) Content and location of this Chemical Hygiene Plan and The Laboratory Standard.

B) Potential hazards involved in using chemicals.

C) Signs and symptoms of overexposure to chemicals. How to detect potentially harmful exposures before they are harmful.

D) Location and availability of chemical Safety Data Sheets (SDS).

E) Understanding of the permissible exposure limits (PELs) used in the school.

F) The proper use and location of all safety equipment.

G) The proper storage and labeling of laboratory chemicals.

III. Exposure Evaluation

It is the communicated policy of Norwayne High School to investigate all suspected overexposures to chemicals in a prompt and timely fashion.

In the event of an overexposure, after the immediate event, all chemicals and circumstances involved in

the overexposure will be documented. This information should be used to change safety practices to further improve lab safety. It is the school's obligation to maintain these files and make them accessible to the employees.

Signs of overexposure are numerous; they include:

A) Accidental breakage of a hazardous material container.

B) A skin rash or irritation resulting from contact with a chemical.

C) Corrosive splash to eyes, face or body.

D) Symptoms such as nausea, dizziness, and others.

If monitoring of the air is determined to be necessary, the results of the monitoring must be made available to the employees within two weeks of the testing.

IV. Medical Evaluations

It is the policy of Norwayne High School to make medical consultation and examination available to our employees when:

A) Any sign or symptom of an overexposure to a chemical is present.

B) Monitoring has indicated an overexposure to a chemical has occurred.

C) There has been a spill or uncontrolled release of chemical fumes.

The school will provide the physician with the names of the chemicals used, circumstances of the exposure, and all signs and symptoms of the exposure.

The medical examinations dealing with the overexposure must be documented and other employees working under the same conditions must be notified. All documentation must be kept on file and accessible by other employees working in this area.

All medical examinations and consultations shall be performed by or under the direct supervision of a licensed physician and shall be provided without cost to the employee, without loss of pay.

V. Monitoring

Monitoring will be necessary for substances regulated by a standard only if there is reason to believe that exposure levels for that substance routinely exceed the PEL for that substance. If you have no cause to suspect a hazard or an exposure, no monitoring is necessary.

If monitoring is performed and this initial monitoring shows no evidence of exposure, the monitoring may be discontinued. If initial monitoring indicates an exposure, steps must be taken immediately to reduce the exposure to permissible limits. Monitoring must then be performed periodically to verify that the steps to reduce the exposure have been effective. Monitoring may be terminated after complying with the applicable standard for the hazardous material.

All monitoring results and activities shall be fully accessible and in full knowledge of the employee(s).

VI. Emergency Evacuation Plan

Establish a chain of communication. John tells Sally, Sally tells Bill, Bill notifies the office, the office notifies the fire department, etc. Remember, notify before proceeding to handle the incident. It is often better to notify someone else than to proceed in addressing the problem by yourself.

Evacuation may or may not be necessary depending on the incident. Once it has been determined that evacuation is necessary, proceed in an orderly fashion as you would in a fire drill evacuation. Send everyone to a pre-designated area and then count heads to make sure everyone is out of the building.

Proper evacuation procedures must be thoroughly planned, detailed in writing, and properly communicated in advance. In case of an emergency, you will not have time to determine “What do I do next?” This evacuation plan will be part of the Chemical Hygiene Plan.

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 the school has been built radon resistant or has been tested for radon within the past five years.

3. An asbestos management plan including evidence of inspection for asbestos within three years, evidence of periodic surveillance within the past six months and a copy of the yearly written notice to the public referencing asbestos inspection and the availability of the asbestos management plan for review.

4. 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 the school building or on the school grounds for cleaning, maintenance or instruction. (These must be kept where the chemicals are stored in addition to the central office of each building.)

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: January 5, 2015]
[Revised: March 26, 2018]

File: EBCD

EMERGENCY CLOSINGS

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

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

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

[Adoption date: February 24, 2003]
[Revision date: June 23, 2014]
[Revision date: March 27, 2017]
[Revision date: April 26, 2021]

LEGAL REFS.: ORC 3313.48; 3313.482;

CROSS REFS.: EBC, Emergency Management and Safety Plans
IC/ICA, School Year/School Calendar
ID, School Day

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

EMERGENCY CLOSINGS

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

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

The plan must include:

1. the number of days the District plans to make up via online lessons (maximum of three);

2. a statement requiring each classroom teacher to develop enough lesson plans to cover the number of makeup days specified in the plan;

3. a statement requiring the District to make the lessons available to students on the District's website as soon as practicable after school closure;

4. a statement granting students a two-week period from the date of posting to complete the lesson;

5. a statement specifying that teachers will grade the online lessons in the same manner as other lessons and that students may receive an incomplete or failing grade if the lesson is not completed on time;

6. a statement allowing students to work on posted lessons at school after it reopens if the student does not have access to a computer at his/her residence. The District may provide the student access to a computer before, during or after the regularly scheduled school day, or may provide a substantially similar paper lesson. Students without access to a computer at home are granted two weeks from the date of reopening, rather than the date of posting, to complete the lesson and

7. a statement indicating whether the District will utilize blizzard bags in addition to posting classroom lessons online. Blizzard bags are paper copies of the online lessons. If the District uses blizzard bags, teachers must also prepare paper copies of the online lessons, and the Board's plan must specify the method of distributing the blizzard bags, which may include distribution by a set deadline or distribution prior to an anticipated school closure.

[Approval date: June 23, 2014]
[Revision date: April 26, 2021]

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.

LEGAL REFS.: ORC 117.01
ORC 117.103
ORC 124.341
ORC 4113.52

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

[Adoption Date: October 28, 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 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

PROTECTION FOR REPORTING SAFETY AND FRAUD VIOLATIONS
(Whistleblowers)

State law contains a number of provisions concerning the reporting of safety and fraud violations. The following regulation gives a brief overview of these provisions.

1. Safety Violations

A. Awareness and reporting of a violation

If an employee becomes aware of a violation of any State or Federal law, or any Board policy or regulation that the District has authority to correct, and the employee reasonably believes that the violation is a criminal offense that is likely to cause an imminent risk of physical harm, a public health or safety hazard, a felony or an improper solicitation for a contribution, the employee shall orally notify his/her supervisor or other responsible administrator of the violation and subsequently file with the supervisor or administrator a written report that provides sufficient detail to identify and describe the violation.

B. Not correcting the violation

If the District does not correct the violation or make a reasonable and good faith effort to correct the violation within 24 hours after the oral notification or the receipt of the report, whichever is earlier, the employee may file a written report that provides sufficient detail to identify and describe the violation with the city or county prosecutor where the violation occurred, with a peace officer, with the inspector general if the violation is within the inspector general's jurisdiction, or with any other appropriate public official or agency that has regulatory authority over the District.

C. Notifying the employee

If an employee makes a report, the employer, within 24 hours after the oral notification was made or the report was received or by the close of business on the next regular business day following the day on which the oral notification was made or the report was received, whichever is later, shall notify the employee, in writing, of any effort of the employer to correct the alleged violation or hazard, or of the absence of the alleged violation or hazard.

D. Reporting fellow employees' violations

If an employee becomes aware of a violation by a fellow employee of any State or Federal law, any Board policy or regulation or any work rule or procedure, and the employee reasonably believes that the violation is a criminal offense that is

likely to cause an imminent risk of physical harm, a public health or safety hazard, a felony or an improper solicitation for a contribution, the employee shall orally notify his/her supervisor or other responsible administrator of the violation and subsequently shall file with that supervisor or administrator a written report that provides sufficient detail to identify and describe the violation.

E. Retaliation

The District shall not take any disciplinary or retaliatory action against an employee for making any authorized report or having made any inquiry or taken any other action to ensure the accuracy of any information reported.

The District shall not take any disciplinary or retaliatory action against an employee for making any authorized report if the employee made a reasonable and good faith effort to determine the accuracy of any information so reported, or as a result of the employee's having made any inquiry or taken any other action to ensure the accuracy of any information reported.

Disciplinary or retaliatory action by the District includes, but is not limited to:

i. removing or suspending the employee from employment;

ii. withholding from the employee salary increases or employee benefits to which the employee is otherwise entitled;

iii. transferring or reassigning the employee;

iv. denying the employee a promotion that otherwise would have been received or

v. reducing the employee in pay or position.

F. Accuracy of reports

The employee shall make a reasonable and good faith effort to determine the accuracy of any information reported. If the employee fails to make such an effort, the employee may be subject to disciplinary action, including suspension or removal, for reporting information without a reasonable basis to do so.

G. Legal remedies for retaliation

If the District takes any disciplinary or retaliatory action against the employee as a result of the employee's having filed a report, the employee may bring a civil action in the Court of Common Pleas for appropriate injunctive relief or for the remedies set forth in the next paragraph, or both, within 180 days after the date the disciplinary or retaliatory action was taken.

The court, in rendering a judgment for the employee, may order, as it determines

appropriate, reinstatement of the employee to the same position that the employee held at the time of the disciplinary or retaliatory action and at the same site of employment or to a comparable position at that site, the payment of back wages, full reinstatement of fringe benefits and seniority rights or any combination of these remedies.

The court also may award the prevailing party all or a portion of the costs of litigation and, if the employee who brought the action prevails in the action, may award the prevailing employee reasonable attorney's fees, witness fees and fees for experts who testify at trial, in an amount the court determines appropriate. If the court determines that the District has deliberately retaliated, the court, in making an award of back pay, may include interest.

2. Fraud Violations

A. Reporting of a fraud violation

If an employee becomes aware of fraud, including the misuse of public resources by a public office or public official, the employee may file a written report identifying the fraud or misuse with his/her supervisor or responsible administrator or file a complaint with the Auditor of State's (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 AOS's fraud-reporting system, report it to a prosecuting attorney, director of law or chief legal officer with the appropriate jurisdiction.

B. Retaliation

The District shall not take any disciplinary action against an employee for filing a report if the employee made a reasonable effort to determine the accuracy of any information in the report.

Disciplinary or retaliatory action by the District includes, but is not limited to:

i. removing or suspending the employee from employment;

ii. withholding from the employee salary increases or employee benefits to which the employee is otherwise entitled;

iii. transferring or reassigning the employee;

iv. denying the employee a promotion that otherwise would have been received or

v. reducing the employee in pay or position.

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 pursue relief and remedies in accordance with all applicable statutory procedures.

[Adoption Date: October 28, 2024]

CRISIS MANAGEMENT

A crisis can occur at any time and has the ability to make a significant impact on members of the community. A crisis is defined as any event which threatens the actual safety and security of students, employees or visitors of the District or whose impact threatens the feeling of safety and security, both of which are detrimental to a positive learning environment.

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

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

1. the primary goal of preventing a crisis from occurring;

2. appropriate means of dealing with a crisis in the District, including who shall serve as the primary spokesperson for the District and the steps in which the plan shall be carried out and

3. assessment of the way the crisis was handled with suggestions for improvement in the future, if necessary.

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

Automated External Defibrillators (AEDs)

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

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

[Adoption date: February 24, 2003]
[Revised: November 22, 2004]

LEGAL REF.: ORC 2305.235; 3313.20; 3313.717; 3314.16; 3701.85
CROSS REFS.: EBC, Emergency Management and Safety Plans
GBE, Staff Health and Safety
JHF, Student Safety
KBCA, News Releases
Emergency Plans Handbook

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

General

1. Children and adolescents are at low risk for sudden cardiac arrest.

2. AEDs are not currently recommended for use in children under eight years of age or under 80 pounds. However, there are vendors that sell AEDs for children in this age and weight group.

3. Sudden death related to undetected heart anomalies appears to occur most often in high school athletes.

4. Teaching staff, school support staff and other adults use school buildings and attend school-sponsored events.

5. Adults over age 50 are five times more likely to experience sudden cardiac arrest than children and adolescents.

Specific

1. The age and cardiac histories of school staff.

2. The types of activities and events hosted in the school buildings and the populations in attendance.

3. The types of policies and procedures that are already in place to support student and staff wellness; e.g., required physical exams and injury prevention efforts.

4. The attention currently given to the use of protective sports equipment and equipment safety measures.

5. Whether there is a history of student or staff deaths.

6. The availability and response times for emergency medical services including 911 access and AED availability among first responders such as police, ambulance and fire departments.

7. The relative effectiveness of the District's current crisis plan in dealing with sudden cardiac and other emergencies, and how the use of AEDs would fit in with the rest of the crisis plan.

8. Consideration of legal issues such as informed consent.

Key Elements

1. A core emergency response team of trained personnel, including the school nurse, and a method to activate this team.

2. A well-defined emergency plan that clearly states all policies and procedures relative to the use of an AED.

3. Strategic placement and availability of the AED unit(s), preferably within four to five minutes of those needing the AED.

4. A rapid and effective communication system, especially regarding events held at remote locations.

5. Training of appropriate staff in CPR, including the use of an AED.

6. Regular maintenance of the AED unit(s) according to the manufacturer's specifications.

7. Periodic testing and repair replacement of nonfunctioning units.

8. Reporting the use of an AED to a collaborating emergency healthcare provider, who in turn is required to report to the regional Emergency Medical Services Council.

9. Physician oversight.

PROCUREMENT AND ADMINISTRATION OF OVERDOSE REVERSAL DRUGS

The Board may authorize the procurement and use of overdose reversal drugs in the District under Ohio Revised Code (RC) 3715.50. When the District maintains a supply of overdose reversal drugs for use in emergency situations, in compliance with State law, the following procedures apply.

"Overdose reversal drug" means both of the following:

1. Naloxone;

2. Any other drug that the state board of pharmacy, through rules adopted in accordance with RC Chapter 119, designates as a drug that is approved by the Federal Food and Drug Administration for the reversal of a known or suspected opioid-related overdose.

If the District maintains a supply of overdose reversal drugs for use in emergency situations, the District does all of the following:

1. Compiles with the requirements of RC 3715.50(C)(1);

2. Maintains the overdose reversal drug in a secure location that is easily accessible to school employees or contractors;

3. Stores each school's supply of the overdose reversal drug in a secure location that is easily accessible to school employees or contractors;

4. Provides appropriate training regarding the supply's maintenance and drug's use that school employees or contractors may be required to complete including, but not limited to:

    A. risk factors for opioid overdose;

    B. signs and symptoms of opioid overdose;

    C. response to opioid overdose, including calling 9-1-1;

    D. procedures for assembling and administering overdose reversal drugs;

    E. information on overdose reversal drugs, including possible adverse reactions;

    F. use of universal precautions;

    G. reporting the incident in accordance with District policy;

H. ensuring that the individual experiencing the overdose is transported to the emergency department;
I. notifying the appropriate student services; and
J. providing available resources for substance use disorders, as appropriate.

Donations

The Board may accept donations of money from any person or entity to purchase overdose reversal drugs and can only use donations for that purpose. The Board directs the Treasurer/designee to track the expenditure of donated funds.

Reporting and Parental Notice

As soon as practicable after using an overdose reversal drug in an emergency situation, the Superintendent must report its use to the Board and the parent or guardian of the student to whom the drug was administered. The Superintendent annually reports District use of overdose reversal drugs in emergency situations to the Ohio Department of Education and Workforce.

If the Superintendent determines that a persistent pattern of overdoses in the District has emerged, the Superintendent must notify the parent or guardian of each student enrolled in the District.

Immunity

So long as the District maintains a supply of overdose reversal drugs in compliance with State law and follows the outlined procedures in good faith, the following immunities apply:

1. The District and its employees are not subject to administrative action or criminal prosecution and is not liable for damages in a civil action for injury, death, or loss to person or property for an act or omission that arises from exercising the authority granted by State law.

2. After an overdose reversal drug has been dispensed, the District and its employees are not liable for or subject to any of the following for any act or omission of the individual to whom the drug is dispensed or personally furnished: damages in any civil action, prosecution in any criminal proceeding, or professional disciplinary action.

This does not eliminate, limit, or reduce any other immunity or defense that the District and its employees may be entitled to under section 9.86, RC Chapter 2744, section 4765.49, or any other RC provision or State common law provision.

[Adoption date: February 23, 2026]
[Revised: April 27, 2026]

LEGAL REFS.: ORC Chapter 119
3313.7119
3715.50

BUILDINGS AND GROUNDS SECURITY

Buildings and grounds constitute one of the greatest investments of the Board. It is in the best interest of the District to protect such investments.

Security includes maintenance of a secure building, protection from fire hazards, faulty equipment and unsafe practices in the use of electrical, plumbing and heating equipment. The Board shall cooperate with local law enforcement agencies and fire departments and with insurance company inspectors.

Access to buildings and grounds outside of regular school hours is limited to personnel whose work requires such access. A security control system is established which limits access to buildings to authorized personnel and guards against entrance to buildings by unauthorized persons.

Surveillance Equipment

The Board recognizes the District's responsibility to maintain order and discipline on school property and in school vehicles. Recognizing the value of electronic surveillance systems in monitoring activity, the Board directs the administration to develop regulations to implement the surveillance program. The regulations must be in compliance with law to protect the privacy rights of students and staff.

1. Cameras
   Surveillance cameras may be used both inside and outside of buildings to assist in the security of students, staff and property.

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

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

[Adoption date: February 24, 2003]
[Revised: February 28, 2006]

LEGAL REF.: The Elementary & 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 Management and Safety Plans
JFCJ, Weapons in the Schools
JFG, Interrogations and Searches
JO, Student Records
KK, Visitors to the Schools

BUILDINGS AND GROUNDS SECURITY

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

Cameras

1. The administration notifies its students and staff that camera surveillance may occur on school property or in school vehicles. Notices are placed in student and staff handbooks.

2. The use of cameras in transportation vehicles is supervised by the building principals and the transportation supervisor.

3. The use of cameras is subject to District policies concerning the confidentiality of student and staff records.

4. Surveillance cameras are used only to promote the order, safety and security of students, staff and property.

Portable Metal Detectors

Notices are posted at each main doorway and in student handbooks explaining that weapons are not permitted at school and that students may be required to submit to a metal detector check.

1. Prior to beginning metal detector checks, an administrator or law enforcement officer explains the process to the student body, emphasizing that checks are intended to maintain a safe school environment.

2. The administrator or officer checks each student by visually searching his/her locker and having them bring contents to a check point.

3. The administrator or officer will ask the student to remove all metal-containing objects from his/her clothing and personal effects. The administrator/officer scans the student without touching him/her, as well as the student's personnel effects. Scan of the student's person is done by an adult who is the same sex as the student. If the student refuses to cooperate, the administrator/officer may proceed with the check in the presence of another adult.

4. If the metal detector is activated during scanning of the student's effects, the administrator/officer opens the student's bag, purse, etc. and looks for weapons. If the detector is activated during scanning of the student's person, the student is given a second opportunity to remove any metal-containing object from his/her person.

5. If the metal detector is again activated, a same-sex administrator/officer conducts a pat-down search of the student's outer clothing in the area where the metal detector was activated. If the administrator/officer feels an object on the student's person, the student is given an opportunity to remove the object. If the student refuses, the administrator/officer escorts the student into a private room and removes the object from the student in the presence of an adult witness of the same sex.

6. If a properly conducted search yields a weapon or any other illegal material, it is turned over to the proper legal authorities for ultimate dispositions.

[Approval date: February 28, 2006]

VANDALISM

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

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

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

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

[Adoption date: February 24, 2003]

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

BUILDINGS AND GROUNDS MAINTENANCE

A continuing program for the maintenance of buildings and grounds, designed to preserve the capital investment and prevent deterioration, shall be the general responsibility of the Board through its buildings and grounds committee. The program shall provide for:

1. maintenance and preventive maintenance;
2. buildings and grounds improvements and additions;
3. an adequate custodial program;
4. repairs to equipment and painting and
5. determination of obsolete equipment.

Building administrators shall supervise maintenance and custodial services in their buildings and report maintenance needs.

[Adoption date: February 24, 2003]

ENERGY CONSERVATION

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

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

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

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

[Adoption date: February 24, 2003]

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

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

File: ECG

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. provide the healthiest learning environment possible by preventing unnecessary exposure of children and staff to toxic pesticides;

2. promote safer alternatives to chemical pesticides while preventing economic and health damage caused by pests;

3. ensure that clear and accurate notification concerning the use of pesticides is given so that measures may be taken to prevent and address pest problems effectively without endangering the health of those within the school building and;

4. reduce the need for reliance on chemical pesticides.

The Board directs the administration to develop regulations that detail cost-effective strategies that reduce the use of pesticides that pose health risks to students and staff. The regulations must include procedures for the identification of pests and conditions that attract pests, prevention and monitoring techniques, education and training, approved least toxic chemical use and prenotification 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 non-chemical methods that are designed to control pests effectively while minimizing potential exposure to students and staff.

[Adoption date: February 24, 2003]
[Revised: March 31, 2008]

LEGAL REFS.: Public Employment Risk Reduction Program; ORC 4167.01 et seq.
ORC 921.01; 921.06; 921.16; 921.18
OAC 901:5-11-14 and 5-11-15

CROSS REFS.: EB, Safety Program
EBAA, Reporting of Hazards
EBC, Emergency Management and Safety Plans
GBE, Staff Health and Safety

Norwayne Local School District, Creston, Ohio

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 distributed to students and staff in District handbooks and to 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 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.

Prenotification

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.

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

1. An Integrated Pest Management Program (IPMP) is developed and implemented to reduce the use of pesticides. Lawn care standards including mowing height and frequency, aeration, overseeding and fertilization are implemented to improve turfgrass density and reduce weed growth.

2. Structural and lawn chemicals such as insecticides, herbicides and fertilizers are chosen with as low a level of toxicity as practical. The least toxic or organic formulation with the safest method of application is selected when there is a choice of products with comparable cost and effectiveness. Products labeled "caution" are to be preferred over products labeled "warning" or "danger."

3. Long-term storage of chemicals is kept to a minimum. Since many chemicals lose effectiveness with storage, and storage further increases risk, only enough of the product for a given application is purchased. All materials are stored in accordance with label instructions. All products and application equipment are stored in a separate facility away from classrooms and food preparation or storage areas. Storage facilities are kept inaccessible to students and the general public and are clearly marked as pesticide storage areas.

4. All chemicals have complete label instructions and remain in the original containers until used. Material Safety Data Sheets (MSDS) and sample labels for lawn chemicals are kept on file in the District and are readily available to anyone who must handle such materials or who may be exposed to the product. Structural pesticide labels and MSDS are filed in the District as well.

5. All applications of pesticides and fertilizers are made in strict compliance with the label instructions, and under no circumstances do the product concentrations exceed those specified in the application instructions.

6. An annual written plan of seasonal applications is distributed to building administrators and kept on file in the District. The plan contains the following information:

A. the season of the application;
B. the purpose of the application;
C. the product to be used;
D. the formulation of the product;
E. an estimate of the amount of product to be used;
F. the District site and specific area to be treated;
G. the type of equipment to be used and
H. any requirements necessary to comply with the Ohio Department of Agriculture and the Ohio Environmental Protection Agency regulations, including any warning or notification signs.

7. All chemicals and organic products are applied at times that individuals are not in the immediate area or scheduled to use District facilities within the restricted entry limitations identified on the product label.

8. A sign is posted on each affected site seven days prior to the target application date identified in the seasonal application plan to notify staff and residents of pending applications. The sign includes a phone number to call to request additional information.

9. Treated school grounds are posted with a sign identifying the date and time of the application, product used and re-entry date and time. Signs remain posted for 24 hours after the expiration of the re-entry date and time.

10. Records are kept in the District following each application and contain the following information:

A. name of certified applicators supervising the application and name of trained service technicians making application;
B. application and re-entry dates;
C. District site and specific areas treated;
D. pests controlled;
E. size of site treated;
F. trade name (brand name) and EPA registration number of chemicals used;
G. total amount of each chemical used;
H. rate of application and concentration of chemical formulation applied;
I. type of equipment used;
J. time of day, including the time of starting the actual application and the time of completion or, if uncompleted, the time when operations ceased for the day and
K. wind direction and velocity, air temperature and other weather conditions when applicable.

11. District employee(s) responsible for handling and applying pesticides are required to have a valid pesticide application license issued by the Ohio Department of Agriculture, or must work under the direct supervision of a licensed applicator as permitted by ODA guidelines.

12. No school support groups, i.e., PTA, PTO, Athletic Boosters, etc., are permitted to apply chemicals on District property.

13. Any contracted services requiring the use of pesticides or any other chemicals must abide by Board policy and administrative regulations.

[Approval date: February 24, 2003]
[Revised: March 31, 2008]

File: EDC

AUTHORIZED USE OF SCHOOL-OWNED MATERIALS

School District materials and equipment may not be used for private profit or personal reasons by staff members or outside groups. The Board, however, shall permit school materials and equipment to be loaned to staff members when the use is related to their employment or professional activities; to students when the use is in connection with their studies or extracurricular activities; and to outside groups when a competent operator from the school accompanies and operates the equipment.

[Adoption date: February 24, 2003]

LEGAL REF.: ORC 3329.09

CONTRACT REF.: NCLEA Agreement, Art. VIII, Section B

COMPUTER/ONLINE SERVICES
(Acceptable Use and Internet Safety)

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

Computers and use of the District network or online services support learning and enhance instruction, as well as assist in administration. For purposes of this policy, computers include District-owned desktop computers, laptops, tablets and other mobile computing devices.

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

1. violating the conditions of State and Federal law dealing with students' and employees' rights to privacy, including unauthorized disclosure, use and dissemination of personal information;

2. using profanity, obscenity or other language that may be offensive to another user or intended to harass, intimidate or bully other users;

3. accessing personal social networking websites for non-educational purposes;

4. reposting (forwarding) personal communication without the author's prior consent;

5. copying commercial software and/or other material in violation of copyright law;

6. using the network for financial gain, for commercial activity or for any illegal activity;

7. 'hacking' or gaining unauthorized access to other computers or computer systems, or attempting to gain such unauthorized access;

8. accessing and/or viewing inappropriate material and

9. downloading of freeware or shareware programs.

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

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

The Board does not condone the use of such materials. Employees, students and parents of students must be aware that the privileges to access online services are withdrawn from users who do not respect the rights of others or who do not follow the rules and regulations established. A user's agreement is signed to indicate the user's acknowledgment of the risks and regulations for computer/online services use. The District has implemented technology-blocking measures that protect against access by both adults and minors to visual depictions that are obscene, child pornography, or, with respect to the use of computers by minors, harmful to minors. The District 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 a lewd exhibition of genitals and;

3. taken as a whole, lacks serious literary, artistic, political or scientific value as to minors.

The District will educate minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response. These lessons will be taught in the second, sixth and ninth grades and as needed for remediation. 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 time a revision is made to the policy 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 outlines 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 to 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);

3. 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 devise, 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: February 24, 2003]
[Revised: January 5, 2015]
[Revised: December 21, 2020]
[Revised: October 28, 2024]
[Revised: October 27, 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

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 and Dating Violence)
Staff Handbooks
Student Handbooks

File: EDE-E

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: _____

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 (e-mail) 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.

[Approval date: January 5, 2015]
[Revision date: December 21, 2020]

File: EDEB

USE OF ELECTRONIC COMMUNICATIONS EQUIPMENT BY STUDENTS
(Bring Your Own Technology)

Providing students and staff with a 21st Century digital learning environment is part of the technology plan for Norwayne Schools. With the explosion of personal electronic devices over the past few years, the District feels that allowing students to use these devices in school would be a benefit to their education.

Beginning with the 2011-12 school year, the District will allow middle school and high school students to bring their own technology devices (such as laptops, e-Readers, i-Pads, etc.) to use at specified times during the school day. Cell phones and "smart" phones are a separate category addressed in the Student Handbook for the High School and Middle School.

Use of devices to enhance learning in the classroom will be pursued when deemed appropriate at individual teacher's discretion. Students should be aware that these devices should be used for educational purposes only. Each teacher will have the discretion to limit or forbid the use of students' personal electronic devices in their classroom.

[Adoption date: June 25, 2012]
[Revised: January 5, 2015]

LEGAL REFS.: ORC 3313.20; 3313.753

CROSS REFS.: AC – Nondiscrimination
EDE – Computer/Online Services (Acceptable Use and Internet Safety)
JFC – Student Conduct (Zero Tolerance)
JFCEA – Gangs
JFCF – Hazing and Bullying (Harassment, Intimidation and Dating Violence)
Student Handbooks

USE OF ELECTRONIC COMMUNICATIONS EQUIPMENT BY STUDENTS
(Bring Your Own Technology)

When using their own technology device, students must follow the guidelines below:

1. Students using their own electronic device must use only the "StudentAccess" wireless Internet access provided by the District. The "StudentAccess" wireless Internet access is filtered so that students cannot access inappropriate materials during the school day or on school property. Internet connections from outside sources allowing for 3G or 4G access are not permitted on school grounds in order to ensure a safe, filtered access to the Internet. When granting Internet access to students on school grounds, the District must abide by the Children's Internet Protection Act.

2. Students must not create/publish/submit or display any materials/media that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal and should report any instances encountered.

3. Students may not use the camera feature on their electronic device to capture, record or transmit audio, video or still photos of other students, faculty or staff without explicit permission being given by the subject of the video or photo. Students violating this provision may have their device confiscated and held by the administration. Additional consequences may apply depending on the severity of the violation.

4. Students may never use their electronic device in restrooms or locker rooms.

5. Use of a student's electronic device in the classroom or at any school-sponsored event is done at the discretion of the administration, faculty and staff.

6. Students are responsible for keeping their personal electronic devices safe and secure. The District is not responsible for any device lost or damaged while on school property.

7. Using your personal electronic device is a privilege, not a right. Students may be denied access at any time. As with other personal property brought to school, students should not have an expectation of privacy on personal electronic devices brought onto school property. If improper use of the technology or abuse of this policy is suspected, the administration, faculty and/or staff have the right to examine the student's electronic device.

8. Students must never use their personal electronic device to access, modify, download, or install computer programs, files or information belonging to others.

9. Students using personal electronic devices will not be given access to school district printers, copiers or servers. If a student wants to utilize these devices, the student will need to transfer his/her work to a school-owned computer or device.

10. The District will only provide technical support for school-owned devices.

11. The District will not provide users of personally owned devices the opportunity to charge those devices on school property.

12. Any disciplinary action that occurs due to a student's electronic device being used improperly will be dealt with at the discretion of the building administrator as prescribed in the Student Handbook.

[Approval date: June 25, 2012]
[Revised: January 5, 2015]

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 train staff and students on the requirements of this policy, other District policies and procedures regarding data privacy and management, 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: July 23, 2024]
[Revised: April 27, 2026]

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 transportation to all elementary and secondary school students to the extent determined by the administration in accordance with all statutory obligations and approved by the Board. All regulations governing student transportation are in accordance with the Ohio School Bus Operation Regulations issued by the Ohio Department of Education, the Ohio State Highway Patrol and the Ohio Department of 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 transportation program is under the direction of the transportation supervisor who is responsible to the Superintendent. 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: February 24, 2003]
[Revised: February 10, 2014]
[Revised: April 25, 2016]
[Revised: January 8, 2018]

[Revised: October 28, 2019]
[Revised: October 25, 2021]
[Revised: November 24, 2025]

LEGAL REFS.: ORC 3327.01 through 3327.10; 3327.015; 3327.016
4511.76 through 4511.78
OAC 3301-83

CROSS REFS.: EEAA, Eligibility Zones for Pupil Transportation
EEAC, School Bus Safety Program

ELIGIBILITY ZONES FOR PUPIL TRANSPORTATION

The Board provides transportation for resident elementary students in grades kindergarten through eight, who live more than two miles from school, and for all students with physical or mental disabilities that make walking impossible or unsafe.

The administration designates and the Board approves areas of residence from which students are provided transportation to schools. The Board may create exceptions to the established eligibility zones.

Resident students attending a joint vocational school are provided with transportation to the program from the high school they are assigned to.

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

[Adoption date: February 24, 2003]
[Revised: February 10, 2014]

LEGAL REFS.: ORC 3327.01; 3327.011; 3327.015
OAC 3301-51-10

CROSS REF.: EEA, Student Transportation Services

SCHOOL BUS SCHEDULING AND ROUTING

Bus routes shall be determined annually for each school area by the Transportation Coordinator in cooperation with the respective building principals. Bus drivers, the Superintendent and the Board's transportation committee may be involved in this process as well. The final determination as to bus routes shall be made by the Board. The following factors should be considered in setting up a bus route:

1. safety factors;
2. economy;
3. convenience to bus drivers and students and
4. equalization of time for students.

Inquiries and complaints relative to bus routes should be channeled through the site administrator to the Transportation Coordinator and ultimately, to the Board through the transportation committee.

[Adoption date: February 24, 2003]

LEGAL REFS.: ORC 3327.01; 3327.03; 3327.12

CROSS REF.: KL, Public Complaints

SCHOOL BUS SAFETY PROGRAM

The primary consideration in all matters pertaining to transportation is the safety and welfare of student riders. Safety precautions shall include the following.

1. The transportation program meets all State requirements regarding the testing and approval of bus drivers, standards for buses and safe speeds.

2. 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 divers 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 feasible, so that students from several homes can meet safely at a central point for group pickup. 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 conditions.

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 delay 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 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 twelve are instructed in safety procedures in accordance with State law.

7. Passengers participating in non-routine use of school buses will receive safety instructions at the beginning of the bus trip in accordance with State law.

[Adoption date: February 24, 2003]
[Revised: February 10, 2014]
[Revised: April 25, 2016]
[Revised: December 22, 2025]

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

CROSS REF.: EB, Safety Program
EEA, Student Transportation Services
EEAD, Non-Routine Use of School Buses
GBQ, Criminal Records Check
IICA, Field Trips

BUS DRIVER EXAMINATION AND TRAINING

The Board encourages the District's bus drivers to participate in ongoing training and development programs.

Upon affirmative vote of the Board, the school system may underwrite all or portions of the participant's fee for such programs.

[Adoption date: February 24, 2003]

LEGAL REF.: ORC 4511.75 et seq.

CONTRACT REF.: OAPSE Agreement, Article VI, Transportation, Sec. 2

File: EEACC (Also JFCC)

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 and after the student leaves the vehicle at the end of the school day.

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 a 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 bus conduct. Disorderly conduct or refusal to submit to the authority of the driver is sufficient reason for refusing transportation services or suspending transportation services to any student once proper procedures are followed.

The Board authorizes the Superintendent or other administrators to suspend a student from 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 an intended suspension from District managed transportation and an opportunity to appear before the Superintendent or other administrator before the suspension is imposed. The administrator's decision is final.

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: February 24, 2003]
[Revised: November 17, 2011]
[Revised: April 25, 2016]
[Revised: April 25, 2022]

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

CROSS REFS.: JFC, Student Conduct (Zero Tolerance)
JG, Student Discipline
Student Handbooks
Staff Handbooks

Norwayne Local School District, Creston, Ohio

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 vehicle is strictly forbidden);

14. refrain from using nicotine products, or any cigarette, tobacco, alternative to nicotine product, vapor product or electronic smoking devise 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.

16. students will ride their assigned bus to and from school. Students will be picked up at the same location Monday through Friday and be dropped off at the same location Monday through Friday. While pick-up (A.M. and drop-off (P.M.) locations may be different, they must be the same in the A.M. and P.M. (see example below).

    This protocol/policy is in effect at all times except for an emergency situation as determined and approved by the Principal.

    Example:

    Student A

AM Pick-up at Box 125 Bank St.	must always be at this address
PM Drop-off at 103 Co. Rd. 57	must always be at this address

    In addition, due to some buses being filled to their capacity, student requests to ride home with friends in the afternoon for a party or visit will no longer be approved/allowed.

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. Fighting on a school bus will lead immediately to suspension, as well as the use of profanity (swearing or cussing) or smoking.

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 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 which 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.

[Approval date: February 24, 2003]
[Revised: November 17, 2011]
[Revised: April 25, 2016]
[Revised: April 25, 2022]
[Revised: November 24, 2025]

File: EEACC-E (Also JFCC-E)

NORWAYNE LOCAL SCHOOL DISTRICT
School Bus Discipline Notification

STUDENT'S NAME_____ DATE_____ AM____ PM____

GRADE_____ SCHOOL ATTENDING_____ PRINCIPAL_____

BUS DRIVER_____ BUS NUMBER_____

Your son/daughter has violated the school bus conduct rules as checked below:

_____Tobacco/Drugs*	_____Profanity/Vulgarity	_____Opening Emergency Door* *(Immediate Suspension)*
_____Assault/Fighting/Abuse	_____Insubordination/Disrespect to Driver and Others	_____Undesirable Conduct
_____Body parts out Window	_____Dangerous Instrument/Object*	_____Eating/Drinking on Bus Not approved by Driver
_____Disruptive Behavior	_____Damaging School bus*	_____Improper Cell Phone Use
_____Throwing Items In/Out	_____Remain Seated/Assign Seats	_____Bullying/Intimidation

_____Not Follow Hand Signals or Place of Safety _____Talking/Making Noise at R/R Tracks

_____Others_____

Offenses may result in immediate suspension. Administration may issue suspension, detention or in school suspension depending on offense. A removal from school transportation must be given notice as soon as practical.

_____ Verbal Warning
_____ 1st Offense
_____ 2nd Offense
_____ 3rd Offense

_____Transportation Administrator will contact the building administration for all referrals or request of discipline.

Bus Driver Signature_____

Comments:_____

_____

_____

*Immediate referral to Building Administrator

cc: Administrator
Transportation Office
Bus Driver
Parent

Adopted: October 1985
Revised: May 19, 1987; July 28, 1997; June 28, 2010; 2018; July 22, 2019; April 22, 2024

RECORDING DEVICES ON TRANSPORTATION VEHICLES

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, the Board may utilize may utilize video and audio recording devices on all school vehicles transporting students to and from curricular, cocurricular and extracurricular activities.

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

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

[Adoption date: February 24, 2003]
[Revised date: April 25, 2016]

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

File: EEACD

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 drug testing program in compliance with State and Federal laws and regulations.

[Adoption date: February 24, 2003]
[Revised: February 10, 2014]
[Revised: April 25, 2016]
[Revised: November 24, 2025]

LEGAL REFS.: 49 USC 31136, 31301, et seq.
49 CFR, Subtitle A, Part 40
ORC 4506.15; 4506.16
OAC 3301-83-07

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

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 substances test is administered.

The test is required of an applicant only after he/she has been offered employment. Employment is conditional upon the applicant receiving a negative drug test result.

An employee may be exempt from the pre-employment drug test if he/she has participated in a drug testing program within 30 days prior to the application for employment. While participating in that program the employee must either have been tested for drugs within the last six months (from the date of application) or participated in a random drug testing program in the previous 12 months. The responsible administrator must be able to make all verifications required by law.

Post-Accident Tests

Prior to a driver operating a school bus, the District will provide the driver with necessary post-accident information, procedures and instructions, so that the driver will be able to comply with these requirements.

Alcohol and controlled substance tests are conducted in the time limits imposed by the Federal regulations after an accident on any driver who:

1. was performing safety-sensitive functions with respect to the vehicle if the accident involved loss of human life and/or

2. received a citation under State or local law for a moving-traffic violation arising from the accident.

No driver involved in an accident may use alcohol for eight hours after the accident or until he/she undergoes a post-accident alcohol test, whichever occurs first.

If an alcohol test is not administered within two hours or if a drug test is not administered within 32 hours after the accident, the responsible administrator prepares and maintains records explaining why the test was not conducted.

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

The Board reserves the right to require any driver involved in an accident while on duty to undergo alcohol and controlled substance testing.

Random Tests

Alcohol and controlled substance tests are conducted on a random basis at unannounced times throughout the year. Random tests are conducted just before, during or just after the performance of safety-sensitive functions. Once notified of selection for drug testing, a driver must proceed immediately to a collection site to provide a urine specimen.

Drivers are selected by a scientifically valid random process, and each driver has an equal chance of being tested each time selections are made. All drivers, whether full-time or substitute, and other individuals who are certified to operate school buses and may be called upon to do so, will be included in the random pool. Individuals who are selected for a random test but who are not operating a school bus at the time of the selection will be passed over, and an alternate driver will be tested under the random draw. The number of bus drivers selected for random testing is in accordance with Federal regulations.

Reasonable Suspicion Tests

Tests must be conducted when a properly trained supervisor or District official has reasonable suspicion that the driver has violated the District's alcohol or drug prohibitions. This reasonable suspicion must be based on specific, contemporaneous, articulable observations concerning the driver's appearance, behavior, speech or body odors. The observations may include indications of chronic and withdrawal effects of controlled substances.

Alcohol tests are authorized for reasonable suspicion only if the required observations are made during, just before or just after the period of the workday when the driver must comply with alcohol prohibitions. If an alcohol test is not administered within two hours of a determination of reasonable suspicion, the appropriate administrator prepares and maintains a record explaining why this was not done. Attempts to conduct alcohol tests terminate after eight hours.

An alcohol test may not be conducted by the person who determines that reasonable suspicion exists to conduct such a test.

A supervisor or District official who makes a finding of reasonable suspicion must also make a written record of his/her observations leading to a reasonable-suspicion drug test within 24 hours of the observed behavior or before the results of the drug test are released, whichever is earlier.

In accordance with federal regulations, third party information may not be the only determining factor used to conduct reasonable suspicion testing.

Return-to-Duty Tests

A drug or alcohol test is conducted when a driver who has violated the drug or alcohol prohibition returns to performing safety-sensitive duties.

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

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

Follow-Up Tests

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

Records

Employee drug and alcohol test results and records are maintained under strict confidentiality and released only in accordance with law. Upon written request, a driver receives copies of any records pertaining to his/her use of drugs or alcohol, including any records pertaining to his/her drug or alcohol tests. Records are made available to a subsequent employer or other identified persons only as expressly requested in writing by the driver.

Notifications

Each driver receives educational materials that explain the requirements of the Code of Federal Regulations, Title 49, Part 382, together with a copy of the policy and regulations for meeting these requirements. Representatives of employee organizations are notified of the availability of this information. The information identifies:

1. the person designated by the Board to answer driver questions about the materials;

2. categories of drivers who are subject to the drug and alcohol testing requirements;

3. sufficient information about the safety-sensitive functions performed by drivers to make clear for what period of the workday driver compliance is required;

4. specific information concerning driver conduct that is prohibited;

5. circumstances under which a driver is tested for drugs and/or alcohol;

6. procedures that are used to test for the presence of drugs and alcohol, protect the driver and the integrity of the testing processes, safeguard the validity of test results and ensure that test results are attributed to the correct driver;

7. the requirement that a driver submit to drug and alcohol tests administered in accordance with Federal regulations;

8. an explanation of what constitutes a refusal to submit to a drug or alcohol test and the attendant consequences;

9. consequences for drivers found to have violated the drug and alcohol prohibitions including the requirement that the driver be removed immediately from safety-sensitive functions and the procedures for referral, evaluation and treatment;

10. consequences for drivers found to have an alcohol concentration of 0.02 or greater but less than 0.04 and

11. information concerning the effects of drugs and alcohol on an individual's health, work and personal life; external and internal signs and symptoms of a drug or alcohol problem; and available methods of intervening when a drug or alcohol problem is suspected including confrontation, referral to an employee assistance program and/or referral to administrative officials.

Each driver must sign a statement certifying that he/she has received a copy of the above materials.

The Board-designated administrator notifies a driver of the results of a pre-employment drug test if the driver requests such results within 60 calendar days of being notified of the disposition of his/her employment application.

The Board designee notifies a driver of the results of random, reasonable suspicion and post-accident drug tests if the test results are verified positive. The designee also tells the driver which controlled substances were verified as positive.

Drivers inform their supervisors if at any time they are using a controlled substance 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 refuses to submit to post-accident, random, reasonable-suspicion or follow-up tests is not allowed to perform or continue to perform safety-sensitive functions, and is ineligible to operate a school bus in the state. The Ohio Department of Education will be notified of the refusal to test.

A driver who in any other way violates District prohibitions related to drugs and alcohol receives from the Board designee the names, addresses and telephone numbers of substance-abuse professionals and counseling and treatment programs available to evaluate and resolve drug- and alcohol-related problems. The employee is evaluated by a substance-abuse professional who determines what help, if any, the driver needs in resolving such a problem.

Any substance-abuse professional who determines that a driver needs assistance will not refer the driver to a private practice, person or organization in which he/she has a financial interest, except under circumstances allowed by law.

Before the driver is returned to safety-sensitive duties, if at all, the Board designee must ensure that the employee:

1. has been evaluated by a substance-abuse professional;

2. has complied with any recommended treatment;

3. has taken a return-to-duty drug and alcohol test with a result indicating an alcohol concentration level of less than 0.02 and

4. is subject to unannounced follow-up drug and alcohol tests. (The number and frequency of such follow-up testing is as directed by the substance abuse professional and consists of at least six tests in the first 12 months following the driver's return to duty.)

In accordance with State law a driver may not operate a school bus when a drug or alcohol test indicates any measurable or detectable amount of a controlled substance.

[Approval date: February 24, 2003]
[Revised: February 10, 2014]
[Revised: March 26, 2018]

DRUG & ALCOHOL TESTING FOR DISTRICT PERSONNEL OPERATING A MOTOR VAN

For purposes of this policy, a "driver" means any District personnel who has voluntarily agreed to operate a motor van to transport passengers on behalf of the District.

For purposes of this policy, "motor van" means a vehicle originally designed for not more than 12 passengers, not including the driver.

A motor van driver is not required to hold a commercial driver's license (CDL) and is not subject to Policies EEACD and EEACD-R. A motor van driver shall not operate a "commercial motor vehicle" (CMV) as defined in the Federal Regulations.

Any district personnel may volunteer to operate a "motor van" to transport 12 or fewer passengers if they meet the following qualifications:

1. Driver understands the role of pupil transportation in the educational program;

2. Driver is at least 21 years of age and has a minimum of two years driving experience;

3. Driver has completed a satisfactory criminal background report pursuant to ORC 3327.10(J) and (K);

4. Driver has completed an annual physical exam pursuant to OAC 3301-83-07 and is deemed physically capable of managing passengers and coping with stressful situations;

5. Driver has completed the initial and agrees to complete semi-annual driver record checks pursuant to ORC 3327.10(F);

6. Driver holds a valid driver's license and does not have:
    a. More than six points during the past two years;
    b. A guilty plea or conviction of driving while under the influence of alcohol and/or a controlled substance during the past ten years pursuant to ORC 3327.10(F);
    c. Two or more serious traffic violations, as defined in ORC 4506.01, during the past two years;
    d. Any railroad crossing violation during the past year as evidenced by a conviction, video, or a report by a railroad official;
    e. Any other disqualifying offense as set forth by the Ohio State Board of Education pursuant to ORC 3327.10(K);

7. Driver has completed the minimum motor van training pursuant to OAC 3301-83-10(B), including a four-hour minimum Ohio preservice driver curriculum or other course approved in advance by the Department of Education and Workforce and a driving performance evaluation and review by a certified on-the-bus instruction or another individual employed and designated by an educational service center, school or district, demonstrating that the driver is accustomed to the vehicle;

8. Driver agrees to complete the annual in-service training pursuant to OAC 3301-83-10(C); and

9. Driver complies with the District's drug and alcohol testing as proscribed in this policy.

Testing

Prior to the first time a driver operates a motor van for the District, a drug and alcohol test is administered. The privilege to operate a motor van for the District for the following school year is conditional upon the driver receiving a negative drug test result.
Drivers will be tested at the following times:

- Once prior to the Board approving the individual as a driver.
- Once at the beginning of the athletic season for which the driver is operating a motor van, or once at the start of the school year if the driver's use of a van is not tied to an athletic season.
- Immediately following any accident that occurs while the driver is operating a District vehicle.

The District will provide three days' notice before the test takes place.
The District will contract with a third-party testing laboratory/facility who will conduct drug and alcohol screening pursuant to applicable Federal and State law.

- A positive result for alcohol is a measured blood-alcohol content of 0.02 or higher.
- A positive result for marijuana is 10 nanograms measured in urine. A positive result for all other non-prescribed narcotics will be determined by the third-party facility conducting the analysis.

Enforcement

Any driver who refuses to submit to a drug and alcohol test is not permitted to operate a motor van for the District.

Any driver who in any other way violates the District's drug and alcohol prohibitions, including testing positive for drugs and/or alcohol, will be prohibited from operating a motor van for a period

of up to one month. The driver will be subject to further discipline at the discretion of the Superintendent, subject to applicable employment policies.

Any driver who violates the District's drug and alcohol prohibitions more than once will be disqualified from operating a motor van with passengers on behalf of the District.

Return-to-Duty Tests

A drug or alcohol test is conducted when a driver who has violated the drug or alcohol prohibition returns to operating a motor van. Drivers whose conduct involved misuse of drugs must produce a verified negative drug test result before operating a motor van. Drivers whose conduct involved misuse of alcohol must produce a verified breath alcohol test before operating a motor van.

Follow-Up Tests

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

[Adoption date: November 24, 2025]

SCHOOL BUS IDLING

The Board is committed to transporting students on school buses in a manner that is safe and consistent with the Board's goal of resource conservation. The Board recognizes that accumulated emissions from diesel engines can be harmful to students and bus drivers. Also, unnecessary engine idling wastes diesel fuel and financial resources. Therefore, the Board prohibits all unnecessary diesel engine idling in excess of five (5) 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 31, 2008]

LEGAL REFS.: ORC 3327.01
4511.76
OAC 3301-83-29 (0)

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 are available to all classes, groups or organizations within the schools in accordance with the following.

1. The use of District-owned buses and motor vans is scheduled through the transportation office.

2. Fees charged to groups for the use of the buses and motor vans are established in accordance with State law and made part of the District regulations.

3. The drivers of the buses must meet all federal, state and District requirements for school bus drivers, and be registered with the Ohio Department of Education as a qualified bus driver.

4. The drivers of the buses 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 are 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: February 24, 2003]
[Revised: January 13, 2014]
[Revised: April 25, 2016]
[Revised: October 25, 2021]
[Revised: November 24, 2025]

LEGAL REFS.: ORC 3327.01; 3327.05; 3327.018; 3327.10; 3327.13; 3327.14; 3327.15
OAC 3301-83-16

CROSS REFS.: EEACD, Drug Testing for District Personnel Required to Hold a Commercial Driver's License
GBQ, Criminal Record Check
IICA, Field Trips

File: EEAE

STUDENT TRANSPORTATION IN PRIVATE VEHICLES

School bus transportation is provided for all officially approved transportation requests to and from student activities. The use of private vehicles for transportation of students, volunteers, teachers and other employees to and from student activities is discouraged. If an emergency arises, transportation by private vehicles is permitted only in extenuating circumstances and if previously approved by the appropriate administrator. The driver must present evidence that the vehicle and the driver are covered for liability, medical payments, physical damage and uninsured motorist liability.

If it is necessary to use private vehicles on a routine basis, evidence must be presented to the appropriate administrator that the vehicle, driver and purpose meet the requirements in Ohio Administrative Code for transportation in vehicles other than school buses, and that the driver is listed as a certified van driver by the Ohio Department of Education. The Board may procure accident insurance covering all pupils and other authorized passengers transported under the authority of the Board. This excess insurance provides compensation for injury or death to any student or authorized passenger caused by any accident arising out of or in connection with the operation of a private vehicle transporting students and other authorized passengers. The amounts and terms must be agreed upon by the Board and the insurance company.

[Adoption date: February 24, 2003]
[Revised: April 25, 2016]

LEGAL REFS.: ORC 3327.01; 3327.02; 3327.09
OAC 3301-83-19

FOOD SERVICES MANAGEMENT/
FREE AND REDUCED-PRICE FOOD SERVICES

The Board operates a food services program in its schools. Food preparation is centralized for elementary, intermediate and secondary schools when appropriate.

Food services include breakfasts and lunches in all schools through participation in the National Child Nutrition Programs. The food services supervisor reviews and recommends to the Board the types of foods to be sold.

The food services staff cooperates with the principals of the schools in matters essential to the proper functioning of the food services program. The responsibility for control of students using the cafeteria rests with the building principal.

All prices set for school breakfasts, lunches and milk are subject to Board approval, except for a la carte food prices. The food services supervisor sets these prices without Board approval.

As required for participation in the National Child Nutrition Programs 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 students 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 are permitted to bring their lunches from home and to purchase milk and incidental items.

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

The District provides for at least one employee, who has received instruction in methods to prevent choking and has demonstrated an ability to perform the Heimlich maneuver, to be present while students are being served.

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 will be provided reasonable accommodation.

Substitutions to regular school meals provided by the District will be 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 such 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: February 24, 2003]
[Revised: March 23, 2015]
[Revised: June 19, 2017]

[Revised; June 28, 2021]
[Revised: November 27, 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; 42 USC 12101 et seq.
Rehabilitation Act; 29 USC 794
ORC 3301.91
3313.719; 3313.81; 3313.812; 3313.813; 3313.815; 3313.818
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

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 cultivated-protein food product as defined by State law.

[Adoption Date: April 27, 2026]

LEGAL REFS: ORC 3313.8110
ORC 3715.60
ORC 3715.601
ORC 3715.602

CROSS REFS: EF / EFB, Food Services Management/Free and Reduced-Price Food Services
EFF, Food Sale Standards

FOOD SALE STANDARDS

Through its food service program, the Board encourages students to form healthy eating habits by governing the types of food and beverages sold in the schools and the time and place at which each type of food and beverage is sold. These standards are based on the following guidelines.

1. The types of food and beverages sold in the schools are determined by their potential to contribute significantly to the:

   A. daily nutritional needs of students, consistent with the guidelines established by the U.S. Department of Agriculture (USDA);

   B. provisions of the District's student wellness program and

   C. nutritional guidelines established by State law.

2. A licensed dietician, a registered dietetic technician or a certified/credentialed school nutrition specialist must be initially consulted to assist the food services supervisor in drafting for Board adoption a plan:

   A. for complying with and enforcing the nutritional standards governing the types of food and beverages that may be sold on school previses in compliance with State law and

   B. specifying the time and place each type of food or beverage may be sold.

3. The time of day and place for the sale of food and beverages to students must be consistent with the nutrient intake needs and eating patterns of students and compatible with class schedules. The following restrictions are enforced for non-breakfast/lunch food and beverage sales:

   A. foods or beverages that do not meet the nutritional standards established by the District in accordance with USDA regulations may not be sold during the school day. The Board reserves the right to totally restrict the sale of non-nutritional foods and beverages in vending machines.

   B. bake sales and other school fundraising activities involving food and beverage items may not be held during the school day.

4. Annually, the food services supervisor reviews and recommends to the Board the types of foods and beverages to be sold as part of the school breakfast and lunch programs.

Separate standards may be established for the types of food and beverages to be sold to staff members and for events and activities held outside the school day.

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: February 24, 2003]
[Revised: January 5, 2015]
[Revised: October 22, 2018]

LEGAL REFS.: ORC 3301.68
3313.814; 3313.816; 3313.817
OAC 3301-91-09

CROSS REF.: EF, Food Services Management
EFG, Student Wellness Program
IGDF, Student Fundraising Activities

STUDENT WELLNESS PROGRAM

The Board directs the Superintendent/designee to develop and maintain a student wellness plan in compliance with Federal Law.

The student wellness plan:

1. includes goals for nutrition promotion and education, physical activity and other school-based activities designed to promote student wellness that are developed with consideration of evidence-based strategies and techniques;

2. includes nutrition guidelines for all foods provided, but not sold to students in the District during the school day in order to promote student health and reduce childhood obesity;

3. provides assurance that District guidelines for all food and beverages sold during the school day are, at a minimum, equal to the guidelines issued by the U.S. Department of Agriculture (USDA) and that marketing of foods and beverages on the school campus during the school day is prohibited for foods or beverages that do not meet the nutritional standards established by the District in accordance with USDA regulations and

4. establishes a plan of implementation and evaluation, including designating one or more persons within the district with the responsibility for ensuring that the District is compliant with Federal law.

Development of the student wellness plan must be a collaborative effort between parents, students, food service workers, physical education teachers, school health professionals, administrators, the Board and the public.

The District notifies the public of the wellness plan at least annually. The wellness plan is assessed at least once every three years and the results of the assessment are made available to the public.

[Adoption Date: April 24, 2006]
[Revised: July 23, 2012]
[Revised: March 27, 2017]
[Revised: October 22, 2018]
[Revised: October 28, 2019]

LEGAL REFS.: Child Nutrition and WIC Reauthorization Act; Pub. L. No. 108-265 (Title I, Section 204), 118 Stat. 729
National School Lunch Act; 42 USC 1751 et seq.
Child Nutrition Act; 42 USC 1771 et seq.
7 CFR, Subtitle B, Chapter 11, Part 210
7 CFR 220
7 CFR 225
7 CFR 245
ORC 3313.814
OAC 3301-91-09

CROSS REFS.: EF, Food Services Management
EFB, Free and Reduced-Price Food Services
EFF, Food Sale Standards
IGAE, Health Education
IGAF, Physical Education
KJ, Advertising in the Schools

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: April 26, 2021]

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

COPYRIGHT

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

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

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

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

[Adoption Date: February 24, 2003]

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

COPYRIGHT

Educational Use of Copyrighted Print Materials

1. Fair use

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

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

2. Single copying for teachers

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

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

3. Multiple copies for classroom use

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

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

      1) Brevity

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

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

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

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

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

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

2) Spontaneity

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

3) Cumulative effect

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

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

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

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

4. Prohibitions

   A. Copying shall not be used to create, replace or substitute for anthologies, compilations or collective works. Such replacements or substitutions may occur whether copies of various works or excerpts therefrom are accumulated or reproduced and used separately.

   B. There shall be no copying of or from works intended to be "consumable" in the course of study or teaching. These include workbooks, exercises, standardized tests, test booklets, answer sheets and similar consumable material.

   C. Copying shall not:

      1) substitute for the purchase of books, publishers' reprints or periodicals;
      2) be directed by higher authority or
      3) be repeated with respect to the same item by the same teacher from term to term.

   D. No charge shall be made to the student beyond the actual cost of the photocopying.

Educational Use of Copyrighted Music

1. Permissible uses

   A. Emergency copying may be done to replace purchased copies which for any reason are not available for an imminent performance, provided purchased replacement copies shall be substituted in due course.

   B. For academic purposes other than performance, single or multiple copies of excerpts of works may be made, provided that the excerpts do not comprise a part of the whole which would constitute a performable unit such as a section, movement or area, but in no case more than 10% of the whole work. The number of copies shall not exceed one copy per student.

   C. Printed copies which have been purchased may be edited or simplified, provided that the fundamental character of the work is not distorted or that lyrics, if any, are not altered or added.

   D. A single copy of recordings of performances by students may be retained by the educational institution or individual teacher.

E. A single copy of a sound recording (such as a tape, disc or cassette) of copyrighted music may be made from sound recordings owned by an educational institution or an individual teacher for the purpose of constructing aural exercises or examinations and may be retained by the educational institution or individual teacher. (This pertains only to the copyright of the music itself and not to any copyright which may exist in the sound recording.)

2. Prohibitions

A. Copying shall not be used to create, replace or substitute for anthologies, compilations or collective works.

B. Copying of or from works intended to be "consumable" in the course of study or of teaching such as workbooks, exercises, standardized tests, answer sheets and similar material is prohibited.

C. Copying shall not be used for the purpose of performance except as previously stated.

D. Copying shall not be used for the purpose of substituting for the purchase of music except as previously stated.

E. Copying without inclusion of the copyright notice which appears on the printed copy is prohibited.

Educational Use of Copyrighted Audio-Visual Material

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

2. School recordings may be made of certain instructional television programs telecast by the local Public Broadcasting Systems educational television station. Before recording the telecast, the following conditions shall be satisfied.

A. The monthly list of programs not licensed for recording shall be consulted. Any program listed shall not be recorded.

B. Recordings may be used in classroom or instructional settings as an educational activity or at a PTA meeting, Board meeting or similar activity.

C. Recordings shall be used only in the facilities of the District and shall not be loaned or made available outside of those facilities.
D. Recordings made from evening programs, which may be copied, shall be retained for no more than seven days following the telecast unless an extension is received in writing in advance. Daytime telecasts may be recorded and retained permanently unless otherwise notified.

Educational Use of Copyrighted Library Material

1. A library may make a single copy of unpublished work in order to replace it because it is damaged, deteriorated, lost or stolen, provided that an unused replacement cannot be obtained at a fair price.

2. A library may provide a single copy of copyrighted material at cost to a student or staff member.

   A. The copy must be limited to one article of a periodical issue or a small part of other material, unless the library finds that the copyrighted work cannot be obtained elsewhere at a fair price. Under the latter circumstances, the entire work may be copied.

   B. The copy shall contain the notice of copyright, and the student or staff member shall be notified that the copy is to be used only for private study, scholarship or research. Any other use subjects the person to liability for copyright infringement.

3. At the request of the teacher, copies may be made for reserve use. The same limits apply as for single or multiple copies as previously stated.

Copying Limitations

1. Circumstances arise when personnel are uncertain whether or not copying is prohibited. In those circumstances, the Superintendent shall be contacted. If the Superintendent is uncertain, he/she shall consult with the District's legal counsel.

2. The following prohibitions have been expressly stated in Federal guidelines.

   A. Reproduction of copyrighted material shall not be used to create or substitute for anthologies, compilations or collective works.
   B. Unless expressly permitted by agreement with the publisher and authorized by District action, there shall be no copying from copyrighted consumable materials such as workbooks, exercises, test booklets, answer sheets or similar materials.

C. Employees shall not:
   1) use copies to substitute for the purchase of books, periodicals, music recordings or other copyrighted material, except as permitted by District procedure;
   2) copy or use the same items from term to term without the copyright owner's permission;
   3) copy or use more than nine instances of multiple copying of protected material in any one term;
   4) copy or use more than one short work or two excerpts from works of the same author in any one term or
   5) copy or use protected materials without including a notice of copyright. The following shall constitute a satisfactory notice:

      NOTICE: THIS MATERIAL MAY BE PROTECTED BY COPYRIGHT LAW.

3. Employees shall not reproduce or use copyrighted material at the direction of a District administrator without permission of the copyright owner.

Computer Software Copyright

The Board recognizes that computer software piracy is a major problem for the industry, and that violations of copyright laws contribute to higher costs and lessen incentives for publishers to develop effective educational software. Therefore, in an effort to discourage software piracy and to prevent such illegal activity, the District will take the following steps.

1. The ethical and practical implications of software copyright violations will be provided to all employees and students using District computer facilities and software.

2. Employees and students will be informed that they are expected to adhere to the Copyright Act and all subsequent amendments thereto governing the use of software.

3. Wherever possible, efforts will be made to secure software from being duplicated from floppy disks, hard drives or networked systems.

4. Illegal copies of copyrighted software shall not be made or used on District equipment.

5. District administrators shall be designated as the only individuals who may sign license agreements for educational software used on District computers.

6. Documentation of licenses for software used on District computers will be located at the site where the software is being used.

Unsupervised Copy Equipment

The following notice, in large type, shall be affixed to all District copying equipment (Xerox, Thermofax, audiotape recorder, videotape recorder and copy camera):

NOTICE: THE COPYRIGHT LAW OF THE UNITED STATES GOVERNS THE MAKING OF COPIES OF COPYRIGHTED MATERIAL. THE PERSON USING THIS EQUIPMENT IS LIABLE FOR ANY INFRINGEMENT.

Library Copying for Students or Staff

1. The following notice, in large type, shall be posted prominently where copies are made available to students or staff:

   NOTICE: THE COPYRIGHT LAW OF THE UNITED STATES GOVERNS THE MAKING OF COPIES OF COPYRIGHTED MATERIAL.

2. The following notice, in large type, shall be posted prominently where print copies are made available to students and/or staff:

   WARNING CONCERNING COPYRIGHT RESTRICTIONS

   THE COPYRIGHT LAW OF THE UNITED STATES GOVERNS THE MAKING OF COPIES OR OTHER REPRODUCTION OF COPYRIGHTED MATERIAL.

   UNDER CERTAIN CONDITIONS SPECIFIED IN THE LAW, LIBRARIES AND ARCHIVES ARE AUTHORIZED TO FURNISH A PHOTOCOPY OR OTHER REPRODUCTION. ONE OF THESE SPECIFIED CONDITIONS IS THAT THE PHOTOCOPY OR REPRODUCTION IS NOT TO BE "USED FOR ANY PURPOSE OTHER THAN PRIVATE STUDY, SCHOLARSHIP OR RESEARCH." IF A USER MAKES A REQUEST FOR, OR LATER USES, A PHOTOCOPY OR REPRODUCTION FOR PURPOSES IN EXCESS OF "FAIR USE," THAT USER MAY BE LIABLE FOR COPYRIGHT INFRINGEMENT.

   THIS INSTITUTION RESERVES THE RIGHT TO REFUSE TO ACCEPT A COPYING ORDER IF, IN ITS JUDGMENT, FULFILLMENT OF THE ORDER WOULD INVOLVE VIOLATION OF COPYRIGHT LAW.

[Approval date: February 24, 2003]

TELEPHONE SERVICES

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

Students are not to use the school office telephones, except in cases of emergency. Use of pay telephones by students while classes are in session is subject to the approval of authorized school personnel.

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

1. administrative authority;

2. supervision of students during field trips or

3. supervision of students during athletic and other extracurricular activities, practices or events that meet away from District buildings.

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

[Adoption date: February 24, 2003]

LEGAL REFS.: ORC 3313.20
OAC 3301-35-06

CROSS REFS.: Student Handbooks
Staff Handbooks

TELEPHONE SERVICES

The administration has established the following regulations for the appropriate use of District-owned cellular telephones and other communication devices.

1. The Superintendent/designee approves the request by an employee for a cellular telephone or other communication device prior to purchase. The requesting employee provides the justification for purchase.

2. The Treasurer's office facilitates the purchase of all cellular telephones or other communication devices in accordance with applicable State laws and District policies including the selection of cellular carriers and identification of costs for equipment and rate plans.

3. The following approvals are required for the purchase of additional, supplemental or replacement equipment:

   A. Board President/designee for the Superintendent or
   B. Superintendent/designee for other staff members.

4. The Treasurer/designee selects the rate plan, which best meets, the needs of the user considering the position of the user and the requirements for out-of-office duties.

   A. The Treasurer/designee researches and establishes acceptable rate plans for consideration that meets the mission of the District.
   B. The Treasurer/designee is responsible for making appropriate changes or adjustments to rate plan.
   C. Detailed billing, delineating all calls placed and received, is required for all cellular telephones and/or communication devices.

5. The Treasurer/designee, as a minimum, completes an annual review of all cellular telephones or communication devices in order to determine if the:

   A. phones are being used appropriately and frequently enough to justify continued use and
   B. rate plan(s) assigned are appropriate for the type of use required.

6. Each user of a cellular telephone or communication device is responsible for reviewing their monthly billing/statement to verify all charges.

   A. All district-related long distance calls are clearly delineated and initialed.

B. Monthly billings/statements are forwarded to the Treasurer's office in a timely manner to ensure prompt payment. The District is not responsible for late fees or finance charges.

7. If the total of the monthly billing exceeds the base plan, the employee reimburses the District for the difference less any District-related long distance and roaming charges.

8. The following are unauthorized uses of cellular telephone and communication devices:

   A. any call which could reasonably be made from a standard telephone or other communication method;
   B. any call made in relation to an employee's personal business enterprise or
   C. any call for the purpose of personal entertainment (e.g., 900 numbers, movie links, Internet access, etc.).

9. The Treasurer/designee retains the right to suspend or discontinue the use of any or all cellular telephones or communication devices if determined to be in the best interest of the District.

10. When using cellular telephones or communication devices, employees shall exercise appropriate measures to ensure their personal safety and the safety of those around them. For example, using cellular telephones or communication devices:

    A. near combustible fuels (or similar products) or supply sources
    B. when operating a motor vehicle
    C. near public safety equipment
    D. at or near any other location where the safety of citizens or facilities can be compromised
    E. in any location where use is stated or posted as being unadvisable or unlawful or
    F. in any location deemed inappropriate or unsafe.

11. Violations of the cell phone rules may result in disciplinary action up to and including termination of employment.

[Approval date: February 28, 2006]

DISTRICT RECORDS COMMISSION, RECORDS RETENTION AND DISPOSAL

All records are the property of the District and are not removed, destroyed, mutilated, transferred or otherwise damaged or disposed of, in whole or in part, except as provided by law or under the rules adopted by the District Records Commission. Such records shall be delivered by outgoing officials and employees to their successors and shall not be otherwise removed, transferred or destroyed unlawfully.

"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" do 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: February 24, 2003]
[Revised: February 28, 2006]
[Revised: January 13, 2014]
[Revised: September 26. 2016]
[Revised: August 28, 2023]
[Revised: November 24, 2025]

LEGAL REFS.: ORC 9.01
121.22(F)
149.011; 149.35; 149.381; 149.41
1306.01(G)

Ohio History Connection Form RC-1
Ohio History Connection Form RC-2
Ohio History Connection From RC-3

CROSS REF.: DI, Fiscal Accounting and Reporting
GBL, Personnel Records
JO, Student Records
KBA, Public's Right to Know

File: EHB

USE OF ELECTRONIC SIGNATURES

The Board authorizes the use of electronic signatures, using methods that are secure and practical, and in compliance with State and Federal law and the District's procedures. An "electronic signature" is defined as an electronic sound, symbol, or process attached to or logically associated with a record and executed or adopted by a person with the intent to sign the record.

Prior to sending, receiving, using or relying on electronic signatures, the Superintendent shall develop procedures concerning the use of an electronic signature, consistent with the following:

1. The procedures shall identify the records that may be signed by electronic means and the manner and format in which the records attached to the electronic signatures will be created, generated, sent, communicated, received and stored.

2. The procedures shall identify the type(s) of electronic signatures that may be used, and the manner and format in which the electronic signature must be affixed to a record.

3. The procedures must establish a method for verifying that the parties agreed to conduct a transaction by electronic means and authenticating the identities of the individuals signing electronically.

4. The procedures must provide for adequate preservation, disposition, integrity, security, confidentiality and auditability of the electronic signature and its associated record.

All District staff shall comply with all provisions of the District's procedures and State and Federal law when sending, receiving, using and relying upon electronic signatures.

[Adoption date: June 24, 2019]

LEGAL REFS.: ORC 1306
Uniform Electronic Transaction Act

CROSS REFS.: DGA, Use of Facsimile Signatures
IGBA, Programs for Students with Disabilities
JO, Student Records

CYBERSECURITY

To accomplish the District's mission and comply with the law, the District must collect, create and store confidential and critical information. The District must maintain and protect this data for efficient District operations, compliance with laws mandating confidentiality, and maintaining the trust of the District's stakeholders. Individuals with access to District data are required to follow State and Federal law, District policies and procedures created to protect the information.

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 process; disrupt the District's ability to engage in business, school operations or to deliver goods or service; 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 date, 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 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 service that 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 redirect 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 the cybersecurity program. Failure to comply may result in discipline.

[Adoption Date: July 23, 2024]
[Revision Date: November 24, 2025]

LEGAL REFS.: 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 1347.12

INSURANCE MANAGEMENT

The Board has the responsibility to maintain an adequate and comprehensive insurance program covering its buildings and grounds, fleet of school buses and individuals discharging responsibilities for the District.

The Treasurer administers the total insurance program.

The District makes efforts to obtain insurance at the most economical cost, consistent with required coverage and service, through obtaining quotations or bids.

[Adoption date: February 24, 2003]

LEGAL REFS.: ORC 9.83
9.90
3313.201; 3313.202; 3313.203
3327.09
3917.01; 3917.04

CROSS REFS.: GCBC, Professional Staff Fringe Benefits
GDBC, Support Staff Fringe Benefits
JHA, Student Insurance Program

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

SECTION F: FACILITIES DEVELOPMENT

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

FACILITIES DEVELOPMENT GOALS

The educational program is influenced significantly by the environment within which it functions. The development of a quality educational program and District facilities which help to implement it should be complementary.

It is this Board's goal to provide the facilities needed for the number of students in the District, to provide the kind of facilities which best support and accommodate the educational program and to develop a long-range planning and evaluation program.

The Board recognizes that capital outlay funds are limited and that it must establish priorities in order to make the best use of the school building funds. Whenever possible, the cultural as well as educational needs of the community are considered in planning facilities expansions.

Architects employed by the Board are expected to plan for simplicity of design, sound economics (including low, long-range maintenance costs), efficiency in energy consumption, low insurance rates and high educational utility and flexibility.

[Adoption date: February 24, 2003]

LEGAL REFS.: ORC 153.65 thru 153.71
3313.76; 3313.77
3318.01 et seq.
OAC 3301-35-03

FACILITIES PLANNING

The Board is responsible for the regular operation and orderly development of its physical plant. For this reason, the Board concerns itself with both short- and long-range planning as it relates to the properties of the District.

The Board follows a long-term building program to serve as a guide for capital improvements. This program is subject to systematic study, revision and extension. The respective construction projects are acted upon individually when proposed for implementation.

The Board building program is designed to provide adequate facilities to conduct educational programs for all students residing in the District. The building program is based upon specific Board policies which have been, and continue to be, modified to conform to changes in the curriculum, availability of construction funds, technological needs, changes in enrollments and the results of annual evaluation of facilities. The Board establishes priorities using these and other relevant factors.

[Adoption date: February 24, 2003]

LEGAL REFS.: ORC 3313.37
3315.10; 3315.18; 3315.181
Chapter 3318
OAC 3301-35-03(c); 3301-35-06

CROSS REFS.: FA, Facilities Development Goals
FL, Retirement of Facilities

File: FD (Also KBE)

TAX ISSUES

The Board 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 property appraisal in affected district counties. In considering a potential tax issue, the Board examines all legal options to obtain additional revenue.

[Adoption date: February 24, 2003]
[Revision date: May 26, 2015]
[Revision date: November 24, 2025]

LEGAL REFS.: Ohio Const. Art XII, Sections 2, 5
ORC Chapter 133
3311.21
3313.37; 3313.375
3315.07
3501.01
Chapter 5705
5748.01 et seq.

CROSS REFS.: BCF, Advisory Committees to the Board
FL, Retirement of Facilities

File: FEE

SITE ACQUISITION PROCEDURE

When the Board determines that a particular piece of land should be acquired for school purposes, it authorizes the Superintendent to discuss the purchase of the property. He/She may acquire information about the property from a qualified appraiser and advice about the purchase from an attorney. If an agreement is reached, the Board authorizes the Superintendent to acquire the property at the agreed-upon price.

If the Board is unable to reach an agreement with the property owners, appropriation proceedings may begin. The amount of compensation to be awarded to the owners of the land is deposited in escrow with the Clerk of the Court of Common Pleas when the action is filed.

[Adoption date: February 24, 2003]

LEGAL REFS.: ORC 163.01-163.22
3313.16; 3313.17; 3313.37; 3313.39; 3313.41

CROSS REF.: KH, Public Gifts to the District

File: FEF

CONSTRUCTION CONTRACTS BIDDING AND AWARDS

Upon the approval of working drawings and specifications by the Board and State agencies, the Board solicits bids to be submitted at the office of the Board on or before a specified time. Each bid is accompanied by either a bond for the full amount of the bid or a cashier's check, letter of credit or other manner allowable under State law equal to 10 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 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). Upon receipt of bids, they are opened publicly and entered into the minutes of the Board. The architect or other authorized individual assists the Board and District personnel in analyzing the bids. The Board attorney or other authorized individual's advice on awarding the contract is of particular value with respect to legal aspects of the contract provisions regulating alterations, extras, nonperformance, damages and security bonds.

School districts are exempt from paying prevailing wage rates on construction work.

[Adoption date: February 24, 2003]
[Revision date: November 24, 2025]

LEGAL REFS.: ORC 9.3-9.333
Chapter 153
Chapter 1305
3313.37; 3313.46
3318.01 et seq.
Chapter 4703
OAC generally 4101 (Ohio Building Code)

CROSS REFS.: DJ, Purchasing
DJC, Bidding Requirements
DJF, Purchasing Procedures

NAMING NEW FACILITIES

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 directs 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 considers all recommendations, final authority rests with the Board.

[Adoption date: February 24, 2003]

LEGAL REF.: ORC 3313.20

NAMING NEW FACILITIES

The Board directs the Superintendent to form and chair a committee to suggest names for the facility. In making the determination the committee considers individuals, geographical locations, general features of the area in which the school or facility is located and other names that, in the judgment of the Board, are deemed appropriate.

The Board directs the Superintendent to appoint to the committee two administrators, two parents, two community members, two staff members and two students.

1. Committee members are encouraged to seek input from other members of the school community.

2. Nominations must be presented to the committee in a brief, two-paragraph statement containing biographical/historical data and reasons justifying the choice.

3. Within two months, the committee submits at least five nominations to the Superintendent in order of preference.

4. After approving the nominations, the Superintendent forwards them in order of preference to the Board.

5. The Board reviews the suggested names and either decides on a name or recommends to the committee additional names.

6. A majority vote of the Board will decide the name.

(Approval date: February 24, 2003)

PUBLIC DEDICATION OF NEW FACILITIES

The Board recognizes the benefits of providing the public with the opportunity to tour a new building or reconstruction project soon after its occupancy. The touring of a facility is enhanced by a ceremony of dedication including remarks by the President of the Board, Superintendent, building principal, architect and others named by the Board. All persons who have had a part in planning, approving, constructing or making possible a facility should be invited to participate in the ceremony. While the focus of the ceremony is the Board accepting the facility from the contractor, one of the most important functions of the dedication is the expression of appreciation to the taxpayers for providing the necessary funds.

[Adoption date: February 24, 2003]

FACILITIES RENOVATIONS

The Board shall approve all renovation projects that require contracting outside services and, even though accomplished through the District's maintenance personnel, all those that require any structural changes or site alteration.

Improvements and renovations shall be planned during development of the capital projects budget. Minor improvements may be authorized by the administration, provided the budget accommodates them.

[Adoption date: February 24, 2003]

LEGAL REF.: ORC Chapter 3318

RETIREMENT OF FACILITIES

When a school building becomes inadequate due to age, condition, size of site, lack of need or other overriding limitations and cannot reasonably and economically be brought up to current educational standards, the building is considered for a comprehensive closing study. The Superintendent recommends to the Board which facilities appear to justify further analysis.

The Board may seek both professional advice and advice from the community prior to taking action to retire any school facility. The Board may consider the following factors:

1. age and current physical condition of the facility, its operating systems and program;
2. adequacy of site, location, access, surrounding development, traffic patterns and other environmental conditions;
3. re-assignment of students, including alternative plans, according to Board policy;
4. transportation factors, including number of students bused, time, distance and safety;
5. alternative uses of buildings;
6. cost/savings (e.g., personnel, plant operations, transportation, capital investment and alternative use) and
7. continuity of instructional and community programs.

If the Board determines to close a school, it first considers other uses of the building before considering its sale. The historic value of any building is also considered by the Board. In such cases, it may take special action to provide for its preservation.

[Adoption date: February 24, 2003]

LEGAL REFS.: ORC 3313.41; 3313.49
3318.02; 3318.03

CROSS REFS.: ABA, Community Involvement in Decision Making (Also KC)
BCF, Advisory Committees to the Board
BCH, Consultants to the Board

SECTION G: PERSONNEL

GA	Personnel Policies Goals
GAA	Personnel Policies Priority Objectives
GB	General Personnel Policies
GBA	Equal Opportunity Employment
GBB	Staff Involvement in Decision Making (Also ABB)
GBC	Staff Ethics
GBCA	Staff Conflict of Interest
GBCB	Staff Conduct
GBCC	Staff Dress and Grooming
GBD	Board-Staff Communications (Also BG)
GBE	Staff Health and Safety
GBE-R	Staff health and Safety
GBEA	HIV/AIDS (Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome) (Also JHCCA)
GBEB	Chemical Dependency
GBF	Staff Participation in Community Activities (Also KE)
GBG	Staff Participation in Political Activities
GBH	Staff-Student Relations (Also JM)
GBI	Staff Gifts and Solicitations
GBIA	Online Fundraising Campaigns/Crowdfunding (Also IDGFA)
GBJ	Staff Funds Management
GBK	No Tobacco Use On District Property by Staff Members
GBL	Personnel Records
GBM	Staff Complaints and Grievances
GBN	Extended Group Health Coverage
GBO	Verification of Employment Eligibility
GBP	Drug-Free Workplace
GBQ	Criminal Records Check
GBR	Family and Medical Leave
GBS	Health Insurance Portability and Accountability (HIPAA)
GC	Professional Staff
GCA	Professional Staff Positions
GCB-1	Professional Staff Contracts and Compensation Plans (Teaching)
GCB-2	Professional Staff Contracts and Compensation Plans (Administrators)
GCB-2-R	Professional Staff Contracts and Compensation Plans Administrators
GCBA	Professional Staff Salary Schedules
GCBAA	Professional Staff Merit System

GCBB Professional Staff Supplemental Contracts
GCBC Professional Staff Fringe Benefits
GCBD Professional Staff Leaves and Absences

GCBDA Professional Staff Assault Leave
GCBE Professional Staff Vacations and Holidays

GCC Professional Staff Recruiting
GCCA Posting of Professional Staff Vacancies
GCD Professional Staff Hiring

GCE Part-Time and Substitute Professional Staff Employment
GCEA Arrangements for Professional Staff Substitutes
GCF Professional Staff Orientation
GCG Professional Staff Probation and Tenure
GCH Professional Staff Seniority
GCI Professional Staff Assignments and Transfers
GCJ Professional Staff Time Schedules
GCK Professional Staff Work Load
GCKA Professional Staff Extra Duty
GCKB Professional Staff Meetings
GCL Professional Staff Development Opportunities
GCLA Professional Staff Visitations and Conferences
GCM Supervision of Professional Staff
GCN Evaluation of Professional Staff (Also AFC)
GCN-1 Evaluation of Professional Staff
Ohio Teacher Evaluation System
GCN-2 Evaluation of Professional Staff
Administrators Both Professional and Support
GCNA Evaluation of School Counselors (Also AFCA)
GCO Professional Staff Promotions
GCP Professional Staff Termination of Employment
GCPA Reduction in Professional Staff Work Force
GCPB Resignation of Professional Staff Members
GCPC Retirement of Professional Staff Members
GCPCA Severance Pay
GCPD Suspension and Termination of Professional Staff Members
GCQ Miscellaneous Professional Staff Policies
GCQA Nonschool Employment by Professional Staff Members
GCQAA Professional Staff Consulting Activities
GCQAB Tutoring for Pay
GCQB Professional Research and Publishing
GCQC Exchange Teaching

GD Support Staff
GDA Support Staff Positions
GDB Support Staff Contracts and Compensation Plans
GDBA Support Staff Salary Schedules

GDBAA Support Staff Merit System
GDBB Support Staff Supplemental Contracts
GDBC Support Staff Fringe Benefits

GDBD Support Staff Leaves and Absences
GDBE Support Staff Vacations and Holidays
GDC Support Staff Recruiting
GDCA Posting of Support Staff Vacancies
GDD Support Staff Hiring
GDE Part-Time, Temporary and Substitute Support Staff Employment
GDEA Arrangements for Support Staff Substitutes
GDF Support Staff Orientation
GDG Support Staff Probation and Tenure

GDH Support Staff Seniority
GDI Support Staff Assignments and Transfers
GDJ Support Staff Time Schedules
GDK Support Staff Work Load
GDKA Support Staff Extra Duty
GDKB Support Staff Meetings
GDL Support Staff Development Opportunities
GDLA Support Staff Visitations and Conferences
GDM Supervision of Support Staff
GDN Evaluation of Support Staff (Also AFD)
GDO Support Staff Promotions
GDP Support Staff Termination of Employment
GDPA Reduction in Support Staff Work Force
GDPB Resignation of Support Staff Members
GDPC Retirement of Support Staff Members
GDPCA Severance Pay
GDPD Suspension, Demotion and Termination of Support Staff Members
GDQ Miscellaneous Support Staff Policies
GDQA Nonschool Employment by Support Staff Members

File: GA

PERSONNEL POLICIES GOALS

The personnel employed by the Board are a very important resource for effectively conducting a quality educational program. The District's program functions best when it employs properly certified, licensed or registered personnel, conducts appropriate staff development activities and establishes policies and working conditions which are conducive to high morale and enable each staff member to make the fullest contribution to District programs and services.

The goals of the personnel program include:

1. developing and implementing those strategies and procedures for personnel recruitment, screening and selection which result in employing the best available candidates: those with the highest capabilities, strongest commitment to quality education and greatest probability of effectively implementing the educational program;

2. developing a general assignment strategy which makes the greatest contribution to the educational program, and using it as the primary basis for determining staff assignments;

3. providing positive programs of staff development designed to contribute both to improvement of the educational program and to each staff member's career development aspirations;

4. providing for a genuine team approach to education, including staff involvement in planning, decision making and evaluation;

5. developing and using for personnel evaluation positive processes which contribute to the improvement of staff capabilities and assist in making employment decisions and

6. encouraging all employees to be cognizant of their roles in instilling ethical principles and democratic ideals in all students.

[Adoption date: February 24, 2003]
[Revision date: October 22, 2018]
[Revision date: April 26, 2021]

LEGAL REFS.: 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)

Norwayne Local School District, Creston, Ohio

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 or disability.

[Adoption date: February 24, 2003]

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 4112.02

CROSS REFS.: AC, Nondiscrimination
ACA, Nondiscrimination on the Basis of Sex
ACAA, Sexual Harassment
ACB, Nondiscrimination on the Basis of Disability

File: GBB (Also ABB)

STAFF INVOLVEMENT IN DECISION MAKING

The District involves the efforts of many people and functions best when all personnel are informed of the major activities and concerns.

There should be an exchange of ideas and pertinent information among all elements of a school district. Problems and unfavorable attitudes develop when employees are denied information essential for the performance of their respective assignments or when they feel that their ideas and concerns are not heard. Morale is enhanced when employees are assured that their voices are heard by those in positions of administrative authority.

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

While all employees have the opportunity to bring their ideas or grievances to the Board, they are expected to proceed through the recognized administrative channels. Final authority for all decisions rests with the Board.

[Adoption date: February 24, 2003]

LEGAL REF.: OAC 3301-35-03

CROSS REFS.: BCE, Board Committees
BCF, Advisory Committees to the Board
CCB, Staff Relations and Lines of Authority
CE, Administrative Councils, Cabinets and Committees
DBD, Budget Planning
GCD, Professional Staff Hiring
GDD, Support Staff Hiring
IF, Curriculum Development

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

STAFF ETHICS
(Code of Ethics Of The Education Profession)

Preamble

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence and the nurture of democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

Principle I – Commitment to the Student

The educator strives to help each student realize his/her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator –

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety
5. Shall not intentionally expose the student to embarrassment or disparagement
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly:

    A. Exclude any student from participation in any program.
    B. Deny benefits to any student.
    C. Grant any advantage to any student.

7. Shall not use professional relationships with students for private advantage.

8. Shall not disclose information about students obtained in the course of professional service, unless disclosure serves a compelling professional purpose or is required by law.

Principle II –Commitment to the Profession

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions which attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator –

1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
2. Shall not misrepresent his/her professional qualifications.
3. Shall not assist entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. Shall not assist a noneducator in the unauthorized practice of teaching.
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. Shall not knowingly make false or malicious statements about a colleague.
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or actions.

Source: National Education Association, Representative Assembly, 1975

STAFF ETHICS
(Administrators, Coordinators, Consultants, Confidential Position Employees and Treasurer)

In fulfilling their professional responsibilities to the school system, North Central Local administrators will:

1. Avoid the use of students, school personnel, or school data in the promotion of partisan politics, commercial advertising, or personal gain.

2. Not actively endorse, circulate petitions, or campaign in the election of candidates for the Board.

3. See that the abilities, personal characteristics and qualifications of administrators, teachers and employees are not misrepresented.

4. Not attempt to influence Board members individually on matters that affect the administrators or school system.

5. Not indulge in irresponsible discussions or comments concerning other administrators or school systems.

6. Acknowledge the good performances and contributions of employees and refuse to accept credit for the services or work of others.

7. Discuss problems of teachers and other employees only with the people concerned and in strictest confidence.

8. Not use the administrative position to unduly influence or force employees to subscribe to political causes.

9. Not jeopardize the educational welfare of students in order to avoid an unpleasant situation.

10. Work to change any law he/she feels is not adequate, but not violate it or act in such a manner that circumvents the law.

11. Protect the civil rights as well as recognize and maintain the dignity and worth of all individuals.

12. Keep in strictest confidence all information relating to students' abilities, deficiencies, or behavior and will not release such information except to authorized persons or agencies.

13. Not invade the privacy of students, teachers and other employees by making personal information or name and address lists available to agents, salesmen, or other commercial interests.

14. Not obligate himself/herself or the District through acceptance of individual gifts, remuneration, or personal discount, but will award orders and contracts only on the basis of need and value.

15. Not act as an agent or salesman for any item purchased by the District.

16. Recognize the professional rights and responsibilities of staff members and professional organizations.

17. Never take action based upon rumor and will avoid situations involving gossip and/or hearsay.

18. Never investigate the personal background of anyone in the District unless such investigation will contribute to the educational welfare of the District.

19. Make the well being of students the fundamental value in all decision making and actions.

20. Defend principle and conviction of the face of pressure and partisan influence.

STAFF ETHICS
(Support Staff)

In fulfilling their professional responsibilities to the school system, North Central Local support staff shall:

1. Avoid the use of students, school personnel, or school data in the promotion of partisan politics, commercial advertising, or personal gain.

2. See that the abilities, personal characteristics, and qualifications of the administrators, teachers, and employees are not misrepresented.

3. Not attempt to influence Board members individually on matters that affect the employee's personal or professional welfare.

4. Not indulge in irresponsible discussions or comments concerning other employees or school systems.

5. Discuss problems of teachers or other employees only with the people concerned and in the strictest confidence.

6. Work to change any law he/she feels is not adequate, but not violate it or act in such a manner that circumvents the law.

7. Protect the civil rights as well as recognize and maintain the dignity and worth of all individuals.

8. Not invade the privacy of students, teachers or other employees by making personal information or name and address lists available to agents, salesmen, or other commercial interests.

9. Not obligate himself/herself or the District through acceptance of individual gifts, remuneration, or personal discount.

10. Not act as an agent or salesman for any item purchased by the District.

11. Recognize the professional rights and responsibilities of staff members and professional organizations.

12. Never take action based upon rumor and avoid situations involving gossip and/or hearsay.

13. Never investigate the personal background of anyone in the District unless such investigation shall contribute to the welfare of the District.

14. Make the well-being of students the fundamental value in all decision making and actions.

15. Defend principle and conviction in the face of pressure and partisan influence.

16. Not jeopardize the welfare of students in order to avoid an unpleasant situation.

17. Keep in strictest confidence all information relating to students' abilities, deficiencies, or behavior and not release such information except to authorized persons or agencies.

STAFF CONFLICT OF INTEREST

Disclosure of Interest in Legislation

To the extent that he/she knows thereof, a staff member, whether paid or unpaid, shall publicly disclose the nature and extent of any direct or indirect financial or other private interest he/she has in legislation before the Board.

Investments in Conflict with Official Duties

A staff member shall not invest or hold any investment directly or indirectly in any financial, business, commercial, or other private transaction that creates a conflict with school duties.

Nepotism

The Board shall not hire members of the immediate family (immediate family - grandfather, grandmother, father, mother, brother, sister, husband, wife, grandchild, son, daughter, or in-law) of a professional or support staff employee to a position under the same administrative unit or under the same immediate supervisor as the employee.

Private Employment

A staff member shall not engage in, solicit, negotiate for, or promise to accept private employment or render service for private interests when such employment or service creates a conflict with or impairs the proper discharge of official school duties, nor shall any staff member engage in any private business on school property.

Future Employment

A staff member shall not, after the termination of service or employment with the Board, appear before the Board or any school district agency on behalf of himself/herself or third parties in relation to any case, proceeding, or application in which he/she personally participated during the period of his/her service or employment, or which was under his/her active consideration.

Personal Gain

Employees shall not use their position with the District for private gain:

1. In keeping with the traditions of professional practice, staff members are encouraged to project the proper concept of giving gifts as tokens of regard appropriate to the situation. Therefore, staff members shall discourage the concepts of giving or receiving gifts for personal or monetary gain.

2. Staff members may not promote or sell anything to the school or to students during school hours or on school premises if the purpose is financial or personal benefit.

3. Staff members shall not engage in, solicit, negotiate for, or promise to accept private employment or render services for private interests when such employment or service creates a conflict with or impairs the proper discharge of official school duties, nor shall any staff member engage in any private business on school property during school hours.

4. Employees shall not use District buildings, equipment, supplies, in-school services of other District personnel, in-school contact with students of the District, or on-the-job time of the employee for personal or indirect gain.

5. Teachers of students assigned to the classes shall not tutor them for pay. (See policy GCQAB for detailed provisions.)

6. Employees shall not engage in services of any type where information concerning a customer, client, or employer originates from any information available to them through school sources.

7. Staff members or citizens who have a private interest in any financial business, commercial or other private transaction that may create a conflict with school duties may not be members of any school or Districtwide committee that will render recommendations or decisions for possible purchase by the District.

[Adoption date: February 24, 2003]

LEGAL REFS.: ORC 2921.42
3313.811
3319.21
3329.10
4117.20

CROSS REFS.: GBL, Personnel Records
JO, Student Records
KBA, Public's Right to Know

STAFF CONDUCT

All staff members have a responsibility to make themselves familiar with, and to abide by, the laws of the State of Ohio, the negotiated agreement, the policies of the Board 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 which not only reflects credit to the District, but also presents a model worthy of emulation by students. Unless otherwise permitted by law, staff members are not permitted to bring a deadly weapon or dangerous ordnance into a school safety zone.

All staff members are expected to carry out their assigned responsibilities. Essential to the success of ongoing operations and the instructional program are the following specific responsibilities which are required of all personnel:

1. faithfulness and promptness in attendance at work;

2. support and enforcement of policies of the Board and regulations of the administration;

3. diligence in submitting required reports promptly at the times specified;

4. care and protection of District property and

5. concern and attention toward their own and the District's legal responsibility for the safety and welfare of students, including the need to ensure that students are under supervision at all times.

[Adoption date: February 24, 2003]
[Revision date: February 28, 2006]
[Revision date: March 25, 2019]
[Revision date: April 27, 2020]
[Revision date: August 22, 2022]
[Revision date: October 24, 2022]

LEGAL REFS.: Gun-Free Schools Act; 20 USC 7151
Gun-Free School Zones Act; 18 USC 922
ORC 109.78
124.34
149.43
2923.1210; 2923.1212; 2923.122
3319.081; 3319.16; 3319.31; 3319:311; 3319.36
5502.70; 5502.703

OAC Chapter 3301-73

CROSS REFS.: GBCA, Staff Conflict of Interest
GBCC, Staff Dress and Grooming
GBH, Staff-Student Relations (Also JM)
JFC, Student Conduct (Zero Tolerance)
JHF, Student Safety
KGB, Public Conduct on District Property

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. from wearing political buttons, pins or T-shirts.

[Adoption Date: November 27, 2023]

Legal References
ORC 3313.20

Cross References
GBCB, Staff Conduct
Professional Staff Handbook
Support Staff Handbook

File: GBD (Also BG)

BOARD-STAFF COMMUNICATIONS

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

Accordingly, all official communications, policies and directives of staff interest and concern are communicated to staff members through the Superintendent. The Superintendent develops appropriate methods to keep staff members informed of the Board's issues, concerns and actions.

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

[Adoption date: February 24, 2003]

LEGAL REF.: ORC 3313.20

CROSS REFS.: BDDH, Public Participation at Board Meetings (Also KD)
GBM, Staff Complaints and Grievances
KK, Visitors to the Schools

STAFF HEALTH AND SAFETY

Through its overall safety program and various policies pertaining to school personnel, the Board attempts to ensure the safety of employees during their working hours and assist them in the maintenance of good health.

All employees are expected to observe commonly recognized practices which promote the health and safety of school personnel.

Bus drivers will have an annual physical examination in compliance with State law. The results of all such examinations are filed with the Superintendent.

Employees who are required by State or Federal law to have respiratory protection are required to have two physical examinations. The first examination must take place prior to the individual's wearing a respirator. The second examination must take place after the individual's exposure to any hazardous material (within 30 days if it is a one-time exposure, and at least annually if it is ongoing exposure).

The Board may require an individual examination of an employee whenever, in its judgment, it is necessary to protect the health and safety of students or other employees. Whenever the Board requires an employee to submit to a physical examination other than those required by law, the Board assumes the cost of the examination. All health examinations required of employees are made by one of the physicians approved for this purpose by the Board.

Any genetic information acquired as a result of individual examinations will be handled in accordance with Federal law.

Workers' Compensation

In case of injury while pursuing duties in keeping with the employee's contract, the employee may be eligible for payment of medical expenses under the Workers' Compensation Act of Ohio.

Any employee who is injured while at work should immediately report such injury to the central office and request the necessary forms to make application for payment under this act.

The injured employee may be requested to undergo chemical testing, as established by law and administrative regulation. The employee must prove that the injury was not proximately caused by the employee being intoxicated, under the influence of a controlled substance not prescribed by the employee's physician or under the influence of marihuana (marijuana). The results of, or the employee's refusal to submit to, any of the requested chemical tests may affect the employee's eligibility to receive worker's compensation benefits.

[Adoption date: February 24, 2003]
[Revised: November 21, 2016]

LEGAL REFS.: ORC 3313.643; 3313.71; 3313.711
3327.10
4113.23
4123.01 et seq.
4123.54
Asbestos School Hazard Abatement Act; 20 USC 4011 et seq.
Asbestos Hazard Emergency Response Act; 15 USC 2641 et seq.
Comprehensive Environmental Response, Compensation and Liability Act; 42 USC 9601 et seq.
Genetic Information Nondiscrimination Act of 2008; 42 USC 2000ff et seq
ORC 3313.643; 3313.71; 3313.711
3327.10
4113.23
4123.01 et seq.
4123.35
4123.54

CROSS REFS.: EB, Safety Program
EBBC, Bloodborne Pathogens
EEACD, Drug Testing for District Personnel Required to Hold a Commercial Driver's License
GBCB, Staff Conduct
GBP, Drug-Free Workplace
GBQ, Criminal Records Check
GCBC, Professional Staff Fringe Benefits
GDBC, Support Staff Fringe Benefits
Staff handbooks

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, 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 .11g/100 ml*.

4. Within 32 hours of the injury, the employee tests above both the following levels established for an enzyme multiplied immunoassay technique (EMIT) screening test and above the following levels established for a gas chromatography/mass spectrometry test, or in the alternative, above the levels established for a gas chromatography/mass spectrometry (GC/MS) test alone as follows, for substances not prescribed by a physician 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: February 24, 2003]
[Revised: November 21, 2016]

HIV/AIDS
(Human Immunodeficiency Virus/
Acquired Immune Deficiency Syndrome)

General Principles

The Board recognizes that the human immunodeficiency virus (HIV) and the condition of acquired immune deficiency syndrome (AIDS), which is caused by the HIV infection, are significant medical, legal, educational and social issues. The Board desires to protect the rights of all students and employees and does not discriminate against students and employees who are HIV-infected. The Board works cooperatively with State and local health organizations in assessing the needs of HIV-infected students or staff and keeping updated on current educational information to be included in the District's educational plan.

Current medical information available indicates that HIV cannot be transmitted from one individual to another by casual contact, i.e., the type of contact that occurs in the school setting, such as shaking hands, sharing an office or a classroom, coughing, sneezing or the use of drinking fountains. Students who are infected with HIV are entitled to all rights, privileges and services accorded to other students. Decisions about any changes in the educational program of an HIV-infected student shall be made on a case-by-case basis, relying on the best available scientific evidence and medical advice.

There shall be no discrimination against employees who are HIV-infected. The District provides equal opportunities for employment, retention and advancement for all staff members. Employees who are unable to perform their duties due to an illness, such as those related to HIV, shall retain eligibility for all benefits that are provided for other employees with long-term diseases or disabling conditions, utilizing the information/rights in any Negotiated Agreements or Board policies as appropriate. Changes in employment status or location due to HIV complications are made on a case-by-case basis.

Evaluating Students and Staff Who Are Infected with HIV

The Superintendent is the designee regarding all HIV incidences. When an individual is found to be infected with HIV, the Superintendent shall attempt to ascertain, in consultation with the infected individual, whether he/she has a secondary infection such as tuberculosis that constitutes a recognized risk of transmission in the school setting. This is a medical question that can only be determined by the infected person's physician. The Superintendent shall also attempt to determine ways that the District may help anticipate and meet the needs of the student or staff member infected with HIV.

If there is a secondary infection that constitutes a medically recognized risk of transmission in the school setting, the Superintendent shall consult with the physician, public health official and the infected person (and the parent(s) of the student). If necessary, they will develop an individually tailored plan for the student or staff member. Additional persons may be consulted, if this is essential for gaining additional information, with the consent of the infected staff member or the student's parent(s). The Superintendent should consult with the school attorney to make sure that any official action is consistent with Ohio and Federal laws. When the Superintendent makes a decision about the case, there shall be a fair and confidential process for appealing the decision.

If an individually tailored plan is necessary, it shall have a minimal impact on either education or employment. It must be medically, legally, educationally and ethically sound. The Superintendent periodically reviews individual cases and oversees implementation of the plan in accordance with local, Ohio and Federal laws.

Confidentiality

Information regarding a student or staff member infected with HIV is classified, by law, as confidential. Those individuals who have access to the proceedings, discussions or documents must treat such information as confidential. Only with the written consent of the staff member or the student's parent(s) shall other school personnel, individuals and agencies be informed of the situation/condition. All information pertaining to the case shall be kept by the Superintendent in a locked file; access to this file is granted only to those people who have the written consent of the infected staff member or the infected student's parent(s).

HIV Advisory Committee

The President of the Board may appoint an HIV Advisory Committee. The Committee consists of one member of the Board, the Superintendent, one principal, one teacher, the District's legal counsel, the school physician and a doctor who specializes in communicable diseases. Other persons who may be considered as members include a guidance counselor, a student and an official of the County Department of Health. The function of the HIV Advisory Committee is:

1. to keep informed regarding the latest medical developments and information regarding HIV;

2. to advise the Board regarding policies and regulations and any changes which the Committee recommends in such policies to the Board;

3. to advise the Board regarding the HIV education program;

4. to develop guidelines for Board consideration on hygienic practices in schools and

5. to assist any student, parent or employee who is seeking information about HIV.

HIV Education Program

The Board directs the administration, with the advice of the HIV Advisory Committee, to develop a program for educating persons regarding HIV. The program should provide a plan for making information about HIV available to students as a part of the health curriculum. HIV education should be developmentally appropriate to the grade level.

The Board directs the administration to develop an educational plan to inform employees about HIV-related issues and safety. In developing such programs, it is expected that information from sources such as the National Centers for Disease Control, the Ohio Department of Health and the Ohio Department of Education is utilized.

The educational program should ensure that, at a minimum, students and staff are informed in a consistent manner about:

1. the nature of HIV infection, including how it is and is not transmitted according to current scientific evidence;

2. District guidelines related to students and employees with diseases such as HIV infection;

3. resources within the District and the surrounding community for obtaining additional information or assistance and

4. procedures to prevent the spread of all communicable diseases at school.

[Adoption date: February 24, 2003]

LEGAL REFS.: Family and Medical Leave Act; 29 USC 2611 et seq.
ORC 3313.67; 3313.68; 3313.71
3319.13; 3319.141; 3319.321
3701.13; 3701.14
3707.06; 3707.08; 3707.20; 3707.21; 3707.26
3709.20; 3709.21
OAC 3301-35-02

CROSS REFS.: AC, Nondiscrimination
ACB, Nondiscrimination on the Basis of Disability
EBBC, Bloodborne Pathogens
GBA, Equal Opportunity Employment
GBE, Staff Health and Safety
GBL, Personnel Records
JB, Equal Educational Opportunities
JO, Student Records
Staff and Student Handbooks

File: GBG

STAFF PARTICIPATION IN POLITICAL ACTIVITIES

Employees have the same fundamental civic responsibilities and privileges as other citizens. Among these are campaigning for an elective public office and holding an elective or appointive public office.

The terms and conditions under which the employee may continue employment as he/she seeks or holds such office is 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: February 24, 2003]
[Revised date: November 27, 2023]

LEGAL REFS.: Intergovernmental Personnel Act; 42 USC 4701 et seq.
ORC 9.03
124.57
3315.07

STAFF-STUDENT RELATIONS

The relationship between the District's staff and students must be one of cooperation, understanding and mutual respect. Staff members have a responsibility to provide an atmosphere conducive to learning and to motivate each student to perform to his/her capacity.

Staff members should strive to secure individual and group discipline, and should be treated with respect by students at all times. By the same token, staff members should extend to students the same respect and courtesy that they, as staff members, have a right to demand.

Although it is desired that staff members have a sincere interest in students as individuals, partiality and the appearance of impropriety must be avoided. Excessive informal and/or social involvement with individual students is prohibited. Such conduct is not compatible with professional ethics and, as such, will not be tolerated.

Staff members are expected to use good judgment in their relationships with students both inside and outside of the school context including, but not limited to, the following guidelines.

1. Staff members shall not make derogatory comments to students regarding the school, its staff and/or other students.

2. The exchange of purchased gifts between staff members and students is discouraged.

3. Staff-sponsored parties at which students are in attendance, unless they are a part of the school's extracurricular program and are properly supervised, are prohibited.

4. Staff members shall not fraternize, written or verbally, with students except on matters that pertain to school-related issues.

5. Staff members shall not associate with students at any time in any situation or activity which could be considered sexually suggestive or involve the presence or use of tobacco, alcohol or drugs.

6. Soliciting, encouraging, engaging or consummating and 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 email 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 may 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 State Board of Education for further investigation. Nothing in this policy prohibits District staff and students from the use of educational websites and/or use of social media created for curricular, cocurricular or extracurricular purposes.

[Adoption date: February 24, 2003]
[Revision date: February 25, 2019]
[Revision date: April 27, 2020]
[Revision date: October 27, 2025]

LEGAL REF.: ORC 3313.20; 3319.31; 3319.311
OAC Chapter 3301-73

CROSS REFS.: GBC, Staff Ethics
GBCA, Staff Conflict of Interest
GBCB, Staff Conduct
GBI, Staff Gifts and Solicitations
IIBH, District Websites
JFC, Student Conduct (Zero Tolerance)
JG, Student Discipline
JHF, Student Safety
JHG, Reporting Child Abuse and Mandatory Training
JL, Student Gifts and Solicitations
JO, Student Records
KBA, Public's Right to Know
Staff Handbooks
Student Handbooks

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

STAFF GIFTS AND SOLICITATIONS

Gifts

The Board authorizes the expenditure of public funds to purchase meals, refreshments and favors for employees and Board members in the completion of their responsibilities. The Board believes that such expenditures are necessary, on occasion, to further a public purpose in the general operation of the District. Such public purpose includes, but may not be limited to, employee development activities, employee recognition activities and certain routine meetings that may be enhanced by such amenities.

Such expenditures shall be consistent with the Board's purchasing policy and within the appropriation limits established by the Board.

Presentation of gifts to, and the arrangement of social affairs for, employees leaving the system are governed by the following.

1. Each building principal appoints, or employees may volunteer for, a small social committee to plan social affairs such as teas and luncheons.

2. Any gifts to be presented to departing employees by their respective groups are at the discretion of the group involved.

Vendor Compensation

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

All travel arrangements must be in compliance with District field trip regulations and approved by the Superintendent or his/her designee.

Solicitations

The Superintendent annually approves all solicitations which are to be permitted in the schools. No organization may solicit funds of staff members in the schools, nor may anyone distribute flyers or other materials related to fund drives through the schools, without the prior approval of the Superintendent. 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 fund-raising 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: February 24, 2003]
[Revision date: October 22, 2018]
[Revision date: November 27, 2023]

LEGAL REFS.: ORC 102.03
117.01
2921.43
3313.81; 3313.811
3315.15
3329.10

CROSS REFS.: GBIA, Online Fundraising Campaigns/Crowdfunding (Also IGDFA)
IGDG, Student Activities Funds Management
IICA, Field Trips
JL, Student Gifts and Solicitations

ONLINE FUNDRAISING CAMPAIGNS/CROWDFUNDING

The Board believes that online fundraising campaigns, including crowdfunding campaigns, may support and further the interests of the District.

All crowdfunding campaigns must be reviewed by and receive prior approval from the Superintendent.

In order for a crowdfunding campaign to be approved, the campaign must:

1. be conducted in compliance with all State and Federal laws, as well as relevant District policies and procedures, including those governing the confidentiality of student information. No information that could personally identify a student, including student names or images, may be used without the prior written consent of parents or adult students. The Superintendent must review all images and text used as part of the campaign.

2. be compatible with the District's educational philosophy, needs, technical infrastructure, and core values. The organizer must submit in writing to the Treasurer a statement identifying the purpose(s) for raising the money. All online fundraisers must be conducted in accordance with District policies and procedures.

3. be in the name of the school or District with all donations being sent, paid or contributed directly to the school or District. Staff are prohibited from establishing campaigns that are directly sent, paid or contributed to a staff member in lieu of the District or school.

4. be reviewed to determine whether the crowdfunding site obligates the District to assume any responsibility to file required reports of charitable activities.

The Superintendent maintains a documentation of campaign approval, details of the campaign, a printed copy of the website, copies of all related agreements and permission forms, copies of any checks donated and any inventory listing non-monetary donations.

No donations of money, property, equipment, or materials are accepted without Board approval and all donations accepted are the property of the District. Upon acceptance, donations are promptly entered into the District property inventory or deposited into District bank accounts and are subject to normal fiscal oversight and auditing. Donations are used solely for the purpose(s) stated in the campaign provided the purposes are lawful and do not remove the authority of the Board.

File: GBIA (Also IGDFA)

[Adoption date: October 22, 2018]

LEGAL REFS.: Family Educational Rights and Privacy Act; 20 USC Section 1232g
ORC 9.38
2921.43
3313.51
3319.321

CROSS REFS.: GBCA, Staff Conflict of Interest
GBI, Staff Gifts and Solicitations
IGDF, Student Fundraising Activities
KH, Public Gifts to the District
KI, Public Solicitations in the Schools

NO TOBACCO USE ON DISTRICT PROPERTY BY STAFF MEMBERS
(Version 2)

The Board has a duty to protect and promote the health and well-being of all students and staff. The Board is acutely aware of the serious health risks associated with the use of tobacco products, both to users and nonusers, and that most tobacco use begins by the age of 18. The Board recognizes that staff and school visitors serve as role models to students and, therefore, adopts this 100% tobacco-free District policy to endorse a healthy lifestyle and prevent tobacco use.

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. For the purpose of this policy, "tobacco product" is defined to include any lighted or unlighted cigarette, cigar, pipe, bidi, clove cigarette, and any other smoking product, and spit tobacco, also known as smokeless, dip, chew and snuff, in any form.

Tobacco Use Prohibited

No staff member or volunteer is permitted to smoke, inhale, vape, dip or chew tobacco products at any time, including non-school hours:

1. in any building, facility or vehicle owned, leased, rented or chartered by the District or

2. on school grounds, athletic facilities or parking lots.

No staff member or volunteer is permitted to smoke, inhale, vape, dip or chew tobacco products at any time, including non-school hours, at any school-sponsored event off campus.

Tobacco Advertisements and Promotions

Tobacco advertising is prohibited on school grounds, in all school-sponsored publications and at all school-sponsored events. Tobacco promotional items that promote the use of tobacco products, including clothing, bags, lighters and other personal articles, are not permitted on school grounds, in school vehicles or at school-sponsored events.

Providing Notice to Staff

"No Tobacco" signs will be posted throughout the District at entrances and other appropriate

locations in all academic buildings, administrative spaces and athletic fields. District staff will be provided notice of this policy through staff handbooks. District vehicles will display the international “No Smoking” insignia.

Enforcement

Disciplinary measures taken against staff for violations of this policy comply with the requirements of State law, related District policies and regulations and/or the staff negotiated agreements.

Educational Reinforcement

Tobacco use prevention education is closely coordinated with the other components of the school health program. Staff responsible for teaching tobacco use prevention education have adequate pre-service training and participate in ongoing professional development activities to effectively deliver the education program.

[Adoption date: February 24, 2003]
[Revised: June 23, 2014]
[Revised: February 26, 2018]
[Revised: October 28, 2019]
[Revised: October 25, 2021]

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 Superintendent is hereby designated as the employee directly responsible for the personnel records system. The following guidelines govern such records.

1. Personnel files contain records and information relative to compensation, payroll deductions, evaluations and such information as may be required by State or Federal law or considered pertinent by the Superintendent. Anonymous material or material from an unidentified source are not placed in a staff member's file.

2. A personnel file for each employee is accurately maintained in the District office in accordance with administrative regulations incorporating the requirements set forth under the Ohio Privacy Act for the protection of employees. Employees will be notified whenever personal information concerning them is placed in their file.

3. State law requires that all public records be promptly prepared and made available for inspection to any member of the general public at all reasonable times during regular business hours. Upon request, the person directly responsible for the personnel records is required to make copies available at cost, within a reasonable period of time.

4. The public has access to all records in the personnel file with the following exceptions:

   A. medical records;
   B. records pertaining to adoption, probation or parole proceedings;
   C. trial preparation records;
   D. confidential law enforcement investigatory records;
   E. Social Security number and
   F. records of which the release is prohibited by State or Federal law.

   Additional exceptions are listed in Ohio Revised Code Section 149.43.

5. The District is required to keep reports of investigations of employee misconduct in the employee's personnel file, unless the State Superintendent of Public Instruction or his/her designee determines that the report does not warrant taking action against the employee. If the State Superintendent of Public Instruction or his/her designee determines no action is warranted, the investigation report must be moved from the employee's personnel file to a separate public file.

6. Each employee has the right, upon written request, to review the contents of his/her own personnel file. If a document is not disclosed to the employee because it is determined

by a physician, psychiatrist or psychologist to be likely to have an adverse effect upon the employee, the document will be released to the designated medical authority. Requests are made to the Superintendent and scheduled for a time convenient for the parties involved.

7. Employees may make written objections to any information contained in the file. Any written objection must be signed by the staff member and becomes part of the employee's personnel file after the appeal procedure outlined in 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: February 24, 2003]
[Revised: January 13, 2014]
[Revised: November 21, 2016]
[Revised: October 25, 2021]

LEGAL REFS.: Genetic Information Nondiscrimination Act of 2008; 42 USC 2000ff et seq.
ORC 9.01; 9.35
111.41; 111.42; 111.43; 111.46; 111.47; 111.99
149.011; 149.41; 149.43
1347.01 et seq.
3317.061
3319.311; 3319.314; 3319.318
4113.23

CROSS REF.: EHA, Data and Records Retention
KBA, Public's Right to Know

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

File: GBM

STAFF COMPLAINTS AND GRIEVANCES

The Board encourages the administration to develop effective means for resolving differences that may arise among employees, reducing potential areas of grievances and establishing and maintaining recognized channels of communication.

Grievance procedures should provide for prompt and equitable adjustment of differences at the lowest possible administrative level. Each employee should be assured the opportunity for an orderly presentation and review of complaints and concerns.

The procedures established for the resolution of grievances in contracts negotiated with recognized employee bargaining units applies only to "grievances" as defined in the particular contract(s).

[Adoption date: February 24, 2003]

LEGAL REFS.: ORC 4117.09; 4117.10

CROSS REF.: GBB, Staff Involvement in Decision Making (Also ABB)

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

EXTENDED GROUP HEALTH COVERAGE

The Consolidated Omnibus Budget Reconciliation Act (COBRA) provides for certain employees of the District and their dependents to be allowed to purchase extended group health insurance coverage for a limited period of time following their cessation of employment with the District. The Board contracts with a plan administrator who coordinates the program and provides the notices which are necessary.

1. Initial Notices

   A. The plan administrator must give a written notice describing the extended coverage rights to all employees and spouses covered by the group health insurance plan.

   B. The plan administrator must give a written notice describing extended coverage rights to each newly covered employee and spouse at the time their group health plan coverage begins. If a covered employee marries following the effective date of this policy, it is the employee's responsibility to inform the Board. The Board informs the plan administrator, who is then responsible for providing the new spouse with the proper notice.

2. Notices Related to Event Triggering Continuation Coverage and Election by Beneficiaries

   A. The Board is responsible for notifying the plan administrator, within 30 days, of the death, separation of employment or reduction of hours (leading to less coverage) of an employee and of an employee's entitlement to Medicare benefits.

   B. The employee or beneficiary is responsible for notifying the plan administrator of the divorce or legal separation of the employee and spouse and of the termination of eligibility of a dependent child.

   C. The plan administrator must notify the affected employee and dependents of their extended coverage rights within 14 days after the plan administrator is notified of the event that could lead to loss of coverage.

   D. The employee or dependent is given a period of 60 days after this notice is given in order to elect the extended coverage and to present payment of any applicable premium costs back to the cessation of coverage.

3. Employees' and Dependents' Rights Upon Loss of Coverage

A. The extended coverage offered to eligible employees and their dependents is the same coverage as that provided under the current group plan to "similarly situated" individuals who remain eligible for regular (i.e., nonextended) coverage.

B. If an employee incurs a termination of employment, whether voluntary or involuntary (other than for "gross misconduct"), or a reduction of hours which results in loss of coverage, he/she will be offered the extended coverage (including extended coverage for dependents who would otherwise lose existing coverage) for up to 18 months.

C. If an employee's spouse or children who are covered as dependents under the group health plan would lose coverage because of the death of the employee, divorce, legal separation or the employee's becoming eligible for Medicare, the spouse and children will be offered the extended coverage for up to 36 months.

D. If an employee's dependent child who is covered by the group health plan ceases to be a dependent child under the terms of the plan and thereby loses coverage, the child must be offered extended coverage for up to 36 months.

4. Early Retirement of Coverage

Extended coverage elected by an eligible employee or dependent is terminated before the expiration of the relevant 18- or 36-month period if the covered individual:

A. becomes covered by another employer-sponsored group health plan as a result of employment, re-employment or remarriage;

B. becomes covered by Medicare or

C. fails to pay for the coverage.

5. Cost of Coverage to the Employee and/or Dependents

A. Eligible individuals who elect extended coverage can be charged 102% of the cost of the extended coverage. The cost of the extended coverage is the cost for the same period of coverage for similarly situated employees or dependents who remain eligible for regular coverage.

B. The health care coverage to which this policy applies includes major medical, hospitalization, surgical and dental insurance but does not include life insurance.

[Adoption date: February 24, 2003]

LEGAL REF.: Consolidated Omnibus Budget Reconciliation Act; 42 USC 300bb-1 et seq.

File: GBO

VERIFICATION OF EMPLOYMENT ELIGIBILITY

The Board complies with all aspects of the Immigration Reform and Control Act. The Board delegates to the Superintendent the responsibility of establishing procedures to ensure compliance with this Act.

Federal law requires that all employers and employees hired after November 6, 1986 complete an Employment Eligibility Verification Form (Form I-9) provided by the U.S. Immigration and Naturalization Service. All such employees must provide documents which establish both identity and employment eligibility in order for Form I-9 to be completed and signed by both the employee and the appropriate District official.

The Employment Eligibility Verification Form (Form I-9) must be retained for three years or for one year past the end of the employment of an individual, whichever is longer. Such forms must be made available for inspection to an Immigration and Naturalization Service (INS) or Department of Labor (DOL) officer upon request.

[Adoption date: February 24, 2003]

LEGAL REF.: Immigration Reform and Control Act; 8 USC 1324a et seq.

CROSS REF.: AC, Nondiscrimination

VERIFICATION OF EMPLOYMENT ELIGIBILITY

In order to comply with Federal law, the following verification of employment eligibility procedures apply:

Completion of Form I-9

The Superintendent/designee requires persons employed to complete Form I-9 within three business days of the date of employment. If an individual is employed for less than three days, the form must be completed before the end of the employee's first working day.

The following individuals do not need to complete Form I-9.

1. persons hired before November 7, 1986
2. persons hired after November 6, 1986, who left your employment before June 1, 1987
3. persons who provide labor to the District and who are employed by a contractor providing contract services
4. persons who are independent contractors

The Superintendent/designee is also responsible for reverifying employment eligibility of employees whose employment eligibility documents carry an expiration date.

Acceptable Documents for Verifying Employment Eligibility

All employees hired after November 6, 1986, need to provide a document or documents which establish identity and employment eligibility. The following lists identify acceptable documents:

LIST A

Documents Which Establish Identity and Employment Eligibility

1. United States passport
2. Certificate of United States Citizenship (INS Form N-560 or N-561)
3. Certificate of Naturalization (INS Form N-550 or N-570)
4. Unexpired foreign passport which:

A. contains an unexpired stamp which reads “Processed for I-551. Temporary Evidence of Lawful Admission for permanent residence. Employment authorized” or

B. has attached thereto Form I-94 bearing the same name as the passport and contains an employment authorization stamp, provided that the period of endorsement has not expired and the proposed employment is not in conflict with any restrictions or limitations identified on Form I-94.

5. Alien Registration Receipt Card (INS Form I-151) or Resident Alien Card (INS Form I-551), provided that it contains a photograph of the bearer

6. Temporary Resident Card (INS Form I-688A)

7. Employment Authorization Card (INS Form I-688A)

LIST B

Documents Which Establish Identity

1. For individuals 16 years of age or older

   A. State-issued driver's license or State-issued identification card containing a photograph (If the driver's license or identification card does not contain a photograph, identifying information should be included, such as name, date of birth, sex, height, color of eyes and address.)

   B. school identification card with a photograph

   C. voter's registration card

   D. United States military card or draft record

   E. identification card issued by Federal, State or local government agencies

   F. military dependent's identification card

   G. Native American tribal document

   H. United States Coast Guard Merchant Mariner card

   I. driver's license issued by a Canadian government authority

2. For individuals under age 16 who are unable to produce one of the documents listed above

   A. school record or report card

   B. clinic doctor or hospital record

C. day-care or nursery school record

LIST C

Documents Which Establish Eligibility

1. Social Security number card, other than one which has printed on its face "not valid for employment purposes"

   Note: This must be a card issued by the Social Security Administration (A facsimile (such as a metal or plastic reproduction) is not acceptable.)

2. an original or certified copy of a birth certificate issued by a State, county or municipal authority bearing an official seal

3. unexpired INS employment authorization

4. unexpired re-entry permit (INS Form I-327)

5. unexpired Refugee Travel Document (INS Form I-571)

6. certification of birth issued by the Department of State (Form FS-545)

7. certification of birth abroad issued by the Department of State (Form DS-1350)

8. United States Citizen Identification card (INS Form I-197)

9. Native American tribal document

10. identification card for use of Resident Citizen in the United States (INS Form I-179)

Retention of Employment Eligibility Verification Form (Form I-9)

The Superintendent/designee must retain Form I-9 for three years or for one year past the end of the employment of the individual, whichever is longer. Such forms are retained in a separate file and shall be considered to be confidential and used only for employment eligibility verification purposes.

Preparation of Documents for Inspection

U.S. Immigration and Naturalization Service (INS) or Department of Labor (DOL) officers are required to give employers three days advance notice before an inspection. The Superintendent/ designee assembles the I-9 forms in preparation for the inspection. Failure to provide the I-9 forms could result in civil money penalties for each employee for whom the form was not completed, retained or presented.

(Approval date: February 24, 2003)

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 shall unlawfully manufacture, distribute, dispense, possess or use any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcohol or any other controlled substance, as defined in State and/or Federal law, 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 in which students are under the jurisdiction of District authorities.

As a condition of employment, each employee shall notify his/her supervisor, in writing, of his/her conviction of any criminal drug statute for a violation occurring in the workplace as defined above, not later than five days after such conviction.

Employees are given a copy of the standards of conduct and the statement of disciplinary sanctions and are notified that compliance with the standards of conduct is mandatory. 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.

All employees are provided the opportunity to participate in a drug-free awareness program to inform them of requirements, services and penalties.

A list of local drug and alcohol counseling, rehabilitation and re-entry programs and services offered in the community is made available to employees.

[Adoption date: February 24, 2003]
[Revised: February 28, 2006]
[Revised: November 21, 2016]
[Revised: February 25, 2019]
[Revised: October 25, 2021]

LEGAL REFS.: Drug-Free Workplace Act of 1988; 41 USC 701 et seq.;
20 USC 3474, 1221e-3(a)(1)
Drug-Free Campus and Schools Act; 20 USC 3224(a)
ORC 3796.28
4123.01 et seq.; 4123.35; 4123.54

CROSS REF.: 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 Records Check
Staff Handbooks

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

CRIMINAL RECORDS CHECK

The Board shall request from the Superintendent of the Bureau of Criminal Investigation (BCI) criminal records checks of all candidates under final consideration for employment or appointment in the District. The BCI criminal records checks include information from the Federal Bureau of Investigation (FBI), unless the individual can demonstrate that he/she has been a resident of the state for the preceding five years and has previously been subject to a BCI check, in which case only a FBI check is required.

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 records check to the District in compliance with State law. The District may accept this criminal records check in place of its own records check if the date of acceptance by the District is within one year after the date of issuance by the BCI.

State law requires subsequent criminal records checks every five years for all school employees except 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 records 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 that a criminal records check may be conducted at any time.

Contractors

Criminal records checks are required for contractors who meet the following four criteria: (1)

the contractor is an employee of a private company under contract with the District to provide "essential school services"; (2) the contractor works in a position involving routine interaction with a child or regular responsibility for the care, custody or control of a child; (3) the contractor is not licensed by Ohio Department of Education and (4) the contractor is not a bus driver.

[Adoption date: February 24, 2003]
[Revised: February 28, 2006]
[Revised: March 31, 2008]
[Revised: January 13, 2014]
[Revised: December 18, 2017]
[Revised: June 25, 2018]
[Revised: October 25, 2021]
[Revised: November 24, 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- 3319.393
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, Demotion 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

File: GBR

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 workweeks (or 26 workweeks to care for a covered service member) of unpaid family and medical leave in a 12-month period. The Board continues to pay the District's share of the employee's health benefits during the leave. In addition, the District reinstates the employee to the same or an equivalent position after the employee's return from leave.

In complying with the FMLA, the District adheres to the requirements of applicable State and Federal law.

Additional information is contained in the regulations which follow this policy.

[Adoption date: February 24, 2003]
[Revision date: January 13, 2014]
[Revision date: January 6, 2020]

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

FAMILY AND MEDICAL LEAVE

Eligibility

An employee who has worked for the District for at least 12 months and who has worked at least 1,250 hours in the 12 months preceding the beginning of the leave is eligible for leave under the Family and Medical Leave Act (FMLA). The 12 months an employee must have been employed by the District do not need to be consecutive months. The 1,250 hours of service do not include vacation leave, sick leave, holidays or other paid leaves of absences. However, an employee returning from fulfilling his/her Uniformed Services Employment and Reemployment Rights Act (USERRA) covered service obligation shall be credited with the hours of service that would have been performed but for the period of military service in determining whether the employee worked the 1,250 hours of service.

Leave Entitlement

An eligible employee is allowed to take up to 12 workweeks of leave during a 12-month period. The District has chosen the following method to determine the 12-month period in which the 12 workweeks of leave entitlement occurs:

Any fixed 12-month "leave year" – August 1st through July 31st

An employee may be eligible for 26 workweeks of FMLA leave during a single 12-month period to care for a covered service member 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 of a newborn child;

2. placement with an employee of a son or daughter for adoption or foster care;

3. care for a spouse, child or parent with a serious health condition. An employee may not take FMLA leave to care for a parent-in-law;

4. recovery from a serious health condition that keeps the employee from performing the essential functions of his/her job.

5. to respond to a "qualifying exigency" that arises because a spouse, child or parent is a military member on covered active duty or;

6. to care for a covered 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, their combined amount of leave for birth, adoption, foster care placement and parental illness may be limited to 12 weeks. If spouses eligible for leave are employed by the District, their combined amount of leave to care for a covered service member is limited to 26 weeks.

Intermittent and Reduced Leave

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 work week 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 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: February 24, 2003]
[Revision date: January 13, 2014]
[Revision date: January 6, 2020]

HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY (HIPAA)

The Health Insurance Portability and Accountability Act of 1996 (HIPAA) grants individuals the right to receive notice of the uses and disclosures of their protected health information that may be made by the District, and sets forth the individual's rights and the District's legal obligations with respect to protected health information. The purpose of this policy is to assist the District in complying with the HIPAA privacy standards, to ensure that individuals receive adequate notice of the District's practices with regard to the dissemination and use of protected health information, and to protect the confidentiality and integrity of protected health information.

Confidentiality of Individually Identifiable Health Information

All officers, employees and agents of the District must preserve the confidentiality and integrity of individually identifiable health information pertaining to any individual. Individually identifiable health information is protected health information and shall be safeguarded to the extent possible in compliance with the requirements of the security and privacy rules and standards established by HIPAA.

The District and its employees will not use or disclose an individual's protected health information for any purpose without the properly documented consent or authorization of the individual or his/her authorized representative unless required or authorized to do so under State or Federal law or this policy, unless an emergency exists or unless the information has been sufficiently de-identified that the recipient of the information would be unable to link the information to a specific individual.

Prior to releasing any protected health information for the purposes set forth above, the District representative disclosing the information shall verify the identity and authority of the individual to whom disclosure is made. This verification may include the examination of official documents, badges, driver's licenses, workplace identity cards, credentials or other relevant forms of identification or verification.

All employees of the District are expected to comply with and cooperate fully with the administration of this policy. The District will not tolerate any violation of the HIPAA privacy or security standards or this policy. Any such violation constitutes grounds for disciplinary action, up to and including termination of employment.

Any employee of the District who believes that there has been a breach of these privacy and security policies and procedures or a breach of the integrity or confidentiality of any person's protected health information shall immediately report such breach to his/her immediate supervisor or the Board appointed privacy/security officer. The privacy/security officer shall conduct a thorough and confidential investigation of any reported breach and notify the complainant of the results of the investigation and any corrective action taken.

The District will not retaliate or permit reprisals against any employee who reports a breach to the integrity or confidentiality of protected health information. Any employee involved in retaliatory behavior or reprisals against another individual for reporting an infraction of this policy is subject to disciplinary action up to and including termination of employment.

Following the discovery of a breach of unsecured health information, the privacy/security officer will notify each individual whose unsecured protected health information has been, or is reasonably believed to have been accessed, acquired, used or disclosed as a result of a breach. Any individual responsible for the unauthorized use or disclosure is referred to the Superintendent or his/her designee for appropriate disciplinary measures.

Privacy/Security Officer

The Treasurer shall be the privacy/security officer for the District. The privacy/security officer is responsible for overseeing all ongoing activities related to the development, implementation, maintenance and adherence to the District's policies and procedures concerning the security and privacy of protected health information.

Notice

The District shall distribute a Notice of Privacy Practices to individuals at the time of their enrollment in the health plan and within 60 days of any material revision. The notice shall also be posted in a clear and prominent location in each facility in the District and be printed in staff handbooks and the health plan booklet. The District will also notify individuals covered by the health plan of the availability of and how to obtain the notice at least once every three years.

Training

All employees shall receive training regarding the District's privacy policies and procedures as necessary and appropriate to carry out their job duties. Training shall also be provided when there is a material change in the District's privacy practices or procedures.

Documentation

Documentation shall be required in support of the policies and procedures of the District and all other parts of the HIPAA privacy regulations that directly require documentation, including, but not limited to, all authorizations and revocations of authorizations, complaints and disposition of complaints. All documentation is kept in written or electronic form for a period of six years from the date of creation or from the date when it was last in effect, whichever is later.

[Adoption date: December 22, 2003]
[Revised: February 10, 2014]

LEGAL REFS.: Health Insurance Portability and Accountability Act; 29 USC 1181 et seq.
45 C.F.R.
ORC 9.01; 9.35
149.41; 149.43
1347.01 et seq.
4113.23

CROSS REF.: KBA, Public's Right to Know

File: GCA

PROFESSIONAL STAFF POSITIONS

All professional staff positions are created only with the approval of the Board. It is the Board's intent to maintain a sufficient number of positions to accomplish its goals and objectives.

Before any new position is established, the Superintendent presents for the Board's approval a job description for the position.

Although a position may remain temporarily vacant or the number of persons holding the same type of position may be reduced in the event of staff reductions, only the Board may abolish a position which it has created.

The Superintendent keeps all job descriptions current and presents recommended changes to the Board for approval.

[Adoption date: February 24, 2003]

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 retain properly certified or licensed 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 shall be issued to all professional 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 re-employed 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 re-employed, not review 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 re-employ 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 a 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 course work 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:

i. Holds a professional educator license or a senior professional educator license or lead professional educator license;

ii. Has held an educator license for at least seven years;

iii. 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 re-employed, 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 re-employment of the teacher, the Superintendent may recommend re-employment 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 re-employment of the teacher, only a continuing contract may be entered into.

The Board may reject the Superintendent's recommendation for re-employment of the teacher under an extended limited contract by three-fourths vote of its full membership.

The Board declares its intention not to re-employ 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 re-employ by the aforementioned date, the teacher is re-employed 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: February 24, 2003]
[Revision date: January 13, 2014]
[Revision date: October 22, 2018]
[Revision date: November 27, 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 REF.: 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

PROFESSIONAL STAFF CONTRACTS AND COMPENSATION PLANS
(Teachers)

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 the following qualifications for the duration of the program:

1. Hold a bachelor's degree from an accredited institution of higher education;

2. Maintain a cumulative undergraduate grade-point average of at least 2.5 out of 4.0, or its equivalent;

3. Pass an examination prescribed by the SBOE in the subject area to be taught;

4. Successfully complete the summer training institute operated by Teach for America and

5. Remain an active member of the Teach for America two-year support program.

Prior to being placed in a classroom, participants in the Teach for America program must complete a five-week summer training seminar that covers such topics as instructional planning and delivery, classroom management and culture, and learning theory and literacy development.

Participants must also receive ongoing professional development in an accredited four-year institution of higher learning during their two-year teaching commitment.

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: April 13, 2015

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 shall be issued written limited contracts. The contract specifies the administrative position and duties, the salary and other compensation to be paid for performance of such duties, the number of days to be worked, the number of days of vacation leave and any paid holidays in the contractual year.

The term of the administrator's contract will not exceed three years, except that an individual who has been employed as an administrator for three years or more shall be entitled to receive a contract of not fewer than two nor more than five years. The Superintendent may recommend employment of an individual who has served as an administrator in the District for three years or more under a one-year administrative contract once during such individual's administrative career in the District.

An administrator who has earned teacher tenure in the District retains such status while serving as administrator. Any administrator who previously obtained teacher tenure in another district achieves teacher tenure in the District after re-employment with two or more years' experience as an administrator in the District.

The Superintendent's recommendation is considered in all contract renewals. All administrators are evaluated annually. In the year an administrator's contract does not expire, the evaluation is completed and a written copy is given to the administrator no later than the end of the administrator's contract year as defined by his/her salary notice.

In the year an administrator's contract does expire, two evaluations are completed: one preliminary and one final. The preliminary evaluation is conducted at least 60 days prior to any Board action on the employee's contract, and a written copy of the preliminary evaluation is given to the administrator at this time.

The final evaluation includes the Superintendent's intended recommendation for the employee's contract. A written copy of the final evaluation must be provided to the employee at least five days prior to the Board's action to renew or nonrenew the employee's contract. If the Board fails to take action on the expiring contract, then the administrator is renewed. If the administrator has been in the District for two years or less, he/she will receive a one-year contract. If the administrator has been in the District three years or more, he/she will receive a two-year contract.

Before June 1, any administrator whose contract expires at the end of the school year is notified by the Board of the date on which the contract expires and of the individual's right to request a meeting with the Board in executive session to discuss the reasons for considering renewal or nonrenewal of his/her contract. Also prior to June 1 of the year in which the employment contract expires, any administrator whom the Board intends to nonrenew receives written notification of the Board's intent not to re-employ.

The Board may request an alternative administrative license valid for employing a superintendent, principal or assistant principal or other administrative specialist working in a central office or supervisory capacity, consistent with State law.

[Adoption date: February 24, 2003]
[Revised: January 13, 2014]
[Revised: October 22, 2018]
[Revised: April 26, 2021]
[Revised: April 25, 2022]

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

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 BCI 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 for 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, and alternative teaching license, or a permanent non-tax certificate. All such programs meet the requirements of State law.

[Approval date: February 24, 2003]
[Revised: January 13, 2014]
[Revised: June 20, 2016]
[Revised: April 25, 2022]

File: GCBA

PROFESSIONAL STAFF SALARY SCHEDULES

The Board adopts a salary schedule for its regular teaching personnel and places each teacher on the salary schedule in accordance with training and experience.

Placement on the salary schedule is in accordance with regulations developed by the administration and approved by the Board and the placement is in compliance with the Negotiated Agreement.

Retired administrators who are subsequently employed by the Board are granted credit on the salary schedule as determined by the Board on a case-by-case basis.

[Adoption date: February 24, 2003]

LEGAL REFS.: ORC 3317.13; 3317.14
3319.12

CONTRACT REF.: Teachers' Negotiated Agreement

PROFESSIONAL STAFF SUPPLEMENTAL CONTRACTS

Certain positions assigned to individuals may require extra responsibility or extra time beyond that required of all professional staff members. When the Board and administration determine the need, personnel assigned to such positions are provided supplemental contracts and supplemental compensation.

A teacher who is offered and undertakes a supplemental assignment, including but not limited to a coaching duty, enters into a one-year limited contract with the Board, which automatically terminates upon the expiration date.

All assignments accorded extra compensation are designated by the Board, as is the compensation for such assignments. Contracts for such assignments are awarded by the Board upon the recommendation of the Superintendent.

Pay for supplemental assignments is based upon work performed beyond regular duties and beyond the regular workday.

The Board directs the Superintendent/designee to identify supplemental contract positions that supervise, direct or coach a student activity program which involves athletic, routine/regular physical activity or health and safety considerations. Upon the identification of the position, the individual must complete the requirements established by the Ohio Department of Education, Ohio law and the Ohio Administrative Code.

[Adoption date: February 24, 2003]

LEGAL REFS.: ORC 3313.53; 3319.08; 3319.11

CROSS REFS.: GCB, Professional Staff Contracts and Compensation Plans
GCKA, Professional Staff Extra Duty
IGD, Cocurricular and Extracurricular Activities

CONTRACT REF.: Teachers' Negotiated Agreement

PROFESSIONAL STAFF FRINGE BENEFITS

In addition to basic salary, benefits are recognized by the Board as an integral part of the total compensation plan for staff members. The benefits extended to staff members are designed to promote their present and future economic security.

[Adoption date: February 24, 2003]

LEGAL REFS.: ORC 9.83; 9.90
3313.20 - 3313.203; 3313.38
3319.141
3917.04
Chapter 4117
4123.01
Chapter 4141

CROSS REF.: EI, Insurance Management

CONTRACT REF.: Teachers' Negotiated Agreement

PROFESSIONAL STAFF LEAVES AND ABSENCES

A leave of absence is a period of extended absence from duty by a staff member for which written request has been made and formal approval has been granted by the Board. The Board provides a plan for considering leaves and absences for its staff members in accordance with Ohio and Federal laws and Board policies.

Compensation, if any, during leaves of absence depends upon the type of leave. Deductions are made in salaries for absence in accordance with regulations developed by the administration and approved by the Board.

Depending on the type of leave and when the group insurance policy permits, an employee may continue to participate in Board-approved insurance programs, provided that the employee pays the entire premium for these benefits.

A staff member terminates his/her affiliation with the Board if, at the expiration of the specified period of leave, he/she declines the position that is offered to him/her. Assuming his/her contract has not expired during a leave of absence, an employee holds the same contract status upon returning to duty as was held on the date on which the leave began.

Community Schools Leave of Absence

The Board grants a leave of absence of at least three years to each member of its teaching staff who is an employee at a community school. If an employee wishes to remain at the community school beyond the term of the leave of absence, he/she must re-apply to the Board for an additional leave of absence. The Board will consider such requests on a case-by-case basis. The Board re-instates a former employee after they are discharged from the community school unless the employee is terminated by the community school for a reason for which the Board itself would have sought to terminate the employee. In such cases, the Board may institute termination proceedings in compliance with State law and/or the Negotiated Agreement.

Any teacher holding valid certification and returning to employment by the District upon termination of the leave of absence is restored to the previous position and salary or to a position and salary similar to the previous position. The Board may reduce the number of teachers it employs as a result of teachers returning to employment upon termination of a community school leave of absence. The reduction will be in compliance with the provisions contained in State law and/or the Negotiated Agreement.

The Board permits employees returning from community schools to receive credit for any personal leave days accrued while employed at the community school**.**

[Adoption date: February 24, 2003]

LEGAL REFS.: Family and Medical Leave Act; 29 USC 2611 et seq.
ORC 124.38
3313.20; 3313.211
3319.08; 3319.09; 3319.13; 3319.131; 3319.14; 3319.141; 3319.143

CROSS REF.: GBR, Family and Medical Leave

CONTRACT REF.: Teachers' Negotiated Agreement

PROFESSIONAL STAFF VACATIONS AND HOLIDAYS

Vacations

Administrative personnel employed on a 12-month basis receive vacations during the contract year as specified in their individual contracts.

A written request for vacation is submitted to the Superintendent for approval. Vacations are allowed, provided they do not hinder the operation of the schools.

Holidays

The school calendar, as adopted by the Board, establishes the school recess periods and holidays for all administrators employed on a school-year basis.

Except as holidays have been declared for the District or vacation days have been scheduled, all professional staff members employed on a 12-month basis (260 workdays per year) are expected to work during the recess periods of the school year.

[Adoption date: February 24, 2003]

LEGAL REFS.: ORC 3313.20; 3313.63

PROFESSIONAL STAFF RECRUITING

Because the quality of the staff hired by the Board is the major component of an effective, productive educational program, the Board and the administration of the District make efforts to attract and retain qualified personnel.

The Board expects the Superintendent, with the assistance of the administrative staff, to determine the personnel needs of the District and the individual schools and to recruit the best qualified candidates to recommend for employment.

Recruitment procedures include posting all openings so that the talents and potential of individuals already employed by the school system are not overlooked. Any current employee may apply for any position for which he/she has certification and meets other stated requirements. All candidates shall be considered on the basis of their merits, qualifications and the needs of the District.

The appropriate building administrator is expected to be involved in recruiting and interviewing. The Superintendent's recommendation reflects, although not necessarily concurs with, that administrator's appraisal of the candidate's qualifications.

[Adoption date: February 24, 2003]
[Revised: October 25, 2021]

LEGAL REF.: ORC 3319.393
OAC 3301-35-03

CROSS REFS.: AC, Nondiscrimination
ACA, Nondiscrimination on the Basis of Sex
ACB, Nondiscrimination on the Basis of Disability
GBA, Equal Opportunity Employment

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 is 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 are used in the selection of personnel.

1. There is no unlawful discrimination in the hiring process.

2. The quality of instruction is enhanced by a staff with widely varied backgrounds, educational preparation and previous experience. Concerted efforts are made to maintain a variation in the staff.

3. Interviewing and selection procedures ensure that the administrator who is directly responsible for the work of a staff member has an opportunity to aid in the selection process. The final recommendation to the Board is made by the Superintendent or by another individual designated by the Board in the event 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 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.

While the Board may accept or reject a nomination, an appointment is valid only if made with the recommendation of the Superintendent or by another individual designated by the Board in the event that the Superintendent's nomination 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 will, under appropriate circumstances, offer to enter into administrative employment agreements with qualified retired administrators whenever practical and when such action appears to be in the best interests of the District. Retired administrators may be employed as administrators on a part-time or full-time basis.

For purposes of this policy, a "retired administrator" is an individual who has retired pursuant to STRS or SERS rules and regulations.

The Board authorizes and directs the Superintendent to develop administrative regulations to implement this policy at the soonest practicable time.

Rehiring of Retirees

If an employee is retiring and seeks re-employment in the same position, then public notice must be given 60 days prior to the date re-employment is to begin. 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: Date of manual adoption]
[Revised: August 20, 2001]
[Re-adoption date: December 22, 2003]
[Revised: January 13, 2014]
[Revised: June 25, 2018]
[Revised: October 22, 2018]
[Revised: April 26, 2021]
[Revised: October 25, 2021]
[Revised: October 28, 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; 3319.318; 3319.39; 3319.393
3323.06

OAC 3301-35-05; 3301-35-06
3307.1-13-03

CROSS REFS.: AC, Nondiscrimination
ACA, Nondiscrimination on the Basis of Sex
ACB, Nondiscrimination on the Basis of Disability
GBA, Equal Opportunity Employment
GBQ, Criminal Records Check
GDD, Support Staff Hiring

PROFESSIONAL STAFF HIRING

Upon appointment, all teachers must have the following documents on file in the office of the Tri-County Educational Service Center:

1. A teacher's certificate/license valid in the State of Ohio, or any administrative or supervisory certificate/license which is validated for the teaching position in question.

2. A properly completed application and personnel information form.

3. An accurate listing of all previous teaching experience in public education, showing employer, length and type of service.

4. A complete, official transcript of earned college credits.

5. A copy of discharge papers if teacher served in the armed forces.

6. Recent snapshot or photograph (optional).

A duplicate set of all documents is required by the local superintendent's office.

Any other documents that a teacher may wish to have in his/her personal record file shall be submitted by the teacher for the approval of the local superintendent.

When one files such records and accepts employment with the Board, it is with the understanding that all of the above documents become the permanent property of the Tri-County Educational Service Center.

The District does not discriminate on the basis of race, color, religion, sex, national origin, disability (ADA), age or veteran status in employment, programs, or against individuals receiving services.

When recommending professional staff members to the Board for employment, the Superintendent shall include as part of the recommendation the following data:

1. name of employee;

2. teaching assignment of employee;

3. college degree (bachelor's, master's, doctorate);

4. total semester hours from college transcripts and

5. years of previous teaching experience and name(s) of previous employing district(s).

    A. Salary schedule placement: The following shall be the criteria for which a teacher shall be given salary schedule placement:

        1) previous experience in public, private or parochial schools recognized by the State Department of Education, and college teaching;
        2) Peace Corp, Vista, or work experience required for certification;
        3) military service;
        4) a total of up to and including five years from the combined list above shall be recognized. (A minimum of 120 teaching days are necessary to constitute a year.) and
        5) the administration has the authority to negotiate salary schedule placement for new teachers with more than five years experience; however, the placement will not be less than five years and will not exceed actual years of previous experience as defined by this section.

The Superintendent office shall be responsible for obtaining the following documents for verification of these data:

1. official college transcripts;

2. copy of current teaching certificate(s)/license(s) and

3. letter from previous employer verifying employment dates.

(Approval date: February 24, 2003)

File: GCE

PART-TIME AND SUBSTITUTE PROFESSIONAL STAFF EMPLOYMENT

All professional personnel employed by the District to serve as substitute teachers or in part-time positions are recommended by the Superintendent for appointment by the Board. The rates of pay for such employment are recommended by the Superintendent and established by the Board.

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 Tri County ESC Superintendent. Principals assume responsibility for the scheduling of substitutes from the approved list as needed.

Building principals develop regulations for substitute teachers to guide them in the performance of their duties. The regulations are approved by the Superintendent/designee.

[Adoption date: December 22, 2003]
[Revision date: June 25, 2018]
[Revision date: November 27, 2023]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
ORC 3317.13
3319.07; 3319.08; 3319.10; 3319.102; 3319.13; 3319.22-3319.31; 3319.39
3323.06
OAC 3301-35-05; 3301-35-06

CROSS REFS.: AC, Nondiscrimination
ACA, Nondiscrimination on the Basis of Sex
ACB, Nondiscrimination on the Basis of Disability

GBA, Equal Opportunity Employment
GBQ, Criminal Records Check

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 interests 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 are considered as employees in all respects.

Such teachers will fulfill 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, as long as they are qualified to perform such duties.

Supervision of the performance of teachers assigned to nonpublic schools is the responsibility of the Superintendent.

Administrators

An administrator cannot be transferred during the term of his/her contract to a position of lesser responsibility unless he/she agrees to such a transfer.

[Adoption date: February 24, 2003]
[Revised: December 22, 2025]

LEGAL REFS.: ORC 3319.01; 3319.02; 3319.12
OAC 3301-35-03(A)

CONTRACT REF.: Teachers' Negotiated Agreement

PROFESSIONAL STAFF TIME SCHEDULES

Administrators

The nature of the duties and responsibilities of administrators and supervisors requires their hours of work to vary and extend as necessary to fulfill the requirements of their positions. The work year for administrators is established individually through their contracts.

Teachers

Efforts are made by the administration to provide a uniform workday for teachers. The workday for teachers shall be established by the Board.

The work year for teachers is established by the Board's adoption of the school calendar.

[Adoption date: February 24, 2003]

LEGAL REFS.: ORC 3313.48; 3313.481; 3313.483
3319.111
OAC 3301-35-02(B)(11)-(13); 3301-35-03(A)(12)

CROSS REF.: ICA, School Calendar

CONTRACT REF.: Teachers' Negotiated Agreement

PROFESSIONAL STAFF EXTRA DUTY

The assignment of special duties such as study halls, hall duties, playground and other duties is a responsibility that must be handled by each principal according to the requirements of their particular buildings. Teachers should realize that these requirements exist and give their complete cooperation to the principal in adjusting these problems.

[Adoption date: February 24, 2003]

CONTRACT REF.: Teachers' Negotiated Agreement

PROFESSIONAL STAFF MEETINGS

Teachers shall be expected to attend all meetings, such as workshops, professional in-service days, and any other meetings for which school is dismissed. Teachers failing to do so may have a day's pay deducted. If teachers are to be excused, approval must come from the Board through the Superintendent.

Teachers shall also be expected to attend all building staff meetings held during the normal workday. If teachers are to be excused, approval must come from the building principal.

[Adoption date: February 24, 2003]

CONTRACT REF.: Teachers' Negotiated Agreement

PROFESSIONAL STAFF MEETINGS

Attendance at all professional meetings must be approved by the Board. If a request is approved, the Board shall pay the registration fee and cost of a substitute, if needed.

The types of professional meetings that shall be considered for approval are as follows:

1. teachers' meetings in a specific teaching area, such as English, reading, math, industrial arts, music, library science, guidance, etc.;

2. coaching clinics (for head coaches only) in the area of coaching assignments;

3. administrative meetings that may be required or strongly recommended by professional organizations, such as the State Department of Education, BASA, OSBA, OAESP, OASSP, OASBO and

4. clinics and workshops for Board members and Board personnel.

(Approval date: February 24, 2003)

File: GCL

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 in-service programs and workshops offered within the District from time to time;

2. released time for visits to other classrooms and schools and for attendance at conferences, workshops and other professional meetings and

3. leaves of absence for advanced educational training.

The Superintendent has the authority to approve released time for conferences and visitations and reimbursements for expenses, provided that such activities are within budget allocations for that purpose.

[Adoption date: February 24, 2003]
[Revision date: November 27, 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

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

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 an electronic copy of their evaluation results by May 10.

The Board evaluates teachers receiving effectiveness ratings of Skilled on those teachers' most recent evaluations carried out under this policy, and whose student growth measures are at least average or higher every two years. Biennial evaluations conducted under this policy are completed by May 1 of the evaluation year. Teachers evaluated on a biennial basis are provided 1 of 3a 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 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: February 24, 2003]
[Revision date: April 22, 2013]
[Revision date: November 23, 2015]
[Revision date: June 20, 2016]
[Revision date: June 25, 2018]
[Revision date: July 27, 2020]

LEGAL REFS.:
ORC 3319.11; 3319.111; 3319.112; 3319.114; 3319.16; 3319.58
Chapter 4117
OAC 3301-35-05

CROSS REFS.: AF, Commitment to Accomplishment
GBL, Personnel Records
GCB, Professional Staff Contracts and Compensation Plans
CONTRACT REF.: Teachers' Negotiated Agreement

EVALUATION OF PROFESSIONAL STAFF
(Administrators Both Professional and Support)

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

The purpose of administrator evaluations is to assess the performance of administrators, to provide information upon which to base employment and personnel decisions and to comply with State law. All administrators are evaluated annually. In the year an administrator's contract does not expire, the evaluation is completed by the end of the contract year, and a copy is given to the administrator.

In the year an administrator's contract does expire, two evaluations are completed, one preliminary and one final. The preliminary evaluation is conducted at least 60 days prior to June 1 and prior to any Board action on the employee's contract. A written copy of the preliminary evaluation is given to the administrator at this time. Evaluations are considered by the Board in determining whether to re-employ administrators.

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

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

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

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

Ohio Principal Evaluation System (OPES)

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 SBOE's evaluation framework.

[Adoption date: February 24, 2003]
[Revised: April 13, 2015]
[Revised: November 23, 2015]
[Revised: June 20, 2016]
[Revised: June 25, 2018]
[Revised: October 25, 2021]

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

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

EVALUATION OF PROFESSIONAL STAFF
(Administrators Both Professional and Support)

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

1. An initial meeting is held by the Superintendent prior to the school year with the assistant superintendents and administrators to discuss specific measurable objectives and plans for their achievement. A statement of these objectives and plans is submitted by each administrator to the Superintendent/designee at a time specified. These objectives and plans are written and maintained in each administrator's personnel file.

2. The evaluator employs the evaluation criteria which are designed to measure the administrator's effectiveness in performing the duties set forth in his/her written job description. All administrators will be evaluated prior to the end of their contract year. The evaluator will also assess the administrator's progress in meeting plans and objectives set for that school year. Areas of outstanding, satisfactory and poor performance will be noted. The Superintendent/designee will meet with each administrator to discuss the written evaluation. The evaluatee is given a copy of the evaluation and has an opportunity to discuss it with the evaluator at this second meeting.

3. An ongoing dialogue concerning the administrator's objectives will continue and the evaluator and evaluatee will meet as needed or requested.

4. For those employees whose contracts are expiring at the end of the current school year, two evaluations must be completed. A preliminary evaluation must be received by the employee at least 60 days prior to any Board action on the employee's contract. A final evaluation must include the Superintendent's intended recommendation for the contract of the employee. A written copy of the final evaluation must be provided to the employee at least five days prior to the Board's action to renew or nonrenew the employee's contract.

5. The employee may request a meeting with the Board prior to any Board action on his/her contract. The employee may have a representative of his/her choice at the meeting.

6. Assistant superintendents, principals, assistant principals and other administrators are automatically re-employed if they are not evaluated according to State law or provided a meeting, if requested, to discuss their renewal or nonrenewal.

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

[Approval date: February 24, 2003]

EVALUATION OF SCHOOL COUNSELORS

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

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

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

Effectiveness Rating

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

Evaluation Time Line

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

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

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

Professional Growth and Improvement Plans

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

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

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

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

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

Retention and Promotion

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

Poorly Performing Counselors

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

Professional Development

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

[Adoption date: September 26, 2016]

LEGAL REFS.: ORC 3319.113; 3319.61
3302.03
Chapter 4117
OAC 3301-35-05

CROSS REFS.: AF, Commitment to Accomplishment
GBL, Personnel Records
GCB, Professional Staff Contracts and Compensation Plans

CONTRACT REF.: Teachers' Negotiated Agreement

REDUCTION IN PROFESSIONAL STAFF WORK FORCE

The Board may reduce the number of teachers upon the return to duty of regular teachers after leaves of absence, suspension of schools, territorial changes affecting the District or decreased enrollment of students in the District.

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: February 24, 2003]

LEGAL REF.: ORC 3319.17

CONTRACT REF.: Teachers' Negotiated Agreement

REDUCTION IN PROFESSIONAL STAFF WORK FORCE

When the Board determines that it is necessary to reduce the number of professional staff positions, the following procedures shall apply.

1. To the extent possible, the number of staff members affected by a reduction in force will be minimized by not employing replacements for staff members who retire, resign or whose contracts are not renewed for reasons other than reduction in force.

2. Reductions needed beyond those resulting from attrition are made by suspending or nonrenewing contracts. Those contracts to be suspended are chosen as follows.

   A. All staff members are placed on seniority lists. Seniority is defined as the length of continuous service in the District. Seniority is not interrupted by authorized leaves of absence.

   B. Reductions shall be made with preference being given first to staff members with continuing contracts and secondly to seniority.

   C. If two or more staff members have the same length of continuous service, seniority will be determined by:

      1) the date of the Board meeting at which the staff member was hired;

      2) next, by the date on which the staff member signed his/her initial contract in the District (in the event two or more staff members were hired on the same date) and

      3) then, the date on which the staff member submitted the first completed job application within the two-year period preceding the effective date of the staff member's first contract with the Board, if the date is known.

      If a tie remains after steps 1, 2 and 3, the Superintendent decides which contract is suspended.

3. The names of staff members whose contracts are suspended in a reduction-in-force action are placed on a recall list for up to 12 months from the date of the reduction. Staff members on the recall list have the following rights.

   A. No new staff members will be employed by the Board while there are staff members on the recall list who are certificated/licensed to fill the vacancy.

   B. Staff members on the recall list are recalled in order of seniority for vacancies in areas for which they are certificated/licensed.

C. If a vacancy occurs, the Board will send an announcement via certified mail to the first known address of all staff members on the recall list who are qualified according to these provisions. It is the staff member's responsibility to keep the Board informed of his/her current address. All staff members are required to respond in writing to the District office within seven calendar days. The most senior of those responding is offered the vacant position. Any staff member who fails to accept the position within seven calendar days forfeits all recall rights.

D. A staff member on the recall list, upon acceptance of the notification to resume active employment status, returns to active employment status with the same seniority, accumulation of sick leave and salary schedule placement as he/she held at the time of layoff. A staff member on the recall list who is unemployed and does not otherwise have group insurance coverage available may continue to participate for up to 18 months in those benefits which are provided to staff members in active employment, provided that the staff member pays 102% for such benefits.

[Approval date: February 24, 2003]

RESIGNATION OF PROFESSIONAL STAFF MEMBERS

Any professional staff member who has a contract effective for the next school year is permitted to resign prior to July 10, preceding that year. After that time, the consent of the Board must be given before a staff member may resign his/her position. A teacher who resigns after July 10 is subject to certification sanctions imposed by the State Board of Education. Resignations are submitted to the Superintendent for presentation to the Board.

[Adoption date: February 24, 2003]

LEGAL REFS.: ORC 3319.02; 3319.15

SEVERANCE PAY

At the time of retirement from the District, a severance amount calculated by a prescribed formula applied to the employee's unused sick leave and daily rate of pay at the time of retirement from the District is granted to professional staff employees in compliance with Ohio law. Upon payment of severance pay, the retiring employee's sick leave accumulation is reduced to zero.

Administrators who have retired under the rules of the State Teachers Retirement System are not eligible for severance pay based upon a subsequent retirement.

[Adoption date: February 24, 2003]

LEGAL REFS.: ORC 9.90
124.39

CONTRACT REF.: Teachers' Negotiated Agreement

SUSPENSION AND TERMINATION OF PROFESSIONAL STAFF MEMBERS

Suspension

The Board may suspend a professional staff member pending final action to terminate his/her contract if, in its judgment, the character of the charges warrants such action.

Termination

The contract of a professional staff member may be terminated for 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 is made. After the hearing, the Board makes its determination by majority vote. Any order of termination of a contract states the grounds for termination.

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: February 24, 2003]
[Revision date: June 25, 2018]
[Revision date: September 28, 2020]
[Revision date: November 27, 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

TUTORING FOR PAY

No teacher may tutor for pay a student who is a member of his/her class. Tutorial assistance to students is considered a normal responsibility of the teacher, except in extenuating circumstances.

A teacher may tutor other students on school premises for pay only in accordance with the following conditions.

1. Tutoring is done after the regular school day, unless special exceptions are approved by the Superintendent.

2. Tutoring in the school must have the approval of the principal and must be in accordance with District requirements and guidelines for community use of school facilities.

[Adoption date: February 24, 2003]

CONTRACT REF.: Teachers' Negotiated Agreement

File: GDA

SUPPORT STAFF POSITIONS

All support staff positions are created only with the approval of the Board. It is the Board's intent to maintain a sufficient number of positions to accomplish its goals and objectives.

Before any new position is established, the Superintendent presents for the Board's approval a job description for the position.

Although positions may remain temporarily vacant, or the number of persons holding the same type of position may be reduced in the event of required staff reduction, only the Board abolishes a position which it has created.

The Superintendent keeps all job descriptions current and presents recommended changes to the Board for approval.

[Adoption date: February 24, 2003]

LEGAL REFS.: ORC 124.11; 124.18; 124.34
3319.081
OAC 3301-35-03

File: GDB

SUPPORT STAFF CONTRACTS AND COMPENSATION PLANS

Contracts

All newly hired, regular support staff employees, including regular hourly rate and per diem employees, enter into written contracts for their employment, which are for a period of not more than one year. If such employees are rehired at the end of their first contracts, their subsequent contracts are for periods of two years.

After the expiration of the two-year contract, if the contract of an employee is renewed, the employee receives a continuing contract. The salary provided in the contract may be increased but not reduced unless such reduction is a part of a uniform plan affecting the support staff employees of the entire District.

Compensation Plans

In determining and developing salary schedules for support staff other than administrators, the Board considers the responsibilities of the position, the qualifications needed, past experience of the individual and years of service credit.

Salaries for support staff are reviewed and established annually by the Board upon the recommendation of the Superintendent.

In compliance with Ohio law, employees are notified in writing by July 1 of their salary for the following school year.

[Adoption date: February 24, 2003]

LEGAL REFS.: ORC Chapter 124
3317.12
3319.081-3319.083; 3319.088

CROSS REF.: GDB, all subcodes (relating to compensation)

CONTRACT REF.: Support Staff Negotiated Agreement

SUPPORT STAFF SALARY SCHEDULES

The Board develops salary schedules which:

1. adequately provide for the retention of those support staff employees who are rendering satisfactory and efficient service in the school system and

2. provide employees with a financial projection by indicating the salary which may be provided by a salary schedule.

Such schedules take into account the qualifications required, the responsibilities of the position and work experience. Initial placement on the schedule may take into consideration the employee's previous experience.

An employee must serve two-thirds of his/her particular work year in order to qualify for the yearly increment on a salary schedule.

In compliance with law, employees are notified in writing by July 1 of their salaries for the ensuing year.

Salaries of confidential employees as defined in the support staff Negotiated Agreement shall be set by the Board.

[Adoption date: February 24, 2003]

LEGAL REFS.: ORC 3317.12
3319.081; 3319.082; 3319.083; 3319.088

CONTRACT REF.: Support Staff Negotiated Agreement

SUPPORT STAFF FRINGE BENEFITS

In addition to basic salary, benefits are recognized by the Board as an integral part of the total compensation plan for staff members.

The benefits extended to eligible support staff employees are designed to promote their present and future economic security and to provide the financial incentives for skill development that benefit the District.

[Adoption date: February 24, 2003]

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.: Support Staff Negotiated Agreement

SUPPORT STAFF LEAVES AND ABSENCES

Leaves and absences granted to the support staff are for the purposes of helping them maintain their physical health, taking care of family and other personal emergencies and discharging important and necessary obligations.

All requests for long-term leaves of absence are submitted by the Superintendent, together with his/her recommendations, to the Board for its action.

Community Schools Leave of Absence

The Board grants a leave of absence of at least three years to each member of its support staff who is an employee at a community school. If an employee wishes to remain at the community school beyond the term of the leave of absence, he/she must re-apply to the Board for an additional leave of absence. The Board will consider such requests on a case-by-case basis. The Board reinstates a former employee after they are discharged from the community school unless the employee is terminated by the community school for a reason for which the Board itself would have sought to terminate the employee. In such cases, the Board may institute termination proceedings in compliance with State law and/or the Negotiated Agreement.

The Board permits employees returning from community schools to receive credit for any personal leave days accrued while employed at the community school.

[Adoption date: February 24, 2003]

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

CROSS REF.: GBR, Family and Medical Leave

CONTRACT REF.: Support Staff Negotiated Agreement

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 receive vacation with pay in compliance with Ohio law or the Negotiated Agreement.

The Superintendent gives final approval of vacation schedules for the support staff. It is his/her responsibility to see that vacations are scheduled so that the least interference with the operation of the schools results.

Holidays

The following holidays have been established by law as paid holidays: New Year's Day, Martin Luther King Day, Memorial Day, Juneteenth 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. When 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 accrue earnings 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: February 24, 2003]
[Revised: October 25, 2021]

LEGAL REFS.: ORC 1.14
3319.084; 3319.086; 3319.087

CONTRACT REF.: Support 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 is the responsibility of the Superintendent, who confers with principals and other supervisors before making a selection. An employee may apply for any vacancy for which he/she is qualified.

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.

All appointments to the support staff are made by the Superintendent, subject to confirmation by the Board. In making these appointments, the Superintendent carefully observes all pertinent laws as well as any regulations which may be approved from time to time by the Board.

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 public 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: December 22, 2003]
[Revised: January 13, 2014]
[Revised: June 25, 2018]
[Revised: October 25, 2021]
[Revised: October 28, 2024]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
ORC Chapter 124
3309.345
3319.031; 3319.04; 3319.081 et seq.; 3319.318; 3319.39
3327.10
4141.29
OAC 3301-35-05; 3301-35-06; 3309-1-61

CROSS REFS.: AC, Nondiscrimination
ACA, Nondiscrimination on the Basis of Sex
ACB, Nondiscrimination on the Basis of Disability
GBA, Equal Opportunity Employment
GBQ, Criminal Records Check
GCD, Professional Staff Hiring

CONTRACT REF.: Support Staff Negotiated Agreement

PART-TIME, TEMPORARY AND SUBSTITUTE SUPPORT STAFF EMPLOYMENT

Part-time, temporary and substitute support staff are employed as necessary for the efficient operation of the District.

The District maintains lists of persons qualified to serve in various support 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 support staff employees are paid in accordance with hourly rates established by the Board. Substitute and temporary employees are entitled to sick leave at the rate established by law. Regularly employed, part-time employees are entitled to sick leave on a prorated basis, based on a full-time schedule. Other privileges and benefits may be provided to regularly employed part-time employees.

[Adoption date: Date of manual adoption]
[Re-adoption date: December 22, 2003]
[Revision date: June 25, 2018]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
ORC 124.27
3319.081; 3319.141; 3319.39
OAC 3301-35-05; 3301-35-06

CROSS REFS.: AC, Nondiscrimination
ACA, Nondiscrimination on the Basis of Sex
ACB, Nondiscrimination on the Basis of Disability
GBA, Equal Opportunity Employment
GBQ, Criminal Records Check

CONTRACT REF.: Support Staff Negotiated Agreement

PART-TIME AND SUBSTITUTE SUPPORT STAFF EMPLOYMENT

Guidelines for the Employment and Supervision of Summer Student Custodial Help:

1. Posting of vacancies for summer student custodial help shall be made by April 1.

2. Consideration of previous summer's work shall be acknowledged.

3. Norwayne students, or graduates of Norwayne who are at least 16 years of age but no older than 19 as of April 1.

4. Relatives of District employees may apply with the understanding that the relationship shall have no bearing on the employment of the applicant.

5. Applications shall be available at the high school principal's office and filed with that office by April 15.

6. Initial screening shall be done by the building principal by May 1. Their final recommendation shall be forwarded to the Superintendent to accommodate the May Board meeting.

7. Workers shall be under the direction and supervision of the custodian in each respective building. During the vacation of the Burbank or Sterling custodian, the student worker shall be transferred to a supervised building.

8. The work week shall consist of no more than 40 hours.

9. The job may start immediately upon the completion of the school year.

10. The job shall end at the start of the school year or sooner if summer projects are completed.

11. Daily starting and ending times shall be determined by the building principal and custodian.

12. Lunch break shall be determined by the principal and custodian. Lunch break shall not be considered as part of the workday.

13. Workers shall be allowed a 15-minute A.M. and P.M. break during the working hours.

14. If at any time the quality of the work performance is below standard as judged by the custodian and principal or Superintendent, the employment arrangement shall be terminated.

15. If it becomes necessary to reduce staff, determination shall be based on experience and quality of performance.

16. Work permits shall be filed with the Superintendent before employment shall begin.

(Approval date: February 24, 2003)

File: GDF

SUPPORT STAFF ORIENTATION

Administrators of the District are responsible for the orientation of new support staff personnel so that they may clearly understand:

1. the responsibilities of the position to which they have been assigned;
2. the person or persons to whom they are directly responsible;
3. the objectives of the department to which they are assigned and
4. how to acquire professional and technical assistance when needed.

[Adoption date: February 24, 2003]

CONTRACT REF.: Support Staff Negotiated Agreement

SUPPORT STAFF ASSIGNMENTS AND TRANSFERS

The assignment and transfer of all support staff are the responsibility of the Superintendent. Promotional transfers are made only by the Board upon the recommendation of the Superintendent. A request for transfer may be made in writing to the Superintendent.

Assignments to Nonpublic Schools

Persons employed by the District and assigned to nonpublic schools are considered employees of the District in all respects.

Such persons fulfill and meet all regulations as are required for any other support staff employees in the District. An employee may be re-assigned to serve in any location, either in the public schools or nonpublic schools, as long as the person is qualified to perform such duties.

[Adoption date: February 24, 2003]
[Revision date: June 25, 2018]

LEGAL REFS.: ORC 124.32
3319.01
OAC 3301-35-03(A)

CROSS REF.: GBQ, Criminal Records Check

CONTRACT REF.: Support Staff Negotiated Agreement

SUPPORT STAFF EXTRA DUTY

The Board recognizes that it may be necessary for support staff employees to work more than 40 hours during a given work week. The Superintendent/designee establishes regulations governing overtime provisions.

[Adoption date: February 24, 2003]

LEGAL REFS.: Fair Labor Standards Act; 29 USC 201 et seq.
ORC 124.18
3319.086

CROSS REFS.: GCBB, Professional Staff Supplemental Contracts
KG, Community Use of School Facilities (Equal Access)

CONTRACT REF.: Support Staff Negotiated Agreement

SUPPORT STAFF EXTRA DUTY

1. Hours worked means all hours during which the individual is required to be on duty. This is 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 20 minutes or less count as work time.

   C. Hours for which an employee is compensated for sick leave, but during which he/she does not actually work, are not computed as "hours worked" for the purposes of determining overtime eligibility.

2. Individuals who begin work earlier or work later than their assigned hours must receive prior authorization from their immediate supervisor.

3. Employees covered by this policy are required to complete a daily time record showing actual hours worked. Failure to maintain or falsification of such records may be grounds for disciplinary action.

(Approval date: February 24, 2003)

File: GDL

SUPPORT STAFF DEVELOPMENT OPPORTUNITIES

Support staff training and development is essential to the efficient and economical operation of the schools.

All support staff employees are encouraged to grow in job skills and to take additional training which improves their skills on the job. Building principals assist in the training of support staff assigned to their respective buildings.

The Superintendent may grant 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 support service.

[Adoption date: February 24, 2003]

LEGAL REF.: OAC 3301-35-03

File: GDN (Also AFD)

EVALUATION OF SUPPORT STAFF

To develop a competent support staff, the Board expects all employees to make continuous efforts to improve their performance and expects their supervisors to assist them through the supervision and evaluation process. Regular evaluation of all support staff is intended to serve the following purposes:

1. to enable the employee to better understand his/her work assignment;
2. to improve the employee's effectiveness and competency;
3. to enable the employee to identify his/her strengths and weaknesses;
4. to provide motivation for self-improvement;
5. to identify qualities and skills of employees for potential promotional opportunity;
6. to provide a continuing record of the service of each employee and
7. to provide objective evidence on which to base decisions on assignment and re-employment.

[Adoption date: February 24, 2003]

LEGAL REFS.: ORC Chapter 124
Chapter 4117
3319.081
OAC 3301-35-03(A)(8)

CONTRACT REF.: Support Staff Negotiated Agreement

EVALUATION OF SUPPORT STAFF

1. Each employee shall be informed of his/her responsibilities and given guidance in performing them satisfactorily by his/her immediate supervisor. The supervisor has the responsibility for seeing that each employee knows in advance the basis upon which he/she is to be evaluated.

2. All support staff personnel shall be evaluated in writing at least twice during the first year of employment and then at least once every year thereafter.

3. Evaluations shall be made by the employee's immediate supervisor.

4. The evaluator shall provide a copy of the evaluation to the employee and shall review that evaluation in private with the employee within two weeks of the evaluation. Items checked "needs to improve" or "unsatisfactory" shall be explained to the employee on the form as well as orally during the review of the evaluation. Recommendations for improving performance shall be discussed and written in the "Comments and Recommendations" section of the evaluation.

5. Both the supervisor and employee shall sign and date the evaluation instrument at the conclusion of the conference. An employee's signature indicates only that he/she has participated in the conference and is aware of the contents of the form. The employee shall have the option of writing a statement to be attached to the evaluation form within five working days of the conference.

6. Four copies of the signed document shall be filed accordingly:

   A. one copy shall be given to the employee for his/her personal records;

   B. one copy shall remain with the supervisor;

   C. one copy shall be filed with the building principal and

   D. the original document shall remain on file in the Superintendent's office.

(Approval date: February 24, 2003)

REDUCTION IN SUPPORT STAFF WORK FORCE

Whenever it becomes necessary to reduce the support staff because of financial reasons, job abolishment, management re-organization, lack of work or in the interest of economy, the procedures set forth in the Negotiated Agreement govern the rights of employees affected by the reduction.

[Adoption date: February 24, 2003]

LEGAL REFS.: ORC 124.32; 124.321
4141.29

CONTRACT REF.: Support Staff Negotiated Agreement

File: GDPB

RESIGNATION OF SUPPORT STAFF MEMBERS

Any support staff member may terminate his/her contract of employment with the District by filing a written notice with the Treasurer 30 days prior to the effective date of termination.

[Adoption date: February 24, 2003]

LEGAL REF.: ORC 3319.081

SUSPENSION, DEMOTION AND TERMINATION OF SUPPORT STAFF MEMBERS

The employment of support staff members may be terminated for violation of written policies and regulations as set forth by the Board or for incompetency, inefficiency, dishonesty, drunkenness, immoral conduct, insubordination, discourteous treatment of the public, neglect of duty, sexual battery, certain ethics violations, conflict of interest or any other acts of misfeasance, malfeasance or nonfeasance.

The Board may also suspend an employee for a definite period of time or demote, with or without pay, an employee for these same reasons.

The action of the Board to terminate the contract of any employee or to suspend or demote him/her is done in compliance with all statutory and constitutionally mandated procedures, including the opportunity for a hearing prior to the termination and if a hearing is required, prior to the suspension or demotion.

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: February 24, 2003]
[Revision date: June 25, 2018]
[Revision date: September 28, 2020]

LEGAL REFS.: Education Amendments of 1972, Title IX; 20USC 1681 et seq.
ORC 124.32; 124.33; 124.34; 124.36
3319.04; 3319.081; 3319.083

CROSS REF.: ACAA, Sexual Harassment
GBQ, Criminal Records Check

CONTRACT REF.: Support Staff Negotiated Agreement

SECTION H: NEGOTIATIONS

HA	Negotiations
HAA	Negotiations Priority Objectives
HB	Negotiations Legal Status
HC	Scope of Negotiations
HD	School Board Negotiating Powers and Duties
HE	Board Negotiating Agents
HF	Superintendent's Role in Negotiations
HG	Employee Organizations
HH	Privileges of Staff Negotiating Organizations
HI	Payment of Negotiations Costs
HJ	Negotiations Procedure
HJA	Negotiations Deadlines for the Board
HK	Release of Negotiations Information
HL	Preliminary Negotiated Agreement Disposition
HM	Procedures Following Ratification
HN	Impasse Procedures
HO	Work Stoppage
HP	Negotiated Amendments and Renegotiations Procedures

NEGOTIATIONS

The Board is governed by State law regarding collective bargaining with its certified employee bargaining units for the purpose of entering into binding contracts. The scope of bargaining includes matters pertaining to wages, hours, terms, other conditions of employment and the continuation, modification or deletion of an existing provision of a collective bargaining agreement.

The Board negotiates in good faith with the District's bargaining units that are certified by the State Employment Relations Board (SERB) and endeavors to reach agreement on items properly within the scope of bargaining.

[Adoption date: February 24, 2003]

LEGAL REF.: ORC Chapter 4117

CROSS REF.: HD, School Board Negotiating Powers and Duties

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

SCHOOL BOARD NEGOTIATING POWERS AND DUTIES

The Board is recognized as the sole employer of the District and specifically retains unto itself all management rights as defined by law, except as specifically provided in the Negotiated Agreement(s). The Board is a party to the labor contract(s) or agreement(s) entered into with State Employment Relations Board (SERB) certified employee organization(s).

The Board has a duty to choose a negotiating team to meet with the representatives of the certified employee unit(s) to fulfill its responsibilities to bargain collectively in compliance with law.

The Board has the responsibility of reviewing any tentative agreement reached in bargaining with the employee organization and approving or disapproving such agreements.

[Adoption date: February 24, 2003]

LEGAL REF.: ORC Chapter 4117

CROSS REFS.: HA, Negotiations
HE, Board Negotiating Agents

File: HE

BOARD NEGOTIATING AGENTS

Prior to commencement of any negotiations, the Board decides whether to appoint a professional negotiator or to appoint representatives from within the District to serve as the Board's negotiating team(s). The fee or salary for a professional negotiator is established by the Board at the time of appointment. The Board appoints members to the bargaining team who best serve the District's interest and who meet the qualifications mandated by law.

[Adoption date: February 24, 2003]

LEGAL REFS.: ORC 4117.04; 4117.20

CROSS REFS.: HA, Negotiations
HD, School Board Negotiating Powers and Duties

BOARD NEGOTIATING AGENTS

Appointment of a Professional Negotiator

The negotiator's fees or salary are established at the time of appointment.

The duties of the negotiator are to:

1. negotiate in good faith with the recognized bargaining units to attempt to arrive at a mutually satisfactory agreement on issues which are properly within the scope of bargaining by:

    A. assisting and directing the Board's bargaining team in accumulating necessary data and information which may be needed for negotiations;

    B. following guidelines set forth by the Board as to acceptable agreements and report on the progress of negotiations and

    C. making recommendations to the Board as to acceptable agreements;

2. interpret the signed negotiated contracts to Board members and administrators and

3. plan, organize, direct and represent the District in mediation, fact-finding, arbitration and any other hearings involving negotiated contracts or grievances.

[Approval date: February 24, 2003]

SUPERINTENDENT'S ROLE IN NEGOTIATIONS

To the extent determined by the Board and permissible by law, the Superintendent is closely involved in planning, preparing and participating in the bargaining process.

The degree of involvement by the Superintendent in negotiations is specifically determined by the Board upon consultation with the Superintendent.

[Adoption date: February 24, 2003]

LEGAL REFS.: ORC 3319.01
4117.20

PAYMENT OF NEGOTIATIONS COSTS

The Board appropriates funds to provide representation for the District in the collective bargaining process. The costs of negotiations vary depending upon the Board's use of professional negotiators and the involvement of school administrators and experienced staff.

[Adoption date: February 24, 2003]

LEGAL REF.: ORC 4117.14

RELEASE OF NEGOTIATIONS INFORMATION

Negotiations between the Board and an employee organization are private and are not conducted in public session. Communication relative to the bargaining process with the news media and the public is by a person or persons designated by the Board; such communications are carried out in accordance with Board policy and the obligation or prerogative of the Board under the collective bargaining contract(s) or agreement(s).

[Adoption date: February 24, 2003]

LEGAL REFS.: ORC 102.03(B)
121.22(G)
4117.21

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

File: HM

PROCEDURES FOLLOWING RATIFICATION

The Board ensures that the Negotiated Agreement is distributed to all administrative staff. The Board provides an in-service orientation program on the implications of the provisions included in the contract or agreement for all its administrative staff.

[Adoption date: February 24, 2003]

LEGAL REF.: ORC 4117.14

WORK STOPPAGE

State law defines a strike to be a continuous concerted action in failing to report to duty; willful absence from one's position; and stoppage of work in whole or in part from the full, faithful and proper performance of the duties of employment for the purpose of inducing, influencing or coercing a change in wages, hours, terms or other conditions of employment.

In the event of a strike, the Board makes efforts to keep the schools open and operating. Precautions are taken for the safety and health of the working staff and students.

The Board directs the administration to develop a strike plan as a precautionary measure well in advance of any anticipated work stoppage.

[Adoption date: February 24, 2003]

LEGAL REFS.: ORC 4117.01; 4117.15; 4117.16; 4117.23

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

SECTION I: INSTRUCTION

IA	Instructional Goals
IAA	Instructional Objectives
IB	Academic Freedom
IC	School Year
ICA	School Calendar
ICB	Extended School Year
ID	School Day
IE	Organization of Facilities for Instruction
IF	Curriculum Development
IFA	Curriculum Research
IFB	Pilot Projects
IFC	Pilot Project Evaluation
IFD	Curriculum Adoption
IFE	Curriculum Guides and Course Outlines
IG	Curriculum Design
IGA	Basic Curricular Program
IGAA	Citizenship Education
IGAB	Human Relations Education
IGAC	Teaching About Religion
IGAD	Career-Technical Education
IGADA	Work-Experience Opportunities
IGAE	Health Education
IGAF	Physical Education
IGAG	Drugs, Alcohol and Tobacco Education
IGAH/IGAI	Family Life Education/Sex Education
IGAJ	Driver Education
IGB	Special Instructional Programs and Accommodations
IGBA	Programs for Students with Disabilities
IGBB	Programs for Students Who Are Gifted
IGBB-R	NLS Gifted Education Policy
IGBC	Programs for Disadvantaged Students
IGBD	Programs for Pregnant Students
IGBE	Remedial Instruction (Intervention Services)
IGBEA	Reading Skills Assessments and Intervention (Third Grade Reading Guarantee)

IGBEA-R	Reading Skills Assessments and Intervention (Third Grade Reading Guarantee)
IGBED	Dyslexia Intervention and Supports
IGBF	Bilingual Instruction
IGBG	Home-Bound Instruction
IGBH	Alternative School Programs
IGBI	English Learners
IGBJ	Title I Programs
IGBK	Latchkey Program
IGBL	Parental And Family Involvement in Education
IGBLA	Promoting Parental Involvement
IGBM	Credit Flexibility
IGC	Extended Instructional Programs
IGCA	Summer Schools
IGCB	Innovative Education Programs
IGCC	Honors Program
IGCD	Educational Options (Also LEB)
IGCE	School Camps
IGCF	Home Education
IGCG	Preschool Program
IGCH	College Credit Plus (Also LEC)
IGCH-R	College Credit Plus
IGCK	Blended Learning
IGD	Cocurricular and Extracurricular Activities
IGDA	Student Organizations
IGDB	Student Publications
IGDC	Student Social Events
IGDD	Student Performances
IGDE	Student Activities Fees
IGDF	Student Fund-Raising Activities
IGDFA	Online Fundraising Campaigns/Crowdfunding (Also GBIA)
IGDG	Student Activities Funds Management
IGDH	Contests for Students
IGDI	Intramural Programs
IGDJ	Interscholastic Athletics
IGDJA	Drug Testing of Students in Interscholastic Athletics [Drug Testing Policy]
IGDK	Extracurricular Eligibility
IGE	Adult Education Programs
IGEA	Adult Basic Education
IGEB	Adult High School Programs
IGEC	Adult Occupational Education
IGED	Adult Diploma
IGEE	Awarding of High School Diplomas to Veterans of War

IH Instructional Arrangements
IHA Grouping for Instruction
IHB Class Size
IHC Scheduling for Instruction
IHD Student Schedules and Course Loads
IHE Team Teaching
IHF Differentiated Staffing
IHG Independent Study
IHH Individualized Instruction
IHHA Individual Help
IHI Contracting for Instruction
IHIA Performance Contracting
IHJ Minicourses
IHK Open Classrooms
IHL Nongraded Classrooms

II Instructional Resources
IIA Instructional Materials
IIAA Textbook Selection and Adoption
IIAB Supplementary Materials Selection and Adoption
IIAC Library Materials Selection and Adoption
IIAD Special Interest Materials (Also KFA)
IIB Instructional Services
IIBA Teacher Aides
IIBB Resource Teachers
IIBC Instructional Materials Centers
IIBD School Libraries
IIBDA Professional Libraries
IIBE Instructional Television
IIBF Instructional Radio
IIBG Computer-Assisted Instruction
IIBG-E-1 Parent's or guardian's Agreement
IIBG-E-2 Student Computer Network Agreement Form
IIBH District Web Site Publishing
IIBH-R District Websites
IIC Community Instructional Resources (Also KF)
IICA Field Trips
IICB Community Resource Persons
IICC School Volunteers

IJ Guidance Program
IJA Career Advising

IK Academic Achievement
IKA Grading Systems

IKAA Final Examinations
IKAB Student Progress Reports to Parents
IKAC Student Conferences
IKAD Parent Conferences
IKB Homework
IKC Class Rankings
IKD Honor Rolls
IKE Promotion and Retention of Students
IKEA Make-Up Opportunities
IKEB Acceleration
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
ILB Test Administration (Security)
ILC Use and Dissemination of Test Results

IM Evaluation of Instructional Programs (Also AFE)

IN Miscellaneous Instructional Policies
INA Teaching Methods (Lesson Plans)
INB Teaching About Controversial Issues
INC Controversial Speakers
IND School Ceremonies and Observances
INDA Patriotic Exercises
INDB Flag Displays
INE Assemblies
INF School Fairs
ING Animals in the Schools
INH Class Interruptions

INSTRUCTIONAL GOALS

The goals of the instructional program are considered guides rather than limits, which are flexible enough to meet the changing needs of both students and society for all grade levels and subject areas.

The District's instructional goals include:

1. helping meet the physical, intellectual and emotional needs of students, particularly the need to inquire, learn, think and create;

2. helping students establish aesthetic, moral and ethical values;

3. helping students relate satisfactorily to others in circumstances involving their families, work, government and recreation;

4. giving students a mastery of the basic skills of learning, thinking, problem solving, reading, writing and computation;

5. teaching students to use the various media of self-expression;

6. instilling in students a knowledge of the social and natural sciences;

7. acquainting students with the richness of the national heritage;

8. stimulating students to work productively in the various areas of human endeavor and

9. acknowledging the importance of, and relating appropriately to, the home and other social agencies in developing the habits and attitudes which make for effective personal living and the maintenance of optimum physical and mental health.

[Adoption date: February 24, 2003]

LEGAL REFS.: Ohio Const. Art. VI, Section 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)
AFI, Evaluation of Educational Resources

Norwayne Local School District, Creston, Ohio

INSTRUCTIONAL OBJECTIVES

Instructors shall identify skills, knowledge and attitudes crucial to the student's successful movement to the next level of learning within each subject area and at each grade level.

A curriculum is developed and implemented in reading, mathematics, science, social studies and English composition, according to the requirements established by the Ohio Administrative Code.

Courses of study are evaluated on a rotating basis every five years under the supervision of the Superintendent/designee. This evaluation considers the achievement of learning objectives and learning outcomes. This evaluation promotes and guides appropriate revision and updating. The evaluated course of study is presented to the Board for adoption or re-adoption.

[Adoption date: February 24, 2003]

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

ACADEMIC FREEDOM

Public education in a pluralistic society must strive to present, as objectively as possible, varied events, activities and perceptions reflected in history, literature and other sources of humanity's thought and expression. A major goal of education in a free society is to develop persons who can think critically, understand their culture, live compassionately with others, make sound decisions and live with the consequences of their judgment. Because points of view differ and biases exist, students must have access to materials which express this diversity of perspective.

It is the responsibility of the teacher to make certain that such access to materials presenting various sides of an issue is available. Teachers must take into account the relative maturity of their students and the need for guidance and help in studying issues and arriving at balanced views. All instruction conforms to adopted courses of study.

The principle of academic freedom presupposes intellectual honesty on the part of the person who exercises it and that he/she can and will discriminate among facts relating to an issue. In expressing a personal opinion, a teacher makes it known to students that the view is his/her own and does not attempt to bring students to a commitment to that personal viewpoint.

[Adoption date: February 24, 2003]

CROSS REFS.: AC, Nondiscrimination
EDE, Computer/On-Line Services
INB, Teaching About Controversial Issues
JB, Equal Educational Opportunities

CONTRACT REF.: Teachers' Negotiated Agreement

SCHOOL YEAR/SCHOOL CALENDAR

The school calendar for the following school year is prepared by the Superintendent and presented to the Board for approval. The number of hours scheduled for students meets or exceeds the requirements of State law.

The calendar sets forth the days and hours schools are in session, holidays, vacation periods, in-service training days, teacher orientation days and days of reports to parents.

In preparing the calendar, the Superintendent may provide opportunities for members of the staff to offer suggestions before recommending a calendar to the Board for final consideration and adoption.

In accordance with State law, prior to making any changes to scheduled days or hours, the Board works with career-technical schools in which any of the District's high school students are enrolled, and community schools and chartered nonpublic schools to which the District is required to transport students.

The number of hours in each school year that school is scheduled to be open for instruction will not be reduced from the number of hours per year school was open for instruction during the previous school year, unless the reduction is approved by a Board-adopted resolution.

At least 30 days before adoption, the Board holds a public hearing on the school calendar, addressing topics including the total number of hours in the school year, length of the school day, and beginning and end dates of instruction. 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: February 24, 2003]
[Revision date: June 23, 2014]
[Revision date: October 28, 2024]

LEGAL REFS.: ORC 3313.48; 3313.62; 3313.63

CROSS REF.: 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 Board to establish the beginning and dismissal times at the various grade levels.

[Adoption date: February 24, 2003]

LEGAL REFS.: ORC 3313.48; 3313.481

CROSS REF.: EBCD, Emergency Closings

CONTRACT REF.: Teachers' Negotiated Agreement

ORGANIZATION OF FACILITIES FOR INSTRUCTION

The Board recognizes that the grouping of grades and services within the facilities of the District can promote the efficient operation of the District and help achieve a more effective instructional program.

The housing of grade levels in school facilities and the administration of the instructional program is according to plans developed by the Superintendent and the administrative staff and approved by the Board.

Modifications in the organizational plan of each school may be made by the Board upon the recommendation of the Superintendent. The Superintendent continually monitors the effectiveness of the organizational plan and recommends to the Board modifications in the plan which are in the best interest of students; provides for the equivalency of instructional materials, equipment and personnel and makes the wisest use of resources and personnel to serve the educational goals of the Board.

The organization of facilities may be re-organized to comply with the provisions of No Child Left Behind.

[Adoption date: December 22, 2003]
[Revised: February 28, 2006]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
ORC 3311.29
3313.53; 3313.531; 3313.641
OAC 3301-35-02; 3301-35-03; 3301-35-04; 3301-35-06; 3301-35-07; 3301-35-09

CROSS REFS.: IGBI, English Learners
IGBJ, Title I Programs
IHA, Grouping for Instruction

CURRICULUM DEVELOPMENT

Continuing curriculum study and development are necessary in order to ensure that the District meets the needs of the students in its schools.

Curriculum planning should be based on the educational philosophy and goals approved by the Board. Specific objectives developed by the staff and input from parents, community members and other stakeholders is considered by the Board. Such planning must also take into consideration the legal requirements for students in basic subjects.

To ensure improved instruction as a result of curriculum changes, there must be close coordination between new curriculum development and current instruction–program and process–and their evaluation. There must be coordination across subject areas and articulation of programs between grade levels. Implementation of new or revised curriculum must be closely coordinated with staff development programs.

The Superintendent/designee is responsible for authorizing curriculum studies and for establishing curriculum councils and advisory committees as needed.

The Board expects all professional staff to work together in evaluating the educational program and recommending additions and changes in courses, programs and instructional approaches. All staff members have a professional obligation to the educational program, including responsibility for working on curriculum committees. The professional staff is expected to play an active role in curriculum development.

The Superintendent 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: February 24, 2003]
[Revision date: April 26, 2021]

LEGAL REFS.: ORC 3303.221; 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

An effective curriculum requires continuous development, implementation, evaluation and improvement. The Board expects the professional staff to implement courses of study that promote the educational goals of the District and comply with legal requirements.

Legal responsibility for adoption of curriculum resides with the Board. The Board assigns responsibility for curriculum development to the Superintendent. The Board considers and acts on new courses and programs as recommended by the Superintendent. It officially approves courses of study for all subjects as required by State and Federal law.

The Superintendent supervises the evaluation of the curriculum. Courses of study are reviewed and updated as needed. After evaluation, courses of study are presented to the Board for adoption or re-adoption. The Board may initiate studies of prospective new courses and curriculum revisions.

[Adoption date: February 24, 2003]

LEGAL REFS.: ORC 3301.07
3313.21; 3313.212
3313.60; 3313.602; 3313.90
OAC 3301-35-02; 3301-35-03; 3301-35-04; 3301-35-06

File: IFE

CURRICULUM GUIDES AND COURSE OUTLINES

All subject areas have written courses of study. The Superintendent submits each course of study to the Board for its recommendation and adoption. Each course of study includes a foreword, a table of contents, an introduction, a philosophy, educational goals, program and subject objectives, scope and sequence of the course and evaluation procedures. The Board shall provide each educator a copy for official use.

[Adoption date: February 24, 2003]

LEGAL REF.: OAC 3301-35-03

BASIC CURRICULAR PROGRAM

Because education is a lifelong process, the educational program provides a curriculum which serves the general academic needs of all students and presents opportunities for individual students to develop specific talents and interests in vocational and other specialized fields and to grow toward independent learning.

The curriculum provides a balanced, integrated and sequentially articulated foundation of understandings, attitudes and knowledge needed for living in a democracy and pursuing a career and life goals. Standards are established according to State law.

The basic curricular program is viewed as important to the development of intellectual curiosity, critical thinking, problem-solving abilities and aesthetic appreciation which serves the student during his/her school experiences and throughout life.

The curriculum responds to the wide range of individual differences in student abilities and learning rates by providing a variety of materials, curricular adjustments and courses adapted to the special needs of individual students.

[Adoption date: February 24, 2003]
[Revised: December 18, 2017]

LEGAL REFS.: ORC 3301.07
3313.53; 3313.60; 3313.604; 3313.6021
OAC 3301-35-02; 3301-35-03; 3301-35-04; 3301-35-06

CROSS REFS.: EBBA, First Aid
IB, Academic Freedom
INB, Teaching About Controversial Issues

HUMAN RELATIONS EDUCATION

This Board fosters good human relations dealing with race, color, national origin, citizenship status, religion, sex, economic status, age or disability through its instructional programs, its student activities and the classroom environment.

The Board encourages and supports the following approaches to human relations education.

1. The curriculum for all students in grades kindergarten through 12 presents in context the accomplishments and contributions of the races and cultures of our world.

2. Methods and techniques of classroom teaching emphasize the similarities and likenesses of people of various backgrounds and cultures.

3. The staff annually refreshes 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.

4. The schools work for an integration of ideas, people and material resources to provide the best education to meet the demands of our society.

5. The schools strive to develop a positive self-image in each student's thinking. They:

    A. recognize the dignity and worth of the individual;
    B. provide students with the opportunity to acquire as broad an education as the student's capacity permits and
    C. stimulate the development of respect for the laws of this country.

[Adoption date: February 24, 2003]

LEGAL REFS.: OAC 3301-35-02(B)(I)(6); 3301-35-03(H)

CROSS REFS.: AC, Nondiscrimination
ACA, Nondiscrimination on the Basis of Sex
ACB, Nondiscrimination on the Basis of Disability
JB, Equal Educational Opportunities

TEACHING ABOUT RELIGION

Schools must be neutral in matters of religion. The District must show no preference for one religion over another and must refrain from the promotion of any religion.

It is the responsibility of the public schools to foster mutual understanding and respect for all individuals and beliefs. In pursuing this goal, teaching in the public schools should recognize that holidays are observed differently by different religious groups. Teachers should also respect the fact that some individuals' beliefs do not include religious observances.

Teaching about religious holidays or about religion in general should:

1. be objective;

2. avoid any doctrinal impact and

3. avoid any implication that religious doctrines have the support of school authority.

[Adoption date: February 24, 2003]
[Revised: October 24, 2022]

LEGAL REFS.: Elementary and Secondary Education Act; 20 USC 1221 et seq.
U.S. Const. Amend. I
ORC 3313.601

CROSS REFS.: INB, Teaching About Controversial Issues
IND, School Ceremonies and Observances
JB, Equal Educational Opportunities
JEFB, Released Time for Religious Instruction

CAREER-TECHNICAL EDUCATION

The schools should provide education that is pertinent to the practical aspects of life and prepares students to make the transition from the school setting to the world of work. Therefore, the Board supports the inclusion of career-technical education in the basic curriculum.

Career-technical education is a program that enables each student to gain career awareness and to explore career opportunities in all fields so that he/she can make informed decisions about his/her future occupations.

The Board charges the administration with the responsibility for implementation of the career-technical education program in the schools.

Career-technical education is a concept that can be taught in the classroom at all grade levels. In grades 7 through 12, it specifically incorporates career exploration, career guidance and career-technical education opportunities. The latter are designed to equip students to enter post-secondary occupational education programs and/or specific occupations directly from high school.

Career-technical education is available as an integral part of the curriculum at the secondary level. It is geared to technological and economic conditions and changes, and, as a core component of comprehensive education, shares with other aspects of the high school curriculum the purpose of development of character, attitudes and skills. Guidance and counseling services are provided to each student throughout his/her program.

In an effort to meet the changing needs of the global, high-tech workforce 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 students, as established by the Board, to pay for materials used by students in these courses and programs.

[Adoption date: February 24, 2003]
[Revision date: January 5, 2015]
[Revision date: June 25, 2018]

LEGAL REFS.: ORC Chapter 3303
3311.16; 3311.17;3311.18; 3311.19
3313.53; 3313.56; 3313.90; 3313.901; 3313.91; 3313.911
3317.024; 3317.16; 3317.17
OAC Chapter 3301-61
3301-35-04

CROSS REFS: JN, Student Fees, Fines and Charges
LB, Relations with Other Schools and Educational Institutions

HEALTH EDUCATION

The Board is committed to a sound, comprehensive health education program as an integral part of each student's general education. At a minimum, the health education program meets the requirements established by State law and includes instruction in nutrition; drugs, alcohol and tobacco, including electronic smoking devices; sexually transmitted infections; annual developmentally appropriate child sexual abuse prevention (grades 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 provided under State 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.

In an effort to promote a relevant approach to the instruction of health education, the Board continues to stress the need for curricular, personnel and financial commitments to ensure a health education program of high quality in the public schools.

[Adoption date: February 24, 2003]
[Revision date: April 13, 2015]
[Revision date: October 25, 2021]
[Revision date: June 26, 2023]
[Revision date: October 28, 2024]

LEGAL REFS.: ORC 3313.60; 3313.666
3319.073
OAC 3301-35-04; 3301-35-06

CROSS REFS.: EB, Safety Program
EBC, Emergency Management and Safety Plans
EFG, Student Wellness Program
IGAF, Physical Education

IGAG, Drugs, Alcohol and Tobacco Education
IGAH/IGAI, Family Life Education/Sex Education
JFC, Student Conduct (Zero Tolerance)
JFCF, Hazing and Bullying (Harassment, Intimidation and Dating Violence)
JHF, Student Safety
JHG, Reporting Child Abuse

PHYSICAL EDUCATION

The Board believes the District should provide education that is pertinent to the practical aspects of life, including instruction in student wellness practices. The Board promotes healthy schools by supporting wellness, which includes nutrition and physical activity instruction, as a part of the total learning environment.

A program of physical activity has substantial health benefits for students, including favorable effects on body weight, blood pressure, endurance capacity and physical strength. In addition, physical activity promotes good academic outcomes, fosters student attendance and helps increase a student's capacity for learning. The District promotes physical activity through structured classes in physical education and by encouraging students to develop healthy lifelong skills and interests in walking, biking or other leisure time activities.

The Board directs the administration to provide opportunities for physical activity through physical education classes, recess periods and cocurricular and extracurricular activities.

[Adoption date: February 24, 2003]

LEGAL REFS.: Child Nutrition and WIC Reauthorization Act; Pub. L. No. 108-265 (Title I, Section 204), 118 Stat. 729
National School Lunch Act; 42 USC 1751 et seq.
Child Nutrition Act; 42 USC 1771 et seq.
7 CFR, Subtitle B, Chapter 11, Part 210
7CFR 220
7 CFR 225
7 CFR 245
ORC **3313.6016**
3313.814
OAC 3301-91-09

CROSS REFS.: EB, Safety Program
EBBA, First Aid
EBBC, Bloodborne Pathogens
EFG, Student Wellness Program
IGAE, Health Education
JHF, Student Safety

DRUGS, ALCOHOL AND TOBACCO EDUCATION

The Board views with grave concern the serious implications of drug, alcohol and tobacco use by students. In keeping with its primary responsibility, the education of youth, the Board charges the professional 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, alcohol and tobacco, including electronic smoking devices.

[Adoption date: February 24, 2003]
[Revised: October 25, 2021]

LEGAL REFS.: ORC 2925
3313.60; 3313.95
OAC 3301-35-04; 3301-35-06

CROSS REFS.: JFCG, Tobacco Use by Students
JFCH, Alcohol Use by Students
JFCI, Student Drug Abuse

FAMILY LIFE EDUCATION/SEX EDUCATION

The Board believes that the purpose of family life and sex education is to help students acquire factual knowledge, attitudes and values which result in behavior which contributes to the well-being of the individual, the family and society.

Helping students attain a mature and responsible attitude toward human sexuality is a continuous task of every generation. Parents have the primary responsibility to assist their children in developing moral values. The schools should support and supplement parents' efforts in these areas by offering students factual information and opportunities to discuss concerns, issues and attitudes.

The District complies with all statutory requirements for curriculum and materials used for instructions, 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 apply to any course(s) dealing with family life and sex education.

1. Instructional materials to be used in family life/sex education are available for review by the parents 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: February 24, 2003]
[Revision date: October 25, 2021]
[Revision date: October 28, 2024]
[Revision date: October 27, 2025]

LEGAL REFS: Elementary and Secondary Education Act; 20 USC 1221 et seq.
ORC 3313.60; 3313.6011
OAC 3301-35-02

CROSS REF.: IGAE, Health Education

PROGRAMS FOR STUDENTS WITH DISABILITIES

All students with disabilities living within the District are identified, evaluated and placed in appropriate educational programs. This includes children for whom the District is the district of residence who are being held or have been court ordered to juvenile detention centers or children who have been committed to community correctional facilities. Additionally, all parentally placed private school children with disabilities who reside in a state other than Ohio and attend a private school within the District are located, identified and evaluated. Due process requirements, procedural safeguards and confidential treatment of information are adhered to as required by State and Federal law.

The Superintendent is expected to supervise all special education programs and to assign a member of the staff to coordinate efforts. The person designated is responsible for the identification of students with disabilities, the evaluation of disabilities and evaluation procedures, the design of Individualized Education Programs (IEP), plans and placement. All procedures are in accordance with State and Federal law.

The IEP determined for each identified student is developed in accordance with the student's individual needs. The plan provides for re-evaluation of the student's needs, progress and effectiveness of the program being offered.

Although the District requires all students with disabilities to be tested, each student with a disability is considered individually relative to his/her participation in the District's educational and testing programs. Alternative assessments may be required. Students must make yearly gains towards closing the achievement gap as defined by the State Board of Education performance targets.

The Board, by resolution, directs the administration to comply with and follow the Ohio Department of Education, Office of Exceptional Children's model special education policies and procedures.

[Adoption date: February 24, 2003]
[Revised: February 28, 2006]
[Revised: January 13, 2014]
[Revised: September 26, 2016]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
Individuals with Disabilities Education Act; 20 USC 1400 et seq.
Rehabilitation Act; 29 USC 706(8), 794, 794a
504 Regulations 34 C.F.R. Part 104
504 Regulations 34 C.F.R. 300.131

Americans with Disabilities Act Amendments Act of 2008; 42 USC 12101 et seq.
State Department of Education, Special Education Policies and Procedures, Free Appropriate Public Education-101
ORC 3313.50
3323.01 et seq.
3325.01 et seq.
OAC Chapter 3301-51
3301-55-01

CROSS REFS.: ACB, Nondiscrimination on the Basis of Disability
IGBJ, Title I Programs
IL, Testing Programs
JB, Equal Educational Opportunities
JGF, Discipline of Students with Disabilities
KBA, Public's Right to Know

PROGRAMS FOR STUDENTS WITH DISABILITIES

As an expression of its commitment to provide a Free Appropriate Public Education (FAPE) for students with disabilities in accordance with State and Federal laws, rules and regulations, the Board does hereby resolve to implement the following.

1. Child Identification

   Ongoing efforts are made to identify, locate and evaluate children below 22 years of age who reside within the District and have a confirmed or suspected disability in accordance with all federal regulations and state standards. Additional efforts are made to identify, locate and evaluate all parentally-placed school children who reside outside of the state, attend a private school within the District and have a confirmed or suspected disability.

2. Procedural Safeguards

   The child with a disability and his/her parent(s) are provided with safeguards, as required by law, throughout the identification, evaluation and placement process and the provision of a FAPE to the child.

3. Multifactored Evaluation

   The District provides a multifactored evaluation for children with disabilities by ensuring that children are assessed in their native language or other mode of communication. Tests are used for their validated purposes. Children are evaluated in all areas related to their suspected disability. Testing is conducted by a multidisciplinary team. Testing materials and procedures are not racially or culturally biased. Tests are administered by trained personnel qualified in accordance with all federal regulations and state standards and in conformance with the instructions provided by the producer. Medical evaluation, when required as part of the multifactored evaluation, is provided at no cost to the parent(s) by a licensed physician designated by the Superintendent/designee when other no-cost resources are not available.

4. Individualized Education Program

   An Individualized Education Program (IEP) is developed for each child with a disability who needs special education. The IEP is designed to meet the unique educational needs of the child and developed in a planning conference. The parent(s) of the child are strongly encouraged to participate in the planning conference. The IEP is reviewed and revised as often as necessary, but at least annually.

5. Least Restrictive Environment

The education of children with disabilities occurs in the least restrictive environment. Special education programs and services are appropriate and designed to meet the unique needs of each child with a disability. To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who do not have disabilities. Special classes, separate schooling or other removal of children with disabilities from the regular educational environment occur only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

6. Confidentiality of Data

The confidentiality of personally identifiable data relating to children with disabilities and their parents and families is protected at collection, storage, disclosure and destruction. One official of the District is assigned the responsibility for protecting the confidentiality of personally identifiable data. The District follows all federal regulations and state standards related to the confidentiality of data.

7. Due Process

The District utilizes procedures that allow differences of opinion to be aired and resolved between parent(s) or agencies and the District. The procedures provide for utilization of case conferences, administrative reviews, impartial due process hearings, state-level appeals and appeals to the courts that involve the District's proposal or refusal to initiate or change the identification, evaluation or educational placement of the child or the provision of a FAPE to the child. Furthermore, the rights of children with disabilities are protected when the parents cannot be identified or located, when the child is a ward of the state or when the child is without a formally declared legal representative.

8. Surrogate Parent

Whenever the parent(s) of a child with a disability are not known or cannot be located, or when the child is a ward of the state or when parents have otherwise lost legal decision-making abilities, the child's rights are protected through the assignment of an individual (who is not an employee of the state education agency, local education agency or other organization involved in the education or care of the child) who serves as the child's surrogate parent.

9. Testing Programs
Students with disabilities must participate in local and statewide testing programs. Individual exemptions,accommodations and participation in an alternate assessment are determined only during an IEP conference.

(Approval date: February 24, 2003)

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 uses only those instruments approved by the Ohio Department of Education (ODE) 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 performances 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 submits to ODE a plan for identifying students who are gifted. Any revisions to the District plan are submitted to ODE 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 includes the following:

1. the criteria and methods the District uses to screen and select students for further assessment who perform or show potential for performing at remarkably high levels of accomplishment in one of the gifted areas;

2. a description of assessment instruments selected from the ODE-approved list to be used for the screening and identification of students who are gifted;

3. procedures for the provision of at least 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 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 for 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 ODE that are provided by other school districts and trained personnel outside the District.

The District's plan may provide for the District to contract with any qualified public or private service provider to provide screening or assessment services under the plan. Gifted education coordinators provide the District with assistance in placing students, designing services, consulting on strategic planning, evaluating services on an ongoing basis and eliciting input from parents and staff.

District Plan for Services

The District adopts and submits to ODE a plan for a continuum of services that may be offered to students who are gifted.

1. The District ensures equal opportunity for all students identified as gifted to receive any or all services offered by the District.

2. The District implements a procedure for withdrawal of students from District gifted programs or services, for reassessment of students and assessment of students transferring into the District.

3. The District implements a procedure for resolving disputes with regard to identification and placement decisions.

4. Any District gifted education services are delivered in accordance with State law.

The gifted services currently available within the District and the criteria for receiving these services are: (Please refer to the Norwayne Gifted Policy)

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 students 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

Gifted education instruction is provided by gifted education intervention specialists by grade level in accordance with the Ohio Administrative Code (OAC). Where a general education teacher is designated as the provider of gifted services, the teacher meets the requirements of OAC including the requirements to receive professional development 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 ODE.

The District submits, as required, a gifted education data audit to ODE.

The Superintendent/designee implements all policies and procedures in accordance with laws, rules and regulations and follows the OAC rules regarding gifted education.

[Adoption date: February 24, 2003]
[Revised: June 19, 2017]

[Revised: January 8, 2018]
[Revised: January 5, 2026]

LEGAL REFS.: ORC 3324.01 et seq.
OAC 3301-51-15

CROSS REFS.: IKEB, Acceleration
JB, Equal Educational Opportunities

Norwayne Local Schools

Gifted Education Policy for the Identification of and Services for Students Who Are Gifted

www.norwayne.net

Approved by Board of Education on March 23, 2020

Gifted Intervention Specialist and Gifted Coordinator
330-435-6382

Updated February 3, 2020

➢ **Superior Cognitive Ability**

Assessments the district may administer that provide for superior cognitive identification:

Cognitive Abilities Test (CogAT) Form 7	ID 128	Screen 127
InView	ID 128	Screen 127
WISC - V	ID 127	Screen 126

➢ **Specific Academic Ability**

Assessments the district may administer that provide for specific academic identification:

MAP Growth 2-5 (Reading, Math, grade 2)	ID 95%	Screen 94% (3 times per year)
MAP Growth 2-5 (Reading, Math, grade 3)	ID 95%	Screen 94% (2 times per year)
MAP Growth 2-5 (Reading, Math, grade 4)	ID 95%	Screen 94% (as needed)
MAP Growth 6+ (Reading, grades 6-8)	ID 95%	Screen 94% (as needed)
Terra Nova (Science, Social Studies, grades 1-12)	ID 95%	Screen 94%
ACT (Reading, Math, Science, grades 11-12)	ID 95%	Screen 95%

➢ **Creative Thinking Ability**

Assessments the district may administer that provide for creative thinking identification:

SRBCSS	ID 51	Screen 48-50
Cognitive Section WISC - V	ID 112	Screen 111
In-View	ID 112	Screen 111

➢ **Visual and Performing Arts**

Assessments the district may administer that provide for visual and performing arts identification:

Visual SRBCSS (part V)	ID 61	Screen 59-60
Drama SRBCSS (part VII)	ID 57	Screen 54-56
Music SRBCSS (part VI)	ID 39	Screen 37-38
Dance GATES -2 Ohio Checklist for Artistic Behavior	ID 111 ID 32-35	Screen 90-110 Screen 29-31

Performance Evaluation Component: **Visual** ODE rubric Clarks' Drawing Ability Test	 ID 21-24 ID 9-10	 Screen 16-20 Screen 6-8
Drama ODE Rubric Theatre Arts Talent Assessment Process	ID 20-24	Screen 16-19 (see publisher's instructions for ID/screen)
Music ODE Rubric Music talent assessment process	ID 18-21	Screen 14-17 (see publisher's instructions for ID/screen)

IDENTIFICATION

Screening and Assessment

Students are screened based upon the testing instrument approved by Ohio and selected by the district. Qualified educators, psychologists, or administrators will administer appropriate tests.

Students are screened for superior cognitive ability in grades 2 and 6 using the InView. Students scoring a 112 or above on the InView are screened for Creative Thinking using the SRBCSS instrument. NWEA (MAP) testing will identify students in grades 2 and 3 as gifted in Reading and in Math. Results will be sent to parents. Students will be tested within 90 days if referred by a parent.

Minority

Students who are culturally diverse, minority, economically disadvantaged, have a disability, or are an English learner will have equal access to screening and further assessment.

Transfers

Transfer students' data and scores will be recognized for identification if the test is approved by the Ohio Department of Education. If requested, a transfer student will be assessed within 90 days of referral.

Referrals

Students can be referred at any time for testing for Giftedness with the District referral form located on the district website or in the school office. Referrals may be completed by the following methods: self-referral, teacher recommendation, parent/guardian request, or student peer. Appropriate testing will take place by the psychologist/coordinator/teacher as appropriate, and parents will be notified within 90 days of results.

Services

"GIFTED" is defined as 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.

(Information adopted from Ohio Administrative Code)

The state of Ohio acknowledges the following areas of giftedness:

1. Superior Cognitive Ability (achieved a screening or assessment score within gifted range)
2. Academic Achievement in a "Specific Academic Ability Field" (Math, Language Arts, Science, Social Studies)
3. Creative Thinking Ability
4. Visual or Performing Arts (music, art, drama, dance).

All students will be given equal access to the gifted program if they are identified gifted according to an approved assessment by the Ohio Department of Education if it is **in an area that our school provides gifted service.**

Services can include early entrance into kindergarten, in-class enrichment options, differentiated instruction, cluster grouping, single subject or grade level acceleration, and advanced online programs.

Students in grades 2 - 5 are served in Reading and Math through a gifted cluster group or individually when identified as gifted in Reading, Math, Superior Cognitive Ability, or Creative Thinking through an ODE approved testing instrument.

Students in grades 6, 7, and 8 are served in Reading and Math through a gifted cluster group when identified as gifted in Reading, Math, Superior Cognitive, or Creative Thinking Ability.

Students in grades 9 - 12 are served in Reading and Math through a gifted cluster group when identified as gifted in Reading, Math, Science, Superior Cognitive, or Creative Thinking Ability.

Any gifted student served in our district will have a Written Education Plan (WEP) on file using the ODE model.

Students at any grade level (elementary, middle and high) may be served through grade level or subject acceleration. Students will be accelerated if meeting the District's Acceleration Requirements.

Students may be permitted to take advanced online courses as well as offered a differentiated curriculum and/or independent study opportunities. In addition to the above opportunities, students at the high school level have the post-secondary option and enrichment classes.

Withdrawal
Written permission by a parent or guardian of the child must be given to the gifted instructor if they wish for their child to exit the program.

Appeal Procedure
An appeal by the parent is the reconsideration of the result of any part of the identification process which would include:

- Screening procedure or assessment instrument (which results in identification);
- The scheduling of children for assessment;
- The placement of a student in any program; and
- Receipt of services.

Parents should submit a letter to the superintendent or designee outlining the nature of the concern.
The superintendent or designee will convene a meeting with the parent/guardian, which may include other school personnel. The superintendent or designee will issue a written final decision within 30 days of the appeal. This written notice should include the reason for the decision(s).

Written Education Plans
The Written Education Plan (WEP) format utilized by the district is the form suggested by the Ohio Department of Education that meets the criteria in the Operating Standards (2018).

Area of Identification	Grade Level	Service Setting*
Superior Cognitive	2 - 8	Gifted clusters in General Ed. ELA and Math classes
Superior Cognitive	9 - 12	Enriched Course -- course in area of ID giftedness
Superior Cognitive	9 - 12	College Credit Plus -- course in area of giftedness
Superior Cognitive	11 - 12	International Baccalaureate -- offered to Norwayne Students at Wooster HS
Creative Thinking	2 - 8	Gifted clusters in General Ed. ELA and Math classes
Creative Thinking	9 - 12	Enriched Course -- course in area of ID giftedness
Creative Thinking	9 - 12	College Credit Plus -- course in area of giftedness
Creative Thinking	11 - 12	International Baccalaureate -- offered to Norwayne Students at Wooster HS
Specific Academic: Math	2 - 8	Gifted cluster in Gen. Ed. Math class
Specific Academic: Reading/Writing	2 - 8	Gifted cluster in Gen. Ed. ELA class
Specific Academic: Math, Reading/Writing, Science	9 - 12	Enriched Course -- course in area of ID giftedness (NOTE: Enriched courses are targeted for grades 9 & 10 but any student may take these courses)
Specific Academic: Reading/Writing, Math, Science, Social Studies	9 - 12	College Credit Plus -- course in area of giftedness
Specific Academic: Reading/Writing, Math, Science, Social Studies	11 - 12	International Baccalaureate -- offered to Norwayne Students at Wooster HS
Visual Arts	8 - 12	General Ed. Art classroom taught by trained Arts instructor

Music	8 - 12	General Ed. Art classroom taught by trained Arts instructor

* College Credit Plus Criteria for Service: ACT score, college placement test. Must have gifted ID to count as Gifted service.

* Enriched Course Criteria for Service: Grades/teacher recommendation/student choice. Must have gifted ID to count as Gifted service.

* All Cluster Groups must have gifted ID to participate in Gifted Services

[Adoption date: February 10, 2014]
[Revision date: November 20, 2017]
[Revision date: March 23, 2020]

REMEDIAL INSTRUCTION
(Intervention Services)

The educational program is designed and operated to be developmentally appropriate and avoid the necessity for intervention services. In those cases in which students have clearly not demonstrated satisfactory progress toward attaining the academic standards for their grade level, efforts are made to remedy the condition and attain the learning results sought.

The Board directs the Superintendent/designee to ensure that classroom teachers of students in kindergarten through third grades annually assess and identify the reading skills of each student who is reading below grade level in accordance with all statutory timelines. The parent or guardian is notified of each student whose reading skills are below grade level and intervention services are provided to the student.

Students who are reading below grade level are provided intensive reading instruction immediately following the identification of a reading deficiency.

The District involves the student's parent(s) and classroom teacher in developing the intervention strategy and offers to the parent(s) the opportunity to be involved in the intervention.

Intervention services are also offered to students who:

1. score below the proficient level on a fourth, fifth, sixth, seventh or eighth grade achievement test and

2. are not demonstrating academic performance at their grade level based on the results of a diagnostic assessment.

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 assist all students in meeting and maintaining minimum levels of student proficiency in communication and computation skills. These programs include procedures to evaluate student achievement related to the remedial program objectives and standards. Ongoing communication between teaching staff members and parents of students participating in remedial educational programs is coordinated by the Superintendent and the administrative staff.

The Superintendent is directed to evaluate the remedial education programs and report to the Board each school year as to their effectiveness in maintaining minimum levels of student proficiency.

[Adoption date: November 20, 1984]
[Revised: April 28, 1998]
[Re-adoption date: December 22, 2003]
[Revised: February 28, 2006]
[Revised: December 17, 2012]
[Revised: November 23, 2015]
[Revised: October 28, 2019]
[Revised: October 25, 2021]

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 REF: IGBEA, Reading Skills Assessments and Intervention (Third Grade Reading Guarantee)
IKE, Promotion and Retention of Students

REMEDIAL INSTRUCTION

Remedial Reading Procedural Guidelines

1. The following Board-adopted forms shall be used Districtwide. Forms shall be sent home to the parent of each student in the remedial reading program.

   A. Remedial Reading Program Admittance Form

      The bottom portion of this form shall be returned to the classroom teacher. Follow-up must occur if the form is not returned within three days.

   B. Remedial Reading Program Progress Report to Parents

      This form shall be sent home by the remedial reading teacher each grading period.

   C. Remedial Reading Program End-of-Year Report to Parents

      This form shall also be completed by the remedial reading teacher to inform parents of child's progress.

2. Entrance to the class shall be based upon the individual testing done by the remedial reading teacher. Candidates for this testing shall be obtained in the following manner:

   A. students from last year's class

   B. classroom teacher's, principal's and/or guidance counselor's recommendation

   C. group achievement or diagnostic test results

3. To qualify for the class, the student shall meet the following requirements:

   A. Grade 1: Lack of proficiency in letter recognition and letter sounds.

   B. Grade 2-3: Six months behind in reading based on individual test results compiled by the remedial reading teacher.

   C. Grades 4-5-6: One year or more behind in reading based upon individual test results compiled by the remedial reading teacher.

   D. Grades 7-8: Current federal standards. Students in federally funded programs shall qualify based upon current federal standards.

   E. High School: One and one-half years or more behind in reading.

4. District-approved tests shall be used by the remedial reading teacher. Various other individualized tests may be necessary for deeper study.

5. Children qualifying for the program may be excused from the program at the parent's request only after a conference at which all aspects of the child's performance is explained to the parent.

6. Borderline students may be retained for help in the program in the event the parent requests that they remain in the program and there is room.

7. Students currently receiving LD tutoring may be considered for this extra help providing it is not in a program that is funded.

8. Every effort shall be made to instruct in proper study skills.

9. Every attempt shall be made to schedule primary children into remedial reading five days a week.

10. Consideration to stagger scheduling where possible should be done so the child is not always missing the same class.

11. The remedial reading teacher shall meet with the regular classroom teacher at least once each grading period and shall make every effort to complement the classroom instructional program.

12. At the end of the year each remedial reading teacher shall submit a focused and organized report to the principal, Superintendent and Board.

(Approval date: February 24, 2003)

READING SKILLS ASSESSMENTS AND INTERVENTION
(Third Grade Reading Guarantee)

The Board believes in the importance of the development of English language skills. As a result the Board promotes the importance of reading skills through English diagnostic assessments and reading intervention services in order to provide a meaningful tool to identify and assist students in achieving proficiency in English language arts.

The District annually evaluates the English reading skills of each K-3 student in accordance with all statutory timelines, and identifies students who are reading below their grade level. The District uses the reading diagnostic assessment that is appropriate for the grade level and is adopted under State law or is a comparable tool approved by the Ohio Department of Education. The student's classroom teachers are involved in the assessment and identification of students reading below grade level. The assessment may be administered electronically using live, two-way video and audio 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: December 17, 2012]
[Revision date: November 23, 2015]
[Revision date: October 25, 2021]
[Revision date: November 27, 2023]

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

READING SKILLS ASSESSMENTS AND 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 develops a reading improvement and monitoring plan. This plan is developed within 60 days of receiving the student's results on the diagnostic assessment. The plan includes all of the following:

1. Identification of the student's specific reading deficiencies;

2. A description of additional instructional services that target the student's identified reading deficiencies;

3. Opportunities for the student's parents or guardians to be involved in the instructional services;

4. A process to monitor the implementation of the student's instructional services;

5. A reading curriculum during regular school hours that assists students to read at grade level, provides for scientifically based and reliable assessments, and provides ongoing analysis of each student's reading progress;

6. A statement that if the student does not attain at least the equivalent level of achievement under Ohio Revised Code Section 3301.0710 by the end of third grade, the student will be retained.

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 for the first time on or after July 1, 2013, the District provides a teacher who has at least one year of teaching experience and who satisfies one or more of the following criteria:

1. Holds a reading endorsement on the teacher's license and has attained a passing score on the corresponding assessment for that endorsement, as applicable;

2. Has completed a master's degree program with a major in reading;

3. Was rated "most effective" for reading instruction consecutively for the most 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 DEW;

4. Was rated "above expected value-added" in reading instruction, as determined by ODE for the most recent consecutive two years;

5. Has earned a passing score on a rigorous test of principles of scientifically research-based reading instruction as approved by DEW or

6. Holds an educator license for teaching grades pre-kindergarten through third or grades four through nine issued on or after July 1, 2017.

For a student with a reading improvement and monitoring plan entering the third grade for the first time on or after July 1, 2013, the District may provide:

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 DEW or who has successfully completed training that is based on principles of scientifically research-based reading instruction that has been approved by DEW. The alternate credentials shall be aligned with the reading competencies adopted by the DEW.

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 90 minutes of daily reading. In addition, the remediation may include any of the following:

   A. Small group instruction
   B. Reduced teacher-student ratios

C. More frequent progress monitoring
D. Tutoring or mentoring
E. Transition classes containing third and fourth grade students
F. Extended school day, week or year
G. Summer reading camps

3. Provide a teacher who satisfies one or more of the criteria set forth above.

4. Offer the student the option to receive applicable services from one or more providers other than the District. These providers will be screened and approved by the District or by DEW.

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.

[Adoption date: December 17, 2012]
[Revision date: January 13, 2014]
[Revision date: October 25, 2021]
[Revision date: November 27, 2023]
[Revision date: April 22, 2024]
[Revision date: December 22, 2025]

DYSLEXIA INTERVENTION AND SUPPORTS

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.

Legal References: ORC 3319.077; 3319.078
ORC 3323.25; 3323.251

Cross references: JB, Equal Educational Opportunities
IGBA, Programs for Students With Disabilities
IL, Testing Programs

[Adoption date: June 26, 2023]

HOME-BOUND INSTRUCTION

The Board provides instruction, as appropriate, for students confined to home in compliance with the law.

1. Home instruction teachers are provided for students at the request of parents only after such instruction is approved by the Superintendent and verified as needed by a licensed physician or psychologist. Home instruction teachers, who are provided by the school, are paid at the designated hourly rate; however, payment ordinarily shall not exceed five hours per week for any one student. Home instruction teachers should be provided at the rate of one hour per week for each major subject, if qualified teachers can be secured.

2. Home instruction teachers may be the student's regular classroom teachers only if the Superintendent has given permission.

3. Home instruction teachers must be certificated teachers who hold valid State Department of Education certificates.

4. All work must meet the standards of the State Department of Education and be done under the supervision of the Superintendent. If the home instruction teacher is not the student's regular classroom teacher, the building principal arranges cooperative communications among the regular classroom teachers and home instructors to ensure a proper program of instruction for the student.

5. The duration and time of any home instruction program is determined by the Superintendent, on the basis of information received from teachers, parents, medical personnel and the building principal.

[Adoption date: February 24, 2003]

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.: IGBA, Programs for Students with Disabilities
JEA, Compulsory Attendance Ages
JECBC, Admission of Students from Nonchartered or Home Schooling

ALTERNATIVE SCHOOL PROGRAMS

The Board may approve 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 in which individual guidance and challenge can be provided for each student;

2. provide an instructional program which assists each student to overcome academic deficiencies, truancy and behavioral problems;

3. strive to improve each student's self-concept so that he/she recognizes his/her ability to succeed and play a contributing role in society;

4. provide an accepting environment in which respect and confidence are given to each student and

5. develop a realistic instructional program, which assists each student in acquiring the skills necessary to become a self-supporting citizen.

The alternative school program is staffed by personnel who are committed to the importance of the program and who recognize that education encompasses more than formal classroom instruction. Staff members must also be able to design a cooperative staff/student individualized educational plan which includes long-range goals and measurable objectives for reaching these goals.

Selection of students to participate in the alternative school program is made according to criteria established by the program staff in accordance with State law and approved by the Superintendent. Students in the alternative school program may return to their regular schools when they and the program staff agree that they are ready to do so.

[Adoption date: February 24, 2003]
Revised: November 22, 2004

LEGAL REFS.: ORC 3301.07
3313.53 through 3313.534
OAC 3301-35-04; 3301-35-006; 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. determine the appropriate instructional to English learner students to assist them in gaining English language proficiency, as well as content knowledge, in reading/language arts and mathematics and

3. annually assess the English proficiency of students and monitor their progress in order to determine their readiness for the mainstream classroom environment.

The District requires all English learner students to be tested. Alternative assessments may be required. Students must make yearly gains toward closing the achievement gap as defined by the State Board of Education performance targets.

The District provides parents with notice of and information regarding the instructional program as required by law. Parent and family involvement is encouraged and parents are regularly apprised of their child's progress.

[Adoption date: December 22, 2003]
[Revised: November 22, 2004]
[Revised: February 28, 2006]
[Revised: June 19, 2017]
[Revised: January 8, 2018]

LEGAL REF.: 42USC 2000d
The Elementary and Secondary Education Act; 20 USC 1221 et seq.
34 CFR 200
ORC 3301.0711
3302.01; 3302.03

3313.61; 3313.611; 3313.612
3317.03
3331.04
OAC 3301-35-04; 3301-35-06; 3301-35-07

CROSS REFS.: AC, Nondiscrimination
IE, Organization of Facilities for Instruction
IGBJ, Title I Programs
IGBL, Parent and Family Involvement in Education
JB, Equal Educational Opportunities
JK, Employment of Students

TITLE I PROGRAMS

The Title I program is based on an annual assessment of educational needs. This assessment includes identification of educationally deprived children in the public and private schools in this District. Title I services are provided to all eligible, educationally deprived students.

The Board believes parent and family involvement is a vital part of the Title I program. The Superintendent/designee jointly develops with and distributes to parents of children participating in Title I programs within the District a written parent and family involvement policy and guidelines. The written parent and family involvement policy includes a School-Parent Compact jointly developed by the school and the parents. The requirements of the policy, compact and guidelines are consistent with Federal and State law.

Parent and family involvement includes, but is not limited to, parent and family contribution to the design and implementation of programs under this title, development of support and improvement plans, participation by parents and family members in school activities and programs, and training and materials that build parents' and family members' capacity to improve their children's learning in both the home and the school. To build a partnership between home and school, the District:

1. informs the parents and family members of the program, the reasons for their children's participation and the specific instructional objectives;

2. trains parents and family members to work with their children to attain instructional objectives;

3. trains teachers and other staff involved in programs under this Title to work effectively with the parents and family members of participating students;

4. develops partnerships by consulting with parents and family members regularly;

5. provides opportunities for parents and family members to be involved in the design, operation and evaluation of the program and

6. provides opportunities for the full participation of parents and family members who lack literacy skills or whose native language is not English.

Title I funds are used only to augment, not to replace, state and local funds. The Board uses these funds to provide equivalent or comparable educational services in all schools receiving Title I assistance.

[Adoption date: February 24, 2003]
[Revised: February 28, 2006]
[Revised: June 19, 2017]

LEGAL REF.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
OAC 3301-35-04; 3301-35-05; 3301-35-06; 3301-35-07

CROSS REFS.: AC, Nondiscrimination
IE, Organization of Facilities for Instruction
IGBA, Programs for Students with Disabilities
IGBI, English Learners
IGBL, Parent and Family Involvement in Education
JB, Equal Educational Opportunities

File: IGBJ-R

TITLE I PROGRAMS
(Public School Choice)

The Board in conjunction with the No Child Left Behind Act has approved procedures so that parents whose student(s) attend a school identified as a school of improvement would have the option to apply to another school within District boundaries. The following conditions must be met.

Application Procedures

1. Annually, the District will notify parents of students in schools identified as School Improvement schools.

2. Parents must meet with the building principal to discuss their request for a new school assignment before an application is submitted to the Student Services Department.

3. An applicant for enrollment in a building that currently is in school improvement must be filed with the Student Services Department by April 1st.

4. Transfers can only be made to schools not identified as a School Improvement school, and the selection of building placement is determined by the Student Services Department.

5. Application approval or disapproval will be made by June 1st of the year in which the application is made.

6. Only one transfer per year is granted.

7. Applications are sorted by requested building and grade level, and placement is determined by building limits (see below).

8. Transfers are in effect for only one school year. Parents must reapply each year.

Building Capacity Limits

1. Building capacities are established each year based on enrollment projections and special programs; i.e., special education, Title I, preschool programs.

2. Student/Teacher ratios will be within state standards or contractual limits.

Student Qualifications

1. No special qualifications are necessary. However, if the District has insufficient capacity to accept all applicants, the Student Services Department will prioritize selections by "low achieving students from low income families."

2. Students with disabilities may only be assigned to buildings where the appropriate programming currently exists. The disabled student/teacher ratio will remain within state requirements and contractual limits.

(Approval date: February 28, 2006)

PARENTAL AND FAMILY INVOLVEMENT IN EDUCATION

The Board 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 on the part of parents and families in the education of their children generally result 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 parental 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.

[Adoption date: February 24, 2003]
[Revised: June 19, 2017]

LEGAL REF.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
ORC 3313.472; 3313.48
OAC 3301-35-02; 3301-35-04; 3301-35-06

CROSS REF.: IGBI, English Learners
IGBJ, Title I Programs
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.

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 in 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.

Definitions

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: October 27, 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

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: July 23, 2010]
[Revised: November 21, 2016]

LEGAL REFS.: Carnegie Design Team Report to the State Board of Education: *New Emphasis on Learning: Ohio's plan for credit flexibility shifts the focus from "seat time" to performance (March 2009)*
ORC 3313.60; 3313.603; 3313.609; 3313.6013; 3313.611; 3313.613; 3313.614; 3313.90;
3321.04
Chapter 3324
Chapter 3365
OAC Chapter 3301-34;
3301-35-01
3301-35-06
Chapter 3301-46
Chapter 3301-51
Chapter 3301-61

CROSS REFS.: IGAD, Career-Technical Education
IGBH, Alternative School Programs
IGCB, Innovative Education Programs
IGCD, Educational Options (Also LEB)
IGCF, Home Education
IGCH, College Credit Plus (Also LEC)
IGE, Adult Education Programs
IKA, Grading Systems
IKE, Promotion and Retention of Students
IKEB, Acceleration
IKF, Graduation Requirements

CREDIT FLEXIBILITY

In accordance with State law, the District's plan for credit flexibility must:

1. Identify the multiple methods of communication and frequency of each method the District will use to communicate the aspects of the credit flexibility policy and plan to students and parents on an on-going basis;

2. allow for demonstrated proficiency options on an on-going basis;

3. allow for graded options for demonstrated proficiency;

4. allow demonstration of proficiency to count towards course requirements for graduation;

5. determine credit equivalency for a Carnegie unit;

6. prohibit capping or limiting the number of courses or credits earned through credit flexibility;

7. allow for both simultaneous credit and/or partial credit to be earned;

8. not prohibit access to online education, post-secondary 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: July 23, 2010

Credit Flexibility

Credit flexibility options are designed for students who demonstrate the ability, interest and maturity to accept personal responsibility for their learning in a selected curricular area and have the opportunity to pursue it outside of Norwayne High School with a Norwayne Board of Education approved program. The purpose of the credit flexibility option is to develop learners who design their own research and learning objectives in a formal plan. Students will implement their plan outside of the traditional classroom. Students will engage in activities beyond the boundaries of traditional classroom settings that require specific work or "seat time" by taking part in an alternative learning experience in which they will demonstrate achievement of identified learning standards.

Students will be required to complete a Proposal for Credit Flexibility Plan in which they will identify their educational goals, identify the standards they will demonstrate and create a timeline for completion. Students may work independently or with a credit flexibility partner identified by the student's parent. Individuals and organizations wishing to collaborate with the student in an instructional plan will need to seek approval from Norwayne High School.

Credit Flexibility Requirements

1. Approved, written plan or agreement between the student, high school guidance counselor, principal, parents, possible off-site program provider and a licensed, Highly Qualified Teacher employed by the Norwayne Local Schools and licensed by the State of Ohio.

2. Plans must include clearly defined goals which are tied directly to Ohio's Academic Content Standards and clearly described activities which lead to successful attainment of described goals. Academic Content Standards are located on the Ohio Department of Education webpage at www.ode.state.oh.us.

3. Grades will be reported to the guidance office and recorded on the student's report card and transcript. The teacher of record will submit a grade at the end of each grading period. This grade will be reported on the student's grade card and will be used to determine athletic eligibility.

4. All credit flex classes must be added and dropped within the same timelines of dropping and adding other classes – 10 days after the semester has started. Otherwise, the student will receive an F for the class if work is not completed.

5. All requests for credit flexibility must be made in advance. No credit will be awarded on a retroactive basis.

How to Apply for a Credit Flexibility Program

1. The student will obtain the necessary Credit Flexibility Proposal from the Guidance Department and complete the agreement. Students should return the proposal to Guidance Department when completed. All credit flex plans must be submitted by the last day of school in the year preceding the proposed plan unless approved by the principal.

2. A conference must be scheduled to evaluate and finalize the proposal. The conference team consisting of the parent, student, high school principal, guidance counselor and teacher of record will review the plan, address any modifications and make suggestions to the plan. The student, parent/guardian, teacher of record, counselor and principal must sign the approved proposal. The school reserves the right to alter the proposed timeline and/or assessments required for flexible credit prior to signing the proposal and creating the agreement.

3. The student is responsible for completing all assignments agreed upon in the Credit Flexibility Plan in order to receive grades and credits. A student who does not complete the requirements by the agreed upon due dates will receive an F for the course which will be reported on the official transcript.

4. At the completion of activities and/or assessments for the proposed flexible credit, the student will meet with the teacher of record. The student will present the proposed evidence and will respond to any questions or requests for demonstration of skill and/or knowledge asked by the teacher of record. The teacher of record will grant or deny credit and issue a final grade for the proposed credit within five (5) school days upon student demonstration of mastery.

5. Students may only attempt the credit flexibility option once for a particular course.

6. All appeals regarding denial of participation in the credit flexibility option or denial of credit in the credit flexibility option or issuance of a contested grade in the credit flexibility program will be placed in writing by the student and parent and submitted to the High School Principal within ten (10) school days. A Review Board will consult with the teacher of record regarding work submitted and rationale for grade earned. The decision of the Review Board will be the final determination in the appeal process.

7. Students will not receive academic credit for Norwayne High School clubs, extra-curricular activities, band or athletics.

Credit Flexibility Options & Procedures

A. Testing Out/Demonstrating Proficiency of an Existing Norwayne High School Class:

This option exists for a student who believes he/she is ready to demonstrate proficiency of all the Academic Content Standards required in a Norwayne Local School course. Students selecting this option must complete a Proposal for a Credit Flexibility Plan. The Credit Flexibility Plan will outline the way the student plans to demonstrate proficiency. Arrangements will be made by the principal for the student to complete the necessary assessment(s) to show proficiency. Testing out may include a combination of an end-of-course exam and/or portfolio, demonstration of skills, presentation or timed writings. Students wanting to demonstrate mastery in English/Language Arts will present a reading and writing portfolio and participate in required timed writings. The portfolio and timed writings will exemplify the grade specific, Ohio Academic Content Standards in reading, writing, communication and technology.

Final grades and credits will be recorded on the student's transcript and calculated in the student's GPA and class rank. A panel consisting of a highly qualified teacher in the subject matter, building administrator and counselor will conduct grading appeals, if requested. Any student using this option who scores below a 70% on the assessment will not be given credit for the course and will need to enroll in the course. A student will have one opportunity per course to test out of the course at Norwayne High School. Test scores will be reported as follows on the transcript: 90-100%=A; 80-89%=B; 70-79%=C. If a student does not wish to accept the outcome of the Credit Flexibility Plan assessment and wishes to enroll in the subsequent class, the test grade will be replaced by the grade earned in the class on the transcript. All assessments agreed upon through the Credit Flexibility Plan must be completed before the 10th day after the semester has started. **Testing out of Physical Education is not available under this option.**

B. Creating a Flex Plan for a New Course:

This option is for students who wish to develop a plan to study a topic of interest that is not offered at Norwayne High School. Students are required to complete a Proposal for Credit Flexibility Plan and prior approval for the proposal is required; there will be no awarding of retroactive credit. Off-site instruction providers must receive prior approval by the Norwayne Board of Education. In the proposal, students must list the goals/objectives of their proposed course, list methods of instruction, timeline segments of learning, and describe assessment measures. Quarterly assessment results must be reported at the end of each quarter. Please check the school calendar for these dates. The Norwayne High School teacher of record will evaluate student work. Final grades and credits will be recorded on the student's transcript and calculated in the student's GPA and class rank.

C. Selecting a Norwayne Board Approved Educational Option:

Students may choose to participate in any of the following alternate means to earn credits: Distance learning, on-line coursework, independent study, summer school, correspondence school, mentorship programs and early college entrance. Some of these options may require the student to meet admission standards at the university or other educational option provider and are required to assume all monetary fees associated with these options. Students are required to complete a Proposal for Credit Flexibility Plan and must demonstrate proficiency which may include, but is not limited, to taking the Norwayne High School final assessment, completing written essays and research papers, developing examples of subject area projects, portfolios and other items as specified in the proposal agreement. The Norwayne High School teacher of record will evaluate student work and assign a grade. Using this option for an independent study in physical education will require students to complete a Personal Fitness Proposal for ¼ credit under the direction of someone other than a family member.

Credit Flexibility Fee:

Additional costs associated with student proposed activities, materials, and assessments for credit flexibility will be the sole responsibility of the student and his/her parent(s).

Athletic Eligibility:

Students participating in interscholastic athletics must follow the following guidelines:

- Student must be currently enrolled;
- In the preceding grading period the student must be enrolled in and PASSING course work that will receive the equivalent of five one-credit courses;
- Additional guidelines may be applied to meet OHSAA regulations as needed;
- Work closely with the guidance counselor and athletic director regarding these requirements.

PROPOSAL FOR CREDIT FLEXIBILITY

Today's Date_____

Student Name_____Current Grade_____

Home Address_____

_____

Parent/Guardian Name(s)_____Telephone_____

Reason for pursuing this program:

_____

_____

_____

Plan Option – Please check one. A new proposal form must be completed for each course.

_____A. Demonstrating proficiency of an existing Norwayne High School course (testing out)

_____B. Create Flex Plan for a new course not currently offered at Norwayne High School.

_____C. Pursue Norwayne Board Approved Educational Option (Internship, Independent study, On-Line Option, etc.)

A parent who secures an outside provider under an educational option plan and who will have unsupervised access to a student for other than momentary or incidental periods, or who will at any time be providing transportation to the student, shall be required to provide the results of a BCI/FBI criminal record check which is not more than one year old.

Costs for any required records check shall be borne by the parent/guardian or by the outside provider. The parent/guardian of a student who, under an educational option plan, is to receive educational services from an outside provider (non-school personnel) may be required to sign a waiver and release of claims, on behalf of themselves and their minor child, for harm or injury arising from the conduct of such non-school provider.

If an outside provider is involved, please complete the following page:

PROPOSAL FOR CREDIT FLEXIBILITY

Name of Instructor_____

Position of Instructor_____

Location of Instruction_____

Address of Location of Instruction_____

Telephone Number of Instructor_____

Teaching License Area of Instruction_____

Years of experience in area of instruction_____

BCI/FBI record check date_____

*BCI/FBI clearance must be submitted to Principal prior to approval of Credit Flexibility Plan.

CREDIT FLEXIBILITY PLAN
(Use Additional Sheets as Necessary)

Name:_____

Goals & Objectives (Must be referenced to the Ohio Content Standards & Benchmarks)

_____

_____

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_____

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_____

Methods of Instruction

_____

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_____

Timeline/Segments of Learning

Describe Assessment Measurements (must show quarterly progress and due dates)

Comments/Notes

Date of Meeting_____

_____Approved_____Amended_____Disapproved

CREDIT FLEXIBILITY SIGNATURE PAGE

Signature of Student	Date
Signature of Parent	Date
Signature of Teacher of Record	Date
Signature of Principal	Date
Signature of Counselor	Date

Upon the approval of the Credit Flexibility Plan, the school guidance counselor will notify the EMIS department that the student has been enrolled in a credit flexibility option.

SUMMER SCHOOLS

The Board may operate summer schools for students in grades one through 12. Summer programs can be for students who need extra help in order to advance with their respective age groups or to provide enrichment, remedial and recreational experiences.

Tuition may be charged students who are residents of the District and whose need for a summer program has been identified by teachers and who have been recommended for enrollment in the program to the Superintendent by the appropriate building principal. Special activities or programs for which a fee is to be charged may be conducted only with the approval of the Board.

Summer school is under the direction of an administrator/coordinator appointed by the Board. Teachers for summer sessions are recruited from the District staff insofar as feasible. The Board sets summer salaries and makes appointments upon the recommendation of the Superintendent.

[Adoption date: February 24, 2003]

LEGAL REFS.: ORC 3301.0711
3313.608; 3313.57; 3313.641

CROSS REFS.: IGBE, Remedial Instruction
IKE, Promotion and Retention of Students
IL, Testing Programs
JN, Student Fees, Fines and Charges

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: February 24, 2003]
[Revised date: June 28, 2021]

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, correspondence courses, 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 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: February 24, 2003]
[Revised: April 25, 2022]

LEGAL REFS.: OAC 3301-35-01(B)(9)
OAC 3301-35-06

CROSS REFS.: IGBM, Credit Flexibility
IGCB, Experimental Programs
IGCH, College Credit Plus (Also LEC)
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: February 24, 2003]
[Revised: April 25, 2022]

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.

[Adoption date: February 24, 2003]
[Revision date: January 13, 2014]
[Revision date: November 27, 2023]

LEGAL REFS.: ORC 3321.04; 3321.042

CROSS REFS.: JECBC, Admission of Students from Non-Chartered or Home Education
JEG, Exclusions and Exemptions from School Attendance

File: IGCG

PRESCHOOL PROGRAM

The preschool program is guided by curriculum, written policies and regulations of the District that are consistent with applicable statutory requirements contained in State Law. Resources of the preschool program include, but are not limited to:

1. staff;
2. cumulative records;
3. health and safety;
4. admission;
5. attendance and discipline;
6. selection and use of developmentally appropriate materials, equipment and resources that meet the intellectual, physical, social and emotional needs of the preschool student;
7. management of communicable diseases and
8. transportation and field trips.

Prospective employees meeting certain criteria set forth in State law must be tested for tuberculosis.

[Adoption date: February 24, 2003]
[Revision date: April 26, 2021]

LEGAL REFS.: ORC 3301.53; 3301.531
3313.646
3323.02
OAC Chapter 3301-37
3301-69-09

CROSS REFS.: EB, Safety Program
EBC, Emergency Plans
EEA, Student Transportation Services
IIA, Instructional Materials
IICA, Field Trips

JEC, Student Admission
JG, Student Discipline
JHC, Student Health Services and Requirements
JHCC, Communicable Diseases
JHF, Student Safety
JO, Student Records

COLLEGE CREDIT PLUS

State law provides for student participation in the College Credit Plus (CCP) program for the purposes of promoting rigorous academic pursuits and exposing students to options beyond the high school classroom. Therefore, eligible 7th through 12th grade students may enroll at any public college/university and any participating nonpublic college/university on a full-or part-time basis and complete eligible nonsectarian, nonremedial 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: February 24, 2003]
[Revision date: July 27, 2015]
[Revision date: March 27, 2017]
[Revision date: December 18, 2017]
[Revision date: June 25, 2018]

LEGAL REFS.: ORC 3313.5314
Chapter 3365
OAC 3333-1-65 through 3333-1-65-14
3301-83-01(C)

CROSS REF.: IGBM, Credit Flexibility
IGCD, Educational Options (Also LEB)

COLLEGE CREDIT PLUS

District Obligations

The District is required to notify all 6th through 11th grade students and their parents about the College Credit Plus (CCP) program through multiple, easily accessible resources by February 1 of each school year. The notice includes all information required by State law. The District promotes the CCP program on the District website, including details of current agreements with partnering colleges.

Students and/or parent(s) are required to submit written notice of intent to participate to the principal by April 1 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(s) completed at the college.

2. If no comparable course is offered, the Board grants an appropriate number of elective credits.

3. Any disputes between the student and the Board regarding high school credits granted for a course may be appealed by the student to the (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.

<u>High School/College Enrollment</u>

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 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.

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.

Each secondary school 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 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 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 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 eligible 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. Courses used for eligibility determination may be a combination of high school and college courses. Students also must meet any additional District eligibility requirements.

CCP Dismissal Appeals

The College Credit Plus Dismissal Appeals policy for Norwayne Local School District is based on the requirements of Ohio Administrative Code 3333-1-65.13. Students who have been placed on CCP Dismissal or who have been placed on CCP Probation that prohibits the student from taking a course in the same subject and wish to appeal must notify the district superintendent within five business days after being notified of the CCP Dismissal or CCP Probation status. The district will notify the college or university in which a student is enrolled that the student has requested an appeal. The district superintendent will issue a decision on the student's appeal within ten business days after the date of the appeal is made. The decision of the superintendent is final.

To request an appeal, a student must provide a written explanation of why the student should be

- removed from CCP Dismissal or
- permitted to take a course in the same subject while on CCP Probation.

The district superintendent will review the written explanation and will consider the following possible activities that a student has taken:

- Completion of high school courses with an established grade point average
- Completion of tutoring, extra course assistance, as available
- Development of an individual pathway plan that includes high school graduation requirements and possible college courses

The district superintendent has the discretion to allow a student to participate in the program if the student meets other factors to demonstrate readiness.

Note: The CCP Probation and CCP Dismissal policy (OAC 3333-1-65.13) does not alter, supersede, or affect any college policy or procedure on academic probation or dismissal through the college. Students wishing to appeal the college's policy must do so by following the college's procedures.

[Adoption date: February 24, 2003]
[Revised: January 13, 2014]
[Revised: July 27, 2015]
[Revised: September 26, 2016]
[Revised: October 23, 2017]
[Revised: June 25, 2018]
[Revised: October 25, 2021]
[Revised: April 25, 2022]
[Revised: October 24, 2022]
[Revised: June 26, 2023]
[Revised: October 27, 2025]

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.

[Adoption date: June 28, 2021]
[Revised: April 25, 2022]

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

COCURRICULAR AND EXTRACURRICULAR ACTIVITIES

The purpose of education is to develop the whole person of the student. For this reason an educational program must embody, as an essential element, activities which involve students beyond the classroom and foster the values which result from interaction and united effort. Such activities form a logical extension of the required and general curriculum and the elective or special curriculum.

The Board has established the criteria for cocurricular and extracurricular activities consistent with its philosophy of, and goals for, education. All 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 cocurricular and extracurricular activities.

The following guidelines govern the student activity programs.

1. Student activities are those school-sponsored activities which are voluntarily engaged in by students, have the approval of the school administration and do not carry credit toward promotion or graduation.

2. Each school, under the direction of the principal and 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 are accounted for through the activity account.

3. Each activity should be designed to contribute directly to the educational, civic, social and ethical development of the students involved.

4. The student activity program receives the same attention in terms of philosophy, objectives, social setting, organization and evaluation as that given the regular school curriculum.

5. Each school develops written guidelines and procedures regulating the creation, organization, administration and dissolution of student activity programs. The Superintendent reports annually to the Board the general purposes, plans and financial status of the cocurricular and extracurricular programs of the District.

6. The expenses involved in participating in any school activity and in the total program for a school year should be set so that a majority of the students may participate without financial strain. Special consideration may be given in cases in which the expense of participating would result in exclusion.

7. Activities must be open to all students, regardless of race, color, national origin, ancestry, citizenship status, religion, sex, 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 cocurricular and extracurricular activities are expected to demonstrate responsible behavior and good conduct. The Board encourages the development and promotion of sportsmanship in all phases of the educational process, including athletics and all other cocurricular and extracurricular activities.

12. Students suspended and expelled from school are banned from extracurricular activities. Students may also be suspended from extracurricular activities for violations of the Student Code of Conduct or the code of conduct of the particular activity in which they participate. Students 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. Annually, the Board directs the Superintendent/designee to identify supplemental contract positions that supervise, direct or coach a student activity program that involves athletic, routine/regular physical activity or health and safety considerations. Upon the identification of the position, the individual must complete the requirements established by the 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. Student's 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 non-public 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.

[Adoption date: Date of manual adoption]
[Revision date: August 18, 1992]
[Revision date: June 17, 1998]
[Re-adoption date: December 22, 2003]
[Revision date: January 13, 2014]
[Revision date: January 5, 2015]
[Revision date: March 27, 2017]
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[Revision date: October 22, 2018]
[Revision date: November 27, 2023]
[Revision date: February 26, 2024]
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[Revision date: December 22, 2025]

LEGAL REFS.: ORC 3313.537; 3313.5311, 3313.5312; 3313.5314; 3313.58; 3313.59; 3313.661; 3313.664
3315.062
3319.16
3321.04
Chapter 4112
OAC 3301-27-01
3301-35-06

CROSS REFS.: AFI, Evaluation of Educational Resources
DJ, Purchasing
IGCH, College Credit Plus (Also LEC)
IGDB, Student Publications
IGDC, Student Social Events
IGDF, Student Fundraising Activities
IGDG, Student Activities Funds Management
IGDJ, Interscholastic Athletics
IGDK, Interscholastic Extracurricular Eligibility
JECBC, Admission of Students from Non-Chartered or Home Schooling
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

TRAINING RULES POLICY – EXTRA-CURRICULAR CODE OF CONDUCT

The Norwayne Local Schools Board of Education recognizes that participation in extra-curricular activities is a privilege, not a right, and that those students involved in extra-curricular activities participate voluntarily under certain obligations and restrictions required by team participants.

Students shall not possess, use, sell, offer to sell, deliver, conceal, consume, or be under the influence of any drugs of abuse. This would include: alcohol, tobacco, tobacco-related products, illegal drugs, controlled narcotics, intoxicants, steroids, performance enhancing drugs, or any substance that is directly or indirectly represented to be a drug of abuse (or look-alike).

Students should not attend or remain at activities where illegal consumption of alcohol or drugs is taking place. To do so puts the student-athlete at risk for being identified as one who was involved in illegal activities.

A violation of the rules listed above will come from the word of a school administrator, teacher, coach or advisor within the school system, or law enforcement officer. It is common practice for the Norwayne Local Schools Administration to work in conjunction with local law enforcement agencies to receive information pertaining to training rules violations.

The Extra-Curricular Code of Conduct shall be in effect 24 hours a day, 7 days a week, 365 days a year. Violations that occur in grades 7 and 8 shall not carry over to high school; however, the assessment/counseling component must be completed prior to any participation in a high school extra-curricular activity. Violations in Grades 9-12 shall be cumulative.

Procedures for the Extra-Curricular Code of Conduct

First Offense:

- The student-athlete will miss 20% of that sport's regular season scheduled contests/activities. If the full 20% loss of participation is not possible for that particular season/activity, the total and/or remaining percentage will carry over to the student-athlete's next sport/activity in which he/she becomes a team/individual participant. (The student-athlete must complete the entire season/activity or the penalty will be assessed on the next sports/activity season in which the student-athlete participates.)
- The student will still practice with the team/group.
- The student can travel and be with the team/group and sit on the team bench.
- The student will be able to dress for contests.
- The student will be required to enter an "Insight" program or obtain appropriate services of an agreed upon professional assistance agency. This will be at the expense of the student-athlete.

1. Insight is generally an eight-hour educational and self-awareness program to assist students in determining the role alcohol and/or drugs play in their life. Insight must be done through an approved agency.
2. The student-athlete must follow any of the recommendations from the insight program.
3. The student-athlete will allow the agency to forward to the administration the letter of completion and any related recommendations.

Second Offense:

- The student-athlete will miss 50% of that regular season/activity's scheduled contests/points. If the full 50% loss of participation is not possible for that particular season/activity, the total and/or remaining percentage will carry over to the student-athlete's next sport/activity in which he/she becomes a team/individual participant. (The student-athlete must complete the entire season/activity or the penalty will be assessed on the next sports season/activity in which the student-athlete participates.)
- The student will still practice with the team/group.
- The student can travel and be with the team/group and sit on the team bench.
- The student will be able to dress for contests.
- The student will be required to complete a "Full Assessment" program or obtain appropriate services of an agreed upon professional assistance agency. This will be at the cost of the athlete.

    1. Full Assessment is a more in-depth procedure involving an interview by a certified drug and alcohol counselor. This may include gathering information from family members, school personnel, and/or law enforcement agencies to determine the role that alcohol, tobacco and/or drugs is playing in that person's life.
    2. The student-athlete must follow any of the recommendations from the full assessment.
    3. The student-athlete will allow the agency to forward to the administration the letter of completion and any related recommendations.

Third Offense:

- A third offense will result in denial of extra-curricular participation for the duration of the student-athlete's school career.

    1. After one (1) calendar year from the date of a third violation, the student may appeal to the Superintendent and Board of Education representative. Their decision on this matter is final.

Use or Possession of Tobacco and/or Tobacco-Related Products:

- A student-athlete shall not use or possess any form of tobacco, tobacco-related products or tobacco paraphernalia.
- The penalty for tobacco violations will be the same as those with alcohol and/or drugs as shown above.
- Tobacco violations are cumulative with the drug and/or alcohol violations.
- The only difference between the tobacco violations and drug and/or alcohol violations is that there will not be the Insight or Full Assessment programs. (Those programs are not geared toward tobacco violations.)
- In place of Insight (first violation) the student will have approximately eight hours of tobacco research, reports and education as outlined by the administration.
- In place of Full Assessment (second violation) the student will have approximately sixteen hours of tobacco research, reports and education as outlined by the District Athletic Director.

Nothing in this Extra-Curricular Code of Conduct shall prevent a coach, activity advisor or administrator from removing a student on an emergency basis, for a specific period, if the student's conduct threatens the health and safety of any individual, or disrupts the good order and discipline of the environment of the extra-curricular activity.

Approved: June 28, 2010

TRAINING RULES POLICY – CODE OF CONDUCT

I have read the Training Rules Policy – Code of Conduct and agree to abide by the Code of Conduct. I also understand that a violation of the Code of Conduct will result in the penalties which are outlined in this document.

Student's Name:

(printed)_____

(signature)_____

Parent or Guardian's Name:

(printed)_____

(signature)_____

Date:_____

STUDENT ORGANIZATIONS

Student organizations shall be encouraged when they meet the simple criterion of contributing to the education of students. Such organizations shall operate within the framework of the law, Board policy, administrative rules and the parameters of the educational program. When such organizations are contributive, their establishment and operation shall be facilitated by the District staff using available District resources.

Membership will be determined without regard to race, color, national origin, sex, or handicap. Expenses involved in participating in any school activity should be set so that a majority of students may participate without financial strain. Special consideration may be given where the expense of participating creates exclusion. Activities should be held on nonschool time or at an appropriate designed school time. Students suspended from school are prohibited to attend or participate in extracurricular activities. Students absent from school are generally not permitted to participate in extracurricular activities that day; however, the building principal may, upon petition of the organization advisor, evaluate extenuating circumstances and grant permission.

Student activity purpose statements and budgets shall be developed by student organizations and approved annually by the Board in order for any organization to gain official recognition by the administration. Budgets shall be reviewed and updated in January.

The Board directs the Superintendent and Treasurer to develop and disseminate the student activity fund guidelines incorporating requirements of the appropriate sections of the Ohio Revised Code and directives of the Auditor of State. Thus, all student organizations will follow procedures as outlined in the Board-approved Student Activity Guidelines Handbook. Among other provisions, these guidelines shall require the assignment of at least one faculty advisor to each student organization.

[Adoption date: February 24, 2003]

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 students interested in this activity and should provide an opportunity for the sincere expression of all facets of student opinion. These guidelines are as follows.

1. Faculty advisors advise on matters of style, grammar, format and suitability of materials.

2. The school publication reflects the policy and judgment of the student editors. Material of a controversial nature should not be prohibited unless it:

   A. 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. threatens any person or group within the school or advocates unlawful discrimination;

   C. advocates violation of the law or official school regulations;

   D. is considered false or libelous, based upon available facts, and

   E. is potentially harmful to juveniles or offensive according to community standards as to what is suitable for juveniles.

3. The final decision as to the suitability of material rests with the principal after consultation with the student editor and faculty advisor. Parties have the right of appeal to the Superintendent.

Nonschool-Sponsored Publications

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 and place of distribution or may be prohibited from distributing such publications.

[Adoption date: February 24, 2003]

LEGAL REFS.: U.S. Const. Amend. I
ORC 3313.66; 3313.661

STUDENT SOCIAL EVENTS

All student functions held in the name of the District must be approved by the principal and supervised by one or more faculty members or approved volunteers.

All school functions such as parties, dances, etc., are held in the school building unless otherwise approved by the principal and/or Superintendent.

Outsiders are not permitted to attend such functions unless so permitted by the building principal. Students present, together with chaperones, are held accountable for proper care of facilities used.

[Adoption date: February 24, 2003]

LEGAL REFS.: ORC 3313.53; 3313.58; 3313.59
3315.062
OAC 3301-35-02; 3301-35-03

CROSS REFS.: IGD, Cocurricular and Extracurricular Activities
IICC, School Volunteers

STUDENT FUNDRAISING ACTIVITIES

The Board believes in providing opportunities for students to participate through cocurricular activities in fund-raising projects which contribute to their educational growth and which do not conflict with the instructional program. Since the Ohio Revised Code and the Auditor 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, advisors, administrators and students;

8. limited in number so as not to become a burden or nuisance to the community and

9. sensitive to direct competition with 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. 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 fund-raising activities are handled by the Treasurer's office in accordance with the Auditor of State's requirements.

[Adoption date: February 24, 2003]
[Revised: October 22, 2018]

LEGAL REFS.: ORC 3313.51; 3313.53; 3313.811
3315.062

CROSS REFS.: GBIA, Online Fundraising Campaigns/Crowdfunding (Also IGDFA)
IGD, Cocurricular and Extracurricular Activities
IGDG, Student Activities Funds Management
IICA, Field Trips
JL, Student Gifts and Solicitations

STUDENT FUND-RAISING ACTIVITIES

The following guidelines must be followed for any activity that involves fund raising by or from students.

Any fund-raising activities involving students must meet the following conditions:

1. All student fund-raising activities must be in compliance with State law and the requirements of the Ohio Auditor's office.

2. Use of instructional time is to be limited in planning, conducting, assessing or managing a fund-raising activity, unless such an activity is part of an approved course of study.

3. Fund-raising activities conducted in a school or on other District premises are not to interfere with the conduct of any cocurricular or extracurricular activity. Students involved in the fund raiser are not to interfere with students participating in other activities in order to solicit funds.

4. In accordance with Board policy, each fund-raising activity occurring on or off District premises must be approved by the Superintendent or his/her designee. In order to be approved, the group leader or advisor must submit a proposal which is in compliance with the Ohio Auditor's requirements.

5. Each recognized school-sponsored student group must submit in writing to the Treasurer a statement which identifies the purpose of the fund-raising activity and the reason for raising the money as well as all other items required by the Ohio Auditor.

6. Student groups can have only one fund-raiser per year unless approved by the Superintendent.

7. All fund-raising activities must stop when the total projected budget has been met or within two weeks from the start of the project, whichever comes first. Exceptions may be granted with the approval of the Superintendent or building principal.

8. Notice of fund-raising activities is posted in school newsletters for parent information.

9. All participants soliciting from and/or selling to service organizations, businesses or the general public must carry and understand a cover letter explaining the specific purpose of their project.

10. Requests for purchases from student activities funds can be made only by faculty advisors, coaches or teachers assigned to an activity.

11. Elementary students (K-4) do not sell items or solicit donations by going door to door.

12. All prizes, awards and incentives must be approved by the principal.

13. Contracts with outside suppliers for merchandise to be sold in a fund-raising activity are to be reviewed by the principal and signed by the staff member in charge, who shall be personally responsible for the merchandise sold and monies collected. The contract must specify that any merchandise which is unsold and is resalable by the supplier can be returned for full credit. The District is not be responsible for any unsold merchandise that cannot be returned to a supplier for credit for any reason.

14. Fund-raising activities off District premises shall be voluntary and with written permission from parents. If an activity involves the students providing a service in return for money, such as a car wash, a member of the professional staff shall supervise the activity at all times. His/Her responsibility is to ensure that the service is provided in a proper manner, and also to ensure the safety and well-being of the students and the property of both the purchaser and the owner of the site.

15. Any fund raisers that require students to exert themselves physically beyond their normal pattern of activity, such as runs for charity, must be monitored by a staff member who has the necessary knowledge and training to recognize and deal appropriately with a situation in which one or more students may be overexerting themselves to the point of potential injury.

16. The staff member in charge should establish procedures to ensure that all merchandise is properly stored, distributed and accounted for, and a report should be made within five days after the end of the fund raiser. The report should indicate:

    A. cost of items or merchandise;

    B. amount of money projected and amount of money raised;

    C. any differences between the actual activity and the planned activity;

    D. any problems that occurred and how resolved;

    E. when and where funds are deposited and

    F. if merchandise was involved, how many items were offered for sale, how many sold, the amount of money collected and the disposition of any unsold items.

17. Donations to the District to be used for fund-raising activities must be approved by the Board or its designee.

18. Failure to follow these regulations could result in the suspension or loss of fund-raising approval.

School and Community Service Project Definitions

1. Fund-raising activities

   A. Any donation, product or service solicited from and/or sold to community service organizations, businesses or the general public.

   B. Any awards, prizes or incentives offered as part of a student selling activity. Examples:

      1) candy sales
      2) magazine sales
      3) carnival for profit

2. School Service Projects

   A. Any project done to service or benefit students, teachers or parents which involves no soliciting of donations, products or services from community service organizations, businesses or the general public. Examples:

      1) skate parties
      2) pizza parties
      3) Mother's Day gifts
      4) carnival for nonprofit

   B. Any profit-intended project, completed in-house, which principally involves students, teachers or parents requiring no soliciting of donations, products or services from community service organizations, businesses or the general public. Examples:

      1) concession stands
      2) school pictures
      3) book fairs
      4) sale of miscellaneous items (caps, t-shirts, jackets, etc.)

3. Community Service Projects

   A. Any project which involves open solicitation, is completely nonprofit and is charitable in nature. Examples:

1) holiday food drives
2) generation of funds for a recognized charity
3) funds for scholarships/grants

(Approval date: February 24, 2003)

ONLINE FUNDRAISING CAMPAIGNS/CROWDFUNDING

The Board believes that online fundraising campaigns, including crowdfunding campaigns, may support and further the interests of the District.

All crowdfunding campaigns must be reviewed by and receive prior approval from the Superintendent.

In order for a crowdfunding campaign to be approved, the campaign must:

1. be conducted in compliance with all State and Federal laws, as well as relevant District policies and procedures, including those governing the confidentiality of student information. No information that could personally identify a student, including student names or images, may be used without the prior written consent of parents or adult students. The Superintendent must review all images and text used as part of the campaign.

2. be compatible with the District's educational philosophy, needs, technical infrastructure, and core values. The organizer must submit in writing to the Treasurer a statement identifying the purpose(s) for raising the money. All online fundraisers must be conducted in accordance with District policies and procedures.

3. be in the name of the school or District with all donations being sent, paid or contributed directly to the school or District. Staff are prohibited from establishing campaigns that are directly sent, paid or contributed to a staff member in lieu of the District or school.

4. be reviewed to determine whether the crowdfunding site obligates the District to assume any responsibility to file required reports of charitable activities.

The Superintendent maintains a documentation of campaign approval, details of the campaign, a printed copy of the website, copies of all related agreements and permission forms, copies of any checks donated and any inventory listing non-monetary donations.

No donations of money, property, equipment, or materials are accepted without Board approval and all donations accepted are the property of the District. Upon acceptance, donations are promptly entered into the District property inventory or deposited into District bank accounts and are subject to normal fiscal oversight and auditing. Donations are used solely for the purpose(s) stated in the campaign provided the purposes are lawful and do not remove the authority of the Board.

[Adoption date: October 22, 2018]

LEGAL REFS.: Family Educational Rights and Privacy Act; 20 USC Section 1232g
ORC 9.38
2921.43
3313.51
3319.321

CROSS REFS.: GBCA, Staff Conflict of Interest
GBI, Staff Gifts and Solicitations
IGDF, Student Fundraising Activities
KH, Public Gifts to the District
KI, Public Solicitations in the Schools

STUDENT ACTIVITIES FUNDS MANAGEMENT

To safeguard and provide for the efficient financial operation of student activities, the funds of these activities are managed as follows.

1. The Superintendent designates an individual to serve as the activity account clerk under the jurisdiction of the Treasurer. The Treasurer is authorized to receive and disburse student funds in support of the entire school activity program. The Treasurer is directly responsible for the proper accounting of student activities funds.

2. Requests for purchases from student activities funds can be made only by faculty advisors, coaches or teachers assigned to an activity. These requests must be approved in writing by the school principal or other person designated by the Superintendent. Funds must be available before such purchases may be authorized. Expenses 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 Ohio Auditor. The system separates and verifies each transaction and shows the sources from which the revenue is received, the amount collected, source and the amount expected for each purpose.

4. When an unexpended balance remains in the account of a graduating class (Fund 200), the class should specifically indicate its intent to the Board for the disposal of such funds. The Board exercises its prerogative in disposing of such funds when the graduating class is negligent in giving instructions.

[Adoption date: February 24, 2003]

LEGAL REFS.: ORC 3313.25; 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 Fund-Raising Activities
JL, Student Gifts and Solicitations

Norwayne Local School District, Creston, Ohio

STUDENT ACTIVITIES FUND MANAGMENT

Student Activity Advisors

The student activity advisor shall:

1. Supervise the assigned activity program and ensure that the purpose and objectives of the program, as defined by the student activity program purpose, goals and proposed budget, are met.

2. Ascertain that the expenditures for the activity program directly or indirectly benefit those students who are participating in that group, in accordance with the policies and/or purposes established by said group and consistent with Board policy and administrative guidelines.

3. Submit complete and accurate documentation to the cashier for the purpose of making deposits on the proper form.

4. Direct all potential problems or questions that may arise to the immediate attention of the building principal.

5. Prepare annual budgets and purpose clauses as required by Board policy.

6. Keep an accurate record of receipts and expenditures that shall be balanced monthly against financial reports received from the Treasurer.

7. Be completely familiar with the Student Activity Fund Guidelines and make certain that the group operates within the framework of these guidelines.

8. Perform other responsibilities as assigned or approved by the building principal.

Building Cashier

The building cashier shall:

1. Receive and account for all student activity program revenues.

2. Prepare monies for deposit in the bank designated by the Treasurer.

3. Prepare and submit to the Treasurer's office all forms required to properly account for revenues and to document bank deposits made.

(Approval date: February 24, 2003)

Norwayne Local School District, Creston, Ohio

INTERSCHOLASTIC ATHLETICS

Participation by students in athletic competition is a privilege subject to Board policies and regulations. While the Board takes great pride in winning, it emphasizes and requires good sportsmanship and positive mental attitude as a prerequisite to participation.

The Superintendent and administrative staff 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 interscholastic athletics.

Coaches are required to complete all approved course work as specified by State law, the Ohio High School Athletic Association (OHSAA) and the 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. 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(s) and shall have been determined as physically fit for the chosen 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 to make him/her a worthy representative of his/her school.

Any student may be suspended from an athletic team practice and competition for a period of time, designated by the principal, for infractions of school rules and regulations or for any other unacceptable conduct in or out of school.

Resident students enrolled in community schools are permitted to participate in the District's interscholastic athletics program at the school to which the student would be assigned. Students must be of the appropriate age and grade level as determined by the Superintendent, and must fulfill the same academic, nonacademic and financial requirements as any other participant.

Resident students attending STEM and STEAM schools are permitted to participate in the District's interscholastic athletic program at the school to which the student would be assigned. Students must be of the appropriate age and grade level as determined by the Superintendent, and must fulfill the same academic, nonacademic and financial requirements as any other participant.

Resident students attending a nonpublic school are permitted to participate in the District's interscholastic athletic programs at the school to which the student would be assigned if the nonpublic school the student is enrolled in does not offer the activity. Students must be of the appropriate age and grade level as determined by the Superintendent and must fulfill the same academic, nonacademic and financial requirements as any other participant.

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 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:

1. Harassment, intimidation, or bullying, as defined by Ohio Revised Code (RC) 3313.666.

2. 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.

3. 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.

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LEGAL REFS.: ORC 2305.23; 2305.231
3313.537; 3313.5310; 3313.5311; 3313.5312; 3313:5314; 3313.539; 3313.66; 3313.661; 3313.664
3315.062
3319.303
3321.04
3707.52
OAC Chapter 3301-27

CROSS REFS.: IGCH, College Credit Plus (Also LEC)
IGD, Cocurricular and Extracurricular Activities
IGDK, Interscholastic Extracurricular Eligibility
IKF, Graduation Requirements
JECBA, Admission of Exchange Students
JECBC, Admission of Students from Non-Chartered or Home Schooling
JGD, Student Suspension
JGE, Student Expulsion
JN, Student Fees, Fines and Charges
Student Handbooks

DRUG TESTING POLICY
Extra-Curricular Code of Conduct Norwayne Local Schools

The Norwayne Local Board of Education Drug Testing Policy was formed because of a concern that alcohol and illicit drugs may be used by students at Norwayne. The Norwayne Board of Education desires to implement a policy which will attempt to provide this district with a safe and healthful student program. This policy reflects the Norwayne Board of Education and the community's strong commitment to establish a truly drug and alcohol free school program. Because of the pervasive nature of drug use in our local schools, Norwayne has selected student athletes, students who participate in extra-curricular activities and students who, along with consent from their parents, volunteer to be tested for inclusion in the testing pool. This policy applies to all athletes, volunteers and extra-curricular activities from grades 7-12.

PURPOSE OF THIS POLICY SHALL BE:

1. To provide a healthy and safe environment to all students participating in the athletic and extra-curricular program year round.

2. To discourage all students from using drugs and alcohol.

    a. Students will assume all responsibility for regulating their personal lives in ways that will result in their becoming healthful members of a team and worthy representatives of the school and community.

3. To provide students with the opportunity to become leaders in the student body for a drug free school.

4. To provide solutions for the student who does use drugs and alcohol.

5. To provide the school with positive guidelines and disciplinary policies for violations of the drug free policy.

6. To encourage those students who participate in athletic and extra-curricular programs to remain drug free and alcohol free.

DEFINITIONS

1. STUDENT ATHLETE
   Any person participating in the Norwayne High School/Middle School athletic program and/or contests under the control and jurisdiction of the Norwayne Schools and/or the Ohio High School Athletic Association (OHSAA). This policy also includes cheerleaders.

2. EXTRA-CURRICULAR
   Any activity that does not involve a grade.

3. ATHLETIC SEASON
   In-season start dates for student-athletes will begin as published by the Ohio High School Athletic Association or sanctioning organization and continue until the completion of awards program for that sport for the Norwayne Schools. There are three athletic seasons: Fall, Winter, Spring. The policy is a year-round policy enforced during non- participation seasons and summer.

4. RANDOM SELECTION
   A system of selecting students for drug and alcohol testing in which each student has a fair and equitable chance of being selected each time selections are required.

5. ILLEGAL/ILLICIT DRUGS
   Any substance included in U.S.C. 802 (6), which an individual may not sell, offer to sell, possess, give, exchange, use, distribute, or purchase under State or Federal Law. This definition also includes all prescribed and over-the-counter drugs being used in any way other than for medical purposes in accordance with the directions for use provided for in the prescription or by the manufacturer. We may also test for Nicotine and Steroids.

6. ALCOHOL
   Any intoxicating liquor, beer, wine, mixed beverage, or malt liquor beverage as defined in the Ohio Revised Code Section 4301.01. The term "alcoholic beverage" includes any liquid or substance, such as "near beer" which contains alcohol in any proportion or percentage. The term "alcoholic beverage" does not include a substance used for medical purposes in accordance with directions for use provided in a prescription or by the manufacturer and in accordance with school district policy and rules related to the use of prescription and non-prescription drugs, provided the substance is; a) authorized by a medical prescription from a licensed physician and kept in the original container, which shall state the student's name and directions for use or; b) an over-the-counter medicine.

TYPES OF TESTING

1. TEAM TESTING
At the beginning of each interscholastic sport season, all eligible students will submit to urine drug and alcohol testing. This testing will be completed within the first two weeks of the season on a specified date and time. The collection process will take place on school property or at a Board of Education approved testing facility. The Head Coach/Advisor is responsible for ensuring that all students and their parent/guardian/ custodian properly sign the INFORMED CONSENT AGREEMENT prior to testing.
Any student moving into the District shall be tested prior to the time he/she joins an interscholastic team.

2. RANDOM TESTING
In-session random testing shall be done throughout the year. Each interscholastic sports team or extra-curricular group may have up to 20% of its eligible students tested per random selection. A student may be tested more than once per season and year. In the event of a positive result, the specimen will be sent to a laboratory for confirmation of results and a certified Medical Review Officer will determine the results.

   a. Random selection of students involved in extra-curricular activities:
   The Athletic Director/Student Advisor, under the Principal's supervision, will use a system to ensure that students are selected in a random fashion. This system may include computer generated random numbers or names or by pulling numbers from a pool of numbers equal to the number of eligible students.

   b. Scheduling of random testing:
   Random testing will be unannounced. The day and date will be selected by the Building Principal or the Superintendent. Random testing may be done weekly.

3. DRUGS FOR WHICH ATHLETES MAY BE TESTED
LSD, Alcohol, Marijuana, Amphetamines, Methadone, Anabolic Steroids, Methaqualone, Barbiturates, Nicotine (Tobacco), Benzodiazepines, Opiates, Cocaine, Propoxyphene (Darvon), or any substance included in U.S.C. 802 (6), which an individual may not sell, offer to sell, possess, give, exchange, use, distribute, or purchase under State or Federal Law. This definition also includes all prescribed and over-the-counter drugs being used in any way other than for medical purposes in accordance with the directions for use provided for in the prescription or by the manufacturer.

4. COLLECTION PROCESS (Urine Screens)
The student will be notified to report to the collection site. A specimen from the student will be collected as follows and all students must follow this process:

All students must have a picture ID or be identified by the Athletic Director/Student Advisor or Principal. No exceptions will be allowed.

Drug testing area must be secured during the testing.

Only lab technicians and students will be witness to the test.

Privacy must be kept for all students.

The Athletic Director/Student Advisor is responsible for ensuring that all of the forms are completed and signed by both parent/guardian/custodian and student. No student is to enter the collection site until forms, money and proper ID are completed.

When students arrive and cannot give a sample, they will need to start drinking water, pop or juice. After 36 oz. the human body will need to urinate.

No bags, backpacks, purses, cups, containers or drinks will be allowed to enter the collection area. All coats, vests, jackets, sweaters, hats, scarves or baggy clothing must be removed before entering the collection site. Only pants and t-shirts or dresses may be worn in the collection area. Any infringement of the rules will result in the student taking the test over.

Students processed by the lab technician who cannot produce a sample will be kept in a secured area to wait until they can test. If they leave this area they will not be allowed to test. They are not to have contact with anyone until after the sample is given.

Students will be asked to hold out their hands and a sanitizer will be put on their hands or will wash hands with water. The bathroom personnel will add a dye to the toilet.

Students will be asked to urinate directly into the collection cup given to them by the lab personnel. The lab technician will stand outside the stall and listen for normal sounds of urination.

Any and all adulteration of the specimen will be detected and considered the same as a test refusal or 1st time infraction. (The lab checks every sample for adulteration, such as additives you drink or add to urine to change the sample.)

Adulterations: We will treat adulterations and diluted samples as first time offenses. They are not called positives but have the same consequences. A retest will be required within 24 hours.

Any suspicion of tampering with the sample will be brought to the tester's attention. The sample will be sent to the lab for immediate confirmation of tampering.

The sample must be taken in one attempt and be at least 30 ml in size. The student must hand the cup to the lab technician.

Students are not to flush the toilets or urinals. In the event that a student flushes the toilet he or she will be required to give a new sample immediately or the sample will be invalid.

With student watching, the lab technician will recap the sample and hand it to the student who must then return it to the intake technician. In the event that the student does not hand the cup directly to the intake technician, the sample is invalid and a new sample must be taken. If the student leaves the collection area or has contact with anyone, the sample will be invalid and the student will have to give another sample.

This collection procedure is subject to change because of procedural requirements by the testing agency. The School Board reserves the right to change the collection procedure to coincide with the testing guidelines set forth by the testing agency.

When using rapid screens, all non-negative screens will be sent out with a chain of custody to a certified laboratory for confirmation. A Certified Medical Review Officer will verify the positive test.

Any student that tests positive will have to be tested weekly for the term of a 5-week program with drug counseling at the expense of the student and/or parent. Testing will be done by a Board approved licensed company.

5. RESULTS OF A POSITIVE TEST

Any positive urine drug test results will be made known to the school counselor, who in turn will notify the parents/guardians/custodians and student.

6. IF A POSITIVE TEST OCCURS

The Norwayne Local Schools Board of Education recognizes that participation in extra-curricular activities is a privilege, not a right, and that those students involved in extra-curricular activities participate voluntarily under certain obligations and restrictions required by group/team participants.

Students shall not possess, use, sell, offer to sell, deliver, conceal, consume, or be under the influence of any drugs of abuse. This would include: alcohol, tobacco, tobacco- related products, illegal drugs, controlled narcotics, intoxicants, steroids, performance enhancing drugs, or any substance that is directly or indirectly represented to be a drug of abuse (or look-alike).

Students should not attend or remain at activities where illegal consumption of alcohol or drugs is taking place. To do so puts the student-athlete at risk for being identified as one who was involved in illegal activities.

A violation of the rules listed above will come from the word of a school administrator, teacher, coach or advisor within the school system, or law enforcement officer. It is common practice for the Norwayne Local Schools Administration to work in conjunction with local law enforcement agencies to receive information pertaining to training rules violations.

The extra-curricular Code of Conduct shall be in effect 24 hours a day, 7 days a week, 365 days a year. Violations that occur in Grades 7 and 8 shall not carry over to high school; however, the assessment/counseling component must be completed prior to any participation in a high school extra-curricular activity. Violations in Grades 9-12 shall be cumulative.

7. Violations are cumulative throughout the student's secondary school career (Grades 9- 12). The policy is in effect year round including summer months and vacations when school is not in session.

8. If a student refuses to be tested, he/she will be held out of all extra-curricular activities for at least a 12-month period depending on previous violations to the extra-curricular Code of Conduct. Students are free to self refer before any test is administrated with the understanding that the student is now subjected to the violation phase of the Code of Conduct corresponding to the appropriate violation level.

9. Seniors who are finished with their athletic career at the end of the fall or winter season will still remain part of the random sample pool until the end of the school year. If a senior refuses to be tested after their athletic career is completed or follow through with a drug, alcohol or tobacco program, the senior must forfeit all leadership positions in the school, will not be recognized at the Senior Awards Night as an athlete and will have all his/her varsity letters, records and accomplishments stripped from the books.

10. The school Administrator, Principal or Superintendent reserves the right to test a student involved in extra-curricular activities if there is reasonable suspicion the student is involved with drugs and alcohol.

11. The Code of Conduct not only covers tobacco, drug and alcohol situations but personal conduct in and out of school. A student who has committed to participating in extra-curricular activities places him or herself in a role where much more is expected of the student in regard to personal conduct in that the student is representing Norwayne Schools at many functions.

Therefore, the High School/Middle School Principal has discretion for suspending a student's right to participate in extra-curricular activities for the following reasons:

A. Violating Federal, State or Local ordinances, including felony or misdemeanor acts other than minor traffic offenses. Conviction of said act is not necessary to establish a violation of the Code of Conduct but will be determined by an independent school investigation.

B. Violating any student Code of Conduct behaviors outlined in the Student Handbook.

(At the time of adoption of this policy, August 20, 2012, it was determined/decided that Grades 7 and 8 students will not be involved in the drug testing program but may be added in at a future date.)

Procedures for the Extra-Curricular Code of Conduct

First Offense

- The student-athlete will miss 20% of that group's/sport's regular scheduled activities/contests. If the full 20% loss of participation is not possible for that particular activity/season, the total and/or remaining percentage will carry over to the student-athlete's (in the case of interscholastic athletics) next sport/activity in which he/she becomes a team/individual participant. (A student-athlete must complete the entire season/activity or the penalty will be assessed on the next sports/activity season in which the student-athlete participates.)
- The student will still practice with the team/group as determined by the advisor/coach.
- The student can travel and be with the team/group and sit on the team bench as determined by the advisor/coach.
- The student will be able to dress for activities/contests as determined by the advisor/coach
- The student will be required to enter an "Insight" program or obtain appropriate services of an agreed-upon professional assistance agency. This will be at the expense of the student.
    1. Insight is generally an eight-hour educational and self-awareness program to assist students in determining the role alcohol and/or drugs play in their life. Insight must be done through an approved agency.
    2. The student must follow any of the recommendations for the Insight program.
    3. The student will allow the agency to forward to the Administration the letter of completion and any related recommendations.

Second Offense

- The student will miss 50% of that activity's regular season/activity's scheduled contests/events. If the full 50% loss of participation is not possible for that particular

season/activity, the total and/or remaining percentage will carry over to the student-athlete's next sport or activity in which he/she becomes a team/individual participant. (The student must complete the entire season/activity or the penalty will be assessed on the next sports season or activity in which the student participates.)

- The student will still practice with the team/group as determined by the advisor/coach.
- The student can travel and be with the team/group and sit on the team bench as determined by the advisor/coach.
- The student will be able to dress for contests/events as determined by the advisor/coach.
- The student will be required to complete a "Full Assessment" program or obtain appropriate services of an agreed-upon professional assistance agency. This will be at the cost of the athlete.

    1. Full Assessment is a more in-depth procedure involving an interview by a certified drug and alcohol counselor. This may include gathering information from family members, school personnel and law enforcement agencies to determine the role that alcohol, tobacco and/or drugs is playing in that person's life.

    2. The student must follow any of the recommendations from the full assessment.

    3. The student will allow the agency to forward to the Administration the letter of completion and any related recommendations.

Third Offense

- A third offense will result in denial of extra-curricular participation for the duration of the student's school career.
    1. After one calendar year from the date of a third violation, the student may appeal to the Superintendent and Board of Education representative. Their decision on this matter is final.

Use or Possession of Tobacco and/or Tobacco-Related Products

- A student shall not use or possess any form of tobacco, tobacco-related products, or tobacco paraphernalia.
- The penalty for tobacco violations will be the same as those with alcohol and/or drugs as shown above.
- Tobacco violations are cumulative with the drug and/or alcohol violations.
- The only difference between the tobacco violations and drug and/or alcohol violations is that there will not be the Insight or Full Assessment programs. (Those programs are not geared toward tobacco violations.)
- In place of Insight (first violation) the student will have approximately eight hours of tobacco research, reports and education as outlined by the Administration.

- In place of Full Assessment (second violation) the student will have approximately sixteen hours of tobacco research, reports and education as outlined by the District Athletic Director.

*Nothing in this extra-curricular Code of Conduct shall prevent a coach, activity advisor or administrator from removing a student on an emergency basis for a specific period if the student's conduct threatens the health and safety of any individual, or disrupts the good order and discipline of the environment of the extra-curricular activity.

[Adoption Date: August 20, 2012]

NORWAYNE INFORMED CONSENT AGREEMENT

STUDENT NAME _____ GRADE _____

AS A STUDENT:

- I understand and agree that participation in athletic activities is a privilege that may be withdrawn for violations of the Norwayne Drug Testing Policy.
- I have read the Drug Testing Policy and thoroughly understand the consequences that I will face if I do not honor my commitment to the Drug Testing Policy.
- I understand that when I participate in any athletic or extra-curricular program I will be subject to initial and random urine drug & alcohol testing, and if l refuse, I will not be allowed to practice or participate in any extra-curricular activities. I have read the informed consent agreement and agree to its terms.
- I understand this agreement is binding while I am a student in the Norwayne system.

_____ _____

STUDENT SIGNATURE DATE

AS A PARENT/GUARDIAN/CUSTODIAN:

- I have read the Norwayne Drug Testing Policy and understand the responsibilities of my son/daughter/ward as a participant in extra-curricular activities in the Norwayne district.
- I pledge to promote healthy lifestyles for all students in the Norwayne system.
- I understand that my son/daughter/ward, when participating in any extra-curricular program, will be subject to initial and random urine drug and alcohol testing, and if he/she refuses, will not be allowed to practice or participate in any extra-curricular activities. I have read the informed Consent Agreement and agree to its terms.
- I understand this agreement is binding while my son/daughter/ward is a participant in extra-curricular activities in the Norwayne district.

_____ _____

PARENT/GUARDIAN/CUSTODIAN SIGNATURE DATE

_____ _____

PARENT GUARDIAN/CUSTODIAN PRINTED NAME WORK PHONE

INFORMED CONSENT AGREEMENT

We hereby consent to allow the student named on the reverse side to undergo urinalysis testing for the presence of illicit drugs, alcohol, or banned substances in accordance with Policy and Procedures for Drug Testing of the Norwayne Local School District.

We understand that testing will be administered in accordance with the guidelines of the Norwayne District Drug Testing Policy for students involved in extra-curricular activities.

We understand that any urine sample taken for drug testing will be tested only by a Board approved company.

We hereby give our consent to the company selected by the Norwayne School Board of Education, its employees, or agents, together with any company, hospital, or laboratory designated to perform urinalysis testing for the detection of drugs.

We further give our consent to the company selected by the Norwayne Board of Education, its employees, or agents, to release all results of these tests to designated School District employees or agents. We understand that these results will also be available to us upon request.

I, the student, hereby authorize the release of the results of such testing to my parent/guardian/custodian.

We hereby release the Norwayne Board or Education, its employees or agents from any legal responsibility or liability for the release of such information and records.

This will be deemed a consent pursuant to the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g as amended, and the Ohio Revised Code 3319.321, for the release of the test results as authorized by the Informed Consent Agreement or as required by law.

SPORTSMANSHIP POLICY

The Norwayne Board of Education recognizes the value of extracurricular activities in the educational process. We believe that involvement in athletics provides students the opportunity to obtain knowledge, attitude, experience, and skills that enable them to assume a position of responsibility in society. The promotion of good sportsmanship, ethics, and integrity is a reflection of good citizenship and high behavioral standards.

Norwayne High School supports the Wayne County Athletic League and the OHSAA in promoting good sportsmanship by enforcing all sportsmanship policies and regulations. Norwayne athletes, administrators, coaches, and fans are expected to conduct themselves with integrity and a spirit of sportsmanship by following the established guidelines:

1. Treating opponents and officials with the respect that is due them as guests and fellow human beings
2. Shaking hands with opponents
3. Controlling tempers at all times on and off the playing field
4. Letting student audiences know that inappropriate behavior reflects poorly on the team
5. Refraining from swearing or making insulting remarks to players, officials, and opposing schools.

Ejection for unsportsmanlike conduct – Student

The Norwayne Board of Education will follow the guidelines in the Athletic Code, which supports section 12.1 of the OHSAA sports regulations.

Ejection for unsportsmanlike conduct – Coach

The Norwayne Board of Education will follow the guidelines in the Athletic Code and support section 12.2 of the OHSAA sports regulations.

Ejection for unsportsmanlike conduct – Fan

Fans will be first warned for actions deemed unsportsmanlike. If a fan is ejected for inappropriate behavior, they will receive notification from the school addressing the inappropriate behavior. A second ejection will result in them being banned from all Norwayne home athletic events for one year.

Sportsmanship, Ethics and Integrity Committee

The Norwayne Board acknowledges that processes must be reflected upon and evaluated, and therefore recognizes the importance of creating a "Sportsmanship, Ethics, and Integrity Committee" to develop, update, and assess policies and procedures.

The Sportsmanship, Ethics, and Integrity Committee will meet at least 4 times during the school year and will consist of the following members:

Athletic Director	2 athletes (1female/1male)
High School Principal	Parent/Member of the Community
2 head coaches	Booster Club Member

Approved: February 28, 2006

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 permits students in grades 9 through 12 to participate in interscholastic extracurricular activities if they receive a failing grade in the previous grading period.

As a condition for the privilege of participating in interscholastic extracurricular activities, a student must have attained a minimum grade-point average of 2.0 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: December 22, 2003]
[Revision date: February 28, 2006]
[Revision date: January 13, 2014]
[Revision date: January 5, 2015]
[Revision date: October 24, 2022]
[Revision date: November 27, 2023]

LEGAL REFS.: ORC 2305.23; 2305.231
3313.535; 3313.537; 3313.5311; 3313.5312; 3313.66; 3313.661
3315.062
3321.042
OAC Chapter 3301-27

CROSS REFS.: IGD, Cocurricular and Extra-curricular Activities
IGDJ, Interscholastic Athletics
JECBA, Admission of Exchange Students
JECBC, Admission of Students from Non-chartered or Home Schooling
JFC, Student Conduct (Zero Tolerance)
Student Handbooks

ADULT EDUCATION PROGRAMS

The Board recognizes that it has an educational responsibility to the entire community and to lifelong education. Accordingly, adult education courses may be provided to meet the needs of adults and out-of-school youth for basic education, general and academic education and occupational education.

The Superintendent/designee administers the adult education program supported by a combination of District funds, State and Federal aid and fees. State aid is requested for all courses for which the State offers such aid. Adults who attend such programs are expected to comply with established rules and regulations.

[Adoption date: February 24, 2003]
[Revised date: June 28, 2021]

LEGAL REFS.: ORC 3313.52; 3313.53; 3313.531; 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 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: February 24, 2003]
[Revised date: June 28, 2021]

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 DIPLOMAS TO VETERANS OF WAR

In order to recognize the contributions and sacrifices made by veterans who left high school prior to graduation to serve in the armed forces during World War II, the Korean Conflict or the Vietnam Conflict, the Board may award a high school diploma to any veteran of this state, or posthumously to a living relative of a deceased veteran of this state, who meets the requirements established by State law.

The Board may grant a diploma to a World War II, Korean Conflict or Vietnam Conflict veteran if all of the following apply:

1. The veteran left public or nonpublic high school located in any state prior to graduation:

   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 a diploma from another school.

The veteran is not required to take the high school equivalency test approved by the Ohio Department of Education or any graduation test in order to qualify for a diploma.

The Governor's Office of Veterans' Affairs has developed and adopted an application form for use by all county veterans service offices. Upon verification that all requirements have been met, the application is forwarded to the Board and the diploma may be awarded.

The Board may grant a high school diploma to any woman who left high school in any state during World War II, the Korean Conflict or the Vietnam Conflict if the woman either:

1. left school to join the workforce to support her family or to join the war effort or

2. left school due to family circumstances and subsequently joined the workforce or war effort.

The woman must either be a current resident of the State of Ohio or have been previously enrolled in an Ohio high school.

Veterans' diplomas are presented in conjunction with appropriate events, programs or other occasions, as determined by the Superintendent.

[Adoption date: February 24, 2003]
[Revised: February 28, 2006]
[Revised: May 29, 2007]
[Revised: November 21, 2016]

LEGAL REFS.: ORC 3313.61; 3313.611; 3313.612; 3313.614; 3313.616
5902.02

CROSS REF.: IGED, Diploma of Adult Education

GROUPING FOR INSTRUCTION

The District may group students in order to increase the effectiveness of each teacher and to make it possible for the teacher to individualize instruction by narrowing the range of student needs within a particular class. Assignment of students to classes should be done on the basis of what is best for the individual students.

Good administration takes into account the importance of parental understanding and acceptance of the grouping procedure used in the school. The school principal should cooperate with parents and teachers and other staff members in striving for the most effective placement of students into classes. The assignment of classes to teachers is the responsibility of the Superintendent, working in cooperation with the principals and the teachers concerned.

Grouping within the classroom is desirable; teachers should be encouraged to carry out this procedure. Grouping should be flexible. Some students may be grouped together for one activity but be regrouped for another activity. Students should not, as a rule, remain in the same groups throughout the school year.

[Adoption date: February 24, 2003]

LEGAL REFS.: OAC 3301-35-01; 3301-35-03

CROSS REF.: IHB, Class Size

CLASS SIZE

While the Board strives to provide the appropriate class size for each learning experience, there are times when temporary enrollment increases, differences in the organization of various schools and the number and size of available classrooms affect the number of students which must be assigned to a room.

The Superintendent's recommendations for upper and lower limits on class size consist of the best professional knowledge relative to desirable class size, together with:

1. student load which helps teachers to be most effective;

2. the financial condition of the District and the willingness of the residents to provide for optimal class sizes;

3. the particular requirements of the subject being taught and

4. the presence of students with special needs in the class.

Circumstances may prohibit the achievement of optimal class sizes in all cases, but the Board believes firmly that high standards must be developed and maintained as constant guides.

[Adoption date: February 24, 2003]

LEGAL REFS.: ORC 3317.023; 3317.024; 3317.03
OAC 3301-35-03

CROSS REF.: IHA, Grouping for Instruction

CONTRACT REF.: Teachers' Negotiated Agreement

INSTRUCTIONAL MATERIALS

As the governing body of the District, the Board is legally responsible for the selection of instructional materials. Since the Board is a policy-making body, it delegates to the administrative 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 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, filmstrips, films, video and audio recordings.

Parents are provided the opportunity to review the selection of textbooks and reading lists, instructional materials and academic curriculum used by the District. In addition, parents have the right to inspect any instructional materials used as part of the educational curriculum for their student. Instructional materials means instructional content, regardless of format, that is provided to the student, including printed or representational materials, audiovisual materials and materials available in electronic or digital formats (such as materials accessible through the Internet). Instructional material does not include academic tests or academic assessments.

[Adoption date: February 24, 2003]
[Revision date: January 5, 2015]
[Revision date: November 27, 2023]

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 and Internet Safety)
EGAAA, Copyright
IIAA, Textbook Selection and Adoption
IIAC, Library Materials Selection and Adoption
INB, Teaching About Controversial Issues
KLB, Public Complaints About the Curriculum or Instructional Materials

TEXTBOOK SELECTION AND ADOPTION

In selecting textbooks for use in the District, the Board carefully considers the rights, freedoms and responsibilities of students, parents and teachers. Efforts are made to:

1. preserve each student's right to learn in an atmosphere of academic freedom;

2. support each teacher's responsibility to exercise professional judgments in his/her work and at the same time supply teachers with an awareness of their responsibility to meet the District's educational goals and objectives and

3. recognize the right of parents to influence the education of their children. (The Board does not, however, allow the wishes of an individual parent to infringe upon the rights of other students in any class.)

The Superintendent establishes textbook and/or curriculum committees, which include representation of teachers who use the texts, administrators and other staff members. Students and parents may also be asked to serve on these committees. 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: February 24, 2003]
[Revised date: January 5, 2015]

LEGAL REFS.: ORC 3313.21; 3313.212
3313.642
3329.01; 3329.06; 3329.07; 3329.08
OAC 3301-35-04; 3301-35-06

CROSS REFS.: IIA, Instructional Materials
KLB, Public Complaints About the Curriculum or Instructional Materials

LIBRARY MATERIALS SELECTION AND ADOPTION

The Board believes the responsibility of the school library is to:

1. provide materials which enrich and support the curriculum, taking into consideration the varied interests, abilities and maturity levels of the students served;

2. provide materials which stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards;

3. provide a background of information which enables students to make intelligent judgments in their daily lives;

4. provide materials on opposing sides of controversial issues so that young citizens may develop, under guidance, the practice of critical reading and thinking;

5. provide materials representative of the many religious, ethnic and cultural groups and their contributions to our American heritage and

6. place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to ensure a comprehensive collection appropriate for the users of the library.

Initial purchase suggestions for library materials may come from personnel. Students may also be encouraged to make suggestions. The librarian is responsible for evaluation and recommendation of all library materials to be included in the school library. Authority for distribution of funds rests with the building principal, subject to the approval of the Superintendent.

Gifts of library books are accepted in keeping with the above policy on selection as well as the Board's policy on accepting gifts. Complaints about library books are handled in compliance with Board policy on complaints about the curriculum or instructional materials.

[Adoption date: February 24, 2003]

LEGAL REFS.: ORC 3329.05; 3329.07
OAC 3301-35-03

CROSS REFS.: IIA, Instructional Materials
INB, Teaching About Controversial Issues
KLB, Public Complaints About the Curriculum or Instructional Materials

TEACHER AIDES

In approving the employment of instructional or teacher aides in the schools, the Board shall consider whether their presence shall allow:

1. teachers more time to devote to actual instruction;
2. more effective grouping for instructional purposes;
3. greater individualized attention for meeting student needs;
4. more effective group instruction and
5. wider use of audiovisual equipment in the classroom.

The use of instructional aides shall be individually determined on the above bases and shall require a written recommendation from the appropriate school building administrator and approval of the Superintendent. Official appointment shall be made by the Board acting upon the recommendation of the Superintendent.

Under emergency circumstances instructional aides may be given limited responsibility and duties which are properly and/or legally those of a regular employed and certified professional staff member.

[Adoption date: February 24, 2003]

NORWAYNE LOCAL SCHOOL DISTRICT
TECHNOLOGY RESOURCES
ACCEPTABLE USE POLICY

Norwayne Local School District technology resources include, but are not limited to, computers, file servers, mobile devices, software, e-mail, video equipment, AV equipment, public address systems, presentation equipment, telephones, voice mail systems, digital cameras, scanners, the local area network, the wide area network, and all equipment related thereto (collectively, "Technology Resources" or individually, "Technology Resource"). These resources are school property purchased with public funds or grant monies and are intended solely for use in furtherance of the mission of the District, to enhance the delivery of education, and to conduct necessary school business.

This policy sets forth the proper and accepted uses of Technology Resources, electronic mail and communications and the Internet for students, school employees and all other authorized users. The use of any Technology Resource shall constitute acknowledgment and acceptance by the user of this policy and all other applicable Norwayne Local Board of Education policies and regulations.

Technology Resources and assigned network access, and Internet access are tools provided to students to enhance their education and should be treated accordingly. Any student who violates this policy, or allows others to do so, may have his/her user access privileges revoked and shall be subject to disciplinary action, up to and including expulsion. Each student must sign a form to acknowledge he/she has read, understood and will comply with this Technology Resources Acceptable Use Policy. Parents of students under the age of 18 must also acknowledge their understanding of the risks associated with Internet use and authorize the District to allow Internet access for their child(ren). These forms will be kept on file by the District as binding legal documents.

Technology Resources and assigned network access, Internet access and e-mail access passwords are tools provided to school employees to assist in the performance of their job responsibilities and should be treated accordingly. Any school employee who violates this policy, or allows others to do so, may have his/her user access privileges revoked and shall be subject to disciplinary action, up to and including termination of employment. Each employee must sign a form to acknowledge he/she has read, understood and will comply with this Technology Resources Acceptable Use Policy. These forms will be kept on file by the District as binding legal documents.

Any other authorized user who violates this policy, or allow others to do so, shall be immediately disconnected from the District's Technology Resources, may have his/her Technology Resource use privileges permanently revoked, and may be removed from the District's facilities. Each authorized user must sign a form to acknowledge he/she has read, understood and will comply

with this Technology Resources Acceptable Use Policy. These forms will be kept on file by the District as binding legal documents.

The Norwayne Local Board of Education reserves the right to modify this policy at any time. The Norwayne Local Board of Education may pursue criminal prosecution or civil action for any unauthorized use of the District's Technology Resources or any violation of this policy when appropriate.

Technology Resources and Acceptable Use Policy Outline

A. General Standards of Conduct for Use of Technology Resources
B. Mobile Device Program Policies
C. Standards of Conduct for Electronic Mail and Communications
    1. Students
    2. School Employees
    3. Other Authorized Users
D. Standards of Conduct for Internet Use
E. District Web Sites
F. Disclaimers
G. Appendix A – Web Page Policy

Forms: Employee Receipt and Acknowledgment
Student/Parent Receipt, Acknowledgment and Authorization
Authorized User Receipt and Acknowledgment

A. General Standards of Conduct for Technology Resource Use:

1. Only software licensed to the Norwayne Local Board of Education and/or authorized in writing by the Technology Coordinator, or his or her designee, shall be installed on Technology Resources. Installation of such software shall be performed only by authorized personnel to ensure that the software is (a) compatible with existing computer systems; (b) properly installed, maintained, used and upgraded; (c) free from any computer virus; and (d) properly licensed. Installation of any other software, including but not limited to, shareware, freeware, public domain or demonstration copies of software, is prohibited. Unscheduled audits of Technology Resources will be periodically performed and any unlicensed or unapproved software will be removed without notice.

2. Only hardware licensed to the Norwayne Local Board of Education and authorized in writing by the Technology Coordinator, or his or her designee, shall be installed on Technology Resources. Installation of such hardware shall be performed only by authorized personnel to ensure that the hardware is (a) compatible with existing computer systems; (b) properly installed, maintained, used and upgraded; (c) free from any computer virus; and (d) properly licensed. Installation of any other hardware, including

but not limited to, CPUs, motherboards, hard-drives, zip drives, video cards, memory, CD-ROMs, DVD-ROMs, SCSI cards, printers, modems, audio equipment, digital cameras and camcorders, and other input or output devices, is prohibited. Unscheduled audits of Technology Resources will be periodically performed and any unlicensed or unapproved hardware will be removed without notice.

3. Technology Resource users shall not delete any software on the District's computers, copy any software owned by the District, or remove any hardware from the District's property without prior written permission from the Technology Coordinator.

4. Technology Resource users may not deploy or install wireless access points without prior written permission from the Technology Coordinator.

5. Network and system passwords ensure the security of critical and sensitive electronic data and are the first defense against unauthorized access. Only passwords issued by the Technology Coordinator, or his or her designee, shall be used. Technology Resource users are prohibited from divulging their passwords to other individuals. Habitual loss or unauthorized disclosure of any password shall be subject to disciplinary action.

6. Disruption of electronic services and interference with Technology Resources or electronic information (including but not limited to, uploading or downloading damaging data or illegal software; tampering with hardware or software; vandalizing or destroying data; introducing or using computer viruses, worms or Trojan horses; or attempting to gain access to restricted information or networks) are prohibited.

7. Students, school employees and other authorized users are prohibited from allowing any unauthorized person to use or operate any Technology Resource. Volunteers, aides or other persons in the school for a specific school purpose may be authorized by the Technology Coordinator, or his or her designee, to use Technology Resources only under the direction and direct supervision of a school employee. Technology Resource users must shut down and secure in an appropriate fashion Technology Resources which are not in use.

8. Any use of Technology Resources to facilitate illegal activity is prohibited. Technology Resources shall not be used to encourage or promote any activity prohibited by law or Norwayne Local Board of Education policy. Any misconduct or criminal activity discovered will be referred to appropriate authorities.

9. Use of the District's Technology Resources to access or transmit obscene, pornographic or violent materials or to transmit materials likely to be threatening, offensive or objectionable is prohibited. Such prohibited materials include, but are not limited to, "hacking" materials; racist material or hate literature; terrorism instructions, "recipes," or other dangerous information; profane or vulgar materials; threatening or inflammatory

language; false or defamatory materials; disparagement of others based on race, color, religion, national origin, veteran status, ancestry, disability, age, sex, or sexual orientation; and any materials that advocate violating other's rights. In the context of legitimate educational purposes, the District may, with appropriate guidance, supervision and approval, allow research or investigation of some objectionable materials to allow students to be better prepared to recognize social harms and improve their ability to deal effectively therewith.

10. Use of Technology Resources for political, commercial or for-profit purposes, including fund-raising unless specifically authorized by the District administration, is prohibited.

11. Unauthorized access, use, modification, alteration, vandalism or destruction of Technology Resources or electronic information is prohibited. Any inappropriate use of Technology Resources that may hinder future use is prohibited. Technology Resource users are expected to respect the District's property and to follow any instructions from the Technology Coordinator, or his or her designee, regarding maintenance and care of equipment. Technology Resource users must promptly notify the Technology Coordinator of any need for service to Technology Resources.

12. Technology Resources may not be used in violation of copyright laws. Any copyrighted material placed on any system connected to the District network without the author's permission will be removed.

13. Technology Resources may not be used in violation of privacy laws and the unauthorized disclosure, use or dissemination of personally identifiable information concerning students is prohibited. All Technology Resource users are required to protect themselves and others by not issuing or releasing any personal or confidential information via the District's Technology Resources.

14. The Technology Coordinator may establish and enforce quotas for usage of available space on the District network. Technology Resource users are expected to remain within allocated disk space and delete e-mail or other materials which take up excessive storage space.

15. Technology Resource users must immediately notify the Technology Coordinator if they identify any security problem.

16. Technology Resources shall be used to play computer games only when authorized and deemed educationally appropriate and under the supervision of the classroom teacher/supervisor.

17. The District administration reserves the right to limit the times of access and to establish priorities among competing acceptable uses of Technology Resources.

18. All remote access and use of Technology Resources shall also be subject to all applicable requirements of this policy.

B. Norwayne Local Mobile Device Program Policies:

Upon acceptance of a Norwayne mobile device, the undersigned individual acknowledges that the mobile device is in good physical condition and in working order. If immediate inspection uncovers issues with the loaned mobile device, it will be immediately returned to the librarian and/or teacher.

I acknowledge my responsibility for the District network at all times during the course of this Agreement and therefore understand that I shall not allow any other person to have access to the District Network. I will adhere to all of Norwayne's policies and procedures governing the use of this District Network as defined in Norwayne Local District Acceptable Use Policy.

Software and Data Backup: No software is to be loaded onto student mobile devices without prior written approval of the Technology Department or his/her designee. It is the responsibility of the student/teacher to backup all data stored on the computer.

Repairs: I acknowledge that I am responsible for the cost of any needed repairs not covered by warranty, up to a $550 replacement cost. Mobile devices will be loaned out by the building librarian or the student's classroom teacher. All mobile devices are to be checked out and returned at the same location and within the same school day. Mobile devices are not to leave the school building.

Theft: The student is responsible for securing their mobile device at all times. In the event of a lost or stolen mobile device claim, I acknowledge that in the case of theft I am responsible for the first $550 of the replacement cost of the new mobile device. In the case of theft on school property, the student is responsible for contacting the building principal and/or teacher or librarian immediately upon discovery. The Norwayne Local Schools administrator will contact the local police having jurisdiction.

I understand that Norwayne Local Schools may assess me a late fee and/or replacement fee equivalent to the cost of a replacement mobile device should I fail to return the mobile device or return of property in a misused/non-operable condition.

C. Standards of Conduct for Electronic Mail and Communications
(Students):

There will be no use of e-mail, chat room, bulletin boards (such as Facebook), instant messaging or other forms or systems of direct electronic communication by students, either internal or external to the District network that are not school/project related, without the prior written consent of the Technology Coordinator.

(School Employees):

1. The General Standards of Conduct for Technology Resource Use set forth above shall be equally applicable to electronic mail and messenger system use by school employees.

2. In order to prevent the introduction of viruses or other harmful data or software into the District's computers and network, extreme caution should be exercised before opening any attachments to any incoming e-mail. If an e-mail attachment is not expected, is from an unknown source, or is an executable file (ending with .EXE or .COM), the attachment should not be opened and should be deleted immediately.

3. Sending or forwarding unsolicited e-mail, chain letters or "spam" is prohibited. Global transmissions to large contact groups are also discouraged due to the strain placed on network resources.

4. ***Be careful what you write.*** E-mail and electronic communications are written records which can be duplicated and altered at will. E-mail and messenger systems are not confidential or private, and all school employees should exercise common sense and restraint in their use of not only e-mail and other forms of electronic communication but also all Technology Resources for personal reasons, recognizing that electronic communications of public employees may constitute public records under state law. School employees are encouraged to keep their personal records and personal business at home.

5. The use of e-mail or electronic communications to convey student information is prohibited, whether during or after school hours and whether on or off the District's premises, unless secured and approved by the Information and Technology Department. Instructional staff and the District administration may authorize the release of directory information about students, as defined by Ohio law, for internal administrative purposes or approved educational projects and activities.

(Other Authorized Users)

There will be no use of chat room, bulletin boards, instant messaging or other forms or systems of direct electronic communication by volunteers, aides or other persons in the school for a specific school purpose, either internal or external to the District network that are not school/project related, without the prior written consent of the Technology Coordinator. If such consent is granted, the authorized user(s) shall be subject to the electronic mail and communications requirements that are applicable to school employees as set forth in this policy.

D. Standards of Conduct for Internet Use:

1. The General Standards of Conduct for Technology Resource Use set forth above shall be equally applicable to all Internet use.

2. Internet access over the District network may be provided only to school employees, students, and volunteers, aides or other persons in the school for a specific school purpose when authorized by the Technology Coordinator, or his or her designee. Student Internet access may be limited to specified times, as provided by the instructors and the District administration.

3. Internet access over the District network is available only to support learning, to enhance instruction and to assist in the administration of the District. Internet access is to be used in a responsible, ethical and legal manner. All school employees, students and other authorized users are responsible for their actions and communications on the Internet.

4. The District has implemented technology protection measures to block or filter materials which are obscene or harmful to minors. The District will restrict, to the extent practicable and technically possible, access to offensive information and materials. Because Internet access provides connections to computer systems located all over the world, the District cannot, however, control the content of all information and materials available on the District network.

5. The District administration will determine whether any use of the network is inappropriate or unauthorized, or whether any Internet information and materials are objectionable. The District's decision will be final.

6. Instructional staff must carefully monitor student Internet use to limit the possibility that students may access inappropriate materials or engage in inappropriate activity. Instructors should preview recommended sites and materials, and those selected for inclusion in coursework should be appropriate in light of the age of the students and relevant to course objectives. Instructional staff is expected to enforce all rules pertaining to student computer and Internet use and, if any instructional staff member becomes aware of student violations, he/she is expected to stop the activity and inform appropriate District administrators.

7. All Technology Resource users must promptly report to the Technology Coordinator or another appropriate District administrator any inappropriate information or material they encounter when using the Internet or which they believe may be available based on Internet usage by other individuals.

8. Files downloaded from the Internet must be scanned with virus detection software before being viewed or opened. Internet users are prohibited from accessing or retrieving any relay chat or other real-time or "live" communications unless there has been prior clearance by an authorized supervisor. Peer-to-peer file sharing and torrent use are prohibited.

9. The downloading and installation of programs from the Internet is prohibited without the prior written approval of the Technology Coordinator. Unauthorized programs will be removed without notice.

10. Information obtained via the Internet is not always reliable and should be verified for accuracy, quality and completeness. Instructional staff should provide guidelines and lists of resources to assist students in effectively channeling their research activities. Instructional staff should also encourage students to develop skills to ascertain the truthfulness of information and distinguish fact from opinion.

11. Distribution of student information, using any personal Internet service provider, whether during or after school hours and whether on or off the District's premises, is a violation of student privacy and is subject to disciplinary action.

E. District Web Sites (See Web Page Policy, Appendix A)

The District has established a Web site, www.nowaynelocal.k12.oh.us, and will develop Web pages that present information about the District. The Technology Coordinator, or his or her designee, is responsible for managing the District Web site and may establish Web Site Publishing Guidelines to manage the posting of information to the District web site, the posting of any school, class or student web pages, and the creation of links to or from outside sources. All Web sites and pages hosted on the District network must reflect the professional image of the District and be consistent with the mission of the District. No personal web sites or pages may be placed on the District network without district policy compliance and prior approval.

F. Disclaimers

The District does not guarantee the privacy of any information, including but not limited to e-mail messages or electronic communications or files sent or received via the District's Technology Resources. Any person utilizing any Technology Resource of the District understands and agrees that he/she is specifically waiving any expectations of privacy in communications, data and other information stored, displayed, accessed, communicated or transmitted thereon. The District reserves and will exercise the right to access, monitor, review, audit, log and intercept computer activity, Internet use, e-mail, electronic communications and other Technology Resource use by

students, school employees and any other users, at all times and without notice. The District may edit or remove any materials from its Technology Resources which the District administration, in its sole discretion, believes may be objectionable or outside of individual storage limits. If any misconduct or criminal activity is discovered, the information or communications may be used to document said conduct and may be referred to the District administration and appropriate authorities. The use of a District provided password or code does not restrict the District's right to access, monitor, review, audit, log, and intercept electronic information or communications.

The District denies any responsibility for the accuracy, quality or completeness of any information available over the Internet. Furthermore, the District assumes no responsibility for any costs, liabilities or damages incurred through use of the District's Technology Resources.

Technology Resource users are responsible for archiving and backing-up all electronic information and communications which need to be retained. The District makes no guarantee that the functions or services provided by or through the District network will be error free or without defect. The District is not responsible for any damages incurred due to loss of data or delays in or interruption of services.

The Technology Coordinator may investigate any unusual activity involving the District's Technology Resources and may periodically report on the manner in which Technology Resources are being used.

Appendix A - Web Page Policy

Purpose
The district web page for Norwayne Local Schools (referred herein as the District page) is intended to project a positive image of the School District as an entity and to provide valuable communication between the District and the worldwide community.

Procedures
The District page will serve as the home page with links to each building. It is important to note that the District page will announce building events, building information and grade level communications when provided to the web team. It is the responsibility of each building to provide accurate and up-to-date information to web team members.

1) All web policy questions will flow through the Technology Coordinator to the Superintendent.

2) Building administrators will appoint staff member(s) to update schedules and post events as appropriate.

3) A District Webmaster can be appointed each year. This individual, if appointed, will be the building liaison responsible for periodically updating schedules, events, and information. The Webmaster, if other than the Technology Coordinator will be in direct contact with the Technology Coordinator on all questions of policy.

Guidelines

Educational Value - Material to be published must not display, access, or link to sites deemed offensive by the NLSD Acceptable Use Policy. All published material must have educational value and/or support the district purpose, procedure and guidelines. There will be no vulgarities, no obscenities, and no disrespectful or harassing messages.

Publishing Policy - Only materials authorized by the building will be published on the District page. All personnel involved in publishing the District page must have on file, at their building, an Acceptable Use Policy signature page.

Student Safety - Photographs and digital images will only be used with written parental/guardian permission. To assure student safety, student's picture and name shall not appear on the same page. A stranger should never be able to connect a student's name with a face.

Content Monitoring/Auditing - The Technology Coordinator will regularly "visit" the District page to monitor accessible content, appropriateness, quality and educational value. Accordingly, the Superintendent or Technology Coordinator reserves the right to audit and/or adjust materials and/or activity on any District page.

Website Requirements

Copyright - All copyright laws and regulations must be followed. Proof of compliance must be maintained by the Webmaster/ Technology Coordinator.

Content restrictions -

- Each page will contain a statement indicating the date the site was last updated.
- Password restricted areas are prohibited.
- Links to staff or student “personal” web pages will not be included unless approved by the Technology Coordinator. “Personal” is defined as any page that was constructed and posted outside the Tri-County Computer Association domain. Linked “personal” pages must conform to the policies of Norwayne Local Schools.
- Links provided on District or building pages must be appropriate and relevant to the purpose of the web page or must serve as a curriculum enhancement. These might include sites that are historical, provide educational services or resources, provide information on co-curricular activities.
- Classroom projects (group) may be posted with teacher authorization. Individual projects may be posted with author consent without author name. Student (author) name will only be referenced with written parental consent. The written permission slip is to remain on file with a hard copy of the page posted.

- Care should be used to keep pages easy to read and fast loading. Large graphics, sound or video files should be avoided.

Protect Privacy - At no time shall any staff or student personal information (home address, e-mail address, or phone number) appear on published materials. All contact information should identify the webmaster. Staff photos will be used only with written consent.

Partnerships

The District appreciates the support of area businesses and individuals. The District web page may be used as an area to recognize such support. Advertisements will not be permitted. Approval by the Superintendent must be obtained before posting any partnership credit.

Personal Responsibility

Deliberate tampering with or misuse of district network services, equipment or publication will be considered vandalism and will be handled as such. The building administrator will address all violations.

This policy will be updated, as the district deems necessary.

[Adopted: February 28, 2011]
[Revised: January 5, 2015]

PARENT'S OR GUARDIAN'S AGREEMENT

_____
Student's name

To be read and signed by parent(s) or guardian of students who are under 18:

I hereby give _____/ decline _____ publishing permission for my student's photo, digital image, and or project to be used for school related public media and/or appear on the Norwayne Local Schools District web page. In accordance with student safety standards, I understand that his/her name and no identifying information will appear on the same page as the herein referred to photo, digital image or project.

_____ _____
Parent or Guardian name(s) (PRINT CLEARLY) Parent or Guardian Signature

_____ _____ _____
Address Contact Phone Date

[Adoption Date: February 28, 2011]

File: IIBG-E-2

STUDENT COMPUTER NETWORK AGREEMENT FORM

I hereby apply for a student account on the District computer network:

Name:_____

Home Address:_____

City/State/Zip:_____

Home Phone:_____

I have read and I understand the **Acceptable Use and Internet Safety Policy** and its guidelines and regulations and agree to abide by all of the rules and standards for acceptable use stated therein. I further state that all information provided for the creation of this account is truthful and accurate. Should I commit any violation or in any way misuse my access to the School District's computer network and the Internet, I understand and agree that my access privilege may be revoked and school disciplinary action may be taken against me.

Signature:_____ Date:_____

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

.....

Parental Release Form
(For students under 18 years of age)

I/We, _____, the parents(s) of

_____ (student name), have read, understand and agree to the **Acceptable Use and Internet Safety Policy** and its guidelines and regulations and we agree to its terms and conditions. I/We understand that access is being provided to the student for education purposes only. I/We confirm our child's intentions to abide by the terms and conditions therein. I/We are, therefore, signing this Agreement and agree to indemnify and hold harmless the School, School District and Data Acquisition Site that provides the opportunity to the School District for computer network and Internet access against all claims, damages, losses and costs, of whatever kind, that may result from my child's use of his/her access to such networks or his/her violation of the **Acceptable Use and Internet Safety Policy**. Further, I/we also agree to supervise our child's use of the computer network from home or outside of the classroom. I/We hereby give permission for my/our child to use the building-approved account to access the School District's computer network and the Internet.

Signature:_____ Date:_____

File: IIBG-E-3

EMPLOYEE'S NETWORK AGREEMENT FORM

Every employee must read and sign below to maintain Network access:

Name _____

Building _____

Home Address _____

City/State/Zip _____

Home Phone_____

I have read, understand and agree to abide by the terms of the Norwayne **Acceptable Use and Internet Safety Policy** of the Norwayne Local School District. I further state that all information provided for the creation and maintenance of this account is truthful and accurate. Due to the right and need for Norwayne Local Schools to monitor compliance with this policy, I understand and agree that I specifically waive any expectation or right to privacy in the communications, data, programs, or other personal information stored, displayed, accessed, communicated, published, or transmitted on the Norwayne Local Schools Computer Network. I further understand and agree that Norwayne Local Schools retains the right to monitor network activity, review any material stored in files, edit or remove any material which the Norwayne Local School staff, in its sole discretion, believes violates the above standards, and suspend or terminate the/my network account for any violation of the conditions set forth in this agreement.

Signature _____ Date_____

DISTRICT WEB SITE PUBLISHING

Purpose

The District web page for Norwayne Local Schools (referred herein as the District page) is intended to project a positive image of the District as an entity and to provide valuable communication between the District and the worldwide community.

Procedures

The District page will serve as the home page with links to each building. It is important to note that the District page will announce building events, building information and grade level communications when provided to the web team. It is the responsibility of each building to provide accurate and up-to-date information to web team members.

1. All web policy questions will flow through the Technology Coordinator to the Superintendent.

2. Building administrators will appoint staff member(s) to update schedules and post events as appropriate.

3. A District Webmaster will be appointed each year. This individual will be the building liaison responsible for periodically updating schedules, events and information. The Webmaster will be in direct contact with the Technology Coordinator on all questions of policy.

Guidelines

Educational Value – Material to be published must not display, access, or link to sites deemed offensive by the NCLSD Acceptable Use Policy. All published material must have educational value and/or support the District purpose, procedure and guidelines. There will be no vulgarities, no obscenities, and no disrespectful or harassing messages.

Publishing Policy – Only materials authorized by the building will be published on the District page. All personnel involved in publishing the District page must have on file, at their building, an Acceptable Use Policy signature page.

Student Safety – Photographs and digital images will only be used with written parental/guardian permission. To assure student safety, a student's picture and name shall not appear on the same page. A stranger should never be able to connect a student's name with a face.

Content Monitoring/Auditing – The Technical Coordinator will regularly "visit" the District page to monitor accessible content, appropriateness, quality and educational value. Accordingly, the Superintendent or Technical Coordinator reserves the right to audit and/or adjust materials and/or activity on any District page.

Website Requirements

Copyright – All copyright laws and regulations must be followed. Proof of compliance must be maintained by the Webmaster.

Content restrictions:

1. Each page will contain a statement indicating the date the site was last updated.
2. Password restricted areas are prohibited.
3. Links to staff or student "personal" web pages will not be included. "Personal" is defined as any page that was constructed and posted outside the Tri-County Computer Association domain.
4. Links provided on District or building pages must be appropriate and relevant to the purpose of the web page or must serve as a curriculum enhancement. These might include sites that are historical, provide educational services or resources, provide information on co-curricular activities.
5. Classroom projects (group) may be posted with teacher authorization. Individual projects may be posted with author consent without author name. Student (author) name will only be referenced with written parental consent. The written permission slip is to remain on file with a hard copy of the page posted.
6. Care should be used to keep pages easy to read and fast loading. Large graphics, sound or video files should be avoided.

Protect Privacy – At no time shall any staff or student personal information (home address, e-mail address, or phone number) appear on published materials. All contact information should identify the webmaster. Staff photos will be used only with written consent.

Partnerships

The District appreciates the support of area businesses and individuals. The District web page may be used as an area to recognize such support. Advertisements will not be permitted. Approval by the Superintendent must be obtained before posting any partnership credit.

Personal Responsibility

Deliberate tampering with or misuse of District network services, equipment or publication will be considered vandalism and will be handled as such. The building administrator will address all violations.

[Adoption date: February 24, 2003]

LEGAL REFS: Family Educational Rights and Privacy Act; 20 USC § 1232g
ORC 149.41; 149.43
3313.20
OAC 3301-35-02(B)(4)(b); 3301-35-03(E)

CROSS REFS.: EDE, Computer/On-Line Services (Unacceptable Use and Internet Safety)
IGDB, Student Publications
JO, Student Records
KBA, Public's Right to Know

PARENT'S OR GUARDIAN'S AGREEMENT

_____
Student's Name

To be read and signed by parent(s) or guardian of students who are under 18:

I hereby give_____/decline_____ publishing permission for my student's photo, digital image, and/or project to be used for school related public media and/or appear on the Norwayne Local School District web page. In accordance with student safety standards, I understand that his/her name and no identifying information will appear on the same page as the herein referred to photo, digital image or project.

_____ _____
Parent or Guardian name(s) (PRINT CLEARLY) Parent or Guardian signature(s)

_____ _____ _____
Address Contact Phone Date

[Policy Adopted: February 28, 2011]

DISTRICT WEBSITES

District websites and school Web pages provide opportunities to engage students, impact student learning and interact with the community. District websites:

1. give the Board opportunities to communicate its mission, goals, policies and plans with the community;

2. allow individual schools to provide current and complete information to its community at large;

3. give the community a means to communicate effectively with the Board and staff;

4. create expanded means for student expression;

5. provide avenues for teachers to help students meet high standards of performance and

6. provide opportunities for staff to communicate with students.

The technology coordinator is responsible for maintaining the District's websites in accordance with the directives provided by the Superintendent. The principal/designee of each school shall ensure that the school's Web page is maintained in such a way that the community receives current and accurate information.

The District may elect to have its websites serve additional purposes related to its educational mission. These include, but are not limited to:

1. publishing a student newspaper;

2. posting teacher—created class information or

3. publishing appropriate student class work.

When a school allows student publications on its Web page, the purpose of including such publications shall be clearly identified in that section of the page. These publications shall be consistent with the District's mission, goals, policies, programs and activities. All publications shall meet established District requirements related to student print publications and be in accordance with State and Federal law related to student expression.

Accessibility of Website

The District is committed to ensuring the accessibility of its website for students, parents, and members of the community, including individuals with disabilities, except where doing so would impose an undue burden or create a fundamental alteration.

Advertising or Sponsorships

Any use of advertising or sponsorships that appear on the District's website must be approved by the Superintendent/designee. Use must be consistent with District policies and guidelines for other District publications.

The Board directs the Superintendent to develop regulations to implement all the provisions of this policy. These regulations shall address staff and student privacy and content standards for website publications.

[Adoption date: February 13, 2017]

LEGAL REFS.: Family Educational Rights and Privacy Act; 20 USC 1232g et seq.
Children's Internet Protection Act; 47 USC 254(h)(5)(b)(iii); (P.L. 106-554, HR 4577, 2000, 114 Stat 2763)
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

CROSS REFS.: AC, Nondiscrimination
ACB, Nondiscrimination on the Basis of Disability
EDE, Computer/Online Services (Acceptable Use and Internet Safety)
IGDB, Student Publications
JO, Student Records
KBA, Public's Right to Know
KJ, Advertising in the Schools

COMMUNITY INSTRUCTIONAL RESOURCES

Helping each student develop to his/her full potential and to become a citizen contributing to the welfare of the community are important objectives of the District's educational program. The Board encourages administrative and instructional personnel to rely on the community as one of its educational resources. The administration directs community instructional resources designed to involve the citizens, institutions and environment of our community in the education of its children.

The Superintendent has supervisory control over community relations, which includes school volunteer service. Members of the staff and of the community are encouraged to offer their ideas and services through the channels that the administration develops.

The Superintendent reports to the Board on the involvement and effectiveness of the community relations.

[Adoption date: February 24, 2003]

LEGAL REFS.: ORC 3315.07
OAC 3301-35-03(J)

FIELD TRIPS

The Board recognizes that there is a vast quantity and variety of learning resources outside school walls and is aware of the potential our community has for improving the quality and depth of educational experiences. Whatever students can experience firsthand is often more meaningful to them than that which is only discussed or read about.

Field trips–properly planned, supervised and integrated into the instructional program–are not to be considered "outings" or days off from school, but rather extensions of the curriculum.

All field trips sponsored by the schools are educational in nature and are directly related to the subject matter and the course objectives of instruction at the particular grade level. Field trips are lessons and are to be planned as such, with objectives determined in advance. Appropriate instruction should precede and follow each field trip. All field trips must be approved by the Board or its designee.

To the extent feasible, community resource persons and organizations are involved in the planning and conducting of field trips, so that students may derive the greatest educational benefit from the trip.

Non-school-sponsored field trips organized by employees acting as independent contractors/agents involving students on a volunteer, self-supporting basis are not approved by the Board and are not considered a part of the curriculum. Responsibility for privately planned field trips or tours rests with the individuals and agency sponsoring them. The Board assumes no legal or financial responsibilities for non-school-sponsored field trips.

If recruitment of students for a field trip is sought through the schools, the recruitment request shall be made with approval of the Superintendent. Recruitment efforts shall not occur during class time or the employee's workday.

Expenses

Field trips which are part of the instructional program and do not involve overnight stays are paid for by the District.

Field trips which are part of the school's extracurricular activities (such as sports spectator trips, band trips, etc.) and/or trips which involve overnight stays, usually involve some expense to the participating student. Care is taken by the administration to ensure that such trips do not proliferate to the point at which the expense becomes a burden for the parents.

Fund drives are allowed under the Board's policies governing student gifts and solicitations and student fund-raising activities. In no case may a student be prevented from participating in a field trip solely because of inability to pay.

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: February 24, 2003]

LEGAL REFS.: ORC 3327.15
OAC 3301-35-01; 3301-35-03

CROSS REFS.: EEAD, Special Use of School Buses
IF, Curriculum Development
IGDF, Student Fund-Raising Activities
JL, Student Gifts and Solicitations
JN, Student Fees, Fines and Charges

FIELD TRIPS

Educational Field Trip

1. One field trip per subject class per year during the school day shall be allotted in grades 7-12, except in vocational areas where additional trips may be scheduled through the principal's office. Two field trips per year during the school day may be allotted in grades K-6. Walking distance or in-town trips and/or activities limited to regularly allotted class time may be approved as additional trips for grades K-12.

2. All trips over 30 miles one way or more than one hour traveling time away shall be an exception and, therefore, must be approved by the Board. All field trips within the Cleveland-Akron area shall be considered within the time limit.

3. Every effort shall be made to complete all field trips taking place during the school week by 9:30 P.M.

4. Scheduling and completion of all field trips shall be effected no later than May 15 of each year. In extenuating circumstances, the Superintendent may grant exception to this regulation.

5. A Field Trip Request form and a Field Trip Description form must be submitted to the building principal at least two weeks prior to the proposed date(s). Final approval/disapproval must be received within one week prior to the proposed date(s).

6. Field trips shall be scheduled only if school-approved transportation is available. This means that vehicles, drivers and operating money must be available.

7. Written parental consent is required of all students participating in the field trip. Board-adopted Field Trip Permission slips shall be completed and filed with the building principal at least one day prior to the trip.

8. In order to participate in a field trip, the student in grades 7-12 must be passing each course and must receive permission from each subject teacher.

9. Class participation must be at a minimum level of 75%.

10. No person other than the teacher, students or authorized chaperones shall accompany field trips. Names of authorized chaperones shall be filed with the building principal at least two days prior to departure.

11. The teacher shall act as supervisor of the chaperones and shall instruct them regarding necessary field trip procedures.

12. Students participating in a field trip shall at all times be under the supervision of a classroom teacher, and school-approved conduct shall be maintained at all times.

13. The principal of the school involved has the responsibility and the authority to cancel a scheduled field trip.

14. The responsible teacher shall complete the Field Trip Assessment form and file it with the building principal within one week following the trip.

15. The teacher in charge shall assume responsibility for the Emergency Medical forms on all children while on the field trip.

Educational Activity Trip

1. All trips over 30 miles one way or more than one hour traveling time away shall be approved by the Board. All field trips within the Cleveland-Akron area shall be considered within the time limit.

2. An exception to regulation #1 shall be activity trips to adjoining counties. Such trips shall be limited to Ohio High School Athletic Association (OHSAA) tournament activities.

3. Every effort shall be made to complete all field trips taking place during the school year by 9:30 P.M.

4. Scheduling and completion of all field trips shall be effected no later than May 15 of each year. In extenuating circumstances, the Superintendent may grant exception to this regulation.

5. A Field Trip Request form must be submitted to the building principal at least two weeks prior to the proposed date(s). With the exception of athletic events, other activities shall also fill out the Field Trip Description form and submit it with the Field Trip Request form. Final approval/disapproval must be received within one week prior to the proposed date(s).

6. Field trips shall be scheduled only if school-approved transportation is available. This means that vehicles, drivers and operating money must be available.

7. Written parental consent is required of all students participating in the field trip. Board-adopted Field Trip Permission slips shall be completed and filed with the building principal at least one day prior to the trip.

8. No person other than the teacher, students or authorized chaperones shall accompany field trips. Names of authorized chaperones shall be filed with the building principal at least two days prior to departure.

9. The teacher shall act as supervisor of the chaperones and shall instruct them regarding necessary field trip procedures.

10. Students participating in a field trip shall at all times be under the supervision of a teacher, and school-approved conduct shall be maintained at all times.

11. The principal of the school involved has the responsibility and the authority to cancel a scheduled field trip.

12. With the exception of athletic events, the responsible teacher shall complete the Field trip Assessment form and file it with the building principal within one week following the trip.

13. Expenses for the driver and for gasoline at the Board's specified rate may be paid by the activity group.

14. The teacher in charge shall assume responsibility for the Emergency Medical forms on all children while on the field trip.

(Approval date: February 24, 2003)

SCHOOL VOLUNTEERS

The Board believes one of the greatest resources available may be found in the citizens of the community who have special knowledge and talents to contribute to the District. The use of citizens as volunteers within the school program enhances the educational process not only for students, but for the community as well. Volunteers may provide additional support in the classroom, promote community-school cooperation in facilitating the learning process and provide for individuals who have expertise in various areas to be used as resource persons.

Recruitment and selection of volunteers is done at the local building level. Interested individuals should contact the building principal or his/her designee. The interests and abilities of the volunteers 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 children 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: February 24, 2003]
[Revised: October 25, 2021]

LEGAL REFS.: ORC 121.401
2305.23; 2305.231
Chapter 27442744.01
3319.39; 3319.393

CROSS REF.: GBQ, Criminal Record Check
GDBB, Support Staff Pupil Activity Contracts
IIC, Community Instructional Resources (Also KF)

GUIDANCE PROGRAM

The Board views guidance as helping students understand themselves relative to their abilities, aptitudes, interests, attitudes, strengths and limitations. This process is meant to assist students in the development of their potential and their decisions relating to personal, educational and vocational 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. Every experience of the individual influences him/her in some way.

4. Guidance does not propose to program an individual's course of action but rather tries to assist the individual in arriving at his/her own satisfactory solutions.

5. Guidance should assist the individual to understand his/her circumstances and opportunities and to plan his/her life in a satisfactory manner to serve himself/herself as well as society.

Guidance services include a wide variety of testing programs and interpretation of results to students, parents and staff. These programs assist students in developing good study habits and personal guidance which is in keeping with the principles of human dignity and equality.

A written guidance plan is developed to provide systematic aid to students in kindergarten through 12th grade regarding educational, career, civic, personal and social concerns including the harmful effects of drugs, alcohol and tobacco. This plan provides for appraisal of students' academic abilities, a variety of counseling opportunities and approaches, educational and career planning and, when necessary, appropriate referral. The plan is evaluated and submitted to the Board for adoption during alternate years.

The guidance department is responsible for assisting with implementation of the testing dimension of the competency-based 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 enviroment.

[Adoption date: February 24, 2003]
[Revision date: November 24, 2025]

LEGAL REFS.: ORC 3317.023
OAC 3301-35-01; 3301-35-02; 3301-35-03

CROSS REF.: AFI, Evaluation of Educational Resources

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 the use of State Board adopted career connections programming provided in partnership with Tri-County Educational Service Center.
    a. A list of grade level specific, Career Connections Learning Strategies utilized in academic classrooms, grades K -12 is available and reviewed on an annual basis.
    b. This component aligns with the following evaluation systems;
        i. Ohio Teacher Evaluation System, Teacher Performance Evaluation Rubric
        ii. Ohio School Counselor Association's Ohio School Counselor Evaluation System

2. Create a plan to provide career advising to students in grades K-12.
    a. Implementation of Career Exploration: A District wide calendar of career exploration activities is available and will be evaluated on an annual basis. This will include age appropriate activities, connecting local businesses to the classroom and exposing students to a variety of career path options.
    b. Implementation of Career Advising: Academic pathways for a variety of career fields are available to students to assist in creating their course schedule. Advisors/Counselors will meet with students at least once each year to review career exploration activities which have taken place, utilizing that information to explore, evaluate, and plan academic and career pathways for the individual student. These meetings will take place in group settings for grades 6-12.

3. Provide additional interventions and career advising for students who are identified as at risk of dropping out of school.
    a. Identifying students who are at risk of dropping out using the following data with input from teachers, school counselors and other appropriate school staff. These

students will meet with a counselor/advisor to discuss career pathway plans.

i. < 80% Attendance (Days or Hours)
ii. Failing Grades (D+, D, D-, F) (<70%) in 2 or more courses
iii. 2 or More Disciplinary Absences (Hours > (2*6.5 Hours per day))
iv. Disadvantagement (Economic/Academic/Both)
v. Student with a Disability or 504/IEP
vi. Homeless Status

4. Train employees on advising students on career pathways, including the use of online tools.
    a. Training will be provided to select District employees on how to advise students on career pathways, advising students using the tools available in OhioMeansJobs K-12, as well as other tools offered through Tri-County Educational Service Center.

5. Develop multiple, clear academic pathways students can use to earn a high school diploma, including opportunities to earn industry-recognized credentials and postsecondary course credit. A list of these pathways is available in all District buildings.

6. Identify and publicize courses in which students can earn both traditional academic and career-technical credit. This notification will include District special events, visits to and/or from the Wayne County Schools Career Center and print documents made available to inform students of career-technical options.

7. Document career advising provided to each student.
    a. Individual Student Success Plans will be completed and periodically updated. Students Success Plans will be kept with student records grades 6-12.
    b. A complete list of available documentation is available in any District building.

8. Prepare students for their transition from high school to postsecondary destinations.
    a. Transition supports are available for those continuing their education: students will be made aware of college fairs and college planning nights.
    b. Transition supports available for those entering the workforce include work study options for students and career transition supports made available by Tri-County Education Service Center through Career Connections programming.

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. A SSP identifies the student's chosen academic pathway to graduation and the role of career-technical and competency based education and experiential learning, as appropriate in that chosen pathway. The student's parents, guardians or custodians are invited to assist in the development of the SSP. A copy of the SSP, a statement regarding the importance of a high school diploma and the academic pathways available to the student for successful graduation are provided to parents, guardians or custodians who do not participate in the development of the student's SSP. Following SSP development, the District provides career advising aligned with the student's individuals plan and the District's plan for career advising.

[Adoption date: April 13, 2015]
[Revision date: November 29, 2017]
[Revision date: March 23, 2020]
[Revision date: August 23, 2022]

LEGAL REF.: ORC 3313.617; 3313.6020

CROSS REFS.: AFI, Evaluation of Educational Resources
IJ, Guidance Programs
IKFC, Graduation Plans and Students at Risk of Not Qualifying for a High School Diploma
IL, Testing Programs
JK, Employment of Students

*Modified by Tri-County Educational Service Center – February, 2020

ACADEMIC ACHIEVEMENT

The philosophies of the Board concerning academic achievement and students' social growth and development are based on the premise that students have diverse capabilities and individual patterns of growth and learning.

The Board believes that it is important that teachers have extensive and accurate knowledge of each student in order to assess his/her needs and his/her growth and to be competent to make appropriate instructional plans for the student. Sharing of information among parent(s), teacher and student is essential.

The Board supports staff efforts to find better ways to measure and report student progress and requires the following elements.

1. Parents are informed regularly, at least four times a year, about the progress their children are making in school.

2. Parents are alerted and conferred with as soon as practicable when a child's performance or attitude becomes unsatisfactory or shows marked or sudden deterioration.

3. Insofar as possible, distinctions are made between a student's attitude and his/her academic performance.

4. At comparable levels, the school system seeks consistency in grading and reporting except when such procedure is inappropriate for certain classes or certain students.

5. When no grades are given and the student is evaluated informally in terms of his/her own progress, the school staff provides a realistic appraisal of the student's standing in relation to his/her peers when requested by parents to do so.

6. When grades are given, the school's staff takes particular care to explain the meaning of marks and symbols to parents.

[Adoption date: February 24, 2003]

LEGAL REF.: OAC 3301-35-02

CROSS REFS.: AFI, Evaluation of Educational Resources
IKA, Grading Systems
IKAB, Student Progress Reports to Parents

GRADING SYSTEMS

The Board believes students respond more positively to the opportunity for success than to the threat of failure. The District seeks, therefore, in its instructional program to make achievement both recognizable and possible for students. It emphasizes achievement in its processes of evaluating student performance.

The administration and professional staff devise grading systems for evaluating and recording student progress. The records and reports of individual students are kept in a form which is understandable to parents as well as teachers.

The Board approves the grading and reporting systems as developed by the faculty in accordance with all statutory obligations, upon recommendation of the Superintendent. If the District uses a weighted grading scale, courses are weighted in accordance with any applicable State law requirements.

The Board recognizes that any grading system, however effective, has subjective elements. There are fundamental principles which must guide all instructors in the assignment of marks and achievement.

1. The achievement mark in any subject should represent the most objective measurement by the teacher of the achievement of the individual. A variety of evaluation measures are used and accurate records shall be kept to substantiate the grade given.

2. An individual should not receive a failing grade unless he/she has not met stated minimum requirements.

3. Grades are a factor used to motivate students. Poor or failing grades should trigger a variety of instructional and intervention activities to assist the student in achieving better grades by the next grading period, if possible.

[Adoption date: February 24, 2003]
[Revised: December 22, 2025]

LEGAL REF.: OAC 3301-35-02

CROSS REFS.: IK, Academic Achievement
IKAB, Student Progress Reports to Parents

GRADING SYSTEMS

Promotion and retention are contingent upon a student's progress based on his/her ability to express the material learned in a written and oral form. The Board has set up uniform standards for a grading scale.

1. A = exceptional accomplishment; 4 grade points

   Indicates the student has achieved course objectives in a superior manner or has done work in quality and quantity far in excess of the standards set forth for a satisfactory grade in the subject/course.

2. B = above average accomplishment; 3 grade points

   Indicates the student has achieved course objectives in highly satisfactory manner or has done work in quality and quantity above the standards set forth for a satisfactory grade in the subject/course.

3. C = average accomplishment; 2 grade points

   Indicates the student has achieved course objectives in a satisfactory manner or has acquired the necessary information and skills to proceed in the subject/course.

4. D = below average accomplishment; 1 grade point

   Indicates the student has not achieved the course objectives in a satisfactory manner, but has met the minimal standards for a passing grade.

5. F = failure to achieve; no credit granted

   Indicates the student has not met course objectives and that insufficient progress in the subject does not merit credit in the subject/course.

6. P = passing, credit granted, but no grade point

   Indicates conscientious effort, but achievement remains below grade level and/or minimal course objectives.

7. I = incomplete; no credit granted

   When a student earns an "I" grade, he/she shall be instructed in writing by the teacher of the work required to remove the "I" grade. He/She shall receive this instruction and

his/her report card simultaneously. An "I" grade automatically becomes an "F" if course work is not completed by the end of the next grading period.

8. NG = no grade appropriate because of nonacademic circumstances; no credit granted

9. ME = medical excuse; no credit granted

10. WP = withdrew (passing); no credit granted

11. WF = withdrew (failing); no credit granted

The only circumstance for altering a final grade is that of a clerical error. The only person, other than the classroom teacher, who can make this change is the building principal. The classroom teacher shall be notified of this change.

Kindergarten

In kindergarten the following marking code shall be used to indicate levels of achievement:

1 = Skill mastered
2 = Skill introduced – child progressing
3 = Skill introduced – child having difficulty

Levels of social development shall be indicated using the following code:

S = Satisfactory
I = Improving
N = Needs improvement

The Alpha Time Program shall indicate specific letters the student is unable to recognize. The program shall identify initial sounds that the student cannot associate with the appropriate letters.

Grades 1-8

With the exception in grades 1-6 of fine arts, physical education and fifth grade instrumental music and with the exception in grade 1 for health, science, and social studies which shall use O [outstanding], S [satisfactory], and N [needs improvement], the following grading scale shall be used Districtwide:

A+ 99-100	B+ 91-92	C+ 82-83	D+ 72-73	F 0-64
A 95-98	B 86-90	C 76-81	D 67-71	
A- 93-94	B- 84-85	C- 74-75	D- 65-66	

Grades 9-12

1. Un-weighted

   The following grading scale will be used for the regular (un-weighted) classes in grades 9-12:

A 95-100	B+ 90-91	C+ 82-83	D+ 72-74	F 0-64
A- 92-94	B 86-89	C 77-81	D 67-71	
	B- 84-85	C- 75-76	D- 65-66	2 of 3

2. Weighted

   The following classes have been designated as weighted classes (academically more challenging) and will be graded according to the weighted grading scale:

English	Math	Foreign Language
AP English	Enriched Geometry	Spanish 3 and 4
Enriched Language Arts	Enriched Algebra	French 3 and 4
	Advanced Math	
	Calculus	
	Enriched Algebra I and II	

A 94-100	B+ 87-89	C+ 77-79	D+ 67-69	F 0-59
A- 90-93	B 84-86	C 74-76	D 66-63	
	B- 80-83	C- 70-73	D- 62-60	

Quality Point Values – Grades 9-12

The following quality point values will be used for the purpose of determining class rank.

A 4.0	B+ 3.3	C+ 2.3	D+ 1.3
A- 3.6	B 3.0	C 2.0	D 1.0
	B- 2.6	C- 1.6	D- .6

All students' (home school, postsecondary and Career Center) grade point averages will be calculated using these quality point values.

(Approval date: February 24, 2003)

File: IKAB

STUDENT PROGRESS REPORTS TO PARENTS

Grade Reporting

The grading periods shall consist of two semesters divided into two nine-week periods. Grade cards shall be issued at the end of each nine-week period at all grade levels except kindergarten. Kindergarten students shall receive a Readiness Skills Report at the end of the first nine weeks; thereafter, they shall receive a report card.

Board-approved grade cards shall be used in informing parents of their child's progress in school.

Interim Reports

A Board-adopted Interim Report form shall be used to identify areas of needed improvement for students and to encourage parent-teacher conferences. Interim Reports shall be used at any time during a grading period when one or more of the following conditions exist:

1. Unsatisfactory or failing work.

2. The student's work does not measure up to his/her past achievement history or capability.

3. Other factors such as attitude, daily preparation, excessive absence, etc., are having a marked effect on the student's progress.

Three copies of this report shall be filed by the classroom teacher. Of the two copies sent to the parent, one shall be kept by the parent. The other shall be signed and returned to the teacher. The third copy shall be filed in the office and at the end of the year placed in the student's file. All copies of Interim Reports shall be expunged from the student's file at the end of his/her eighth-grade year but those of his/her high school years shall become part of his/her permanent record.

Once the parent has been informed of unsatisfactory achievement through the Interim Report or report card, it shall then become the responsibility of the parent in conjunction with the classroom teacher to further monitor the student's progress.

[Adoption date: February 24, 2003]

LEGAL REF.: OAC 3301-35-02

CROSS REF.: IK, Academic Achievement

Norwayne Local School District, Creston, Ohio

File: IKAD

PARENT CONFERENCES

Professional staff members are urged to talk with parents as frequently as needed in regard to student progress or other concerns. It is the intent of the Board to utilize scheduled parent-teacher conferences as a primary means of communication on student progress.

These conferences, including those regularly scheduled in the fall and spring of each year, may be requested as needed by either the teacher or the parent. With the exception of emergencies approved by the principal, such conferences shall be scheduled by appointment.

Remedial teachers and regular classroom teachers have a close professional working relationship. Therefore, for the conference at the elementary level, reports from all appropriate professional staff members shall be filed with and presented by the subject area teacher. For example, the remedial reading teacher shall file his/her report with the child's regular reading teacher. Special subject area teachers, such as speech and hearing, learning disabilities, or music, shall schedule their own conferences.

Prior to all scheduled meetings, each person evaluating the progress of a student for a parent-teacher conference shall fill out a Board-adopted Parent-Teacher Conference Record to be used when one or more of the following conditions exist:

1. Unsatisfactory or failing work.

2. The student's work does not measure up to his/her past achievement history or capability.

3. Other factors such as attitude, daily preparation, excessive absence, etc., are having a marked effect on the student's progress.

Two copies of the report shall be filed by the evaluator. One copy shall be placed in the subject teacher's file. The second copy shall be filed in the office and at the end of the year shall become part of the student's file. All copies of the student's Parent-Teacher Conference Reports shall be expunged from his/her file at the end of his/her eighth-grade year and after graduation.

Parents of students who are experiencing no difficulty need not schedule a parent-teacher conference. Prior to the fall/spring conference, the principal shall advise those parents of the intent of this policy through building newsletters.

[Adoption date: February 24, 2003]

HOMEWORK

Homework is school work which is done outside the classroom to help students become self-directing, independent learners. Homework assignments shall support clearly defined school and classroom objectives and shall be used to reinforce and enhance school experiences.

Emphasis shall be placed on the value of the assignment to the child. Homework shall not be assigned simply for the sake of providing "busy work" for the student, nor shall it be given for disciplinary reasons.

The immediate purpose of a specific homework assignment shall include at least one of the following:

1. Strengthen basic skills.
2. Extend classroom learnings.
3. Stimulate and further interests.
4. Reinforce independent study skills.
5. Develop initiative, responsibility and self-direction.
6. Stimulate worthwhile use of leisure time.

Homework assignments shall be planned in accordance with the following principles:

1. All assignments must have a legitimate educational goal. If the homework is to have value, its purpose and relation to what has been learned in the classroom must be clearly understood by the students.

2. Students shall understand not only what is to be done, but why and how it should be done.

3. Homework shall grow from classroom activities, such as projects, skill developments, problem solving, independent projects, etc.

4. Assignments shall be varied and shall require the use of a number of skills or an accumulation of skills.

5. Every homework assignment shall be evaluated in a proper and timely manner and shall become part of each student's grade assessment as well as learning process.

6. Assignments shall not require the use of reference materials that are not readily available in most homes, school libraries, or public libraries.

7. Homework shall be a gradual and progressive experience for all students and shall, therefore, proportionally increase in complexity and amount with the maturity of the student.

8. Guidelines for identifying methods for measuring quality of homework assignments in various subject areas and/or grade levels shall be provided by the building principal as a resource person.

The teacher shall give proper instruction for assignments so the student will know what he/she is expected to accomplish. The teacher shall take time to explain the assignment thoroughly and encourage questions necessary for clear understanding, as explanation encourages independent study and research.

The teacher is encouraged to use the last part of the class period to begin the homework assignment for the next day and then allow students to begin working on it. Teachers shall supervise and assist students independently during this time.

The teacher is obligated to take time to evaluate and utilize the work that the students have done independently. There is little meaning to homework, and certainly only a limited amount of incentive for the student to do further assignments, if the teacher does not show appreciation for what the student has accomplished.

At the primary level (K-3), approximately 20% of the instructional program (all subject areas combined) shall be assigned to the area of homework. At all other levels, approximately 20% of the total grade for the subject shall be assigned to the area of homework. The District's grading system and the extent to which course work shall be reflected in this system shall be explained to all students at the beginning of the school year.

[Adoption date: February 24, 2003]

LEGAL REFS.: OAC 3301-35-01; 3301-35-02

HOMEWORK

The following guidelines shall be used by all teachers in the District for assigning homework:

Grade(s)	Frequency	Daily Amount
K	Occasionally	Cutting out pictures, gathering leaves, etc.
1	1-2 times per week	15-20 minutes
2-3	2-3 times per week	20-25 minutes
4	3-4 times per week	25-35 minutes
5-6	Monday-Thursday	45-60 minutes
7-8	*Academic course Monday-Friday Nonacademic course periodically	20-30 minutes per subject
9-12	*Academic course Monday-Friday Nonacademic course periodically	30-40 minutes per subject

*Academic courses are those in which preparation for classes is done primarily outside of class; e.g., English, mathematics, social studies, etc.

Nonacademic courses are those which have investigative and/or manipulative classroom activities; e.g., science labs, vocational labs (home ec. and vo. ag.), industrial arts, typing, etc.

In advanced and/or specialized courses, extended assignments in addition to daily homework are required.

(Approval date: February 24, 2003)

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, reviewed and may include the following elements.

1. A student receiving passing grades in the core courses is promoted.

2. A student having failing grades in the core courses at the end of each year is evaluated by the teachers, guidance counselor and principal for placement.

3. No conditional promotions are permitted.

4. A student having failing grades may be assigned to the next higher grade with discretion only with approval of the principal.

5. No student having passing grades, "D" or above, throughout the year is failed.

6. No student should be retained more than twice in the elementary grades, kindergarten through eighth grade.

7. Documentary and anecdotal evidence should be available to justify retention.

Any student who 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 RC 3323 and the student's Individualized Education Program (IEP) exempts the student from retention under this division.

3. The student demonstrates an acceptable level of performance on an alternative standardized reading assessment as determined by the Ohio Department of Education.

4. All of the following apply:

   A. The student is a child with a disability entitled to special education and related services under RC 3323.

   B. The student has taken the third grade English language arts achievement assessment prescribed under RC 3301.0710.

   C. The student's IEP or 504 plan shows that the student has received intensive remediation in reading for two school years but still demonstrates a deficiency in reading.

   D. The student previously was retained in any of grades kindergarten to three.

5. The student received intensive remediation for reading for two school years but still demonstrates a deficiency in reading and was previously retained in any of grades kindergarten to three. Students promoted under this section continue to receive intensive reading instruction in grade four. The instruction includes an altered instructional day that includes specialized diagnostic information and specific research-based reading strategies for the student that have been successful in improving reading among low-performing readers.

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: Date of manual adoption]
[Revision date: June 13, 1988]
[Revision date: May 22, 2000]
[Re-adoption date: December 22, 2003]
[Revision date: February 28, 2006]
[Revision date: December 17, 2012]
[Revision date: January 13, 2014]
[Revision date: November 23, 2015]
[Revision date: October 28, 2019]
[Revision date: November 27, 2023]
[Revision date: December 22, 2025]

LEGAL REFS.: ORC 3301.07; 3301.0710; 3301.0711; 3301.0712; 3301.0715; 3313.608; 3313.609; 3313.6010; 3313.6012; 3314.03
ORC Chapter 3323
OAC 3301-35-04; 3301-35-06

CROSS REFS.: AFI, Evaluation of Educational Resources
IGBE, Remedial Instruction (Intervention Services)
IGBEA, Reading Skills Assessments and Interventions (Third Grade Reading Guarantee)
IGCD, Educational Options (Also LEB)

ACCELERATION

In accordance with the belief that all children are entitled to an education commensurate with their particular needs, students who can exceed the grade-level indicators and benchmarks set forth in the standards must be afforded the opportunity and be encouraged to do so.

The (District) Board of Education believes that such students often require access to advanced curriculum in order to realize their potential contribution to themselves and society.

All children learn and experience success given time and opportunity, but the degree to which academic content standards are met and the time it takes to reach the standards will vary from student to student. The (District) Board of Education believes that all students, including advanced learners, should be challenged and supported to reach their full potential. For many advanced learners, this can best be achieved by affording them access to curriculum, learning environments, and instructional interventions more commonly provided to older peers.

This policy describes the process that shall be used for evaluating students for possible accelerated placement and identifying students who should be granted early admission to kindergarten, accelerated in one or more individual subject areas, promoted to a higher grade level than their same-age peers, and granted early graduation from high school.

I. Referrals and Evaluation

A. Any student residing in the district may be referred by a teacher, administrator, gifted education specialist, guidance counselor, school psychologist, or a parent or legal guardian of the student to the principal of his or her school for evaluation for possible accelerated placement. A student may refer himself or herself or a peer through a district staff member who has knowledge of the referred child's abilities.

B. Copies of this policy and referral forms for evaluation for possible early entrance, whole-grade acceleration, individual subject acceleration, and early high school graduation shall be made available to district staff and parents at each school building. The principal of each school building (or his or her designee) shall solicit referrals of students for evaluation for possible accelerated placement annually, and ensure that all staff he or she supervises are aware of procedures for referring students for evaluation for possible accelerated placement. The District at minimum provides any advanced learning opportunities required by law.

C. The principal (or his or her designee) of the referred student's school shall obtain written permission from the student's parent(s) or legal guardian(s) to evaluate the student for possible accelerated placement. The district shall evaluate all students who are referred for evaluation and whose parent(s) or legal guardian(s) have

granted permission to evaluate the student for possible accelerated placement.

D. Children who are referred to evaluation for possible accelerated placement sixty 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 are referred for possible accelerated placement sixty or more days prior to the start of the second semester shall be evaluated for possible accelerated placement at the start of the second semester. In all other cases, evaluations of a referred child shall be scheduled at the student's principal's discretion and placed in the accelerated setting(s) at the time recommended by the acceleration evaluation committee – if the committee determines the child should be accelerated. Pursuant to Ohio Administrative Code 3321.01, all children who will be the proper age for entrance to kindergarten or first grade by the first day of January of the school year for which admission is requested shall be evaluated upon the request of the child's parent or legal guardian. Children who will not yet be the proper age for entrance to kindergarten or first grade by the first day of January of the school year for which admission is requested shall also be evaluated for possible early admittance if referred by an educator within the district, a preschool educator who knows the child, or pediatrician or psychologist who knows the child. Children who will not yet be the proper age for entrance to kindergarten or first grade by the first day of January of the school year for which admission is requested may also be evaluated for possible early admittance at the discretion of the principal of the school to which the student may be admitted.

E. A parent or legal guardian of the evaluated student shall be notified in writing of the outcome of the evaluation process within 45 days of the submission of the referral to the referred student's principal. This notification shall include instructions for appealing the outcome of the evaluation process.

F. A parent or legal guardian of the referred student may appeal in writing the decision of the evaluation committee to the local Superintendent within thirty days of being notified of the committee's decision. The Superintendent shall review the appeal and notify the parent or legal guardian who filed the appeal of his or her final decision within thirty days of receiving the appeal. The Superintendent's decision shall be final. However, the student may be referred and evaluated again at the next available opportunity if he or she is again referred for evaluation by an individual eligible to make referrals as described in this policy.

II. Acceleration Evaluation Committee

A. Composition

1. The referred student's principal (or his or her designee) shall convene an evaluation committee to determine the most appropriate available learning environment for the referred student. This committee shall be comprised of the following:

    a. A principal or assistant principal from the child's current school;

    b. A current teacher of the referred student (with the exception of students referred for possible early admission to kindergarten);

    c. A teacher at the grade level to which the student may be accelerated (with the exception of students referred for possible early graduation from high school);

    d. A parent or legal guardian of the referred student or a representative designated by a parent or legal guardian of the referred student;

    e. A gifted education coordinator or gifted intervention specialist. If a gifted coordinator or gifted intervention specialist is not available in the district, a school psychologist or guidance counselor with expertise in the appropriate use of academic acceleration may be substituted.

2. The acceleration evaluation committee shall be charged with the following responsibilities:

    a. The acceleration evaluation committee shall conduct a fair and thorough evaluation of the student.

        (1) Students considered for whole-grade acceleration and early entrance to kindergarten shall be evaluated using an acceleration assessment process approved by the Ohio Department of Education. The Committee shall consider the student's own thoughts on possible accelerated placement in its deliberations.

        (2) Students considered for individual subject acceleration shall be evaluated using a variety of data sources, including measures of achievement based on state academic content standards (in subjects for which the state had approved content standards) and consideration of the student's maturity and desire for accelerated placement. The committee shall consider the student's own thoughts on possible accelerated placement in its deliberations.

        (3) Students referred for possible early high school graduation shall be

evaluated based on past academic performance, measures of achievement based on state academic content standards, and successful completion of state mandated graduation requirements. The committee shall consider the student's own thoughts on possible accelerated placement in its deliberations.

b. The acceleration evaluation committee shall issue a written decision to the principal and the student's parent or legal guardian based on the outcome of the evaluation process. If a consensus recommendation cannot be reached by the committee, a decision regarding whether or not to accelerate the student will be determined by a majority vote of the committee membership.

c. The acceleration evaluation committee shall develop a written acceleration plan for students who will be admitted early to kindergarten, whole-grade accelerated, or accelerated in one or more individual subject areas. The parent(s) or legal guardian(s) of the student shall be provided with a copy of the written acceleration plan. The written acceleration plan shall specify:

(1) placement of the student in an accelerated setting;

(2) strategies to support a successful transition to the accelerated setting;

(3) requirements and procedures for earning high school credit prior to entering high school (if applicable); and,

(4) an appropriate transition period for accelerated placement for early entrants to kindergarten, grade-level accelerated students, and students accelerated in individual content areas.

d. For students the acceleration evaluation committee recommends for early high school graduation, the committee shall develop a written acceleration plan designed to allow the student to complete graduation requirements on an accelerated basis. This may include the provision of educational options in accordance with Ohio Administrative Code 3301-35-06(G), waiving district prerequisite requirements for enrolling in advanced courses, waiving district graduation requirements that exceed those required by the state, and early promotion to sophomore (or higher) status to allow the student to take the Ohio Graduation Test.

e. The acceleration evaluation committee shall designate a school staff member to ensure successful implementation of the written acceleration

plan and to monitor the adjustment of the student to the accelerated setting.

3. Accelerated Placement

a. The acceleration evaluation committee shall specify an appropriate transition period for accelerated placement for early entrants to kindergarten, grade-level accelerated students, and students accelerated in individual subject areas.

(1) At any time during the transition period, a parent or legal guardian of the student may request in writing that the student be withdrawn from accelerated placement. In such cases, the principal shall remove the student without repercussions from the accelerated placement.

(2) At any time during the transition period, a parent or legal guardian of the student may request in writing an alternative accelerated placement. In such cases, the principal shall direct the acceleration committee to consider other accelerative options and issue a decision within 30 days of receiving the request from the parent or legal guardian. If the student will be placed in an accelerated setting different from that initially recommended by the acceleration evaluation committee, the student's written acceleration plan shall be revised accordingly, and a new transition period shall be specified.

b. At the end of the transition period, the accelerated placement shall become permanent. The student's records shall be modified accordingly, and the acceleration implementation plan shall become part of the student's permanent record to facilitate continuous progress through the curriculum.

[Adoption date: February 19, 2007]
[Revised: January 5, 2026]

LEGAL REFS.: ORC 3321.01
3324.01 et seq.
OAC 3301-51-15

CROSS REFS.: IGBB, Programs for Students Who Are Gifted
IKFA, Early Graduation

JB, Equal Educational Opportunities
JEB, Entrance Age (Mandatory Kindergarten)
JEBA, Early Entrance to Kindergarten
Student Handbooks

GRADUATION REQUIREMENTS

The Board desires that its standards for graduation meet or exceed the minimum standards of the Ohio Department of Education and Workforce (ODEW) as well as State law and, further, that our high school compares favorably with other high schools in the State that are recognized for excellence.

The requirements for graduation from high school are as follows:

District Minimum		Statutory Graduation Requirements	
English Language Arts+	4 units	English Language Arts	4 units
Social Studies*++	3 units	Social Studies*	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	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	½ unit	Health	½ unit
Physical Education	½ unit	Physical Education	½ unit
Electives****	5 units	Electives****	5 units
Financial literacy*****		Financial literacy*****	
Total	20 units	Total	20 units

The statutory graduation requirements also include:

1. *students entering ninth grade for the first time on or after July 1, 2021 must take at least ½ unit of instruction in the study of American history, ½ unit of American Government and ½ 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;

6. Ohio's required State Tested Courses:
   A. + Norwayne English 10 Course

   B. ++ Norwayne American History and Government Courses

   C. +++ Norwayne Algebra 1 and Geometry Courses

D. ++++Norwayne Biology Course

7. 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.

College Credit Plus Options

Credit is awarded for a course successfully completed 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 area requirements of the District. If a course comparable to the course successfully completed is offered by the District, then comparable credit for the completed equivalent course is awarded. If no comparable course is offered, the District grants to the student an appropriate number of credits in a similar subject area.

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, 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, has 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: December 22, 2003]
[Revised: June 25, 2007]
[Revised: June 28, 2010]
[Revised: December 16, 2013]
[Revised: July 27, 2015]
[Revised: November 23, 2015]
[Revised: June 20, 2016]
[Revised: March 27, 2017]
[Revised: January 8, 2018]
[Revised: October 28, 2019]
[Revised: October 25, 2021]
[Revised: January 31, 2022]
[Revised: April 22, 2024]
[Revised: July 23, 2024]

LEGAL REFS.: ORC 3301.07(D)(3)
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)
IKFC, Graduation Plans and Students at Risk of Not Qualifying for a High School Diploma
JN, Student Fees, Fines and Charges

EARLY GRADUATION

The number of courses and activities the student carries each year should be determined on the basis of need and capacity. In the interests of the social, as well as intellectual, well-being of the student, it is recommended that the student have four years of high school experience before graduation. In some cases, however, students may be allowed to graduate in less than the time recommended, provided that sound guidance procedures have been followed.

It is the goal of the District that each student attain a level of social development and intellectual well-being beyond the minimum requirements as set by statute. The Board believes that regardless of a student's mental aptitude, there is much to gain through shared experiences with the peer group in the high school setting.

If circumstances exist which seem to warrant early graduation, the principal, after careful consideration and discussions with the parents, the student and the counselor, may grant permission for early graduation, provided that:

1. The request for early graduation be made in writing by the parents to the high school principal. Such a request shall be made no later than 10 days before the opening of school of the student's fourth year.

2. No student may receive a diploma and/or participate in a graduation ceremony who has not met all the graduation requirements.

3. The student shall be ranked with the members of the class in which he/she originally started high school (except in the case of a student who has failed and fallen behind). This would mean that eleventh year students who graduate in June or August shall receive their final ranking when their original class graduates the following June. There shall be preliminary ranking after the eleventh year.

4. Awards of recognition shall be granted to students who have spent at least four years in grades 9 through 12.

The principal, before granting permission for early graduation, must carefully consider that:

1. The student has exhibited exceptional academic achievement and would benefit from attending an institution of higher learning.

2. The student has shown consistent social maturity.

3. The student has received his/her parent's written recommendation after a personal conference with the principal.

[Adoption date: February 24, 2003]

File: IKFA-E

EARLY GRADUATION AGREEMENT

Date _____

The principal _____ has granted permission to _____
(name of student)

for early graduation, providing he/she meets the criteria as stated in the early graduation policy (Code IKFA).

The student shall complete the necessary requirements for graduation as of _____,
(date)
providing that scheduling of courses does not prohibit the student from meeting these requirements.

Early graduates may choose to participate/not participate in the graduation ceremony of _____.
(month/year)

Principal's Signature _____ Date _____

Parent's Signature _____ Date _____

Student's Signature _____ Date _____

GRADUATION EXERCISES

Any student having successfully completed all requirements for graduation is eligible to participate in the graduation exercises conducted by the Norwayne High School. Students participating in the ceremony must meet all graduation requirements.

1. Students must have successfully completed all requirements contained in the Ohio Revised Code and set by the State of Ohio Department of Education and the North Central Local Board of Education.

2. Students graduating early must have filed the required application papers.

3. All financial obligations to the high school or Board of Education must be paid.

4. All disciplinary obligations must be satisfactorily completed.

5. Participation in graduation rehearsal is required for participation in the graduation ceremonies.

6. Students participating in the ceremony must wear the prescribed cap and gown.

7. Students eligible to participate in the graduation ceremony will exhibit decorum that will not be disruptive nor bring undue attention to themselves.

Students whose decorum is disruptive or brings undue attention to themselves will not be awarded their diploma at the commencement exercises. They will be required to attend school for the duration of the regular school year. Should their attendance be acceptable, they shall receive their diploma at the close of the last day of the regular school year.

[Adoption date: December 22, 2003]

LEGAL REFS.: ORC.: 3313.120; 3313.66; 3313.661

CROSS REFS.: IKF, Graduation Requirements
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 grade nine 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 nine 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: April 27, 2020]

LEGAL REF.: ORC 3313.617; 3313.618; 3313.619; 3313.6020

CROSS REFS.: IJA, Career Advising
IKF, Graduation Requirements

TESTING PROGRAMS

The Board believes that a program of group testing can provide a meaningful source of information about the adopted curriculum and overall student achievement. Therefore, the Board authorizes a program of group testing in order to:

1. evaluate strengths and weaknesses of current curriculum and instruction and to identify areas needing change;

2. compare achievement of District students with achievement of a sample population as one means of evaluating student growth;

3. provide a degree of diagnostic instructional information to teachers about the group(s) of students with whom they work;

4. provide general information about a student's probable aptitude for school-related tasks and

5. provide one basis for a longitudinal study of student achievement and proficiency.

Information gained through the use of group tests is used to design educational opportunities for students to better meet their individual and collective needs. The Board views such information gathering as a primary function of the public schools. Individual permission of parents is not required for the administration of these group tests.

The Board recognizes that all tests provide only a limited source of information about an individual student. Information drawn from group tests is therefore used only in conjunction with all other information available about a student in advising the student or assisting the student in improving his/her work.

Each student with a disability is considered individually as to his/her participation in the testing program.

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: February 24, 2003]
[Revision date: March 27, 2017]
[Revision date: November 27, 2023]

LEGAL REFS.: ORC 3301.0710 through 0713; 3301.0715; 3301.0717; 3301.0729
3313.6029
3319.32; 3319.321
OAC 3301-13-05
3301-35-02; 3301-35-03; 2201-35-04

CROSS REFS.: AFE, Evaluation of Instructional Programs (Also IM)
IGBA, Programs for Students with Disabilities
JO, Student Records

TESTING PROGRAMS

In accordance with State law, the District's plan for testing security must:

1. be in writing;

2. identify, by name and title, every person authorized to be present in the assessment room or to have access to secure assessment materials;

3. specify the procedure for handling, tracking and maintaining the security of assessment materials from the time they are received by the District or school to the time they are taken to the District's central collection location and shipped to a third-party scoring contractor;

4. specify the procedure for handling, tracking and maintaining secure testing materials on-site before, during and after assessment administration, including the accounting for and storing of all assessment materials;

5. specify the procedure for handling, tracking and maintaining secure testing materials after administration of the final assessment and final makeup assessment;

6. specify the appropriate procedure for investigating any alleged security violations or unethical practices, including, but not limited to:

    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

9. designee in ODE of such finding and

10. 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.

[Adoption Date: October 25, 2021]

TEST ADMINISTRATION
(Security)

The high school Dean/guidance counselor is designated as the test security officer for that building, while the middle school/elementary Dean/ guidance counselor is the test security officer for those schools. The Deans/counselors shall be responsible for assuring that all proficiency tests and testing procedures are secure and not made available to unauthorized parties. The building principal is ultimately responsible for test security within the principal's school and may not delegate that responsibility to anyone else.

[Adoption date: February 24, 2003]

LEGAL REF.: ORC 3319.151; 3319.99

TEST ADMINISTRATION
(Security)

The building test coordinator shall be responsible for ensuring that secure testing situations exist in each building and that test administrators understand their responsibilities to provide a secure testing environment. Test administrators will be notified of the following in writing so as to ensure a secure testing environment.

1. A secure test environment must be established for testing.

2. No unauthorized persons may enter the testing area.

3. Provisions to prevent cheating or attempts to cheat must be taken. This may include arranging students farther away from each other, if needed. If a student is suspected of cheating, the test administrator will inform the building test coordinator. These two individuals will investigate the situation to determine to the best of their knowledge if cheating did in fact take place. If cheating has been determined, steps to invalidate the student's test will be taken.

4. By the first of October of each year, each district and participating school shall communicate to all employees and students the applicable written procedures and penalties established to maintain a secure testing environment in regard to proficiency testing.

5. Each joint vocational school district that has executed an agreement with one or more school districts to administer ninth and/or 12th grade proficiency tests must also establish and maintain a secure testing environment.

6. The high school guidance counselor will determine which students attending the vocational school still need to take certain areas of the test and will deliver needed testing materials to the test administrators in charge. The vocational school has its own security measures (see appendix A) and will see that staff and test administrators representative from the vocational school will deliver completed/uncompleted testing materials to the school test administrator at the home school at the end of the testing windows.

7. At the high school, testing materials will be delivered in person by a member of the guidance office or the building principal to Proficiency Test Monitors each morning before the testing period. Tests will be signed for at this time. Monitors should hold tests and answer sheets until instructions are given over the public address system or television monitor. Throughout testing, guidelines covered in the administration manual under Section l A-L will be followed. At the end of testing, collection procedures according to Section I, L, page 6, should be followed. Monitors collect

completed students' materials separately from those who are still working at the end of the initial testing period. Monitors should bring all tests and answer sheets to a member of the guidance office to sign off, while escorting students who still need additional testing time to the library. Students may not transport tests from one testing site to another.

8. Personnel who may be present during testing include all test administrators who have been previously in-serviced as to the rules and standards of test security.

9. At the elementary and middle schools, the classroom teacher shall be assigned as the test administrator for their class. They are responsible to the building test coordinator (elementary/middle school counselor) to ensure that all testing policies and procedures are correctly carried out in a secure manner. At the end of each testing period, the classroom teacher/test monitor must return all testing materials to the building principal who is responsible for securing tests/materials in a locked area until the next testing period. The building principal will be responsible for redistributing testing materials for all following testing session(s). The building principal will turn over completed tests to the building test coordinator at the conclusion of all regular testing.

10. Personnel who may be present during testing include test administrators who have been in-serviced as to the rules and standards of test security and the building test coordinator. In the event of the absence of the test administrator, the building principal or Superintendent may administer testing. The building principal or Superintendent may also designate a substitute test administrator if one is needed. No additional school personnel are permitted in the testing area at the time of testing.

[Adoption date: February 24, 2003]

TEST ADMINISTRATION
(Security)

The following procedures are to be followed in each building:

1. With the exception of test materials specifically designated as "practice test" by the department of education, all test questions and all other materials which are considered part of the fourth, sixth, ninth, and 12th-grade proficiency tests including, but not necessarily limited to, reading passages, writing prompts, charts, graphs, and tables shall be considered secure and subject to the provisions of Sections 3319.151 and 3319.99 of the Ohio Revised Code and to the provisions of this rule.

   A. All proficiency test materials and communications concerning testing that are received from the State are to be opened by the principal or the building test coordinator.

   B. Proficiency tests and instructions are to be secured in a locked cabinet or room in each school building.

   C. Access to the cabinet or room is permitted only by the principal or building test coordinator.

2. The building test coordinator shall be responsible for ensuring all test security provisions are met while test materials remain in the District or in the building, respectively.

   A. The building test coordinator shall maintain a list of those professional staff members who will be administering the proficiency tests and the number of copies of each test that each person will need.

   B. Each professional staff member shall sign for the number of copies of proficiency tests and test procedures they receive from the principal or building test coordinator as well as a statement of assurance that they will abide by the State-designed testing procedures and will not distribute such materials to any person other than the student who shall be taking the tests.

3. Persons designated as examiners, in accordance with paragraph (e) of Rule 3301-13-02 of the administrative code, shall be responsible for ensuring that all test security provisions are met while each test administration session is in progress and accounting for all test materials received from the building coordinator until such time said materials are returned to the building test coordinator. The building test coordinator is responsible for keeping all test materials locked in a secure location in each building, accounting for all test booklets, delivering and receiving test booklets to test administrators, and having them sign for the exact number of tests to be taken and returned.

A. The building test coordinator shall store all completed proficiency tests and testing booklets in the same locked cabinet or room until time to return them to the NCS. This person shall be responsible for contacting UPS for return of all testing booklets to NCS.

B. Each principal, guidance counselor, or designated person shall be present when the proficiency test materials are picked up and shall ensure that the person who receives the material issues a receipt indicating the date the pick-up was made. This verification is to be kept with proficiency records, with a copy maintained by the principal.

C. The building test coordinators will also act as the test security officers and shall ensure that their building(s) comply with all guidelines issued by the State for the proper administration, processing and handling of the proficiency tests and associated materials.

4. No person or District employee shall release, cause to be released, reproduce, or cause to be reproduced any secure test materials through any means or medium including, but not limited to, electronic, photographic, written, or oral.

5. No unauthorized person shall be permitted in a testing room during any test session or be permitted access to any secure test materials at any time such materials are in the District or school building.

6. Consequences of breaching test security

A. Test administrators and building test coordinators shall be subject to Department of Education penalties in the event it has been determined that secure testing provisions have not been provided. This may include suspension or revocation of teaching certificates.

B. After determining that a test security violation has occurred, the District Board and/or the State Board of Education may seek the maximum penalty or penalties pursuant to Section 3319.151 of the Ohio Revised Code.

C. Each school district and participating school shall cooperate with the State Board of Education in any investigation of test security violations by a certificated school employee, pursuant to Section 3319.151 of the Ohio Revised Code.

D. Prior to taking action as a result of a violation of test security provisions by a certificated school employee, the State Board of Education shall give the individual notice of such action and provide an opportunity for the individual to respond and present a defense.

7. Confidentiality of test questions; violations

A. No person shall reveal to any student any specific question that the person knows is part of a test to be administered under Section 3301.0711 of the Ohio Revised Code or in any other way assist a student to cheat on such a test.

B. On finding by the State Board of Education, after investigation, that a school employee who holds a certificate under Sections 3319.22 to 3319.31 of the Ohio Revised Code has violated Division (1) of this section, the certificate of such teacher shall be suspended for one year. Prior to commencing an investigation, the Board shall give the teacher notice of the allegation and an opportunity to respond and present a defense.

C. (a) Violation of Division (1) of this section is grounds for termination of employment of a nonteaching employee under Division (C) of Section 3319.081 or Section 124.34 of the Ohio Revised Code. (b) Violation of Division (1) of this section is grounds for termination of a teacher contract under Section 3319.16 of the Ohio Revised Code.

8. ORC 3319.99 – Penalties

Whoever violates Division (A) of Section 3319.151 of the Ohio Revised Code is guilty of a minor misdemeanor.

A. Adult students not attending the home high school may report to take any section(s) of the 9th Grade Proficiency Test to complete their graduation requirement. They must show photo identification prior to testing, must provide an official transcript of high school classes completed from previous high school(s), and must meet our graduation requirements to be presented a diploma upon passing needed sections of the 9th Grade Proficiency Test.

USE AND DISSEMINATION OF TEST RESULTS

Results of standardized tests shall be put to the best use possible by authorized staff members for purposes of evaluating and improving the educational program and analyzing the problems and achievements of individual children. However, test results for individuals shall be released only with the utmost discretion.

The test results of an individual child are confidential information. They may be released to authorized staff members and, upon request, to parents. A parent may see the test results of his/her own child, provided that a qualified professional staff member is present to interpret and explain the test scores in an individual conference.

Test results for a class, school, or the District may be released and used within the District for educational purposes. The Superintendent may grant approval for the release of test results to educational agencies and organizations for statistical and research purposes. He/She may also permit examination of this statistical information by citizens who request to study it. In all such cases, the information seekers shall also be provided with interpretative material that shall help them understand the test data.

[Adoption date: February 24, 2003]

USE AND DISSEMINATION OF TEST RESULTS

1. Individuals responsible for ensuring that all test security are met in the District and buildings, respectively:

   A. The Norwayne High School Dean/Guidance Counselor is responsible for overseeing all aspects of the high school testing program in the District. This includes:

      1) Determining which students are required to take test(s).
      2) Receiving all testing materials from the Ohio Department of Education.
      3) Certifying all materials listed on the bill of laden.
      4) Delivering labeled materials to the appropriate secondary buildings.
      5) Ascertaining that appropriate plans have been made by building personnel to administer the test.
      6) Sending completed answer documents to a location designated by the Ohio Department of Education.
      7) Inventorying testing booklets and materials.
      8) Returning testing materials to the Ohio Department of Education.
      9) Keeping a record of students that pass or fail test(s) taken.
      10) Distributing labels and reports to appropriate secondary schools.

   B. The secondary building principal or designee is responsible for the following:

      1) Inventorying all testing materials received for the ninth grade proficiency tests including numbered testing booklets, answer documents and administration manuals.

      2) If additional testing materials are needed, they should be requested from the Norwayne High School Dean/Guidance Counselor.

      3) Establishing building procedures for administering the tests. Please reference III.

      4) Ensuring that all testing materials are accounted for and returned as directed by the Norwayne High School Dean/Guidance Counselor.

2. Access to the test materials is limited to the following:

   A. school employees working in the guidance department and

   B. school employees at each building who are involved in the distribution, administration and collection of test materials.

3. Building procedures for administering the tests:

   A. The Ohio Department of Education has specified that the following tests will be given: reading, mathematics, citizenship, writing and science.

   B. The specific testing dates and order of testing are predetermined.

   C. The monitor(s) shall return all testing materials to the building principal or designee.

   D. Testing materials shall be inventoried at the building and boxed as per directions issued by the District Test Coordinators.

   E. The principal or designee shall examine all completed student scannable documents for student name, school name, and other required identifying information.

4. With the exception of test materials specifically designated as "practice test" by the Ohio Department of Education, all test questions and all other materials which are considered part of the ninth grade proficiency tests including, but not necessarily limited to, reading passages, writing prompts, charts, graphs, and tables shall be considered secure and subject to the provisions of Sections 3319.151 and 3319.99 of the Ohio Revised Code.

   A. No person shall release, cause to be released, reproduce, or cause to be reproduced and secure test materials through any means or medium including, but not limited to, electronic, photographic, written, or oral, which would constitute cheating by a student and/or assisting a student to cheat.

   B. Proven violation of Sections 3319.151 and 3319.99 could result in suspension of certification of one year, termination of employment and/or a possible charge of minor misdemeanor for professional and/or support personnel.

5. The following procedures will be instituted to investigate an alleged violation of test security provisions and penalties for confirmed violations:

   A. The principal is obligated to report any/all alleged violations to the Superintendent in writing within five days of the alleged violation.

   B. The North Central Superintendent or designee shall investigate all reported alleged violations of test security.

   C. Within 10 days after determining that a test security violation has occurred following an investigation, the District shall notify the State Board of Education in writing of the finding and of the action taken.

D. Penalties for a confirmed violation will be determined by the State Board of Education as specified in Sections 3319.151 an 3319.99 of the Ohio Revised Code.

6. If it is determined that a violation of test security did occur after following the procedures specified in Section V, the report in Section V – Part C shall specify which student(s) test results was/were affected. If the State Board of Education rules that a violation did occur, the test results of the student(s) listed in the report will be declared invalid and so noted in each student's cumulative file.

[Approval date: February 24, 2003]

File: IM (Also AFE)

EVALUATION OF INSTRUCTIONAL PROGRAMS

The Superintendent regularly evaluates the effectiveness of the instructional program in achieving the District's educational goals and objectives. Periodically, he/she submits a written and comprehensive report of his/her findings to the Board for its consideration and action. The specific purposes of this report are to provide data for planning and budgeting for instructional improvements and for informing the public about the performance of the public schools. Data may 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. how evaluation findings are used for program improvement;
4. student achievement in light of testing results of standardized achievement tests and proficiency tests;
5. the number of students who continue in a program of higher education and the percentage of these who 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 which the Superintendent deems necessary.

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

[Adoption date: February 24, 2003]

LEGAL REFS.: ORC 3301.13
3313.60
3323.02
OAC 3301-35-02(B); 3301-35-03(K); 3301-35-07

CROSS REFS.: IA, Instructional Goals
IAA, Instructional Objectives
IL, Testing Programs

Norwayne Local School District, Creston, Ohio

TEACHING ABOUT CONTROVERSIAL ISSUES

In the study of controversial issues, students have four rights which recognize:

1. the right to study any controversial issue which has political, economic or social significance and concern;

2. the right to have free access to all relevant information, including materials which circulate freely in the community;

3. the right to study under competent instruction in an atmosphere free from bias and prejudice and

4. the right to form and express their own opinions on controversial issues without jeopardizing relations with teachers or the school.

The study of controversial issues should be objective and scholarly with 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 determine the appropriateness of certain issues for consideration using the following criteria.

1. Treatment of the issue in question must be within the range, knowledge, maturity and competence of the students.

2. There should be study materials and other learning aids available from which a reasonable extent of data pertaining to all aspects of the issue can be obtained.

3. Consideration of the issue should receive only as much time as is needed to cover the issue adequately.

4. The issue should be current, significant and relevant to the students and the teacher.

A teacher who is in doubt about the advisability of discussing certain issues in the classroom shall confer with the principal concerning the appropriateness of doing so. If discussion of an issue is not approved by the building principal, the teacher may refer the issue to the Superintendent.

If parents desire that their child be excused from participation in discussion of such material, arrangements are made to respect that request.

[Adoption date: February 24, 2003]

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

CONTRACT REF.: Teachers' Negotiated Agreement

SCHOOL CEREMONIES AND OBSERVANCES/PATRIOTIC EXERCISES

The Board believes that special recognition should be given to national holidays. The building principal should encourage a discreet observance of these holidays which have become a part of the American heritage. These observances may, in some instances, be in the form of a school assembly while in other instances they are a part of the classroom work.

Veterans Day

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.

Constitution Day

The Board directs the administration to provide an educational program on the United States Constitution to all students on September 17. When September 17 falls on a weekend or other day school is not in session, the day of celebration should be held in the previous or next week.

Religious Holidays and Observances

The following guidelines govern the observance of, and teaching about, religious holidays in the schools.

1. The public schools must be neutral in matters of religion. The schools must show no preference for one religion over another. They must refrain from the promotion of any religion or all religions; consequently, no religious celebrations may be conducted by the public schools.

   "Religious celebration" is defined as:

   A. a formal observance, including worship or religious services of any kind, whether or not conducted by a member of the clergy. Religious observances cannot be justified by the fact that the majority of students or individuals in a given community happen to approve of the practice or by the fact that individual students may absent themselves upon parental request;

   B. the display of religious objects or symbols, except those that are integral parts of a short-term study in the curriculum, such as art, history, etc., or

   C. the presentation of religious music, except to the extent that such music

presented for its musical rather than its religious content. Songs or music programs which have significance for a particular religion should not be sung or performed in the school during the period which coincides with the community celebration of the events portrayed in the music. Festive songs that cannot be associated with a religious celebration are permitted.

2. A program or observance related to a religious holiday in theme or timing should be evaluated as to its purpose and effect. If either the purpose or the effect is judged to be religious rather than secular, the activity should not be undertaken.

3. The school should avoid any activity, display or exhibit that promotes or gives its approval to religious matters.

Patriotic Exercises

The Board does not require the daily recitation of the Pledge of Allegiance. However, the Board encourages reciting of the pledge on a regular basis as determined by the classroom teacher or building principal. The District is prohibited from preventing a teacher from having students recite the Pledge of Allegiance in the teacher's classroom.

In addition, District administrators, staff and students are prohibited from altering the wording of the Pledge of Allegiance.

The Board recognizes that beliefs of some persons prohibit participation in the pledge, the salute to the United States flag or other opening exercises. Therefore, such persons are excused from participation.

The Board prohibits the intimidation of any student by other students or staff aimed at coercing participation in reciting the pledge.

School Prayer

The Board certifies that it does not have, nor will it adopt any policies that deny or prevent participation in constitutionally protected school prayer. This certification is submitted annually by October 1 to the Ohio Department of Education and Workforce.

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.

[Adoption date: February 24, 2003]
[Revision date: February 28, 2006]
[Revision date: April 27, 2020]
[Revision date: September 28, 2020]
[Revision date: October 24, 2022]
[Revision date: December 22, 2025]

LEGAL REFS.: U.S. Const. Amend. I, Establishment Cl.
The Elementary and Secondary Education Act; 20 USC 1221 et seq.
ORC 5.23
3313.601; 3313.602; 3313.63; 3313.80
3320.01; 3320.02; 3320.03
OAC 3301-35-04

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.

There are a variety of ways animals can be used in schools including:

1. scientific instruction
2. classroom pets
3. school mascots
4. search dogs

Prior to any use of animals, the administration should contact organizations such as the State Veterinary Association or the State Wildlife Society, regarding resource materials and suggested learning activities that may be available to help students increase their understanding of the animal world. The administration is responsible for developing regulations for the care and control of the animals.

[Adoption date: February 24, 2003]

CROSS REF.: JFG, Interrogations and Searches

ANIMALS IN THE SCHOOLS

Prior to bringing any animals into the schools, the building administrators must approve the use of the animals for teaching or training of students in accordance with the following regulations.

1. Students are to be instructed not to bring personal pets to school at any time for any purpose.

2. It is permissible for the class to have one or more animals as classroom pets under the following conditions:

   A. The animal is not venomous or vicious.

   B. No one is allergic to the animal.

   C. Proper examinations and immunizations have been given by a veterinarian.

   D. Arrangements have been made for housing the animal safely, comfortably; cleanly and in a manner that does not disrupt the classroom environment.

   E. Arrangements have been made for the proper care of the animal when school is not in session.

   F. Rules have been established for the handling and treatment of the animal.

3. 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 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.

4. 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.

[Adoption date: February 24, 2003]

Norwayne Local School District, Creston, Ohio

SECTION J: STUDENT

JA	Student Policies Goals
JAA	Student Policies Priority Objectives
JB	Equal Educational Opportunities
JD	School Census
JE	Student Attendance
JEA	Compulsory Attendance Ages
JEB	Entrance Age (Mandatory Kindergarten)
JEBA	Early Entrance to Kindergarten
JEC	School Admission
JECA	Admission of Resident Students
JECAA	Admission of Homeless Students
JECB	Admission of Nonresident Students
JECBA	Admission of Exchange Students
JECBB	Interdistrict Open Enrollment (Statewide)
JECBC	Admission of Students from Non-Chartered or Home Education
JECD	Assignment of Students to Classes
JECE	Student Withdrawal from School (Loss of Driving Privileges)
JED	Student Absences and Excuses
JEDA	Truancy
JEDB	Student Dismissal Precautions
JEDC	Religious Expression Days
JEE	Student Attendance Accounting (Missing and Absent Children)
JEF	Released Time for Students
JEFA	Open Campus
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
JFB	Student Involvement in Decision Making (Also ABC)
JFBA	Student Government
JFC	Student Conduct (Zero Tolerance)
JFCA	Student Dress Code
JFCB	Care of School Property by Students
JFCC	Student Conduct on District Managed Transportation (Also EEACC)
JFCC-E	School Bus Discipline Notification
JFCC-R	Student Conduct on District Managed Transportation (Alse EEACC-R)
JFCD	Underground Student Publications

JFCE Secret Societies
JFCEA Gangs
JFCF Hazing and Bullying (Harassment, Intimidation and Dating Violence)
JFCF-R Hazing and Bullying (Harassment, Intimidation and Dating Violence)
JFCF-R-E Bullying, Harassment, or Intimidation Reporting Form
JFCG Tobacco Use by Students (Version 2)
JFCH Alcohol Use by Students
JFCI Student Drug Abuse
JFCIA Prevention of Chemical Abuse
JFCIAA Inpatient Treatment
JFCJ Weapons in the Schools
JFCK Use of Cellphones and Electronic Communications Devices by Students
JFCL Unsafe Schools (Persistently Dangerous Schools)
JFD Students of Legal Age
JFE Student Pregnancy and Related Conditions
JFF Married Students
JFG Interrogations and Searches
JFG-R Interrogations and Searches
JFH Student Complaints and Grievances
JFI Student Demonstrations and Strikes

JG Student Discipline
JGA Corporal Punishment
JGB Detention of Students
JGC Probation of Students
JGD Student Suspension
JGDA Emergency Removal of Student
JGE Student Expulsion
JGF Discipline of Disabled Students

JH Student Welfare
JHA Student Insurance Program
JHB Student Aid Programs
JHC Student Health Services and Requirements
JHCA Physical Examinations of Students
JHCB Immunizations
JHCC Communicable Diseases
JHCCA HIV/AIDS (Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome) (Also GBEA)
JHCD Administering Medicines to Students
JHD Student Psychological Services
JHDA Psychological Testing of Students
JHE Student Social Services
JHEA Home Visits

JHF Student Safety
JHFA Supervision of Students
JHFB Student Safety Patrols

JHFC Student Bicycle Use
JHFD Student Automobile Use
JHG Reporting Child Abuse and Mandatory Training
JHH Notification about Sex Offenders

JI Student Awards and Scholarships

JJ Student Volunteers for School and Public Service

JK Employment of Students

JL Student Gifts and Solicitations

JM Staff-Student Relations (Also GBH)

JN Student Fees, Fines and Charges

JO Student Records
JO-E Denial of Permission to Release Directory Information Without Prior Written Consent
JO-R Use of Student Education Records
JOA Student Surveys

JP Positive Behavioral Interventions and Supports (Restraint and Seclusion)

STUDENT POLICIES GOALS

The Board advocates the following goals to:

1. enhance equal educational opportunities for all students;
2. instill in all students the ability to be critical thinkers and to strive for lifelong learning;
3. promote faithful attendance;
4. ensure that the Constitutional rights of all students as citizens in a democracy have practical meaning and application;
5. develop in students a deep sense of personal responsibility for their actions;
6. attend vigorously to matters of student safety, health and welfare;
7. deal justly and constructively with all students in matters of discipline and
8. help all students feel that they are valued as individual persons in the school environment.

[Adoption date: February 24, 2003]

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 or disability 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: February 24, 2003]

LEGAL REFS.: 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
Vocational Rehabilitation Act of 1973, Section 504
ORC 3313.64
OAC 3301-35-02(a)(2)
Americans with Disabilities Act; 42 USC 12112 et seq.

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
JFA, Student Due Process Rights

STUDENT ATTENDANCE

The Board believes that attendance is a key factor in student achievement. Thus, any absence from school represents an educational loss to the student. The Board recognizes, however, that some absences are unavoidable. Therefore, this policy is designed to minimize student absenteeism while providing students the opportunity to make up school work missed due to absences that can reasonably be considered unavoidable.

The Board further believes that student attendance is positively influenced by school and classroom climate and by a high quality of instruction that is supportive and conducive to learning. The parents and guardians of the District must be supportive of the educational program and must work in cooperation with school officials if maximum attendance is to be expected.

The Board expects the school administration to schedule activities in a manner that is the least disruptive to the day-to-day academic program.

Belief Statements Regarding Student Attendance

We believe that:

Students must be in regular attendance before the school can be held accountable for student achievement.

Research has clearly correlated attendance and time on task with student achievement.

Poor student attendance has a negative effect on the peer relationships and self-concept of the student.

When parents and students strive for excellence in school attendance, they are demonstrating their value for education.

Attendance policies reflect community values.

In an effective classroom, poor attendance has a naturally negative effect on the grade received by the student.

When students are tardy, the entire class experiences negative effects.

The District must follow standard procedures for dealing with tardiness and absenteeism.

Although educational experiences may happen outside of school, parents/guardians should make regular school attendance for the child(ren) a high priority.

Students shall be obligated to make up any work, for credit or noncredit, missed due to absence.

All parties involved should be aware of the rules of attendance prior to the beginning of the school year.

The teacher's main obligation is to instruct those students who are keeping regular attendance.

Students who are high achievers are also negatively affected by poor attendance, as they are not able to acquire or achieve the level of excellence that would otherwise be possible.

[Adoption date: February 24, 2003]

File: JEA

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 SBOE pursuant to State law.

4. The person is exempt from compulsory attendance through a home education program.

The parent(s) of any person that is of compulsory school age must send such person to school unless he/she is excused or exempt as listed above.

[Adoption date: February 24, 2003]
[Revision date: April 25, 2016]
[Revision date: November 21, 2016]
[Revision date: November 27, 2023]

LEGAL REFS.: ORC 3301.80; 3301.81
3313.61
3321.01 et. seq.
3331.02
OAC 3301-35-04
Chapter 3301-41

CROSS REFS.: IGBG, Homebound Education
IGCF, Home Education
JEB, Entrance Age (Mandatory Kindergarten)
JEG, Exclusions and Exemptions from School Attendance
JFE, Student Pregnancy and Related Conditions

ENTRANCE AGE
(Mandatory Kindergarten)

Each 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.

Each child who is six years of age on or before August 1 and who has successfully completed kindergarten is eligible to enroll in the first grade.

Upon the request of the parents or guardian, each child who shall be either five years of age the first day of instruction of the school year for which admission is requested, in the case of kindergarten, or who shall be six years of age on or before August 1 of the school year for which admission is requested, shall be evaluated by means of an educationally accepted standardized testing program. The testing program shall be conducted and evaluated by a qualified testing authority, designated by the Superintendent or the Board.

Some of the rationale to be considered with respect to underage admission are as follows:

1. Underage admission standards should be established at such a level that children admitted shall possess, in the judgment of the best professional advice available, the advanced intellectual, social and emotional maturity necessary so that early admission shall not be harmful educationally, socially and emotionally nor diminish opportunity for growth and leadership experiences.

2. Results of research indicate that with rare exceptions children adjust more adequately and later achieve better, when in a class with children of like ages. Entering school early tends to bring social, emotional and academic difficulties that are minimized only when children show unusually high social and emotional maturity.

3. Boards of education should not adopt standards which qualify for admission of children who are average or even somewhat above average in development and maturity.

4. Although a school district must legally evaluate requests for underage admission to the first grade, boards of education operating kindergarten programs should establish educationally accepted standardized testing programs and policies for early admission to kindergarten.

5. In general, those children who can profit from underage admission and who may be penalized if early entrance into school is delayed fall within the upper five percent of the general population of first graders with respect to mental ability. (Students within the upper five percent with respect to mental ability generally are 14 to 16 months advanced in mental age or chronological age and have intelligence quotients of at least 125 to 130 on a deviation scale.)

6. The size of the kindergarten class in question shall have some bearing on the admission of underage children. Kindergarten classes should not exceed 25 to 30.

Should a child qualify for consideration for early admission in terms of his/her birthdate and in the thinking of his/her parent or guardian, in terms of being an exceptional child who might profit from early entrance, the following procedure is to be followed.

1. Parental Application

   A written statement requesting an evaluation is made by the parents in which the reasons that the child should be considered for early entrance are stated.

2. Testing Program

   Plans are made to provide the following services for prospective early entrants during the summer months:

   A. A group mental maturity measure may be used to screen for those who may meet the requirements.

   B. An individual intelligence test is administered to those who indicate mental maturity responses to be considered in the gifted range (above 125 I.Q.).

   C. Support readiness evidence is gathered regarding the social, emotional and physical characteristics of the child. This is done as part of the testing procedure. In addition, a preschool sample school experience may be set up to determine these factors. The results of this observation are annotated for the record. Immaturity in the areas of physical, emotional and social development are valid reasons for withholding acceptance.

   D. Parents are notified in writing as to the acceptance of the child.

   E. For children who qualify for acceptance to the early entrance program, school records are established to record the test results and to identify this student for study purposes as he/she progresses in school.

[Adoption date: February 24, 2003]
[Revised: April 27, 2026]

LEGAL REFS.: ORC 3321.01
OAC 3301-35-03(F)(1)

CROSS REF.: JEA, Compulsory Attendance Ages

File: JEB-E

SCHOOL ADMISSIONS

(Request for Consideration for Underage School Admission)

Date _____

Name of Child _____ Sex _____

Date of Birth _____
Month day year

Present age of child _____ years _____ months

Name of Parent(s) or Guardian(s) _____

Address of Parents _____ Zip _____

Telephone Number _____

Reasons why this child should be considered for early entrance to the Norwayne Local School District:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

I hereby certify that the above statements are accurate and are matters of fact.

Signature of Parent _____

This completed application is to be returned to the office of the local Superintendent.

EARLY ENTRANCE TO KINDERGARTEN

State law establishes minimum age requirements for admission to kindergarten. A child who does not meet the age requirements for admittance to kindergarten or first grade, but who will be five or six years old, respectively, prior to January 1 of the school year in which admission is requested, shall be evaluated for early admittance in accordance with District policy upon referral by the child's parent or guardian, an educator employed by the District, a preschool educator who knows the child or a pediatrician or psychologist who knows the child. Following an evaluation in accordance with such a referral, the Board decides whether to admit the child.

If a child, for whom admission to kindergarten or first grade is requested, will not be five or six years of age, respectively, prior to January 1 of the school year in which admission is requested, the child is admitted only in accordance with the District's acceleration policy adopted under State law.

[Adoption date: January 13, 2014]

LEGAL REFS.: ORC 3314.06
3314.08
3321.01
3324.01 et seq.
OAC 3301-51-15

CROSS REFS.: IGBB, Programs for Gifted and Talented Students
IKEB, Acceleration
JEB, Entrance Age (Mandatory Kindergarten)

SCHOOL ADMISSION

The District provides free education to District residents between the ages of five through 21 who do not possess a diploma. Students who do not legally qualify as residents may be required to pay tuition as established by law and Board policy.

A student is considered a resident of the District if he/she resides with a parent, a grandparent with either power of attorney or caretaker authorization affidavit, or a person or government agency with legal custody whose place of residence is within the boundaries of the District. Parents, and grandparents with either power of attorney or caretaker authorization affidavit, may be required to present legal proofs of residence.

New entrants at all grade levels are required to present, at the time of enrollment, a birth certificate or other document as evidence of birth, a certified copy of any child custody order or decree, proof of having received or being in the process of receiving required immunizations and copies of those records pertaining to him/her which are maintained by the school most recently attended. A protected child, as defined by State law, may not be denied admission to the school solely because the child does not present a birth certificate or comparable document upon registration. A protected child or parent, guardian or custodian of the child must present this documentation within 90 days after the child's initial entry into the school. The District immediately enrolls homeless students and foster students and assists in obtaining the necessary enrollment documents.

In addition, students released from the Department of Youth Services (DYS) just prior to requesting admission to the District, may not be admitted until the Superintendent has received all required documents provided by 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: February 24, 2003]
[Revision date: November 22, 2004]
[Revision date: January 13, 2014]
[Revision date: April 13, 2015]
[Revision date: February 13, 2017]
[Revision date: October 25, 2021]
[Revision date: November 27, 2023]

LEGAL REFS.: ORC 2151.33
2152.18(D)(4)
3109.52 through 3109.61; 31089.65 through 3109.76; 3109.78; 3109.79; 3109.80
3313.48; 3313.64; 3313.67; 3313.671; 3313.672
3317.08
3321.01
OAC 3301-35-04(F)

CROSS REFS.: AFI, Evaluation of Educational Resources
IGBA, Programs for Students with Disabilities
JECAA, Admission of Homeless Students
JECB, Admission of Nonresident Students
JEE, Student Attendance Accounting (Missing and Absent Children)
JHCA, Physical Examinations of Students
JHCB, Immunizations
JO, Students Records

ADMISSION OF HOMELESS STUDENTS

The Board believes that all school-aged students, including homeless students and unaccompanied youth, have a basic right to equal educational opportunities. Accordingly, the District must enroll each homeless student or unaccompanied youth in the District in the school determined to be in the student's best interest. Enrollment is defined by the McKinney-Vento Homeless Assistance Act as attending classes and participating fully in school activities.

A homeless student is defined as an individual who lacks fixed, regular and adequate nighttime residence including:

1. sharing the housing with other people due to loss of housing, economic hardship or a similar reason;

2. living in a motel, hotel, trailer park or campground due the lack of alternative adequate accommodations;

3. living in emergency or transitional shelters;

4. abandonment in hospitals;

5. a primary nighttime residence the 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 or other documentation, or if the student has missed application or enrollment deadlines during any period of homelessness;

6. homeless children or youth are provided with education, nutrition and transportation services that are at least comparable to the services provided to nonhomeless students and

7. homeless students and unaccompanied youth meeting the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities including: magnet school; summer school; career and technical education; advanced placement; online learning and charter school programs.

The liaison carries out all duties required by law, ensures compliance with the subgrant and coordinates services for homeless students with local social service agencies and programs, including those funded under the Runaway and Homeless Youth Act.

A student who ceases to be homeless may continue to receive services until the end of the period of time for which the service was originally intended to be provided, which may be the end of the school year or the end of a program cycle.

Information about a homeless child or youth's living situation is part of the student education record and is not considered directory information.

The District complies with the Ohio Department of Education's Plan and State and Federal laws for the education of homeless students.

[Adoption date: February 24, 2003]
[Revised: April 25, 2016]
[Revised: February 13, 2017]
[Revised: March 26, 2018]

LEGAL REF.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
42 USC Sections 11431 et seq.
ORC 9.60 through 9.62
3313.64(F)(13)
OAC 3301-35-02; 3301-35-04; 3301-35-06

CROSS REF.: AC, Nondiscrimination
JB, Equal Educational Opportunities
JEC, School Admission
JHCB, Immunizations
JO, Student Records

ADMISSION OF NONRESIDENT STUDENTS

In order to be eligible for a free public education in the District's schools, a student must be the child of a resident of the District or reside with a grandparent with either power of attorney or caretaker authorization affidavit. If legal or permanent custody or legal guardianship of the student has been granted by a court to a resident of the District or a government agency within the District, the student is entitled to attend District schools and tuition is paid in compliance with State law.

In compliance with State law and Board policy, nonresident students are exempt from paying tuition when:

1. an adult resident of the District submits a sworn statement that he/she has begun legal custody proceedings for the student (maximum 60 days permitted);

2. the student is at least 18 but not yet 22 years of age and resides in the District, lives apart from his/her parent(s), supports himself/herself by his/her own labor and does not possess a high school diploma;

3. the student is under 18 years of age, resides in the District and is married, regardless of the residence of the parent(s);

4. the student has a medical condition 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 homebuilder, real estate broker or bank officer confirming that the house construction is planned or is awaiting approval of the mortgage loan. The period for tuition-free attendance in these cases may extend up to 90 days.)

7. his/her 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 or (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 support staff employees of the District who meet the criteria established by the Board.

In all cases, specific Board permission to waive tuition must be obtained for each individual case.

The District may temporarily deny admittance to any student who otherwise may be admitted to the District, if the student has been expelled from the schools of another district and if the period of expulsion has not expired. The student and parent(s) will have an opportunity for a hearing before the Superintendent/designee to determine the admittance or nonadmittance of the student.

Tuition Students

Applications from nonresidents to attend the schools on a tuition basis may be considered if space is available. The amount of tuition is set annually by the State, based on a per-student cost determined in compliance with State law. Nonresident students must provide all records required of resident students in compliance with State law.

[Adoption date: December 17, 1985]
[Revised: October 17, 1989]
[Re-adoption date: December 22, 2003]
[Revised: November 22, 2004]
[Revised: January 13, 2014]

LEGAL REFS.: ORC 2152.18(D)(4)
3109.52 through 3109.61; 3109.65 through 3109.76; 3109.78; 3109.79; 3109.80
3311.211
3313.64; 3313.644; 3313.645; 3313.65; 3313.672; 3313.90
3317.08
3319.01
3323.04
3327.04; 3327.06
OAC 3301-35-04; 3301-42-01

CROSS REFS.: JEC, School Admission
JECAA, Admission of Homeless Students
JECBA, Admission of Exchange Students
JECBB, Interdistrict Open Enrollment (Statewide)
JO, Student Records

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

ADMISSION OF NONRESIDENT STUDENTS

The tuition rate shall be established annually by the Ohio Department of Education, Division of School Finance.

The following procedures have been established to determine the proper method of billing tuition for nonresident students:

MANDATORY ADMITTANCE STUDENTS	METHOD OF BILLING
A-1. Child is in the legal or permanent custody of (a) a government agency located in the District or (b) a resident other than the natural or adoptive parent	File SF-14 with the Superintendent of Public Instruction twice yearly (prior to January 15 and July 15)
A-2. Child resides in a "home" located in the District	File SF-14 with the Superintendent of Public Instruction twice yearly (prior to January 15 and July 15)
A-3. Child requires special education	Direct bill to district responsible for tuition
A-4. Child whose parent is not an Ohio resident and who is in the legal or permanent custody of a government agency located in the District or a resident other than the natural or adoptive parent	Direct bill to person determined to be responsible for tuition as determined by the court at the time custody was granted
A-5. Child who resides in a "home" located in the District and whose parent is not an Ohio resident	Direct bill to "home" in which the child resides

OPTIONAL ADMITTANCE STUDENTS	METHOD OF BILLING
	Direct bill to parents/guardian of the child

[Approval date: February 24, 2003]

File: JECB-E-1

APPLICATION FOR ADMISSION OF NONRESIDENT STUDENTS

Student Name _____
(Last) (First) (Middle)

I am applying for admission of the above-named student to the Norwayne Local School District. I agree to abide by the procedures in Policy JECB, Section II, Optional Admittance of Nonresident Students.

Signature of Parent/Guardian _____

Date _____

Building Principal _____ Approved θ Not Approved θ

Date _____

Superintendent _____ Approved θ Not Approved θ

Date _____

Board of Education _____ Approved θ Not Approved θ
(if needed)

Date _____

APPLICATION FOR ADMISSION OF NONRESIDENT STUDENTS

Optional admittance may be granted upon the recommendation of the building principal and the Superintendent. If no agreement is reached, the Board shall serve as arbitrator.

1. Any nonresident student wishing to attend school within this District shall first make application to the building principal for permission to attend by completing an "Application for Admission" form each school year.

2. The District reserves the right to assign the school of attendance and class schedule of nonresident students.

3. All requirements, rules and regulations which apply to resident students shall also apply to nonresident students.

4. Unless they are residing within the District, transportation shall not be provided for nonresident students.

5. A "Tuition Agreement" shall be entered into with the parent of the nonresident student. The terms of the tuition shall include the following:

   A. The tuition obligation shall rest with the parent.

   B. Tuition shall be due and payable the 15th day of the preceding month of attendance to the Treasurer of the Board. (For example, the October payment is due September 15.)

   C. Failure to remit payment within 15 days of the date due shall result in the student being withdrawn from the District. The parent shall be notified by the Treasurer prior to official withdrawal.

   D. Tuition shall be refunded on a per diem basis when residence is established in the District or when a student is withdrawn. Requests for refunds shall be made through the office of the principal of the school of attendance.

File: JECB-E-2

TUITION AGREEMENT
WITH PARENT OF NONRESIDENT STUDENT

I hereby agree to pay the Norwayne Local Board of Education tuition

for _____ at the rate of:
(Name of Student)

$ _____ per month for kindergarten

$ _____ per month for grades 1-12

The tuition shall be paid as follows:

Month of Attendance	Payment Due By
September	August 15
October	September 15
November	October 15
December	November 15
January	December 15
February	January 15
March	February 15
April	March 15
May	April 15

Failure to remit payment(s) within 15 days of the date due shall result in the student being withdrawn from the school District.

Signature of Parent/Guardian _____

Address _____

_____

Date _____

Sign and return as soon as possible.

Keep one copy for your record.

Norwayne Local School District, Creston, Ohio

File: JECB-E-3

WAIVER OF TUITION
FOR NONRESIDENT STUDENT

Student Name _____
(Last) (First) (Middle)

I request that tuition be waived for the above-named student based on the following reason (check only one):

θ I am an adult resident of the Norwayne Local School District and have initiated legal proceedings through a court for custody of this student. I understand that tuition will be waived for a period of 60 days from the date this form is filed. If legal custody has not been granted at the end of the 60-day period, I will be responsible for payment of the student's tuition.

θ The student is a foreign exchange student who is temporarily residing with me in the Norwayne Local School District.

θ The student is a senior who wishes to complete his/her senior year in the Norwayne Local School District. The parents must have moved out of the District either during his/her senior year or during the summer between his/her junior and senior year, but still reside in Wayne County or in an adjoining school district.

θ The student is under the age of 22 and (1) lives apart from his/her parents, (2) supports himself/herself by his/her own labor, (3) has not been granted a high school diploma and (4) resides in the Norwayne Local School District.

θ The student is under the age of 22 and (1) is married, (2) has not been granted a high school diploma and (3) resides in the Norwayne Local School District.

θ The student is under the age of 22 and resides with a parent who has a contract to purchase a house in the Norwayne Local School District and is waiting upon the date of closing of the mortgage loan for the purchase of such house.

Signature of Person Completing Form _____

Relationship to Student _____

Address _____

_____

Date _____

Building Principal _____ Date _____

Superintendent _____ Date _____

ADMISSION OF EXCHANGE STUDENTS

The Board believes that one of the most effective vehicles for improving international understanding is communications among the individuals of various nations. Accordingly, the Board endorses the involvement of high school students and their families in recognized foreign exchange student programs. The Superintendent and administrative staff are responsible for developing regulations to direct the involvement of the high school with such programs.

Exchange students are not responsible for tuition if sponsored under an approved exchange program while temporarily residing in the District with a host family. Exchange students must meet the same requirements and expectations required of resident students, including immunization requirements.

Exchange students are encouraged to participate in all student activities, provided they meet the academic requirements.

The Board reserves the right to limit the number of exchange students in any given year.

Foreign exchange students enrolled in a recognized visitor exchange program may be eligible to participate in interscholastic athletics in accordance with Ohio High School Athletic Association Bylaws.

[Adoption date: December 22, 2003]
[Revised: February 10, 2014]

LEGAL REFS.: ORC 3313.20; 3313.535; 3313.615; 3313.64

CROSS REFS.: IGD, Cocurricular and Extracurricular Activities
IGDJ, Interscholastic Athletics
IGDK, Interscholastic Extracurricular Eligibility
IKFB, Graduation Ceremonies
JECB, Admission of Nonresident Students

ADMISSION OF EXCHANGE STUDENTS

The following regulations shall be observed in administering the foreign exchange student program:

1. Exchange students must be associated with an organized foreign exchange program that is approved by the Ohio Association of Secondary School Administrators and/or National Association of Secondary School Principals. Such organizations must maintain either an office or a representative in central Ohio.

2. The sponsoring parents and/or representatives of the approved sponsoring organization must contact the designated coordinator of the foreign exchange student program in the high school guidance office.

3. Exchange students must have a host family assigned and accepted by July 1. If, after the July 1 deadline, a maximum of four (district or one per school) foreign exchange students have not been registered, an organization may add one additional exchange student if that student will be registered for the entire school year. The maximum number of foreign exchange students to be enrolled in any given year is four (district or one per school).

4. The Board reserves the right to restrict the number of foreign exchange students in any given academic year. Organizations will be limited to four (district or one per school) students each year unless space becomes available for another student after July 1.

5. The school reserves the right to deny enrollment to foreign exchange students if approval by the high school guidance office has not been given by July 1 preceding the year of desired enrollment.

6. In order to provide a quality education and to minimize potential disruption, the high school will not accept foreign exchange students after the school year has begun. However, students who were accepted before the July 1 deadline will not be denied enrollment due to late arrival.

7. Exchange students must be full-time students carrying a full academic classload. Enrollment eligibility shall be determined on an annual basis. Exchange students shall receive pass/fail grades only for purposes of class GPA ranking. The coordinator shall keep a record of the students' actual grades for permanent records.

8. Exchange students will not be accepted on a part-time basis. Part-time is defined as less than a full school day or school year.

9. Priority for enrollment will be granted to students enrolling in a level other than grade 12.

10. Exchange students completing grade 12 will receive a standard diploma (marked honorary) granted to regular high school graduates. Exchange students are not eligible for an honors diploma.

    To receive a standard diploma (marked honorary), the exchange student must successfully complete a program of study developed by the principal/designee.

    Those students who complete the program of study will be permitted to participate in graduation ceremonies with expenses borne by the student or sponsoring parents.

    Exchange students may not be permitted to participate in the Ohio Graduation Testing Program.

11. Exchange students are expected to share their cultural heritage to the fullest extent possible including topics such as government, economics, historical understanding and language.

12. Exchange students are subject to the same rules, fees and regulations of the Board as apply to all high school students.

[Approval date: February 24, 2003]

INTERDISTRICT OPEN ENROLLMENT
(Statewide)

The Board permits any student from any other district in the state to apply and enroll in the District schools free of any 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;

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 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 (ODE) 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 ODE upon request.

Compliance with this policy is reported to the 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.

[Adoption date: February 24, 2003]
[Revised: February 28, 2006]
[Revised: February 10, 2014]
[Revised: October 22, 2018]
[Revised: January 5, 2026]

LEGAL REFS.: ORC 3313.64; 3313.98; 3313.983
Chapter 3327
OAC 3301-48-02

CROSS REF.: IGDJ, Interscholastic Athletics

INTERDISTRICT OPEN ENROLLMENT

1. Any application for an interdistrict transfer must be submitted to the Superintendent's office of the student's district of residence between March 15 and not later than May 10. Applications will be reviewed by June 1. One application must be submitted for each student who requests an interdistrict transfer.

2. All resident students (students entitled to attend school in the District) shall be given preference on any school placement. No interdistrict transfer will be permitted if the enrollment of the grade level being requested at the receiving district exceeds the following:

Grade	School	Enrollment Limit
K-5	Norwayne Elementary School	25
6-8	Norwayne Middle School	*25
9-12	Norwayne High School	shall be established on a course-by-course basis as determined by the building Principal and the Superintendent

*Limits for grades 7 and 8 shall be based upon a 25-student average section.

3. No student, once accepted by the receiving district, will be displaced should enrollment exceed the limits stated above. The administration will determine building assignment, without guarantee that the building assignment (elementary) will prevail in subsequent years.

4. Second semester transfers will be considered in courses where credits are given. Applications must be received no later than one month prior to the beginning of the second semester.

5. Enrollment in a special program; i.e., gifted, learning disabilities and developmental handicapped, etc., will dictate which building a student must attend as many of the units are cooperative among several districts and may not be housed in the child's district of residence.

6. All approved transfers are in effect the school year in which they are approved. Nonresidents must apply each year.

7. Applicants shall be considered on a first-come, first-serve basis with an assurance that native students will not be displaced.

8. Applicants may be rejected if the racial balance of either the sending or the receiving school district would be negatively impacted.

9. The Norwayne Local School District will accept no responsibility for the transportation of students from other districts unless it is deemed practical by the administration. The student or his/her family may provide transportation to an established bus stop within the Norwayne Local School District for the purpose of the student being transported to school.

10. The Norwayne Local School District may deny enrollment to students who have been expelled or suspended for 10 or more consecutive days in the current term or the immediately preceding term.

11. The Norwayne Local School District policies and Ohio High School Athletic Association rules on interscholastic extracurricular activities will determine athletic eligibility. Questions concerning eligibility should be directed first to the Norwayne administration, Superintendent or principal, and secondly, to the State Activities/Athletic Association:

Norwayne Superintendent 350 S. Main St. Creston, OH 44217 (330) 435-6382	or	Ohio High School Athletic Association 4080 Roselea Place Columbus, OH 43214 (614) 267-2502

12. Students admitted shall meet all of Norwayne Local's graduation requirements.

13. Students and their parents may appeal to the Superintendent any rejection of admission. The Superintendent shall be the final authority in admitting or denying acceptance of transfer students.

[Approval date: February 24, 2003]

NORWAYNE LOCAL SCHOOLS
ADMISSION OF INTERDISTRICT TRANSFER STUDENTS

Regulations, Procedures and Forms

The Norwayne Board of Education believes that students should, under certain prescribed circumstances, benefit from an interdistrict open enrollment policy. Students from any district in Ohio will be eligible to attend Norwayne Local under the interdistrict open enrollment policy. Guidelines for the transfer of students, based upon criteria established by the school's administration and in conjunction with recommendations from officials of the Ohio Department of Education, are listed below. These guidelines are intended to be consistent with Section 3319.98 of the Ohio Revised Code.

Public Information

Annually, the District will inform residents about open enrollment options, including deadlines, available to students.

Information about the District's educational programs and application procedures will be available upon request. Each Superintendent and Board of Education will be informed of the application procedures and available programs for students.

Application Procedures and Deadlines

March	Interested parents/guardians may request information/application materials from the Norwayne Superintendent's office and open enrollment applications will be accepted at the Superintendent's office during normal working hours.
May	Open enrollment applications are due in the Superintendent's office. Parents/guardians will be informed of acceptance or rejection sometime during the month of June. Acceptance is limited to one school year. Applications received after June and during the school year will be acted upon within 15 calendar days.
September	(Friday, first full week of classes) Last day to inform parents/guardians that their application is being revoked because student stations are no longer available due to increased enrollment of students who reside within the school district.

(Home districts will be notified of any change in enrollment status of accepted students on an ongoing basis.)

File: JECBB-E

NORWAYNE LOCAL SCHOOLS
350 South Main Street, Creston, OH 44217
330.435.6382

INTERDISTRICT OPEN ENROLLMENT APPLICATION

This form is to be used for students residing outside the Norwayne Local School District and must be returned to the Superintendent's Office. ***A new application must be submitted each school year.***

This is a: _____New request _____Renewal/continuation Today's date:_____

_____ _____ _____ _____Male _____Female
Student – Last name, first name, middle name *Date of birth* *Student's social security number*

_____ _____ _____ _____
Student's city of birth *Native language* *Mother's maiden name* *SSID# (office use only)*

Heritage *(check all that applies)* Student is: Hispanic/Latino_____American Indian or Alaska Native_____
Asian_____Black or African American_____Native Hawaiian or other Pacific Islander_____White_____

Parent/Guardian's Name_____

Address_____
Street *City* *Zip*

Phone_____Mother's Maiden Name_____

Transfer requested for_____school year Grade level for upcoming school yr._____

Present school district of residence _____ Present Grade Level_____

*Is student enrolled in district of residence? Yes_____ No_____

Is student enrolled in any special education or tutorial programs? Yes _____ No_____ If yes, please explain

_____

Has the student been expelled and/or suspended for ten (10) consecutive days in this, or the immediately preceding school semester? _____

The Norwayne Local School District will not provide bus transportation for students residing outside the district. Under certain circumstances, the student is not eligible to participate in varsity athletics for one-half of a sports season.

PROOF OF RESIDENCY MUST BE SUBMITTED WITH THIS APPLICATION.

My signature below certifies that I have read and understand the Interdistrict Open Enrollment Regulations and Guidelines. *I understand that my child must be registered in my home district of residence. I give my permission to have my child's records released to the Norwayne Local School District. Providing false or misleading information or failure to disclose material facts regarding residence, prior school experience or educational needs of the student will be grounds for refusing or terminating admission.

Signature of Parent or Guardian_____Date_____

For Norwayne Office Use Only:
Date Received_____Date Approved_____

Date Rejected_____ Reason(s)_____

Signature of School
Official_____

File: JECBC

ADMISSION OF STUDENTS FROM NON-CHARTERED OR HOME EDUCATION

Students seeking admission into the District's schools who have been enrolled in non-chartered schools or receiving home education may be required to take competency examinations. The purpose of these examinations is to determine the proper grade placement for these students.

In making a placement decision, the Superintendent may consider:

1. whether to require the student to take any or all of the nationally normed, standardized achievement tests that are regularly scheduled for District students of similar age and

2. other evaluation information that may include interviews with the student and the parent.

Students receiving home education must be enrolled in the District for a minimum of 20 High School courses in order to be selected as valedictorian or salutatorian for graduation purposes. In addition, Students must meet any other valedictorian or salutatorian criteria as stated in the High School Student Handbook.

[Adoption date: February 24, 2003]
[Revision date: February 28, 2006]
[Revision date: January 13, 2014]
[Revision date: November 27, 2023]
[Revision date: October 28, 2024]

LEGAL REF.: ORC 3313.535; 3313.537; 3313.5311; 3313.5312; 3313.664
3321.04

CROSS REFS.: IGBG, Homebound Education
IGCF, Home Education
IGD, Cocurricular and Extracurricular Activities
IGDK, Interscholastic Extracurricular Eligibility

STUDENT WITHDRAWAL FROM SCHOOL
(Loss of Driving Privileges)

When the Superintendent receives information that a student of compulsory school age has withdrawn from school, the Superintendent must, within two weeks after the withdrawal, notify the registrar of motor vehicles and the county juvenile judge of the student's withdrawal from full-time enrollment or withdrawal from an approved program to obtain a diploma or its equivalent.

Notification to the registrar of motor vehicles is not necessary if a student has withdrawn from school because of a change of residence or to receive home education pursuant to State Law; or the student is holding an age and schooling certificate (work permit), is regularly employed and enrolled part-time in and attending an approved program to obtain a diploma or its equivalent.

Notification to the registrar of motor vehicles and the county juvenile judge must comply with State and Federal laws.

After receiving such information from the Superintendent, the registrar of motor vehicles is required to suspend the temporary instruction permit or driver's license of the student who is the subject of the notice. If a temporary permit or license has not been issued to that student, the registrar is prohibited from issuing a temporary permit or a license. Any denial of driving privileges would remain in effect until the student reaches 18 or until the denial of driving privileges is terminated for another reason allowable under State law.

In compliance with State law, a student whose driving privileges have been denied can file a petition seeking his/her reinstatement with the juvenile court in whose jurisdiction he/she resides.

[Adoption date: February 24, 2003]
[Revision date: November 27, 2023]

LEGAL REFS.: ORC 3319.321
3321.042; 3321.13
3331.01; 3331.02; 3331.04
3331.06 through 3331.09
4510.32
Family Educational Rights and Privacy Act; 20 USC 1232g

CROSS REFS.: JED, Student Absences and Excuses
JEDA, Truancy
JEG, Exclusions and Exemptions from School Attendance
JK, Employment of Students

STUDENT WITHDRAWAL FROM SCHOOL
(Loss of Driving Privileges)

A student may withdraw from school when he/she is 18 years of age. If the student has a work permit, a job and the approval of his/her parents, he/she may withdraw at age 16. Before withdrawal he/she must obtain a slip from the office which is to be signed by each one of his/her teachers as he/she returns his/her textbooks and clears any fees he/she may owe.

Work permit forms must be obtained from the office of the Superintendent. In order to complete the application, it must be signed by the building principal before final filing in the Superintendent's office.

Any student planning to withdraw must meet with the school counselor and the final release must be signed by either the counselor or the principal.

Whenever a student, attending a local school district under the age of 18, withdraws from school without moving out of state, transferring to another approved school, or enrolling in and attending an approved program, the local superintendent shall notify the county superintendent. The county superintendent or his/her designee shall notify the registrar of motor vehicles and the judge of the Juvenile Court in accordance to ORC 3319.321.

The local superintendent should notify the county superintendent within five days after he/she confirms the student is not properly enrolled in and attending another approved school or program or has moved out of state.

The ESC Superintendent shall maintain the required reporting form (FMV-2239-4/90). This form will be given to the local superintendent as the designee of the county superintendent to complete and send to the Bureau of Motor Vehicles and Juvenile Court.

The ESC Superintendent will maintain records of all unauthorized withdrawals in the seven local school districts. Whenever possible, the local school districts should make counseling services available to any student who wishes to withdraw. Counseling services should include information on alternative education programs and advise students of their right to return to school prior to their 22nd birthday.

[Adoption date: February 24, 2003]

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 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 the 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: February 24, 2003]
[Revision date: March 27, 2017]
[Revision date: March 26, 2018]

[Revision date: October 22, 2018]
[Revision date: March 25, 2019]
[Revision date: April 27, 2020]
[Revision date: September 28, 2020]
[Revision date: August 28, 2023]
[Revision date: October 28, 2024]
[Revision date: October 27, 2025]
[Revision date: December 22, 2025]

LEGAL REFS.: ORC 3313.609; 3313.66
3321.01; 3321.03; 3321.04; 3321.13; 3321.14; 3321.141; 3321.19; 3321.38
4510.32
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

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.

A student cannot be suspended, expelled or removed from school solely because of excused 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 absence.

When the Board determines that a student has been truant and that the parent, guardian or other person having care of a child has failed to ensure the child's attendance at school, State law authorizes the Board to require the parent to attend a specified educational program.

This program has been established according to the rules adopted by the 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 comes to the attention of the school attendance officer or other appropriate officer of the District, the designated officer must investigate any case of supposed truancy within the District and must warn the child, if found truant, and 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.

Filing a Complaint with Juvenile Court

The attendance officer must file a complaint against the student to 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 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 office 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 office must file a complaint in juvenile court against the student.

[Adoption date: February 24, 2003]
[Revision date: March 27, 2017]
[Revision date: January 8, 2018]
[Revision date: June 25, 2018]
[Revision date: October 28, 2019]
[Revision date: November 27, 2023]
[Revision date: October 28, 2024]
[Revision date: October 27, 2025]
[Revision date: December 22, 2025]
[Revision date: September 28, 2026]

LEGAL REFS.: ORC 3313.663; 3313.668
3321.03 through 3321.04; 3321.07 through 3321.09; 3321.19; 3321.191; 3321.22; 3321.38
OAC 3301-47-01

CROSS REF.: JED, Student Absences and Excuses
JEG, Exclusions and Exemptions from School Attendance
JK, Employment of Students

TRUANCY

1. Whenever a student's unexcused absences reach the minimum level of a potential truant, the principal or assistant principal shall:

   A. investigate or cause an investigation of the absences by an appropriate official;

   B. contact the child's parent/guardian by phone and discuss the absences or arrange a conference and

   C. contact the Children's Services Board and Juvenile Court as to any pending investigation or proceedings involving the child.

2. Should the steps in paragraph 1 prove ineffective to resolve the truancy or should the minimum standard of potential truancy be met again during the same school year, the principal/assistant principal shall:

   A. notify parents of a mandated conference or

   B. refer the matter to the District truancy intervention teams.

3. Should the steps in paragraph 2 prove ineffective to resolve the truancy problem, the principal/assistant principal shall:

   A. notify the parents in writing of the legal responsibilities as provided in ORC 3321.19 and

   B. refer the parents/guardians to a parental education course.

4. Should the steps in paragraph 3 prove unsuccessful to resolve the truancy problem, the principal/assistant principal shall recommend to the Superintendent that the matter be referred to the prosecutor's office.

5. The Superintendent shall, if he/she finds that the student's absences qualify as habitual or chronic truant, prepare the Truancy Form and forward it to the prosecutor's office for review.

[Approval date: February 24, 2003]

TO: _____
Parents/Guardian

_____
Student

_____
Address

_____
City and State

Your child _____ has not been attending school on a regular basis. Under Ohio law, a student is considered a Habitual Truant if he/she has any of the following:

5 or more consecutive unexcused absences
7 or more unexcused absences in a school month
12 or more unexcused absences in a school year

and a Chronic Truant if he/she has any of the following:

7 or more consecutive unexcused absences
10 or more unexcused absences in a school month
15 or more unexcused absences in a school year

A Habitual Truant student may be adjudicated an unruly child and a Chronically Truant child may be prosecuted and if the Juvenile Court adjudicates the child as unruly or delinquent, a subsequent adjudication of that nature may result in criminal prosecution for non-support or dependants or contributing to the unruliness or delinquency of a child against the parent/guardian.

Please see that _____ resumes regular attendance at school so that these steps will not be necessary. Please contact me at _____ to further discuss this situation and to be referred to additional services available to resolve this problem.

Sincerely,

WAYNE COUNTY TRUANCY FORM

Name of Student _____ Grade _____ Social Security Number _____

Age/DOB _____ School _____ Guidance Counselor _____

Mother _____ Father _____

Address _____ Address _____

_____ _____

Telephone (home) _____ Telephone (home) _____
(work) _____ (work) _____

Student living with (indicate name, address and telephone numbers if different from parents listed above.) _____

Current Year Attendance excused (including suspensions) _____ unexcused _____
Past Year Attendance excused (including suspensions) _____ unexcused _____

Previous School System(s) _____

General behavior and attitude of student (include disciplinary actions) _____

_____

Academic progress (include subjects and grades) _____

_____

Steps taken by school (indicate number and date of each IN ORDER)

Parent/counselor conferences _____ Home visits _____
Parent/principal conferences _____ Other _____
Mediation/intervention assistance meetings _____

FURTHER INFORMATION

Submitted by _____ Today's date _____
Title _____ School _____
Approved by _____ (Superintendent's approval required)

Required attachments for submission:
_____ A complete list of the total specific dates the student was not in school including an

indication as to whether the absence was excused or unexcused.

_____ Warning letter to parent/guardian

_____ Notice to parent/guardian of mandatory parental education program

_____ Documentation of cooperation/noncooperation in the mandatory parental education program

EVERY LINE RELEVANT TO THE STUDENT MUST BE FILLED OUT COMPLETELY. IF NOT COMPLETED IT WILL BE RETURNED.

STUDENT DISMISSAL PRECAUTIONS

Schools have a responsibility for the safety of children during the school day. For this reason, schools and classes may be dismissed only at regular closing times unless parents have been notified of the earlier dismissal hour.

A principal may honor a parent's request for the early dismissal of a child, but no student at any level shall be dismissed early except as such a request has been received and validated. Children of estranged parents shall be released only to the parent or guardian who has custody.

If a student becomes ill at school, arrangements shall be made for the parent or authorized designee to come after the student. However, no young child who is ill shall be taken home and left there unattended.

If a young child is detained after the regular dismissal time, his/her parents shall be informed in advance in order that they might arrange for his/her transportation home or safety at street crossings.

For the safety of all students, especially those in the elementary grades, a dismissal procedure is to be established by the building principal that shall take every precaution to keep nonbus students separated from the bus loading areas. Bus drivers are to report any instances where nonriders are trespassing in the bus loading areas or otherwise creating a safety problem that could lead to an accident.

At the elementary and junior high levels, students shall not be released until the parent has signed the child out through the school office.

[Adoption date: February 24, 2003]

LEGAL REF.: ORC 3313.20

CROSS REFS.: JED, Student Absences and Excuses
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.

Further information about this policy can be provided by:

Title: Norwayne Local School District Superintendent
Address: 350 S Main St, Creston, OH 44217
Phone number: 330-435-6382

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.

[Adoption Date: October 28, 2024]
[Revised: December 22, 2025]

LEGAL REFS.: ORC 3320.04
ORC 3321.191

CROSS REFS.: JED - Student Absences and Excuses
JEDA - Truancy
IGD - Cocurricular and Extracurricular Activities

STUDENT ATTENDANCE ACCOUNTING
(Missing and Absent Children)

The Board believes in the importance of trying to decrease the number of missing children; therefore, efforts are made to identify missing children and to notify the proper adults or agencies.

Except where required by State law, at the time of initial entry into school, a student shall present to the person in charge of admission an official copy of a birth certificate and copies of those records pertaining to him/her which were maintained by the school which he/she most recently attended. In lieu of a birth certificate, birth documentation may include:

1. a passport or attested transcript thereof filed with a registrar of passports at a point of entry of the United States showing the date and place of birth of the child;

2. an attested transcript of the certificate of birth;

3. an attested transcript of the certificate of baptism or other religious record showing the date and place of birth of the child;

4. an attested transcript of a hospital record showing the date and place of birth of the child or

5. a birth affidavit.

Except where required by State law, if the student does not present copies of the required documents, the principal shall call the school from which the student transferred and request the information. If that district has no record on file of the student or if that district does not send 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 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.

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: February 24, 2003]
[Revision date: April 13, 2015]
[Revision date: March 25, 2019]
[Revision date: April 27, 2020]

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

RELEASED TIME FOR RELIGIOUS INSTRUCTION

The Board permits students to be released from school for religious instruction consistent with law. Absence during the school day for religious instruction is permitted, provided:

1. the student's parents or guardians submit a written request to the building principal;

2. the private entity providing instruction maintains attendance records and makes them available to the District and

3. the sponsoring entity makes provisions for and assumes liability for the student and

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.

The District is not responsible for transportation to and from the place of 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. 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.

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 a program.

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 fine-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 offensive described in Ohio Revised Code (RC) 3319.31(B) or (C) or RC 3319.39(B)(1).

[Adoption date: February 24, 2003]
[Revision Date: January 5, 2015]
[Revision Date: January 8, 2018]
[Revision Date: June 24, 2019]
[Revision Date: December 22, 2025]

LEGAL REFS.: U.S. Const. Amend. I
ORC 3313.20; 3313.47; 3313.6022
3321.04

CROSS REFS.: IGAC, Teaching About Religion
JED, Student Absences and Excuses
KJA, Distribution of Materials in the Schools

EXCLUSIONS AND EXEMPTIONS FROM SCHOOL ATTENDANCE

A student of compulsory school age residing in the District may be legally excused from full-time enrollment by:

1. holding an age and schooling certificate (work permit), being regularly employed and Attending school on a part-time basis in a program approved by the Superintendent or his/her designee;

2. receiving home education;

3. attending a private or parochial school or

4. having received a diploma 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 or nonadmittance of the student.

[Adoption date: February 24, 2003]
[Revision date: November 21, 2016]
[Revision date: November 27, 2023]

LEGAL REFS.: ORC 3301.80; 3301.81
3313.66
3321.02; 3321.03; 3321.04; 3321.042; 3321.07
3331.01; 3331.02; 3331.04; 3331.06 through 3331.09

CROSS REFS.: IGCF, Home Education
JEA, Compulsory Attendance Ages
JECE, Student Withdrawal from School (Loss of Driving Privileges)
JEGA, Permanent Exclusion
JHCC, Communicable Diseases
JK, Employment of Students

PERMANENT EXCLUSION

The Board may seek the permanent exclusion of a student 16 years of age or older who is either convicted in criminal court or adjudicated delinquent by a juvenile court of any of the following offenses that occur on school grounds or at a school function:

1. illegal conveyance or possession of a deadly weapon or dangerous ordnance, carrying a concealed weapon, aggravated trafficking, trafficking in drugs, trafficking involving the possession of a bulk amount of a controlled substance or the sale of a controlled substance and/or

2. aggravated murder, murder, voluntary or involuntary manslaughter, felonious or aggravated assault, rape, gross sexual imposition or felonious sexual penetration, if the victim is a District employee.

In addition, complicity in any of the above acts may be the basis for permanent exclusion.

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 State law, a student permanently excluded from school may request probationary admission for 90 days in any public school district.

If a student requests consideration of probationary admission into this District, the Superintendent may enter into discussions with the student and his/her parent(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 readmission.

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: February 24, 2003]
[Revision date: September 28, 2020]

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, Weapons in the Schools
JGD, Student Suspension
JGE, Student Expulsion

STUDENT RIGHTS AND RESPONSIBILITIES

Students, like all citizens, have civil rights guaranteed by the Constitution of the United States. The First Amendment, which ensures the freedom of religion, speech, press, assembly and petition, and the Fourteenth Amendment, which guarantees due process and equal protection, apply in school environments.

The rights of an individual are preserved only by the protection and preservation of the rights of others. A student is responsible for the way rights are exercised and must accept the consequences of actions and recognize the boundaries of rights. Each exercise of an individual's rights must demonstrate respect for the rights of others.

These statements set forth the rights of students and the responsibilities which are inseparable from these rights, which include the right to:

1. equal educational opportunity and freedom from discrimination and the responsibility not to discriminate against others;

2. attend free public schools; the responsibility to attend school regularly and to observe school rules essential for permitting others to learn at school;

3. due process of law with respect to suspension and expulsion;

4. free inquiry and expression and the responsibility to observe rules regarding these rights and

5. privacy, which includes privacy with respect to the student's school records.

As part of the educational process, students should be made aware of their legal rights and of the legal authority of the Board to make rules and delegate authority to its staff to make rules necessary for the orderly operation of the schools.

A copy of the school discipline code is posted in each of the schools and given to each student. This code describes in detail the offenses for which disciplinary action may be taken. Copies of the code are available to any parent in the principal's office.

[Adoption date: February 24, 2003]
[Revision date: September 28, 2020]

LEGAL REFS.: U.S. Const. Amend. I
U.S. Const. Amend. XIV, Section 1
ORC 3313.20; 3313.66; 3313.661; 3313.662

3320.01; 3320.02; 3320.03

CROSS REFS.: ABC, Student Involvement in Decision Making (Also JFB)
IGDB, Student Publications
JFC, Student Conduct (Zero Tolerance)
JFG, Interrogations and Searches
Student Handbooks

File: JFA

STUDENT DUE PROCESS RIGHTS

The Board and school officials have the legal authority to deal with disruptive students and student misconduct. Due process, in the context of administrative proceedings carried out by school authorities, does not mean that the procedures used by the courts in juvenile proceedings must be followed. The Ohio and Federal Rules of Evidence do not apply.

Students have clearly established means by which administrative due process is available for the protection of his/her rights.

Due process procedures are:

1. applied equally to all and
2. enforced in a manner which involves:
    A. adequate and timely notice and opportunity to prepare a defense;
    B. an opportunity to be heard at a reasonable time and in a meaningful manner and
    C. the right to a speedy and impartial hearing on the merits of the case.

In cases of student suspension or expulsion, the specific due process procedures set by the Board's policy are followed.

[Adoption date: February 24, 2003]

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 subcodes
JGD, Student Suspension
JGE, Student Expulsion

File: JFB (Also ABC)

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 decisions rests with the Board.

[Adoption date: February 24, 2003]

LEGAL REF.: OAC 3301-35-03

CROSS REFS.: BCE, Board Committees
BCF, Advisory Committees to the Board
JF, Student Rights and Responsibilities
JFA, Student Due Process Rights
JFC, Student Conduct (Zero Tolerance)
Student Handbooks

STUDENT CONDUCT
(Zero Tolerance)

Students are expected to conduct themselves in a way that exhibits respect and consideration for the rights of others. Students of the District must conform with school regulations and accept directions from authorized school personnel. The Board has "zero tolerance" of violent, disruptive, harassing, intimidating, bullying or any other inappropriate behavior by its students.

A student who fails to comply with established school rules or with any reasonable request made by school personnel on school property and/or at school-related events is subject to approved student discipline regulations. Students are also subject to discipline, as outlined in the student code of conduct for misbehavior that occurs off school property when the misbehavior endangers the health and safety of students within the District or adversely affects the education process. The Superintendent/designee develops regulations that establish strategies ranging from prevention to intervention to address student misbehavior, and provides continuing instruction in dating violence prevention in health education courses in grades 7 through 12.

Students and parents receive, at the beginning of each school year or upon enrolling in the District schools 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 that are subject to suspension or expulsion from school or other forms of disciplinary action. The Board directs the administration to make all students aware of the Student Code of Conduct and the fact that any violations of the Student Code of Conduct are punishable. The rules also apply to any form of student misconduct directed at a District official or employee or the property of a District official or employee, regardless of where the misconduct occurs.

If a student violates this policy or the Student Code of Conduct, school personnel, students or parents should report the student to the appropriate principal. The administration cooperates in any prosecution pursuant to the criminal laws of the State of Ohio and local ordinances.

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: February 24, 2003]
[Revision date: March 27, 2017]
[Revision date: October 22, 2018]

LEGAL REFS.: Gun-Free Schools Act; 20 USC 1751
The Elementary and Secondary Education Act; 20 USC 1221 et seq.
Children's Internet Protection Act; 47 USC 254(h)(5)(b)(iii); (P.L. 106-554, HR 4577, 2000, 114 Stat 2763)
ORC 3313.20; 3313.534; 3313.66; 3313.661; 3313.662; 3313.668

CROSS REFS.: AC, Nondiscrimination
EBC, Emergency Management and Safety Plans
ECAB, Vandalism
EDE, Computer/Online Services (Acceptable Use and Internet Safety)
JFCA, Student Dress Code
JFCEA, Gangs
JFCF, Hazing and Bullying (Harassment, Intimidation and Dating Violence)
JFCJ, Weapons in the Schools
JFCK, Use of Cellphones and Electronic Communications Devices by Students
JG, Student Discipline
JGA, Corporal Punishment
JGD, Student Suspension
JGDA, Emergency Removal of Student
JGE, Student Expulsion
JM, Staff-Student Relations (Also GBH)
JP, Positive Behavioral Interventions and Supports (Restraint and Seclusion)

Student Handbooks

STUDENT DRESS CODE

School dress should enhance a positive image of the students and the District and not threaten the health, welfare and safety of the members of the student body. Any form of dress or grooming which attracts undue attention, prompting a disruption of the learning environment or violating the previous statement, is unacceptable.

Requirements include the following.

1. Dress and grooming standards require cleanliness in the interest of health, sanitary conditions and safety requirements.

2. When a student is participating in school activities including athletics, his/her dress and grooming must not disrupt his/her performance or that of other students or constitute a health threat to himself/herself or other students. Apparel worn during interscholastic athletics or extracurricular activities that is related to the practice of a sincerely held religious belief is acceptable unless the apparel presents a legitimate danger to participants. If such a danger is identified, all reasonable accommodations are offered to the participant wearing religious apparel.

3. Dress and grooming are not such as to disrupt the teaching/learning process.

[Adoption date: February 24, 2003]
[Revision date: February 28, 2006]
[Revision date: August 22, 2022]

LEGAL REFS.: U.S. Const. Amend. I
ORC 3313.20; 3313.5317; 3313.665

CROSS REFS.: JFC, Student Conduct (Zero Tolerance)
JFCEA, Gangs
Student Handbooks

Norwayne Local School District, Creston, Ohio

STUDENT DRESS CODE

Part of the total education of the students is learning to dress appropriately and behave responsibly in a variety of situations. Students are expected to dress in a manner appropriate to the school environment and which does not cause disruption to the academic process. Research has shown a correlation between appearance and behavior, especially in the school setting.

These regulations will assist parents, students, faculty and administrators in determining appropriate student standards for dress while at school or school-sponsored activities.

1. Parents and students maintain responsibility for students' dress and personal appearance.

2. When dress or grooming interferes with the cleanliness, health, welfare or safety of students, or when dress or grooming disrupts the educational process by being distracting, indecent or inappropriate to the educational process, it is prohibited.

3. Sponsors and teachers of elective programs (such as vocational classes) or elective activities (such as sports and music) may require more strict standards regarding dress and appearance for participants in their program or activity.

4. The principal, with the assistance of the faculty, has the responsibility to uniformly administer the dress code. The decision of the principal is final.

5. As new trends in fashion or dress emerge or become out of date, the District reviews and revises the dress code to reflect the standards of the community.

Students shall observe general guidelines for dress and appearance including:

1. no shorts or miniskirts that end above mid-thigh;

2. no shirts and blouses that expose the midriff;

3. no tank tops, muscle shirts or halters – boys must wear shirts with sleeves;

4. hats, coats, bandannas and sunglasses are not to be carried to, or worn in, class;.

5. no clothing or accessories that could be interpreted as promoting hate or communicating a negative, profane or vulgar message;

6. no clothing or accessories which advertise or are in any way related to alcohol, tobacco, drugs or weapons;

7. no clothing or accessories with sexual messages – explicit or implied;

8. no transparent garments, open mesh garments or garments with large open sides may be worn without an underliner;

9. shoes must be worn and must not present a safety hazard;

10. no biking pants or spandex;

11. hair must be clean, worn out of the eyes and groomed at all times; no extreme or distracting hair color or makeup;

12. body-piercing adornments are to be worn in the ears only and are not to be extreme or distracting;

13. lower garments are to be worn at waist level; if a belt is worn, it must be of proper length; undergarments are not to be exposed;

14. no "dog collars", spikes bracelets or chains that could be dangerous to persons or destructive to school property;

15. no gang or cult-related items of any kind, and

16. no cutoffs, tattered clothing or clothing with holes.

Violation of the dress code can result in removal from class (until the violation can be resolved) and/or disciplinary action.

[Approval date: February 24, 2003]
[Revised: February 28, 2006]

File: JFCC (Also EEACC)

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 and after the student leaves the vehicle at the end of the school day.

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 an intended suspension from District managed transportation and an opportunity to appear before the Superintendent or other administrator before the suspension is imposed. The administrator's decision is final.

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: February 24, 2003]
[Revised: November 17, 2011]
[Revised: April 25, 2016]
[Revised: April 23, 2022]

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

CROSS REFS.: JFC, Student Conduct (Zero Tolerance)
JG, Student Discipline
Student Handbooks

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 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 required 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 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. be courteous to fellow students and to the driver;

12. treat equipment as one would treat valuable furniture in their home (damage to the vehicle is strictly forbidden);

13. refrain from using nicotine products on the vehicle or possessing alcohol or drugs on the vehicle except as prescription medications may be required for a student and

14. carry on the vehicle only items that can be held in their laps or can otherwise be stored on the vehicle in accordance with State law.

15. students will ride their assigned bus to and from school. Students will be picked up at the same location Monday through Friday and be dropped off at the same location Monday through Friday. While pick-up (A.M. and drop-off (P.M.) locations may be different, they must be the same in the A.M. and P.M. (see example below).

    This protocol/policy is in effect at all times except for an emergency situation as determined and approved by the Principal.

    Example:

    Student A

AM Pick-up at Box 125 Bank St.	must always be at this address
PM Drop-off at 103 Co. Rd. 57	must always be at this address

    In addition, due to some buses being filled to their capacity, student requests to ride home with friends in the afternoon for a party or visit will no longer be approved/allowed.

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. Fighting on a school bus will lead immediately to suspension, as well as the use of profanity (swearing or cussing) or smoking.

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 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 which 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.

[Approval date: February 24, 2003]
[Revised: November 17, 2011]
[Revised: April 25, 2016]
[Revised; April 23, 2022]

NORWAYNE LOCAL SCHOOL DISTRICT
School Bus Discipline Notification

STUDENT'S NAME_____ DATE_____ AM____ PM____

GRADE_____ SCHOOL ATTENDING_____ PRINCIPAL_____

BUS DRIVER_____ BUS NUMBER_____

Your son/daughter has violated the school bus conduct rules as checked below:

_____Tobacco/Drugs*	_____Profanity/Vulgarity	_____Opening Emergency Door* *(Immediate Suspension)*
_____Assault/Fighting/Abuse	_____Insubordination/Disrespect to Driver and Others	_____Undesirable Conduct
_____Body parts out Window	_____Dangerous Instrument/Object*	_____Eating/Drinking on Bus Not approved by Driver
_____Disruptive Behavior	_____Damaging School bus*	_____Improper Cell Phone Use
_____Throwing Items In/Out	_____Remain Seated/Assign Seats	_____Bullying/Intimidation

_____Not Follow Hand Signals or Place of Safety _____Talking/Making Noise at R/R Tracks

_____Others_____

Offenses may result in immediate suspension. Administration may issue suspension, detention or in school suspension depending on offense. A removal from school transportation must be given notice as soon as practical.

_____ Verbal Warning
_____ 1st Offense
_____ 2nd Offense
_____ 3rd Offense

_____Transportation Administrator will contact the building administration for all referrals or request of discipline.

Bus Driver Signature_____

Comments:_____

_____

_____

*Immediate referral to Building Administrator

cc: Administrator
Transportation Office
Bus Driver
Parent

Adopted: October 1985
Revised: May 19, 1987; July 28, 1997; June 28, 2010; 2018; July 22, 2019; April 22, 2024

SECRET SOCIETIES

The Board shall not permit any form of secret organization in schools of the District, nor shall it permit any activities of any such organizations on school property.

The Board shall consider any group made up partly or wholly of District students a secret society if its membership requirements are unknown and/or discriminatory or it is without recognized adult sponsorship.

The Board shall not permit such organizations to carry out any of their activities in the schools or to advertise their activities or existence in any way on school premises.

The school administration may take all disciplinary measures necessary to enforce this policy.

[Adoption date: February 24, 2003]

GANGS

The Board believes gangs or gang activity create an atmosphere where violations of policies, regulations and State laws may occur. Gangs that initiate, advocate or promote activities which threaten the safety or well-being of persons or which are disruptive to the school environment are not tolerated by the District.

Incidents involving initiations, hazings, intimidations and/or related activities of such group affiliations which are likely to cause bodily danger, physical harm, personal degradation or disgrace resulting in physical or mental harm are prohibited.

The Board directs the administration to establish regulations to ensure that any student wearing, carrying or displaying gang paraphernalia or exhibiting behavior or gestures which symbolize gang membership or causing and/or participating in activities which intimidate or affect the attendance of another student is subject to disciplinary action.

To provide increased awareness of the threat to the safety of students, staff and school property which gang-related activity poses, training is provided by security on an as-needed basis. Presentations provide training in current identification symbols used by those involved in gang-related activity and include things such as the identification of hand signals, apparel, jewelry and/or any other pertinent gang-related information.

[Adoption date: February 24, 2003]

LEGAL REFS.: ORC 3313.20; 3313.66; 3313.661

CROSS REFS.: AC, Nondiscrimination
JFC, Student Conduct
JFCA, Student Dress Code
JFCF, Hazing and Bullying (Harassment, Intimidation and Dating Violence)
JGD, Student Suspension
JGE, Student Expulsion

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 which 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: February 24, 2003]
[Revision date: May 29, 2007]
[Revision date: September 27, 2010]
[Revision date: February 13, 2017]
[Revision date: October 22, 2018]
[Revision date: April 27, 2020]
[Revision date: September 28, 2020]

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; 3309.321

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 Website
JFC, Student Conduct (Zero Tolerance)
JFCEA, Gangs
JFCK, Use of Cellphones and Electronic Communications Devices by Students
JG, Student Discipline
JHG, Reporting Child Abuse and Mandatory Training
JO, Student Records
Student Handbooks

HAZING AND BULLYING
(Harassment, Intimidation and Dating Violence)

The prohibition against hazing, dating violence, harassment, intimidation or bullying is publicized in student handbooks and in the publications that set the standard of conduct for schools and students in the District. In addition, information regarding the policy is incorporated into employee handbooks and training materials. 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 Intervention Strategies

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 emails, website postings or comments and instant messages;

C. using camera phones to take embarrassing photographs or videos of students and/or distributing or posting the photos or videos online and;

D. using websites, social networking sites, blogs or personal online journals, emails or instant messages to circulate gossip and rumors to other students.

6. excluding others from an online group by falsely reporting them for inappropriate language to Internet service providers.

In evaluating whether conduct constitutes hazing or bullying, special attention is paid to the words chosen or the actions taken, whether such conduct occurred in front of others or was communicated to others, how the perpetrator interacted with the victim and the motivation, either admitted or appropriately inferred.

Teachers and Other School Staff

Teachers and other school staff, who witness acts of hazing, bullying and/or dating violence, as defined above, promptly notify the building principal/designee of the event observed, and promptly file a written incident report concerning the events witnessed.

Teachers and other school staff who receive student or parent reports of suspected hazing, and/or bullying 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 the student that is received by a teacher or other professional employee, he/she prepares a written report of the informal complaint which is forwarded to the building principal/designee no later than the next school day.

Complaints

1. Formal Complaints

   Students and/or their parents or guardians may file reports regarding suspected hazing, harassment, intimidation, bullying and/or dating violence. The reports should be written. Such written reports must be reasonably specific including person(s) involved; number of times and places of the alleged conduct; the target of suspected harassment, intimidation and/or bullying and the names of any potential student or staff witnesses. Such reports may be filed with any school staff member or administrator. They are promptly forwarded to the building principal/designee for review and action.

2. Informal Complaints

Students, parents or guardians and school personnel may make informal complaints of conduct that they consider to be harassment, intimidation and/or bullying by verbal report to a teacher, school administrator or other school personnel. Such informal complaints must be reasonably specific as to the actions giving rise to the suspicion of hazing, harassment, intimidation and/or bullying, including person(s) involved, number of times and places of the alleged conduct, the target of the prohibited behavior(s) and the names of any potential student or staff witness. The school staff member or administrator who receives the informal complaint promptly documents the complaint in writing, including the above information. This written report by the school staff member and/or administrator is promptly forwarded to the building principal/designee for review and action.

3. Anonymous Complaints

Students who make informal complaints as set forth above may request that their name be maintained in confidence by the school staff member(s) and administrator(s) who receive the complaint. The anonymous complaint is reviewed and reasonable action is taken to address the situation, to the extent such action (1) does not disclose the source of the complaint, and (2) is consistent with the due process rights of the student(s) alleged to have committed acts of hazing, bullying and/or dating violence.

4. False Complaints

Students are prohibited from deliberately making false complaints of harassment, intimidation or bullying. Students fund responsible for deliberately making false reports of harassment, intimidation or bullying may be subject to a full range of disciplinary consequences.

Intervention Strategies

1. Teachers and Other School Staff

In addition to addressing both informal and formal complaints, school personnel are encouraged to address the issue of hazing, bullying and/or dating violence in other interactions with students.

School personnel may find opportunities to educate students about harassment, hazing, intimidation and bullying and help eliminate such prohibited behaviors through class discussions, counseling and reinforcement of socially appropriate behavior. School personnel should intervene promptly whenever they observe student conduct that has the purpose or effect of ridiculing, humiliating or intimidating another student/school

personnel, even if such conduct does not meet the formal definition of harassment, hazing, intimidation or bullying.

2. Administrator Responsibilities

A. Investigation

The principal/designee is notified of any formal or informal complaint of suspected harassment, hazing, intimidation or bullying. Under the direction of the building principal/designee, all such complaints are investigated promptly. A written report of the investigation is prepared when the investigation is complete. The report includes findings of fact, a determination of whether acts of hazing, bullying and/or dating violence were verified, and when prohibited acts are verified, a recommendation for intervention, including disciplinary action is included in the report. Where appropriate, written witness statements are attached to the report.

Notwithstanding the foregoing, when a student making an informal complaint has requested anonymity, the investigation of such complaint is limited as is appropriate in view of the anonymity of the complaint. Such limitation of the investigation may include restricting action to a simple review of the complaint (with or without discussing it with the alleged perpetrator), subject to receipt of further information and/or the withdrawal by the complaining student of the condition that his/her report be anonymous.

When hazing and/or bullying is based on race, color, national origin, sex, or disability, and the behavior creates a hostile environment, the hazing and bullying investigation is suspended while the applicable nondiscrimination grievance procedures are implemented.

B. Nondisciplinary Interventions

When verified acts of hazing, bullying and/or dating violence are identified early and/or when such verified acts do not reasonably require a disciplinary response, students may be counseled as to the definition of the behavior, its prohibition and their duty to avoid any conduct that could be considered harassing, hazing, intimidating and/or bullying.

If a complaint arises out of conflict between students or groups of students, peer mediation may be considered. Special care, however, is warranted in referring some cases to peer mediation. A power imbalance may make the process intimidating for the victim and therefore inappropriate. The victim's

communication and assertiveness skills may be low and could be further eroded by fear resulting from past intimidation and fear of future intimidation. In such cases, the victim should be given additional support. Alternatively, peer mediation may be deemed inappropriate to address the concern.

C. Disciplinary Interventions

When acts of harassment, intimidation and bullying are verified and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences. 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, a committee of the Board or an impartial hearing officer designated by the Board in accordance with Board policy. This consequence is reserved for serious incidents of harassment, intimidation or bullying and/or when past interventions have not been successful in eliminating prohibited behaviors.

Allegations of criminal misconduct are reported to law enforcement, and suspected child abuse is reported to Child Protective Services, per required time lines.

Report to the Custodial Parent or Guardian of the Perpetrator

If, after investigation, acts of harassment, intimidation and bullying by a specific student are verified, the building principal/designee notifies the custodial parent or guardian of the perpetrator, in writing, of that finding. If disciplinary consequences are imposed against such student, a description of such discipline is included in such notification.

Strategies are developed and implemented to protect students from new or additional harassment, intimidation or bullying, and from retaliation following reporting of incidents.

Reports to the Victim and His/Her Custodial Parent or Guardian

If, after investigation, acts of bullying or hazing against a specific student are verified, the building principal/designee notifies the custodial parent/guardian of the victim of the finding. In

providing such notification, care must be taken to respect the statutory privacy rights of the perpetrator.

Bullying matters, including the identity of both the charging party and the accused, are kept confidential to the extent possible. Although discipline may be imposed against the accused upon a finding of guilt, retaliation is prohibited.

School administrators shall notify both the custodial parents or guardians of a student who commits acts of harassment, intimidation, bullying and/or dating violence and the custodial parents or guardians of students against whom such acts were committed, and shall allow access to any written reports pertaining to the incident, to the extent permitted by law.

Police and Child Protective Services

In addition to, or instead of, filing a complaint through this policy, a complainant may choose to exercise other options including, but not limited to, filing a complaint with outside agencies or filing a private lawsuit. Nothing prohibits a complainant from seeking redress under any other provision of State law or common law that may apply.

The District must also investigate incidents of hazing, bullying and/or dating violence for the purpose of determining whether there has been a violation of District policy or regulations, even if law enforcement and/or the public children's services are also investigating. All District personnel must cooperate with investigations by outside agencies.

[Approval date: December 17, 2007]
[Revision date: September 27, 2010]
Revision date: February 13, 2017]
[Revision date: April 27, 2020]
[Revision date: September 28, 2020]

Bullying, Harassment, or Intimidation Reporting Form

Bullying, harassment, or intimidation is defined as any intentional written, verbal, graphic, or physical act that a student or group of students exhibit toward another particular student more than once and the behavior both: a) Causes mental or physical harm to the other student; and b) Is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or abusive educational environment for the other student. Bullying, harassment, and intimidation also includes cyberbullying committed through electronic acts (the use of a cellular telephone, computer, pager, personal communication device, or other electronic communication device).

Name: _____ Date of Incident: _____

School: _____ Time of Incident: _____

Grade: _____ Contact Information: _____

Reported by (if other than victim (above)): _____

Contact Information (if other than victim (above): _____

Name(s) of Alleged Aggressor(s): _____

Description of Incident: _____

_____

_____

_____

_____

Location where Incident Occurred:

☐ **Bus** ☐ **Restroom** ☐ **Classroom** ☐ **Cafeteria** ☐ **Playground**

☐ **At a School Event** ☐ **Other Physical Location: _____**

☐ **Electronic Act/Online:** ☐**Cellphone** ☐ **Social Media** ☐ **Other _____**

Type of Incident:

☐ **Name Calling** ☐ **Verbal Threat** ☐ **Physical Assault** ☐ **Property Damage/Theft**

☐ **Cyberbullying** ☐ **Intimidation** ☐ **Social Exclusion** ☐ **Unwanted Physical Contact**

☐ **Inappropriate Comments/Language** ☐ **Other:** _____

Type of Bias (if applicable)

☐ **Race** ☐ **Disability** ☐ **Sex/Gender** ☐ **Religion** ☐ **National Origin**

☐ **Sexual Orientation** ☐ **Other:** _____

List names of any witnesses: _____

Have you told anyone about the Bullying, Harassment, or Intimidation? ☐ **Yes** ☐ **No**

If yes, select all that apply:

☐ **Parent** ☐ **Sibling** ☐ **Teacher** ☐ **Administrator** ☐ **Coach**

☐ **Guidance Counselor** ☐ **Other:** _____

Dates of Prior Incidents: _____

Describe Prior Incidents: _____

_____

_____

_____

_____

Have you previous filed a Report of bullying, harassment, or intimidation? ☐ **Yes** ☐ **No**

If yes, did it involve the same alleged aggressor(s): ☐ **Yes** ☐ **No**

Signature: _____ Date: _____

Employee Name: _____ Date: _____

TOBACCO USE BY STUDENTS
(Version 2)

The Board has a duty to protect and promote the health and well-being of all students and staff. The Board is acutely aware of the serious health risks associated with the use of tobacco products, both to users and nonusers, and that most tobacco use begins by the age of 18. Therefore, the Board adopts this 100% tobacco-free District policy to endorse a healthy lifestyle and prevent tobacco use.

"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, and any other smoking product, and spit tobacco, also known as smokeless, dip, chew and snuff, in any form.

Tobacco Use Prohibited

No student is permitted to smoke, inhale, vape, dip or chew tobacco at any time, including non-school hours:

1. in any building, facility or vehicle owned, leased, rented or chartered by the District or

2. on school grounds, athletic facilities or parking lots.

No student is permitted to smoke, inhale, vape, dip or chew tobacco at any time, including non-school hours, at any school-sponsored event off campus.

Additionally, no student is permitted to possess cigarettes, lighters or other tobacco products, including: filters, rolling papers, pipes, blunt or hemp wraps and liquids use in electronic smoking devices at any time.

Providing Notice

"No Tobacco" signs will be posted throughout the District at entrances and other appropriate locations in all academic buildings, administrative spaces and athletic fields. Students are provided notice of this policy through student handbooks. District vehicles will display the international "No Smoking" insignia. Announcements will be made during home athletic events both before the event and during intermission, as well as at all school functions where deemed appropriate. School programs will include a written reminder of the no tobacco use on District property policy.

Students and parents are given copies of the standards of conduct and statement of disciplinary sanctions, and notified that compliance with the standards of conduct is mandatory.

Enforcement

Disciplinary measures taken against students for violations of this policy comply with the requirements of Federal and State law and related District policies and regulations. Specific measures are outlined in the student code of conduct.

Educational Reinforcement

Tobacco use prevention education is closely coordinated with the other components of the school health program. Staff responsible for teaching tobacco use prevention education have adequate pre-service training and participate in ongoing professional development activities to effectively deliver the education program. Preparation and professional development activities provide basic knowledge about the effects of tobacco use and effects of peer pressure on tobacco use combined with skill practice in effective instructional techniques and strategies and program-specific activities.

[Adoption date: February 24, 2003]
[Revised: March 30, 2009]
[Revised: June 23, 2014]
[Revised: February 26, 2018]
[Revised: October 28, 2019]

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; 3794.04; 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.

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.

4. 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: February 24, 2003]

LEGAL REFS.: ORC 2925.01; 2925.37
3313.66; 3313.661
3719.011; 3719.41

CROSS REFS.: IGAG, Drugs, Alcohol and Tobacco Education
JHCD, Administering Medicines to Students
Student Code of Conduct
Student Handbooks

File: JFCI

Norwayne Local Schools – Drug Testing Policy

The Norwayne Board of Education Drug Testing Policy was formed out of a commitment and desire to establish a truly drug and alcohol free school program. Because of the pervasive nature of drug use in our schools and the ever increasing influence of peer pressure, the Board of Education believes that by implementing a drug-testing program, for students in grades 7-12 who participate in extra-curricular activities, it will encourage students to remain drug/alcohol free.

The Norwayne Local School District will work to educate about, prevent, and intervene in the use or abuse of all drugs, alcohol, and mood-altering substances by the entire student population and to implement a program of deterrence as a pro-active approach towards a drug free school district.

The Norwayne Local Schools have selected student athletes, students who participate in extracurricular activities and students who drive to school to be included in the randomized drug testing pool. Since 2002 schools are able to test extracurricular activities, parking permits and almost any other activity that does not involve a grade.

PURPOSE OF THIS POLICY SHALL BE:

a. To provide a healthy and safe environment for all students.
b. To discourage students from using illegal drugs and alcohol.
c. To undermine the effects of peer pressure by providing a legitimate reason for students to refuse to use illegal drugs/alcohol.
d. To encourage students who use drugs to seek help and/or participate in drug treatment programs.
e. To provide the district with positive guidelines and disciplinary policies for violations of the drug free policy.

The program does not affect the current policies, practices, or rights of the District regarding student drug and/or alcohol possession or use, where reasonable suspicion is established by means other than drug testing through this policy. The drug testing policy is non-punitive.

Students involved in extra-curricular activities need to be exemplary in the eyes of the community and other students. The drug testing and education policy is designed to create a safe, drug free environment for students and assist them in getting help when needed. Although students risk the loss of continued participation in extra-curricular activities, no student shall be suspended or expelled from school as a result of any certified "positive" test conducted by his/her school under this program.

No student will be penalized academically for testing positive for banned substances. The results of drug tests will not be documented in any student's academic record.

File: JFCI

DEFINITIONS:

Student -any individual enrolled in the Norwayne Local Schools grades 7-12 who attends Norwayne High School, Norwayne Middle School or any other school directly affiliated with Norwayne Local Schools.

Student Driver -Any student who drives or parks their own vehicle on school property. All students who drive or park on school property must register their vehicles with the high school office and have the appropriate identification posted in their vehicle.
Extra-Curricular Activities – Any board approved activity that is non-graded and recognized by the board of education through a supplemental contract. (i.e.; Athletics, Student Council, Academic Challenge, National Honor Society, Drama Club, Jazz Band, Pep Band, Cheerleading, etc.)

Prevention – is defined as those activities designated to motivate students to avoid chemical use.

Random Selection – a mechanism for selecting extracurricular participants for drug/alcohol testing in which each participant shall have an equal chance of being selected for testing each time selections are made.

Reasonable Suspicion – means a suspicion based on specific personal observations including, but not limited to; appearance, speech, body odors, behavior, or other physical or observable traits of a student/athlete.

Positive Result – the presence of alcohol, nicotine, an illegal drug or their metabolites.

Medical Vendor – The medical office or company that the Board of Education selects to carry out this policy of testing.

Chain of Custody Form – a preprinted form provided by the testing laboratory that records all contact with the urine specimen, from initial collection through the final certification of the test result.

Medical Review Officer (MRO) – a licensed physician trained and certified in the process and interpretation of drug testing results.

Adulterant/Adulteration – any attempt to alter the outcome of a urine drug test by adding a substance to the sample, attempting to switch a sample, or otherwise interfere with the detection of illicit or banned substances in the urine.

Split Specimen – an original urine specimen that is split into two separate samples.
Season – In-season start dates will begin as published by the school or sanctioning organization and continue until completion of the banquet for that activity in the District.

Illicit Drugs – Any controlled substance that a person may not legally sell, offer to sell, possess, give, exchange, use, distribute, or purchase under Ohio Revised Code Chapter 2925 or Federal Law, any harmful intoxicant as defined in Ohio Revised Code Section 2925.01, and anabolic steroids. This definition also includes all prescription drugs obtained without authorization and all prescribed and over-the-counter drugs being used in any way other than for medical purposes in accordance with the directions for use provided in the prescription or by the manufacturer.

Alcohol – Any intoxicating liquor, alcohol, beer, wine, mixed beverage, or malt liquor/beverage, as defined in Ohio Revised Code Section 4301.01. This definition includes any liquid or substance, such as "near beer", which contains alcohol in any proportion or percentage. This definition does not include a substance used for medical purposes in accordance with directions for use provided in a bona fide prescription by the manufacturer, and in accordance with District policy and rules related to the use of prescription and non-prescription drugs, providing the substance is (a) authorized by a medical prescription from a licensed physician and kept in the original container which shall state the student's name and direction for use, or (b) an over-the-counter medicine.

Banned Substance – A substance defined by School policy as being banned from use by students.

School Year – The school year is defined as that period of time that begins with the first official day of school, as determined by the board of education, and runs to the last official day of school.

RANDOM TESTING

Random testing shall be done throughout the year. Up to 20% of eligible students may be tested on a monthly basis during the school year. A student may be tested more than once per season. Any student who refuses to submit to the urine drug testing will not be allowed to practice or participate in extracurricular activities/events in the Norwayne Local School District for one calendar year. In the event of a positive result, the specimen will be sent to a laboratory for confirmation of results and a certified Medical Review Officer will determine the results.

a. Random selection of students: The Principal/Athletic Director will use a system to ensure that students are selected in a random fashion. This system may include computer generated random numbers or names or by pulling numbers from a pool of numbers equal to the number of eligible students.

b. Scheduling of random testing: Random testing will be unannounced. The day and date will be selected by the Principal/Athletic Director and confirmed with the building administrator.

DRUGS FOR WHICH STUDENTS MAY BE TESTED:
LSD, Alcohol, Marijuana, Amphetamines, Methadone, Anabolic Steroids, Methaqualone, Barbiturates, Nicotine (Tobacco), Benzodiazepines, Opiates, Cocaine, Propoyphene (Darvon), or Any substance included in (21 U.S.C. 802 (6)), which an individual may not sell, offer to sell, possess, give, exchange, use, distribute, or purchase under State or Federal Law. This definition also includes all prescribed and over-the-counter drugs being used in any way other than for medical purposes in accordance with the directions for use provided for in the prescription or by the manufacturer.

COLLECTION PROCESS (Urine Screens)

- The student will be notified to report to the collection site. A specimen from the student will be collected as follows and all students must follow this process:

- All students must have a picture ID or be identified by the Athletic Director or Principal. No exceptions will be allowed.

- Drug testing area must be secured during the testing.

- Only lab technicians, designated school administrator and students will be witness to the test.

- Privacy must be kept for all students.
  The Principal/Athletic Director is responsible for ensuring that all of the forms are completed and signed by both parent/guardian/custodian and student. No student is to enter the collection site until forms and proper ID are completed.

- When students arrive and cannot give a sample, they will need to start drinking water, pop or juice. After 36 oz. the human body will need to urinate.

- No bags, backpacks, purses, cups, containers or drinks will be allowed to enter the collection area. All coats, vests, jackets, sweaters, hats, scarves or baggy clothing must be removed before entering the collection site. Only pants and t-shirts or dresses may be worn in the collection area. Any infringement of the rules will result in the student taking the test over.

- Students processed by the lab technician who cannot produce a sample will be kept in a secured area to wait until they can test. If they leave this area they will not be allowed to test. They are not to have contact with anyone until after the sample is given.

- Students will be asked to urinate directly into the collection cup given to them by the lab personnel. The lab technician will stand outside the stall and listen for normal sounds of urination.

- Any and all adulterations of the specimen will be detected and considered the same as a test refusal or 1st time infraction. (The lab checks every sample for adulteration, such as additives you drink or add to urine to change the sample.)

- Adulterations: We will treat adulterations and diluted samples as first time offenses. They are not called positives but have the same consequences. A retest will be required within 24 hours.

- Any suspicion of tampering with the sample will be brought to the tester's attention. The sample will be screened or sent to the lab for immediate confirmation of tampering.

- The sample must be taken in one attempt and be at least 30 ml in size. The student must hand the cup to the lab technician.

- Students are not to flush the toilets or urinals. In the event that a student flushes the toilet he or she will be required to give a new sample immediately or the sample will be invalid.

- With student watching, the lab technician will recap the sample and hand it to the student who must then return it to the intake technician. In the event that the student does not hand the cup directly to the intake technician, the sample is invalid and a new sample must be taken. If the student leaves the collection area or has contact with anyone, the sample will be invalid and the student will have to give another sample.

- This collection procedure is subject to change because of procedural requirements by the testing agency. The School Board reserves the right to change the collection procedure to coincide with the testing guidelines set forth by the testing agency.

- When using rapid screens, all non-negative screens will be sent out with a chain of custody form to a certified laboratory for confirmation. A Certified Medical Review Officer will verify the positive test.

IF A POSITIVE TEST OCCURS:

The MRO will review all results of urine drug testing. Any urine specimen testing positive for illicit or banned substances will be handled in the following manner:

a. The MRO determines if any discrepancies have occurred in the Chain of Custody.

b. Depending on the substances found in the urine, if necessary the MRO will contact the parent/guardian to determine if the student is on any prescribed medication from a physician.

c. If the student is on medication, the parent/guardian will be asked to provide a copy of the prescription label, within five working days, to document what medications the student is currently taking. Failure to provide such requested information will be considered a positive result.

d. The MRO will then determine if any of the prescribed medications resulted in the positive drug screen.

e. Finally, the MRO, based on the information given, will certify the drug test results as positive or negative and reports this to the Building Principal and/or Athletic Director, initially reporting positive results by phone.

For example, a drug screen positive for codeine may be ruled negative by the MRO when he/she receives a letter from the treating physician that the student has been prescribed Tylenol © with codeine as a pain medication following tooth extraction. Or, if a student has a positive drug screen for codeine and has no documented physician order for the medication (maybe a friend gave the student one of his/her pills), this would likely be ruled a positive drug test by the MRO.

Drug screens positive for illicit drugs (marijuana, heroin, Cocaine or alcohol, etc.) would automatically be considered positive by the MRO.

The MRO may use quantitative results to determine if positive results on repeat tests indicate recent use of illicit or banned substances or the natural decline of levels of the illicit or banned substance from the body. If the MRO feels the quantitative levels determined to be above the established cutoffs do not reflect current use but natural decay, then a negative result may be reported.

The MRO will certify all urine drug screens as negative or positive and report by telephone positive findings in a confidential manner to the Building Principal and/or Athletic Director.

An altered test or refusal to test will be treated the same as a positive test. A student who is randomly selected for testing and is absent on the day of testing will be subject to the testing procedure the next day of testing.

A student who is randomly selected for testing and misses the appointment for collection without good cause will be considered in violation of the code of conduct in accordance to the Athletic/Extra-Curricular Code of Conduct.

The high school principal and/or athletic director will contact the student's parent, guardian, or custodian with the results within 24 hours of the verification by the Medical Review Officer. The parent shall be advised that the result may be contested, and a retest may be performed on the second (split) portion of the specimen at student/parent expense. A written notification from the building principal and/or athletic director will also be sent. If a split portion is not available for a second test, then the first test will become null and void and the student athlete will be subject to testing on the next scheduled day of testing.

If the parent or student wishes to contest the results, the MRO will arrange for the split portion of the specimen to be transported to another laboratory approved by the Board of Education for testing. This will be done at the parent's or student's expense. A request for a retest must be made to the high school principal and/or athletic director in writing within 5 days from the parent's first notification of the positive test result.

Any student whose test is certified positive by the MRO will be subject to penalties in accordance with the Extracurricular Code of Conduct. If a student and his/her parents contests the results of the first test, the penalty will be held in abeyance provided the District receives confirmation from the testing company that the parents and/or student has committed to the financial payment for the second test.

If a student contests the initial positive result and the second test result is negative, then the District will treat the student as if the first positive result did not occur, and no penalty will be imposed under the Code of Conduct. The District will be responsible for the payment of a second test that results in a negative result.

First Offense
-The student-athlete will miss 20% of that activities regular season scheduled contests/activities/driving. If the full 20% loss of participation is not possible for that particular season/activity, the total and/or remaining percentage will carry over to the student-athlete's next sport/activity in which he/she becomes a team/individual participant. (The student-athlete must complete the entire season/activity or the penalty will be assessed on the next sports/activity season in which the student-athlete participates.)
-The student will still practice with the team/group.
-The student can travel and be with the team/group and sit on the team bench.
-The student will be able to dress for contests.
-The student will be required to enter **"Insight"** program or obtain appropriate services of an agreed upon professional assistance agency. This will be at the expense of the student-athlete.
-Insight is generally an eight hour educational and self-awareness program to assist students in determining the role alcohol, and/or drugs play in their life. Insight must be done through an approved agency.

-The student-athlete must follow any of the recommendations from the insight program.
-The student-athlete will allow the agency to forward to the administration the letter of completion and any related recommendations.

Second Offense
-The student-athlete will miss 50% of that activities regular season/activities/scheduled contests/points/driving. If the full 50% loss of participation is not possible for that particular season/activities, the total and/or remaining percentage will carry over to the student-athlete's next sport/activities in which he/she becomes a team/individual participant. (The student-athlete must complete the entire season/activity or the penalty will be assessed on the next sports season/activity in which the student-athlete participates.)
-The student will still practice with the team/group.
-The student can travel and be with the team/group and sit on the team bench.
-The student will be able to dress for contests.
-The student will be required to complete a **"Full Assessment"** program or obtain appropriate services of an agreed upon professional assistance agency. This will be at the cost of the athlete.
-Full Assessment is a more in depth procedure involving an interview by a certified drug and alcohol counselor. This may include gathering information from family members, school personnel, law enforcement agencies to determine the role that alcohol, tobacco, and/or drugs is playing in that person's life.
-The student-athlete must follow any of the recommendations from the full assessment.
-The student-athlete will allow the agency to forward to the administration the letter of completion and any related recommendations.

Third Offense
-A third-offense will result in denial of extra-curricular participation/driving for the duration of the student-athlete's school career.
-After 1 calendar year from the date of a third violation, the student may appeal to the superintendent and board of education representative. Their decision on this matter is final.

Use Or Possession Of Tobacco And/Or Tobacco-Related Products
A student-athlete shall not use or possess any form of tobacco, tobacco-related products, or tobacco paraphernalia.
The penalty for tobacco violations will be the same as those with alcohol and/or drugs as shown above.
Tobacco violations are cumulative with the drug and/or alcohol violations.
The only difference between the tobacco violations and drug and/or alcohol violations is that there will not be the Insight or Full Assessment programs. (Those programs are not geared toward tobacco violations.)

-In place of Insight (first violation) the student will have approximately eight hours of tobacco research, reports, and education as outlined by the administration.
-In place of Full Assessment (second violation) the student will have approximately sixteen hours of tobacco research, reports, and education as outlined by the district athletic director.

*Nothing in this Extra-Curricular Code of Conduct shall prevent a coach, activity advisor or administrator from removing a student on an emergency basis, for a specific period, if the student's conduct threatens the health and safety of any individual, or disrupts the good order and discipline of the environment of the extra-curricular activity.

Violations are accumulative throughout the student's career. (Grades 7-12)

[Adoption date: May 21, 2013]

File: JFCI

STUDENT NAME _____ GRADE _____

AS A STUDENT:

- I understand and agree that participation in extracurricular activities and driving and parking on school property is a privilege that may be withdrawn for violations of the NORWAYNE LOCAL SCHOOLS Drug Testing Policy.
- I have read the Drug Testing Policy and thoroughly understand the consequences that I will face if I do not honor my commitment to the Drug Testing Policy.
- I understand that when I participate in any extracurricular activities and/or drive and park on school property I will be subject to random urine drug & alcohol testing, and if I refuse, I will not be allowed to practice or participate in any extracurricular activities or drive and park on school property. I have read the informed consent agreement and agree to its terms.
- I understand this agreement is binding while I am a student in the NORWAYNE LOCAL SCHOOLS system.

_____ _____

STUDENT SIGNATURE **DATE**

AS A PARENT/GUARDIAN/CUSTODIAN:

- I have read the NORWAYNE LOCAL SCHOOLS district drug testing policy and understand the responsibilities of my son/daughter/ward as a participant in extracurricular activities or drives and parks on school property in the NORWAYNE LOCAL SCHOOLS district.
- I pledge to promote healthy lifestyles for all students in the NORWAYNE LOCAL SCHOOLS system.
- I understand that my son/daughter/ward, when participating in any extracurricular activities and/or drives to and from school, will be subject to random urine drug and alcohol testing, and if he/she refuses, they will not be allowed to practice or participate in any extracurricular activities or drive and park on school property. I have read the informed Consent Agreement and agree to its terms.
- I understand this agreement is binding while my son/daughter/ward is a student in the NORWAYNE LOCAL SCHOOLS district.

Parent/Guardian/Custodian Signature Date

Parent/Guardian/Custodian Printed Name Work Phone

WEAPONS IN THE SCHOOLS

The Board is committed to providing the students of the District with an educational environment which is free of the dangers of firearms, knives and other weapons.

The definition of a firearm is any weapon (including a starter gun) which is designed to or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon; any firearm muffler or firearm silencer or any destructive device (as defined in 18 U.S.C.A. Section 921), which includes any explosive, incendiary or poisonous gas, bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine or device similar to any of the devices described above. A knife is defined as a cutting instrument having a sharp blade that is capable of causing serious 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 vehicle if both of the following apply.

1. The object is indistinguishable from a firearm, whether or not the object is capable of being fired.

2. The person indicates that the person possesses the object and that it is a firearm, or the person knowingly displays or brandishes the object and indicates that it is a firearm.

As defined by State law and for purposes of this policy, an "object that is indistinguishable from a firearm" means an object made, constructed or altered so that, to a reasonable person without specialized training in firearms, the object appears to be a firearm.

Students found in violation of numbers 1 and 2 above may be reported to the local law enforcement authority and may be prosecuted under State criminal statutes, as well as disciplined in accordance with the provisions of the District's Student Code of Conduct and State law.

The Superintendent is authorized to expel a student from school for a period not to exceed one year for making a bomb threat to a school building, or to any premises at which a school activity is occurring at the time of the threat. Any expulsion under this division extends, as necessary, into the school year following the school year in which the incident that gives rise to the expulsion takes place.

[Adoption date: February 24, 2003]
[Revision date: October 22, 2018]
[Revision date: October 27, 2025]

LEGAL REFS.: 18 USC 921
20 USC 2701 et seq/. Title IX 9001-9005
Gun-Free Schools Act; 20 USC 7151
ORC 2923.122
3313.66; 3313.661; 3313.662
3321.13

CROSS REFS.: JEGA, Permanent Exclusion
JFC, Student Conduct (Zero Tolerance)
JFCL, Unsafe Schools (Persistently Dangerous Schools)
JGD, Student Suspension
JGDA, Emergency Removal of Student
JGE, Student Expulsion
Student Code of Conduct

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: March 25, 2019]
[Revised: July 23, 2024]
[Revised: December 22, 2025]

LEGAL REFS.: 729 Rehabilitation Act of 1973, Section 504, 29 USC
ORC 3313.20
ORC 3313.753
ORC Chapter 3323

CROSS REFS.: AC - Nondiscrimination
EDE - Computer/Online Services (Acceptable Use and Internet Safety)
JFC - Student Conduct (Zero Tolerance)
JFCEA - Gangs
JFCF - Hazing and Bullying (Harassment, Intimidation and Dating Violence)
Student Handbooks

UNSAFE SCHOOLS
(Persistently Dangerous Schools)

The Board complies with State and Federal law in adopting a policy on persistently dangerous schools.

Beginning in the 2004-2005 school year, a student attending a "persistently dangerous" school in this District or becomes a victim of a "violent criminal offense," "as determined by State law", anywhere on District "grounds" or during school sponsored activities is allowed to attend another school in the District that is not persistently dangerous that offers instruction at the student's grade level. However, there is no transfer option if there is no other school in this District that offers instruction at the student's grade level.

A "persistently dangerous" school is defined by State law as a school that has two or more violent criminal offenses in or on school grounds, per 100 students, in each of two consecutive school years. In schools with 300 or fewer students enrolled, six or more violent criminal offenses must occur. Likewise, if a school has 1350 or more students enrolled, 27 or more violent criminal offense must occur in each of two consecutive school years.

"Violent criminal offense" refers to any violent criminal offense set forth and defined in State law as violent in nature.

"As determined by State law" means that the student has been identified as the victim and the perpetrator has 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: February 24, 2003]

LEGAL REF.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.

CROSS REF.: Student Handbooks

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: February 24, 2003]
[Revision date: January 9, 2023]

LEGAL REFS.: Education Amendments of 1972, Title IX; 20 USC 1681 et seq.
34 CFR 106.40
ORC 3321.01; 3321.04

CROSS REF.: JB, Equal Educational Opportunities
JEA, Compulsory Attendance Ages

INTERROGATIONS AND SEARCHES

The District has responsibility for the control and management of students during the school day and hours of approved extracurricular activities. While discharging its responsibility, the administration is to make an effort to protect each student's rights with respect to interrogations by law enforcement officials. The administration has developed regulations to be followed in the case of searches and interrogations.

The right to inspect students' school lockers or articles carried upon their persons and to interrogate an individual student is inherent in the authority granted school boards. All searches are conducted sparingly and only when such search is reasonably likely to produce tangible results to preserve discipline and good order and the safety and security of persons and their property. The Board permits building administrators/designees to search any unattended bag for safety and identification purposes.

Student lockers are the property of the District, and since random searches have a positive impact on reducing drugs and other criminal activity, the Board to permits building administrators/designees to search any locker and its contents as the administrator/designee believes necessary. Such notice will be posted at or near the entrance to the school grounds and at the main entrance to each school building.

The Board directs the Superintendent to authorize the use of dogs trained in detecting the presence of drugs and explosive devices. The dogs may be used to patrol the school facilities and grounds, including the lockers and parking areas. Use of dogs may be unannounced and random. If a trained canine alerts to a particular vehicle, locker or other container, it shall create reasonable suspicion to search that vehicle, locker or container in accordance with this policy.

[Adoption date: February 24, 2003]
[Revised: February 13, 2017]
[Revised: December 18, 2017]

LEGAL REFS.: U.S. Const. Amend. IV
ORC 3313.20

CROSS REF.: JF, Student Rights and Responsibilities
JHG, Reporting Child Abuse and Mandatory Training

INTERROGATIONS AND SEARCHES

Searches of School Property Assigned to a Student

The following rules apply to the search of school property assigned to a student (locker, desk, etc.) and the seizure of items in his/her possession.

1. General housekeeping inspection of school property may be conducted with reasonable notice. Random searches of lockers may be conducted.

2. A search of a desk or other storage space may be conducted when there exists reasonable suspicion for school authorities to believe that the area being searched contains evidence of a crime or violation of school rules.

3. Search of an area assigned to a student should be for a specifically identified item and should be conducted in his/her presence and with his/her knowledge.

4. Items, the possession of which constitutes a crime or violation of school rules, or any other possessions reasonably determined to be a threat to the safety or security of others may be seized by school authorities at any time.

Searches of a Student's Person or Personal Property by School Personnel

Building administrators are permitted to search the person and personal property (purse, backpack, gym bag, etc.) of a student where there is reason to believe that evidence will be obtained indicating the student's violation of either the law or school rules. The following rules apply in such cases.

1. There should be reasonable suspicion to believe that the search will result in obtaining evidence 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 are permitted to search any unattended bag found on District property for safety and identification purposes. Once the administrator has determined the identity of the owner and that no safety or security issue exists, any subsequent searches of the item are based upon reasonable suspicion.

Searches of Student Property by Law Enforcement Officials

A law enforcement agency must have probably cause or produce a warrant prior to conducting any search of a student's personal property kept on school premises. When the law enforcement officials have reason to believe that any item which might pose an immediate threat to the safety or security of others is kept in a student locker, desk or other storage space, searches may be conducted without a previously issued warrant.

Interrogations by Law Enforcement Officials

The schools have legal custody of students during the school day and during hours of approved extracurricular activities. It is the responsibility of the school administration to try to protect each student under its control; therefore, the following steps shall be taken.

1. The questioning of students by law enforcement agencies is limited to situations where parental consent has been obtained or the school official has made an independent determination that reasonable grounds exist for conducting an interrogation during school hours.

2. Whenever possible, law enforcement officials should contact and/or question students out of school. When it is absolutely necessary for an officer to make a school contact with a student, the school authorities will bring the student to a private room and the contact is made out of the sight of others as much as possible.

3. The school principal must be notified before a student may be questioned in school or taken from a classroom.

4. The administration shall attempt to notify the parent(s) of the student to be interviewed by the law enforcement officials before questioning begins, unless extenuating circumstances dictate that this not be done.

5. To avoid possible criticism, a school official requests to be present when an interrogation takes place within the school.

6. When law enforcement officials remove a child from school, the administration will make an attempt to notify the parent(s).

7. Law enforcement officials should always be notified by the school principal whenever a student is involved in any type of criminal activity. When the principal learns of this involvement, he/she should notify the juvenile officer or detective bureau of the law enforcement agency. The school should not attempt to handle matters that are properly in the realm of a law enforcement agency.

[Approval date: February 24, 2003]
[Revised: February 13, 2017]

File: JFH

STUDENT COMPLAINTS AND GRIEVANCES

The Board recognizes that there may be conditions in the school system that are in need of improvement and that students should have some means by which their concerns may be effectively expressed, considered and dealt with fairly. Such means, if well-conceived and understood in advance, can do much to maintain harmonious relationships between the schools, the students and the community.

The traditional "open door" policy in the public school system shall be continued. Students who believe they have a grievance shall arrange to see their teacher, advisor or staff member to discuss the grievance. If the matter is still unresolved, it may be brought to the Superintendent through the building principal. Complaints that remain unresolved following any action of the Superintendent may be referred to the Board.

Every attempt shall be made to seek a satisfactory solution to any legitimate grievance in a friendly and informal manner. In order to keep such discussions within practical size, not more than three student representatives shall be permitted to participate with the teacher, principal, staff members or Board members who may be involved.

[Adoption date: February 24, 2003]

STUDENT DISCIPLINE

Effective discipline, which requires respect for the rights of others, is necessary if all students are to attain a quality education. The Board delegates to school officials the authority to enforce District policies, regulations and school rules governing student conduct.

A complete statement governing or describing all the relationships and processes involved in student discipline would be very extensive. The most important part of such a statement would be the relationship of the teacher and the principal in matters of discipline. Teachers must feel free to consult and work closely with the building principal in dealing with any problem with which the teacher might need guidance. This working relationship is one key to desirable discipline and a quality instructional environment.

The Board also believes that the teacher-student relationship in the classroom, halls and on school property is important and should be one of mutual respect at all times. The teacher is recognized as the person in authority at all times in the classroom, halls, buildings, school grounds and at school-related events.

Each case of unsatisfactory behavior by a student is handled individually. The classroom teacher may take the steps which he/she believes are justified in each case. If the student does not respond to these measures, the teacher then refers the student to the principal.

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.

In terms of the relationship of the teacher and principal in discipline matters, the Board expects that whenever a discipline problem appears to extend beyond the classroom, the teacher discusses the problem with the principal. The teacher(s) and the principal work together in attempting to control or correct the problem.

A student's failure to comply with the requirements for conduct outlined in the student handbooks may result in the student's being disciplined. The student may lose all rights to participate in school-related social events or extracurricular activities for a period of time determined by the principal. Depending on the seriousness of the offense committed by the student, suspension or expulsion may also result. Discipline is always administered in a reasonable manner.

If several methods of discipline have been used in an effort to solve a problem and it appears necessary, in the judgment of the principal and Superintendent, to discipline or withdraw privileges from a large group, this action may be taken. Any punishment technique involving an entire class or large group is used only as a last resort.

The Board may require a parent of a student who is suspended or expelled from school or who is truant or habitually absent from school to attend a parental education or training program. If the parent fails to attend the program, he/she will be charged with a misdemeanor of the fourth degree, punishable by a maximum fine of $250 and imprisonment of up to 30 days.

[Adoption date: February 24, 2003]
[Revision date: October 22, 2018]
[Revision date: September 28, 2020]

LEGAL REFS.: Education Amendments of 1972, Title IX; 20 USC 1681 et seq.
ORC 3313.20; 3313.66; 3313.661; 3313.662; 3313.668
3319.41

OAC 3301-32-09
3301-37-10

CROSS REFS.: ACAA, Sexual Harassment
ECAB, Vandalism
IGD, Cocurricular and Extracurricular Activities
JFC, Student Conduct (Zero Tolerance)
JGA, Corporal Punishment
JGD, Student Suspension
JGDA, Emergency Removal of Student
JGE, Student Expulsion
Student Handbooks

STUDENT DISCIPLINE

Philosophy of Discipline

We are very proud of Norwayne students. The vast majority of them exhibit self-direction and respect for others and for property in our schools. By the primary and middle grades, most of our students through their parents, teachers and school program have begun to develop a sense of self-worth, self-confidence and the basic skills fundamental for active participation in American society. We believe that our schools must provide a learning environment that is orderly, supportive and safe.

The Board requires that all students shall:

1. be diligent in attempting to master such studies as are part of the program in which the student is enrolled;

2. exercise self-discipline;

3. accept such discipline as would be exercised by a kind, firm and judicious parent;

4. attend classes punctually and regularly;

5. be courteous to fellow students and obedient and courteous to teachers;

6. be clean in person and habits;

7. take such tests and examinations as are requested and

8. show respect for school property.

Students are responsible to the principal or teacher in charge for their conduct on school premises or while traveling in a school bus or on school-related activities. The Board recognizes there are socially acceptable standards of behavior and accepts its responsibility to promote and maintain these standards in each school. The Board expects that students will take full advantage of the learning opportunities in the schools and that, by their behavior, will permit others to do the same.

By law, history and natural function, it is parents who have the duty to ensure that their children receive an education. Schools are places where people go to pursue their formal education. The Board believes that schools, for the sake of students, should promote safety, cleanliness, respect and order.

The Board believes that students, parents and teachers share the responsibility for creating a positive school climate and an environment conducive to learning. The Code of Student Conduct reflects a positive school climate, the needs of the community and the rights and responsibilities of people.

The Code of Student Conduct emphasizes the self-worth and self-discipline of students, clearly outlines the expectations for people in the school, clearly outlines realistic and effective consequences for failure to meet the standards of the Code and stresses prevention, understanding and correction with specific emphasis on positive reinforcement, limit-setting and logical consequences.

Support Services

1. School Staff - Positive personal interaction between the teacher and a student is a major factor in achieving the goal of self-discipline. Teachers understand child development and create positive learning environments. They promote curricular and cocurricular activities which engage the whole child. Members of the school staff, from the principal who provides educational leadership to custodians who maintain clean facilities, work to foster expected behavior.

2. Curriculum - The Norwayne program of studies provides a challenging curriculum which allows each student to develop and maintain a sense of self-worth. Academic achievement and personal growth that requires self-discipline are related and inseparable. Students who are motivated and involved in the learning process are less likely to become discipline problems.

3. Student Services - Student services are dedicated to serving the student. Guidance personnel assigned to each building help students develop self-awareness, appropriate social skills, positive attitudes and positive interpersonal relationships.

4. Community and Support Services - Norwayne recognizes a variety of outside agencies and community services as effective means to assist students. Parent-teacher groups maintain close relationships with schools to provide the best for each student. As volunteers in the schools and as parents at home, Norwayne families continue to help students learn to accept responsibility for their own actions. Community cooperation produces positive results.

The Range of Consequences

The following range of consequences is designed to protect the rights of the students. It is essential that all understand the consequences of unacceptable behavior. (When the student is 18 years of age or older, parental contact is made only with the permission of the student.)

1. Informal Conference - A teacher, administrator, counselor or staff person talks with the student to reach an agreement regarding the student's behavior. The parent may be contacted in some circumstances.

2. Formal Conference - A conference is held with the student, the teacher and an administrator or guidance counselor to develop a plan for changing the student's behavior. The parent may be contacted in some circumstances.

3. Parental Involvement - The parent is contacted to discuss the specific behavior of the student and steps which must be undertaken to change the behavior. The nature of contact could vary from a telephone conversation to a formal conference at the school with parent, student and school personnel.

4. Detention - The student is detained at the school for specific unacceptable behavior. The student is given 24 hours advanced notice of the intended detention. Transportation is the responsibility of the student.

5. Saturday School - Session is held from 8:00 a.m. to 11:00 a.m. on designated Saturdays. Students assigned to the Saturday School must bring books, paper and pencil to work on various subjects and will not be allowed to enter late or without materials.

6. Guidance Involvement - A conference or series of conferences may be held with the guidance counselor with the specific goal of developing a plan for changing attitudes and improving student behavior. The parent may be contacted if circumstances dictate.

7. Emergency Removal - Where specific unacceptable behavior is deemed to have negative impact upon the situation, the student may be withdrawn to a supervised alternate location. Such withdrawal would normally be temporary, but when a prolonged withdrawal is recommended, the parent would be contacted.

8. Removal of Privileges - Privileges in the nature of access to playground, cafeteria, resource center and cocurricular activities are removed under certain circumstances. The school administrator will notify the parent when such removal of privileges is prolonged.

9. Corporal Punishment - Corporal punishment may be used by staff only in accordance with Board policy. Parents may in writing exempt their students from corporal punishment.

10. Suspension - Suspension from school is a serious consequence which is imposed subject to Board policy. In such cases the necessary documentation is forwarded to specified administrative personnel required by the policy. Due process is a significant element of the formal suspension alternative. In all cases the suspension is subject to appeal with the maximum single suspension being set at 10 school days. In all cases of suspension the parent is notified. Suspension may be “out of school” or “in school” depending on the severity of the offense.

11. Outside Agency Involvement - In some circumstances, student misbehaviors have implications which extend beyond the jurisdiction of the school. In such cases personnel from outside agencies (i.e., children’s aide, police) are involved. School personnel will inform parents of such referrals.

If a student is expelled for more than 20 days or for any period of time that extends into the next school year, the Superintendent shall provide the student and his/her parents with the names, addresses and telephone numbers of those public or private agencies which offer programs or services that work toward improving student attitudes and behavior that contributed to the incident(s) that caused the expulsion.

12. Expulsion - Expulsion is a serious consequence resulting when it is determined that a student's continued presence in the schools of Norwayne is injurious to other students. Expulsion requires an official action by the Superintendent and is completed in accordance with the principles of due process. An expulsion means that the student may not attend school for an extended period of time in accordance with Ohio law.

Code of Student Conduct

Behavior that tends to disrupt or is a violation of any rule may result in disciplinary action, including corporal punishment, detention, suspension and/or expulsion.

Rules

1. Damage of Property - A student shall not cause or attempt damage or destruction to school property. Nor shall a student cause or attempt destruction to private property on school premises or during a school activity or event off school grounds.

2. Disruption of School - A student shall not by use of force, violence, threat or coercion cause material disruption or obstruction of the educational process. A student shall not disturb, interrupt or detract from the educational process in a classroom or study hall by excessive talking, rudeness, insubordination or failure to follow the teacher's directions. Nor shall a student cause the disruption of school or endanger the health, safety or welfare of the school's students and/or staff by setting firecrackers, causing a false fire alarm, or starting a fire.

3. Assault and Abuse - A student shall not verbally nor physically assault or abuse, or behave in such a way as could cause physical injury to a teacher, substitute teacher, student teacher, principal or any other authorized personnel during any period of time where a student is properly under the authority of school personnel. Nor shall a student verbally or physically assault or abuse or behave in such a way as could cause physical injury to another student during the school day or while under the school's authority during a school activity, function or event off school grounds.

4. Dangerous Instruments and Weapons - A student shall not possess, handle, transmit or conceal any object which may be considered a dangerous weapon or instrument, or which may cause physical injury during any period of time when a student is properly under the authority of school personnel.

5. Insubordination - A student shall be considered insubordinate by failing to comply with the reasonable requests, directions or authority of teachers, student teachers, substitute teachers, principals or other authorized school personnel during any period of time when a student is properly under the authority of school personnel.

6. Profanity and Vulgarity - A student shall not use profanity, vulgarity, or foul language while under the authority of school personnel.

7. Alcoholic Beverages, Illicit Drugs, Narcotics and Tobacco - A student shall not possess, use, transmit, conceal or be under the influence of alcoholic beverages, illicit drugs, narcotics or tobacco while on school premises or during any period of time when a student is properly under the authority of school personnel such as during a school activity, function or event off school grounds.

   Students shall not smoke nor possess tobacco in any form while on the school premises or in the school building or during a school activity, function, or event off school grounds, or during any period of time when a student is properly under the authority of school personnel.

8. Theft and Law Violations - A student shall not attempt, cause or be involved in the theft of school or private property on school premises, during a school activity, function or event off school grounds. Nor shall a student violate any city, state or federal statute during any period of time when a student is properly under the authority of school personnel.

9. Immorality, Indecency and Undesirable Conduct - A student shall not engage in or be a part of any activity that is immoral, indecent or undesirable. Nor shall a student's behavior or style of dress be immoral, indecent, undesirable or of such a nature as to cause disruption of the educational process or be detrimental to the health, safety or welfare of the school and its students and staff.

10. Truancy and Unexcused Absence - A student shall not be truant or repeatedly absent (unexcused) from school, classes, study halls, or assigned detentions without an authorized legitimate and acceptable excuse or reason.

11. Repeated Violations - A student shall not repeatedly fail to comply with directions of teachers, student teachers, substitute teachers, principals or other authorized school personnel during any period of time when a student is properly under the authority of school personnel.

A student who violates these rules will be given an opportunity to appear at an informal hearing to explain his/her actions before the intended suspension or expulsion. A student who is suspended has the right of appeal of the decision to the Superintendent or his/her designee and the right to be represented in the appeal by a representative and to request that the appeal hearing be held in executive session.

Within 24 hours of the suspension, the student's parents, guardian, or custodian will be notified in writing.

[Approval date: February 24, 2003]

File: JG-E

STUDENT DISCIPLINE

(Report of Concern or Problem Grades K-12)

Investigator _____ Date _____

Student's Name _____ Grade/Subject _____

Parent's Name _____ Phone _____

State of Concern:

Investigative Facts:
Date(s) _____

Disposition:
Date _____

_____
Signed by Investigative Administrator

Follow-Up (For Administrative Use Only):

White –Investigator Copy Yellow–Parent Copy Pink–Office Copy

CORPORAL PUNISHMENT

Corporal punishment is a conscious, physical, disciplinary action. The Board believes that corporal punishment, if treated as a last resort and administered in accordance with this policy, can play a role in a comprehensive program of student discipline. The Board remains alert to any indications that this belief can no longer be supported.

Corporal punishment is only administered by an administrator or teacher with a witness present. Teachers, principals, administrators and support staff, are allowed by law to use "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."

A student is not subject to corporal punishment if that student's parent(s) have submitted to the school a written request to that effect. The request shall be placed in the cumulative record of the student and shall remain in effect until either the student has graduated or the parent(s) have submitted a written request to the school to permit reinstatement of corporal punishment.

The principal or Superintendent shall exercise discretion in imposing an alternative method of discipline on a student who is exempt from corporal punishment. The discipline must be consistent with the student code of conduct.

The use of corporal punishment should be avoided whenever possible. If such punishment is to be administered, the following rules must be observed.

1. Students are informed, through student conduct rules contained in their school handbook, of the kind(s) of misconduct that might lead to corporal punishment.

2. Corporal punishment may be administered only in the presence of the principal or other professional staff member who acts as a witness. The action is done in private. Parents are entitled to a written report upon request.

3. Corporal punishment is used only as a last resort. Teachers make sure that all other methods of disciplining the student (including counseling with student and parent(s) and detention) have been exhausted before making a recommendation to the principal that corporal punishment be administered.

4. A record of the use of corporal punishment is maintained by the building principal.

[Adoption date: February 24, 2003]

LEGAL REFS.: ORC 2903.11
3313.20
3319.41

CROSS REFS.: ECAB, Vandalism
JG, Student Discipline
Student Code of Conduct
Student Handbooks

DETENTION OF STUDENTS

Detention outside of regular school hours as a form of punishment may be used within the following limitations:

1. Students eating lunch at school shall not be deprived of adequate lunch time.

2. Reasonable detention at the close of the school day may be assigned, but normally should not exceed 30 minutes for elementary school students or 60 minutes for middle school or high school students.

3. In case an elementary or middle school child is detained at the end of the day, the parents shall be notified in advance.

4. A child who is transported in a school bus shall not be made to miss the bus by reason of such detention unless appropriate notification has been given in advance to the parents.

[Adoption date: February 24, 2003]

STUDENT SUSPENSION

The Superintendent, principals, assistant principals and other designated administrators may suspend a student from school for disciplinary reasons outlined in the student code of conduct. A student cannot be suspended from school solely because of unexcused absences. 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 2019-2020 academic year, the District will reduce the number of 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. Such out-of-school suspensions will be eliminated by the 2021-2022 school year.

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 permits students to complete any classroom assignments missed due to suspension. Students will receive at least partial credit upon completion of any assignment missed due to suspension. The Board directs the Superintendent to develop written procedures for completing and grading these assignments. Grade reductions are permitted, but students will not receive a failing grade on a completed assignment solely due to the student's suspension.

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;
   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 principal's suspension, he/she must do so within 10 calendar days of the notice of suspension. The appeal shall be in writing and made to the Superintendent. If dissatisfied with the Superintendent's decision, an appeal may be made to the Board. At the request of the student or of the student's parent(s) or attorney, the meeting may be held in executive session. All witnesses are sworn and a verbatim record is kept of the hearing. The decision of the Board shall be acted upon at a public meeting. The student may be excluded from school during the appeal process.

Appeal to the Court

Under State law, appeal of the Board's or its designee's decision may be made to the Court of Common Pleas.

[Adoption date: February 24, 2003]
[Revision Date: March 31, 2008]
[Revision Date: March 27, 2017]
[Revision Date: October 22, 2018]
[Revision Date: March 25, 2019]
[Revision Date: October 28, 2019]
[Revision Date: September 28, 2020]

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 (Zero Tolerance)
JFCEA, Gangs
JFCF, Hazing and Bullying (Harassment, Intimidation and Dating Violence)
JFCJ, Weapons in the Schools
JG, Student Discipline
JGE, Student Expulsion

EMERGENCY REMOVAL OF STUDENT

If a student's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, the Superintendent, principal, assistant principal or personnel employed to direct, supervise or coach a student activity program may remove the student from the premises. When that 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 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 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 is given, written reasons for the reinstatement. The teacher cannot refuse to reinstate the student.

In an emergency removal, a student can be kept from class until the matter of the alleged misconduct is disposed of either by reinstatement, suspension or expulsion.

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: February 24, 2003]
[Revision date: October 22, 2018]
[Revision date: September 28, 2020]

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, Weapons in the Schools
JG, Student Discipline
JGD, Student Suspension
JGE, Student Expulsion

STUDENT EXPULSION

At times, the behavior of a student can be considered so serious as to justify total removal from the educational program for a prolonged period of time. Actions meriting expulsion are outlined in the student code of conduct. 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 days, but not more than one year. An expulsion can extend beyond the end of the school year if there are fewer school days than expulsion days remaining. The Superintendent may apply any remaining part or all of the period of the expulsion to the following school year.

The Superintendent may require a student to perform community service in conjunction with or in place of an expulsion. The Board may adopt guidelines to permit the Superintendent to impose a community service requirement beyond the end of the school year in lieu of applying the expulsion into the following school year.

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.

Beginning with the 2019-2020 academic year, the District will reduce the number of expulsions for non-serious offenses, as defined by State law, for students in grades pre-K through three in accordance with State law. Such expulsions will be eliminated by the 2021-2022 school year.

The Superintendent shall give the student and parent(s) written notice of the intended expulsion, including reasons for the intended expulsion. The student and parent(s) or representative have the opportunity to appear on request before the Superintendent/designee to challenge the action or to otherwise explain the student's actions. This notice shall state the time and place to appear, which must not be fewer than three days or more than five days after the notice is given.

Within 24 hours of the expulsion, the Superintendent shall notify the parent(s) of the student and Treasurer.

The notice shall include the reasons for the expulsion, the right of the student or parent(s) to appeal to the Board or its designee, the right to be represented at the appeal and the right to request that the hearing be held in executive session.

The Superintendent will initiate expulsion proceedings against a student who has committed an act that warrants expulsion even if the student withdraws from school before the Superintendent has held the hearings or made the decision to expel the student.

Permanent Exclusion

If the offense is one for which the District may seek permanent exclusion, the notice shall contain that information.

Appeal to the Board

A student or a student's parent(s) may appeal the expulsion by the Superintendent to the Board or its designee. The expulsion appeal must be within 14 calendar days after the notice of intent to expel was provided to the student, parent, guardian or custodian. The appeal request shall be in writing to the Treasurer and at the request of the student or of the student's parent(s) or attorney, the meeting may be held in executive session. The student may be represented in all such appeal proceedings and is granted a hearing before the Board or its designee. All witnesses are sworn and a verbatim record is kept of the hearing. The decision of the Board shall be acted upon at a public meeting. The student may be excluded from school during the appeal process.

Appeal to the Court

Under State law, the decision of the Board may be further appealed to the Court of Common Pleas.

Any student who is expelled from school for more than 20 days or into the following semester or school year is referred to an agency 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: February 24, 2003]
[Revision date: March 31, 2008]
[Revision date: March 27, 2017]
[Revision date: October 22, 2018]
[Revision date: March 25, 2019]
[Revision date: October 28, 2019]
[Revision date: September 28, 2020]

LEGAL REFS.: Education Amendments of 1972, Title IX; 20 USC 1681 et seq.
ORC Chapter 2506
3313.66; 3313.661; 3313.662; 3313.668

CROSS REFS.: ACAA, Sexual Harassment
ECAB, Vandalism
IGCI, Community Service
JEGA, Permanent Exclusion
JFC, Student Conduct (Zero Tolerance)
JFCF, Hazing and Bullying (Harassment, Intimidation and Dating Violence)
JFCJ, Weapons in the Schools
JG, Student Discipline
JGD, Student Suspension
JGDA, Emergency Removal of Student

STUDENT INSURANCE PROGRAM

Upon the recommendation of the Superintendent, the Board may make available to the parents of District students accident insurance which covers their children at a nominal premium. The Board shall select the company that provides the best coverage at a competitive price. The participation of the child in the insurance program is left entirely to the discretion of the parents. The parent may select school day coverage only, 24-hour coverage, and/or special coverage for senior high school football players.

[Adoption date: February 24, 2003]

STUDENT HEALTH SERVICES AND REQUIREMENTS

The Board recognizes the responsibility of the schools to help protect the health of students. Health Services are an integral part of comprehensive school improvement, assisting all students to increase learning, achievement and performance. Health services coordinate and support existing programs to assist each student in achievement of an optimal state of physical, mental and social well being. Student health services ensure continuity and create linkages between school, home and community service providers. The District's comprehensive school improvement plan, needs and resources determine the linages. The principal is responsible for the administration of the health program in his/her school.

Of necessity, school health services must be limited to the prevention and detection of health problems, referral of problems through parents to the family physicians or community health agencies and emergency care.

Each school shall have on file for each student an emergency medical authorization form providing information from the parent(s) on how they wish the school to proceed in 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: December 22, 2003]
[Revision date: October 27, 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. (1997)
29 U.S.C. Sec 794(a)(1988)
ORC 3313.50; 3313.67-3313.73
OAC 3301-35-04; 3301-35-06

CROSS REFS.: IGBA, Programs for Students with Disabilities
JED, Student Absences and Excuses
JHCB, Immunizations
JHCD, Administering Medicines to Students
JHG, Reporting Child Abuse and Mandatory Training

PHYSICAL EXAMINATIONS OF STUDENTS

The District requires health records of students under the following circumstances.

1. Kindergarten and first grade students entering school for the first time must have a completed health record before being admitted to school.

2. Health records are requested for all students transferring into the District. If the previous school does not forward a record or if it is incomplete, it is the parents' responsibility to comply with health requirements for students.

3. Students must have physical examinations prior to their participation in interscholastic athletic programs.

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: February 24, 2003]
[Revision date: October 22, 2018]
[Revision date: October 27, 2025]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
ORC 3301.68
3313.50; 3313.671; 3313.673; 3313.68; 3313.73
Chapter 3323

CROSS REF.: JEC, School Admission
JHC, Student Health Services and Requirements
JHCB, Immunizations

IMMUNIZATIONS

In order to minimize the spread of preventable illnesses in schools and provide students with a healthier learning environment, the Board requires immunizations in compliance with State law and the Ohio Department of Health for each student unless the parent(s) file an objection. The Board may also require tuberculosis examinations in compliance with law. 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. The District will immediately enroll homeless students and foster students and assist in obtaining necessary immunization records. Students failing to complete such immunizations within 14 days after entering are not permitted to return to school.

The District maintains an immunization record for each student, available in writing to parents upon request.

[Adoption date: February 24, 2003]
[Revised: September 26, 2016]
[Revised: February 13, 2017]
[Revised: October 25, 2021]

LEGAL REFS.: 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

COMMUNICABLE DISEASES

The Board recognizes that controlling the spread of communicable diseases through casual contact is essential to the well-being of the school community and to efficient District operation. 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 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.

Any student suspected or reported to have a communicable disease is examined by a school nurse or public health nurse. Upon the recommendation of the school nurse, the student may be excluded from school. Readmission is dependent upon a decision by a physician, school nurse or public health nurse.

Parents are informed when a communicable disease occurs in their child's classroom or on the bus so that early signs or symptoms can be observed and appropriate preventive measures can be instituted.

[Adoption date: February 24, 2003]
[Revised: October 25, 2021]

LEGAL REFS.: ORC 3313.67; 3313.671; 3313.68; 3313.71
3319.321
3707.04; 3707.06; 3707.08; 3707.16; 3707.20; 3707.21; 3707.26
3792.04

CROSS REF.: JHCA, Physical Examinations of Students
JHCB, Immunizations

HIV/AIDS
(Human Immunodeficiency Virus/
Acquired Immune Deficiency Syndrome)

General Principles

The Board recognizes that the human immunodeficiency virus (HIV) and the condition of acquired immune deficiency syndrome (AIDS), which is caused by the HIV infection, are significant medical, legal, educational and social issues. The Board desires to protect the rights of all students and employees and does not discriminate against students and employees who are HIV-infected. The Board works cooperatively with State and local health organizations in assessing the needs of HIV-infected students or staff and keeping updated on current educational information to be included in the District's educational plan.

Current medical information available indicates that HIV cannot be transmitted from one individual to another by casual contact, i.e., the type of contact that occurs in the school setting, such as shaking hands, sharing an office or a classroom, coughing, sneezing or the use of drinking fountains. Students who are infected with HIV are entitled to all rights, privileges and services accorded to other students. Decisions about any changes in the educational program of an HIV-infected student shall be made on a case-by-case basis, relying on the best available scientific evidence and medical advice.

There shall be no discrimination against employees who are HIV-infected. The District provides equal opportunities for employment, retention and advancement for all staff members. Employees who are unable to perform their duties due to an illness, such as those related to HIV, shall retain eligibility for all benefits that are provided for other employees with long-term diseases or disabling conditions, utilizing the information/rights in any Negotiated Agreements or Board policies as appropriate. Changes in employment status or location due to HIV complications are made on a case-by-case basis.

Evaluating Students and Staff Who Are Infected with HIV

The Superintendent is the designee regarding all HIV incidences. When an individual is found to be infected with HIV, the Superintendent shall attempt to ascertain, in consultation with the infected individual, whether he/she has a secondary infection such as tuberculosis that constitutes a recognized risk of transmission in the school setting. This is a medical question that can only be determined by the infected person's physician. The Superintendent shall also attempt to determine ways that the District may help anticipate and meet the needs of the student or staff member infected with HIV.

If there is no secondary infection that constitutes a medically recognized risk of transmission in the school setting, the Superintendent shall not alter the education program or job assignment of

the infected person. The Superintendent shall periodically review the case with the infected person (and the parent(s) of the student) and with the medical advisors described above.

If there is a secondary infection that constitutes a medically recognized risk of transmission in the school setting, the Superintendent shall consult with the physician, public health official and the infected person (and the parent(s) of the student). If necessary, they will develop an individually tailored plan for the student or staff member. Additional persons may be consulted, if this is essential for gaining additional information, with the consent of the infected staff member or the student's parent(s). The Superintendent should consult with the school attorney to make sure that any official action is consistent with Ohio and Federal laws. When the Superintendent makes a decision about the case, there shall be a fair and confidential process for appealing the decision.

If an individually tailored plan is necessary, it shall have a minimal impact on either education or employment. It must be medically, legally, educationally and ethically sound. The Superintendent periodically reviews individual cases and oversees implementation of the plan in accordance with local, Ohio and Federal laws.

Confidentiality

Information regarding a student or staff member infected with HIV is classified, by law, as confidential. Those individuals who have access to the proceedings, discussions or documents must treat such information as confidential. Only with the written consent of the staff member or the student's parent(s) shall other school personnel, individuals and agencies be informed of the situation/condition. All information pertaining to the case shall be kept by the Superintendent in a locked file; access to this file is granted only to those people who have the written consent of the infected staff member or the infected student's parent(s).

HIV Advisory Committee

The President of the Board may appoint an HIV Advisory Committee. The Committee consists of one member of the Board, the Superintendent, one principal, one teacher, the District's legal counsel, the school physician and a doctor who specializes in communicable diseases. Other persons who may be considered as members include a guidance counselor, a student and an official of the County Department of Health. The function of the HIV Advisory Committee is:

1. to keep informed regarding the latest medical developments and information regarding HIV;

2. to advise the Board regarding policies and regulations and any changes which the Committee recommends in such policies to the Board;

3. to advise the Board regarding the HIV education program;

4. to develop guidelines for Board consideration on hygienic practices in schools and

5. to assist any student, parent or employee who is seeking information about HIV.

HIV Education Program

The Board directs the administration, with the advice of the HIV Advisory Committee, to develop a program for educating persons regarding HIV. The program should provide a plan for making information about HIV available to students as a part of the health curriculum. HIV education should be developmentally appropriate to the grade level.

The Board directs the administration to develop an educational plan to inform employees about HIV-related issues and safety. In developing such programs, it is expected that information from sources such as the National Centers for Disease Control, the Ohio Department of Health and the Ohio Department of Education is utilized.

The educational program should ensure that, at a minimum, students and staff are informed in a consistent manner about:

1. the nature of HIV infection, including how it is and is not transmitted according to current scientific evidence;

2. District guidelines related to students and employees with diseases such as HIV infection;

3. resources within the District and the surrounding community for obtaining additional information or assistance and

4. procedures to prevent the spread of all communicable diseases at school.

[Adoption date: February 24, 2003]

LEGAL REFS.: Family and Medical Leave Act; 29 USC 2611 et seq.
ORC 3313.67; 3313.68; 3313.71
3319.13; 3319.141; 3319.321
3701.13; 3701.14
3707.06; 3707.08; 3707.20; 3707.21; 3707.26
3709.20; 3709.21
OAC 3301-35-02

CROSS REFS.: AC, Nondiscrimination
ACB, Nondiscrimination on the Basis of Disability
EBBC, Bloodborne Pathogens
GBA, Equal Opportunity Employment
GBE, Staff Health and Safety
GBL, Personnel Records
JB, Equal Educational Opportunities
JO, Student Records
Staff and Student Handbooks

ADMINISTERING PRESCRIPTION DRUGS 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 the 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 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 delivery system 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 inhales 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 Delivery Systems

Students are permitted to carry and use an epinephrine delivery system to treat anaphylaxis (severe allergic reactions). The right to carry and use an epinephrine delivery system 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 epinephrine delivery system 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: February 24, 2003]
[Revision date: May 29, 2007]
[Revision date: January 5, 2015]
[Revision date: November 27, 2023]
[Revision date: October 27, 2025]
[Revision date: September 28, 2026]

LEGAL REFS.: ORC 2305.23; 2305.231
3313.64; 3313.7112; 3313.7117; 3313.712 3313.713; 3313.716; 3313.718
3314.03; 3314.141
OAC 3301-35-06

CROSS REFS.: EBBA, First Aid
JFCH, Alcohol Use by Students
JFCI, Student Drug Abuse

ADMINISTERING PRESCRIPTION DRUGS TO STUDENTS
(General Regulation)

Students needing medication are encouraged to receive the medication t 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 or intervals at which each dosage of the prescription drug is to be administered;
   E. the date on which the administration of the prescription drug is to begin;
   F. the date on which the administration of the prescription drug is to cease;
   G. any severe adverse reactions which should be reported to the physician and one or more telephone numbers at which the person who prescribed the medication can be reached in case of an emergency and
   H. special instructions for administration of the prescription drug, including sterile conditions and storage.

3. The parent(s) agree to submit a revised statement signed by the physician who prescribed the drug to the person designated to administer medication if any of the information provided by the person licensed to prescribe medication as described above changes.

4. The person authorized to administer the prescription drug receives a copy of the statement described above.

5. The prescription drug is received by the person authorized to administer the drug to the student for whom the drug is prescribed in the container in which it was dispensed by the prescribing physician or other licensed professional.

The person designated by the Board establishes a location in each school building for the storage of 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 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 which constitutes "gross negligence or wanton or reckless misconduct."

A person employed by the Board is not required to administer a prescribed drug to a student unless a Board regulation establishes a requirement; furthermore, the Board shall not require an employee to administer a drug to a student if the employee objects, on the basis of religious convictions, to administering the drug.

Board policy and regulations regarding dispensation of medication must be formally adopted by the Board and may be changed, modified or revised only by action of the Board.

[Approval date: January 5, 2015]
[Revision date: October 27, 2025]

ADMINISTERING MEDICINES TO STUDENTS
(Use of Asthma Inhalers)

In order for a student to possess and use an inhaler, he/she must have written approval from the student's physician and parent or other caretaker. The principal and/or the school nurse must have received copies of these required written approvals.

The physician's written approval must specify the minimum following information:

1. the student's name and address;
2. the name of the medication contained in the inhaler;
3. the date the administration of the medication is to begin;
4. the date, if known, that the administration of the medication is to cease;
5. written instructions which outline the procedures school personnel should follow in the event that the asthma medication does not produce the expected relief from the student's asthma attack;
6. any severe adverse reactions that may occur to the student using the inhaler that should be reported to the physician;
7. any severe reactions that may occur to another student for whom the inhaler is not prescribed, should he/she receive a dose of the medication;
8. at least one emergency telephone number for contacting the physician;
9. at least one emergency telephone number for contacting the parent, guardian or other person having care or charge of the student in an emergency and
10. any other special instructions from the physician.

In no circumstances will the District, any member of the Board or any Board employee be liable for injury, death or loss of person or property when a District employee prohibits a student from using an inhaler because the employee believes in good faith that the required written approvals have not been received by the principal. Additionally, liability cannot accrue because the employee permits the use of an inhaler when the employee believes in good faith that the written approval(s) have been received by the appropriate authority.

[Approval date: February 24, 2003]
[Revised: January 5, 2015]

ADMINISTERING MEDICINES TO STUDENTS
(Use of Epinephrine Delivery Systems)

Student possession of an epinephrine delivery system is permitted only if the student has written approval from the prescriber of the epinephrine delivery system 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 epinephrine delivery system from the parent or student.

The prescriber's written approval must specify at least the following information:

1. Student's name and address;

2. Names and dose of the epinephrine contained in the delivery system;

3. The date the administration of the epinephrine through the delivery system is to begin and, if known, the date that authority to administer epinephrine delivery system is to cease;

4. Acknowledgement that the prescriber has determined that the student is capable of possessing and using the delivery system appropriately and has provided the student with training in the proper use of the delivery system;

5. Circumstances in which the delivery system should be used;

6. Written instructions that outline procedures school personnel should follow if the student is unable to administer the medication or the epinephrine through the delivery system does not produce the expected relief from the student's anaphylaxis (allergic response);

7. Any severe reaction that:

   A. the student may experience when using the epinephrine delivery system that should be reported to the prescriber or;

   B. may occur to another student for whom the epinephrine delivery system is not prescribed, if that student receives a dose of the epinephrine;

8. At least one emergency telephone number each for contacting the prescriber and the parent and;

9. Any other special instructions from the prescriber.

Whenever a student uses an epinephrine delivery system at school or at an activity, event or program sponsored by the school or in which the school is a participant, a school employee must immediately request assistance from an emergency medical service provider. Request for medical assistance applies whether the student self-administers the epinephrine delivery system or a school employee administers it to the student.

The Board and District employees are not liable in damages in a civil action for injury, death or loss to person or property allegedly arising if:

1. A school employee prohibits a student from using an epinephrine delivery system because he/she has a good faith belief that the conditions for carrying and using the medication have not been satisfied;

2. A school employee permits a student to carry and use an epinephrine delivery system because of the good faith that the conditions have been satisfied or;

3. In instances in which a student is rightfully permitted to carry an epinephrine delivery system, the use of the epinephrine by a student for whom it was not prescribed.

All immunities granted to schools under the sovereign immunity law or any other law apply.

[Approval date: May 29, 2007]
[Revised date: January 5, 2015]
[Revision date: September 28, 2026]

File: JHCD-E

Norwayne Local School District

STUDENT MEDICATION REQUEST FORM

(For Prescription and Nonprescription Medications)

School _____ Student's Name _____

School Year _____

Class/Teacher _____ Date of Birth _____

(*To be completed by Prescribing Physician*)

_____ of _____ is under my care and

(Name of Student) (Address)

should receive _____

(name of drug) (dosage) (route)

at the following time(s) _____

Date administration of drug is to begin _____

Date administration of drug is to end _____

Severe, adverse reactions which should be reported to the doctor: _____

_____

Special instructions for administering the drug: _____

_____

Storage requirements or sterile conditions needed for the drug: _____

_____

Should a change in any of the above information occur, a revised physician's statement must be submitted to the school.

_____
(PHYSICIAN'S PRINTED NAME)

_____
(PHYSICIAN'S SIGNATURE)

Date _____

(To be completed by Parent or Guardian)

I hereby request and give my permission to the principal or his/her designee (e.g., school nurse or responsible Board authorized person) to administer the above medication to my child as instructed by the physician.

ALL medication must be brought to the school in the original container as dispensed by the pharmacist or physician, clearly labeled. Ask the pharmacist to give you two containers. Send only the amount of medication that will be administered during school hours. Medications will be kept in the office.

If any revisions in the above plan or doctor's statement occur, a written revised doctor's statement must be submitted to the school. **It is understood that it is the student's responsibility to seek the medication at the proper location and time unless he/she is physically or mentally unable to do to.**

PARENT'S OR GUARDIAN'S SIGNATURE _____

Date _____ Parent/Guardian telephone number _____

School Use: Date Received _____ Initialed by _____

HOME VISITS

Although home visits by Norwayne's professional personnel are not mandatory, they should be conducted as needed on an individual basis.

[Adoption date: February 24, 2003]

STUDENT SAFETY

The objectives of safety instruction in the District include:

1. learning how to practice safety and prevent accidents;
2. learning how to safely use and properly care for tools and equipment so as to reduce the potential for accidents;
3. developing habits of good housekeeping, proper storage and handling of materials, and sanitation;
4. becoming familiar with personal protection devices and the proper clothing to be worn for safety purposes and
5. learning how to cooperate with others in the promotion and operation of a safety program in the schools and on school vehicles.

Instruction in courses in industrial technology, science, family consumer science, art, physical education, health and safety includes and emphasizes safety and accident prevention.

Safety instruction precedes the use of materials and equipment by students in the courses listed above, and instructors teach and enforce all safety rules established for the particular courses. These include the wearing of personal protective devices in appropriate situations.

Staff members instruct students not to accept gifts or automobile rides from strangers. Students are also instructed to tell staff members, parents, law enforcement officials or school safety patrols of any suspicious strangers in or around school property.

The Board provides instruction in personal safety and assault prevention in grades kindergarten through six. Upon the written request of a parent, a student shall be excused from such instruction.

In an attempt to further ensure student safety, staff members:

1. shall not send students on errands that would require the student to leave school property and/or drive a vehicle;

2. shall not attempt to counsel, assess, 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, pursuant to law and Board policy, immediately report any suspected signs of child abuse or neglect

Buildings are inspected annually to detect and remedy health and safety hazards. Staff members shall immediately report to the building administrator any accident or safety hazard he/she detects. The Superintendent is authorized and directed to develop appropriate means for the implementation of this policy.

[Adoption date: February 24, 2003]
[Revision date: October 27, 2025]

LEGAL REFS.: ORC 3313.60; 3313.643; 3313.96
3705.05
3737.73
4107.31
OAC 3301-35-03

CROSS REFS.: AFI, Evaluation of Educational Resources
EB, Safety Program
EBD, Crisis Management
JEE, Student Attendance Accounting (Missing and Absent Children)
JHG, Reporting of Child Abuse and Mandatory Training
JHH, Notification about Sex Offenders

SUPERVISION OF STUDENTS

The Board expects all students to be under assigned adult supervision at all times when they are in school, on school grounds, traveling under school auspices, or engaging in school-sponsored activities. School personnel assigned this supervision are expected to act as reasonably prudent adults in providing for the safety of the students in their charge.

In keeping with this expected prudence, no teacher or other staff member shall leave his/her assigned group unsupervised except as an arrangement has been made to take care of an emergency.

During school hours, or while engaging in school-sponsored activities, students shall be released only into the custody of parents or other authorized persons.

The school administration shall ensure that anyone who wishes to contact a student during the school day is doing so for proper reasons.

Early Arrival

Early arrival at school is discouraged except when there are unusual circumstances, in which case special arrangements for the proper supervision of the student must be made in advance with the building principal.

[Adoption date: February 24, 2003]

STUDENT BICYCLE USE

With parental permission, students may ride bicycles to school. Students shall be required to park the bicycle in the designated area and not ride them on school grounds during school hours.

[Adoption date: February 24, 2003]

STUDENT AUTOMOBILE USE

The transportation policies of the Board are aimed at providing a safe, efficient and economical method of getting students to and from school and school-sponsored activities. The Board provides transportation services to students that meet or exceed State law.

The Board recognizes that students might desire to drive their own vehicles to school. Therefore, the Board directs the Superintendent/designee to develop and maintain administrative guidelines to ensure the safety of student drivers, passengers and all other persons on District property.

In compliance with State law, student drivers under the age of 17 years old are not permitted to transport more than one person who is not a family member unless the driver is accompanied by his/her parent, guardian or custodian.

Students are discouraged from transporting other students to and from student activities, events and programs.

1. Any student driving to school must register the vehicle with the office and receive a parking permit.

2. All vehicles MUST display a current Norwayne parking permit by Friday of the third week, of the school year. Without proper registration the vehicle may be towed at the owner's expense.

3. The student parking area is north of the main driveway and east of the large oak tree.

4. Any violations of safe driving rules on the school grounds or the public streets and highways will result in suspension of driving privileges. The regulations apply to automobiles, motorcycles, etc. No student shall be in a car in the parking area during the school day without approval from the office staff.

5. All student drivers are reminded to enter and exit the school driveway very carefully and observe the five mile per hour speed limit. Please yield to school buses which always have the right-of-way on school property.

6. All students shall park their cars in the student parking area upon arrival and shall go directly and immediately into the school building and shall not be permitted to sit in their cars at any time during the school day.

7. The speed limit on school property is five miles per hour.

[Adoption date: February 24, 2003]
[Revised: June 25, 2007]

LEGAL REFS.: ORC 3327.01; 3327.09;
4507.05; 4507.07

CROSS REFS.: EEA, Student Transportation Services
EEAE, Student Transportation in Private Vehicles

REPORTING 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, 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's services agencies must notify the Superintendent of any allegations of child abuse and neglect reported to them involving the District, as well as the disposition of the investigation.

To ensure prompt reports, procedures for reporting are made known to the school staff. A person who participates in making such reports is immune from any civil or criminal liability, provided the report is made in good faith.

The Board directs the Superintendent/designee to develop a program of in-service training in child abuse prevention; 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 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: February 24, 2003]
[Revision date: November 22, 2004]
[Revision date: March 31, 2008]
[Revision date: March 25, 2019]
[Revision date: June 26, 2023]
[Revision date: October 28, 2024]
[Revision date: November 24, 2025]

LEGAL REFS.: ORC 2151.011; 2151.421
3313.662; 3313.666
3319.073

CROSS REFS.: EB, Safety Program
EBC, Emergency Management and Safety Plans
IGAE, Health Education
JFCF, Hazing and Bullying (Harassment, Intimidation and Dating Violence)
JHF, Student Safety

NOTIFICATION ABOUT SEX OFFENDERS

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: April 28, 1998]
[Re-adoption date: December 22, 2003]
[Revision date: February 25, 2019]

LEGAL REFS.: 42 USC 14071
ORC 149.43
2151.355
2152.83; 2152.84
Chapter 2950
OAC 109:5-2

CROSS REF.: GBQ, Criminal Record Check
JO, Student Records

STUDENT AWARDS AND SCHOLARSHIPS

The Board values excellence and wishes to encourage students to do their best in all endeavors. The Board directs the Superintendent to maintain a set of criteria and procedures for presenting letters or other suitable awards to students for academic accomplishment, as well as for distinguished service to the District through community service and/or cocurricular and extracurricular participation. Examples include, but are not limited to, the following:

1. academic excellence
2. community service (includes service to the school)
3. perfect attendance
4. cocurricular participation (band, choir, etc.)
5. extracurricular participation (athletics, intramural activities, other groups or clubs, etc.)

Each school may submit to the Superintendent recommendations for special recognition of any student or group of students who demonstrate accomplishments that benefit the District or the community.

Any person or organization desiring to give a gift, or make a grant or bequest, for special recognition of any student or group of students must contact the Superintendent, who submits the request to the Board.

Donations may be offered to the District in order to provide scholarship awards to students, provided the conditions of acceptance do not remove any portion of the control of the District from the Board.

[Adoption date: February 24, 2003]

LEGAL REFS.: ORC 9.20
3313.20; 3313.36

CROSS REFS.: JO, Student Records
KH, Public Gifts to the Schools

EMPLOYMENT OF STUDENTS

The Board believes that a student's school responsibilities are to take precedence over non-school-related jobs. However, the Board acknowledges that extenuating circumstances may surface when a student may need to forgo the traditional method of obtaining an education in order to work and provide support or care for himself/herself or his/her family members.

If a student needs to work while attending school, he/she is cautioned against assuming work commitments that interfere with his/her studies and achievement in school. Opportunities for employment may be provided through work-experience programs and other employers in accordance with the following provisions for obtaining age and schooling certificates.

Age and Schooling Certificates (Work Permits)

All students under the age of 18 must apply for a work permit in order to legally obtain paid employment. Students, ages 16 and 17, must have valid work permits for paid employment during the school year. Students, ages 14 and 15, must obtain valid work permits for employment at all times of the year.

In compliance with State law, the Superintendent/designee is responsible for processing requests for and issuing all work permits as necessary. Students must provide all the documentation required by State law including, but not limited to, proof of age and physical fitness. Proof must also be provided identifying the potential employer as places of employment where minors can legally work.

In-School Employment

The Board may make available to students part-time and summer jobs commensurate with their abilities and the needs of the District for student employees. The Board also authorizes the District to provide cooperative work-experience programs.

The Board approves appointments and establishes pay rates. These rates comply with requirements of the minimum wage law.

[Adoption date: February 24, 2003]
[Revision date: January 5, 2015]
[Revision date: November 27, 2023]

LEGAL REFS.: 8 USC 1324a et seq.
ORC 3313.56; 3313.93
3321.042; 3321.08 through 3321.11
3331.01; 3331.02; 3331.04; 3331.06 through 3331.09
3345.205
4111.02
Chapter 4109

CROSS REF.: IGCF, Home Education
JECE, Student Withdrawal from School (Loss of Driving Privileges)
JEG, Exclusions and Exemptions from School Attendance

File: JL

STUDENT GIFTS AND SOLICITATIONS

There are differences in the economic status of families represented by the students in the District, and the Board wishes to avoid any embarrassment to students or hardship on families which lack financial resources. The Board does not wish to burden the community with numerous, repeated solicitations by the students.

The following guidelines are in effect.

1. Teachers discourage gifts from students. Notes of appreciation are appropriate.

2. Charity or general solicitations from students are permitted only after written approval has been given by the Superintendent. The Superintendent annually approves all solicitations which are permitted in the schools.

3. There is no solicitation of money from local industry, businesses, District residents, parents or by any school organization without the approval of the Superintendent. All solicitations and fund-raising activities by student groups must be in compliance with the District's policy on student fund-raising activities.

4. When the graduating class wishes to present a gift to the school, it is encouraged to donate the balance of the class fund to a school service project, the school scholarship fund or to present a gift that has long-lasting benefit to all students in the District.

5. Permission is never given for the school to sponsor nonschool fund raisers or to provide for student involvement in such activities.

[Adoption date: February 24, 2003]

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 individual students is prohibited. Such conduct is not compatible with professional ethics and, as such, will not be tolerated.

Staff members are expected to use good judgment in their relationships with students both inside and outside of the school context including, but not limited to, the following guidelines.

1. Staff members shall not make derogatory comments to students regarding the school, its staff and/or other students.

2. The exchange of purchased gifts between staff members and students is discouraged.

3. Staff-sponsored parties at which students are in attendance, unless they are a part of the school's extracurricular program and are properly supervised, are prohibited.

4. Staff members shall not fraternize, written or verbally, with students except on matters that pertain to school-related issues.

5. Staff members shall not associate with students at any time in any situation or activity which could be considered sexually suggestive or involve the presence or use of tobacco, alcohol or drugs.

6. Soliciting, encouraging, engaging or consummating and 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 email 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 may 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 State Board of Education for further investigation. Nothing in this policy prohibits District staff and students from the use of educational websites and/or use of social media created for curricular, cocurricular or extracurricular purposes.

[Adoption date: February 24, 2003]
[Revision date: February 25, 2019]
[Revision date: April 27, 2020]
[Revision date: October 27, 2025]

LEGAL REF.: ORC 3313.20; 3319.31; 3319.311
OAC Chapter 3301-73

CROSS REFS.: GBC, Staff Ethics
GBCA, Staff Conflict of Interest
GBCB, Staff Conduct
GBI, Staff Gifts and Solicitations
IIBH, District Websites
JFC, Student Conduct (Zero Tolerance)
JG, Student Discipline
JHF, Student Safety
JHG, Reporting Child Abuse and Mandatory Training
JL, Student Gifts and Solicitations
JO, Student Records
KBA, Public's Right to Know
Staff Handbooks
Student Handbooks

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

STUDENT FEES, FINES AND CHARGES

Materials Fees

Students enrolled in District schools are furnished basic textbooks without cost. However, a fee for consumable materials and supplies used in the instructional program is established at the beginning of each school year and may vary as the cost of materials and supplies fluctuates. Such fees are to be deposited in the rotary operating funds of the Board to defray the cost of the materials and supplies.

The Board directs the Superintendent/designee to prepare a schedule of fees for materials to be used in courses of instruction and a schedule of charges that may be imposed for damage to school property.

The District does not charge students eligible for free lunch under the National School Lunch Act or Child Nutrition Act a fee for any materials needed to participate fully in a course of instruction. Any fees charged to students eligible for free lunch under the National School Lunch Act or Child Nutrition Act will be charged in compliance with State and Federal law. This exception only applies to recipients of free lunch, not students who receive reduced-price lunch. This provision does not apply to extracurricular activities and student enrichment programs that are not courses of instruction.

Fines

When school property, equipment or supplies are damaged, lost or taken by individuals, a fine is assessed. The fine is reasonable, seeking only to compensate the school for the expense or loss incurred. Free lunch eligibility does not exempt a student from paying fines for damage to school property.

The late return of borrowed books or materials from the school libraries is subject to appropriate fines.

All fines collected are sent to the Treasurer for deposit in the general fund of the Board.

Unpaid Meal Charges

Unpaid meal charges are considered delinquent debt when payment is past due. The administration will establish procedures for the collection of unpaid meal charges.

Collection of Student Fees and Fines

The administration may establish regulations for the collection of student fees and fines.

Grades and credits are not made available to any student, graduate or to anyone requesting same on his/her behalf until all fees and fines for that student have been paid in full, except where required by State law. Participation in extracurricular field trips will not be permitted unless payment has been received. Students will be prohibited from participating in commencement exercises unless payment has been received.

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.

[Adoption date: February 24, 2003]
[Revision date: January 13, 2014]
[Revision date: June 19, 2017]
[Revision date: November 27, 2023]

LEGAL REFS.: National School Lunch Act of 1946, 42 USC 1751
Child Nutrition Act of 1966, 42 USC 1771
ORC 3313.642
3319.324
3329.06

CROSS REFS.: EF/EFB, Food Services Management/Free and Reduced-Price Food
IGCB, Innovative Education Programs
IGCD, Educational Options (Also LEB)

File: JN-E

APPLICATION FOR WAIVER OF STUDENT INSTRUCTIONAL MATERIALS FEES

Under State law in school districts which receive Disadvantaged Pupil Impact Aid (DPIA) funds, students who receive Aid to Dependent Children or Disability Assistance are eligible for a waiver of instructional fees. This does not apply to any fees that may be charged for extracurricular activities, fines, school pictures, parking fees or lunch charges. Please complete this application if your child is eligible for a waiver of fees.

Student Name | Parent or Legal Guardian Name

Address | City | State | Zip Code

School Attending | Grade

Please attach documentation that shows that your child is currently receiving ADC/DA. You may need to contact your case worker for this information. Applications WILL NOT be approved without this documentation.

RETURN THIS APPLICATION TO YOUR CHILD'S SCHOOL

My signature certifies that the above information is true and correct and that I understand that school officials may verify the information on the application.

Signature (Parent or Legal Guardian) | Date

For Office Use Only

Application Approved, Waiver Granted _____
Application Rejected, Waiver Not Granted _____

STUDENT RECORDS

In order to provide students with appropriate instruction and educational services, it is necessary for the District to maintain extensive educational and personal information. It is essential that pertinent information in these records be readily available to appropriate school personnel, be accessible to the student's parent(s) or the student in compliance with law, and yet be guarded as confidential information.

The Superintendent is responsible for the proper administration of student records in keeping with State law and Federal requirements and the procedures for the collection of necessary information about individual students throughout the District.

Upon request, all records and files included in the student's cumulative file are available to parent(s) or the student (if he/she is over 18 years of age). This request must be in writing and is granted within seven calendar days. No records are to be removed from the school. A principal, teacher or other qualified school personnel must be present to explain any of the tests or other material.

All rights and protections given to parents under law and this policy transfer to the student when he/she reaches age 18 or enrolls in a postsecondary school. The student then becomes an "eligible student."

The District uses reasonable methods to identify and authenticate the identity of parents, students, school officials and any other parties to whom the agency or institution discloses personally identifiable information from education records.

The District provides notice to parents and eligible students annually, in accordance with the procedures set forth under administrative regulations, of the rights held by parents and eligible students under law and this policy. It is the intent of the District to limit the disclosure of information contained in the student's education records except:

1. by prior written consent;

2. as directory information and

3. under other limited circumstances, as enumerated under administrative regulations.

The following rights exist:

1. the right to inspect and review the student's education records;

2. the right, in accordance with administrative regulations, to seek to correct parts of the student's education records, including the right to a hearing if the school authority decides not to alter the records according to the parent(s)' or eligible student's request;

3. the right of any person to file a complaint with the U.S. Department of Education if the District violates relevant Federal law, specifically the Family Educational Rights and Privacy Act and

4. the right to acquire information concerning the procedure which the parent(s) or eligible student should follow to obtain copies of this policy, the locations from which these copies may be obtained, as well as any fees to be charged for such copies. *(See administrative regulations.)

The District proposes to designate the following personally identifiable information contained in a student's education records as "directory information."

1. student's name
2. student's grade level
3. student's photograph
4. school related publications
5. student participation in sports and activities
6. student's achievement awards or honors
7. student's weight and height, if a member of an athletic team
8. yearbook

The above information is disclosed without prior written consent, except when the request is for a profit-making plan or activity or when the parent/eligible student has informed the Board that any or all such information should not be released without their prior written consent or when disclosure is otherwise prohibited by law.

Administrative regulations set forth a procedure for annual notification to parents and eligible students of the District's definition of directory information. Parents or eligible students then have two weeks in which to advise the District in writing, in accordance with such regulations, of any or all items which they refuse to permit as directory information about that student.

To carry out their responsibilities, school officials have access to student education records for legitimate educational purposes. The District uses the criteria set forth under administrative regulations to determine who are "school officials" and what constitutes "legitimate educational interests."

Other than requests as described above, school officials release information from, or permit access to, a student's education records only with the prior written consent of a parent or eligible student, except that the Superintendent or a person designated in writing by the Superintendent may permit disclosure in certain limited circumstances outlined under administrative regulations.

The District maintains, in accordance with administrative regulations, an accurate record of all requests to disclose information from, or to permit access to, a student's education records and of information disclosed and access permitted.

[Adoption date: Date of manual adoption]

[Re-adoption date: December 22, 2003]
[Revised: January 13, 2014]
[Revised: June 20, 2016]
[Revised: November 21, 2016]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
Family Educational Rights and Privacy Act; 20 USC Section 1232g
Health Insurance Portability and Accountability Act; 29 USC 1181 et seq.
ORC 111.41; 111.42; 111.43; 111.46; 111.47; 111.99
149.41; 149.43
1347.01 et seq.
3317.031
3319.32; 3319.321; 3319.33
3321.12; 3321.13
3331.13

CROSS REFS.: AFI, Evaluation of Educational Resources
EHA, Data and Records Retention
IL, Testing Programs
KBA, Public's Right to Know
KKA, Recruiters in the Schools

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);

3. alumni records which relate to the student after he/she no longer attends classes provided by the District and the records do not relate to the person as a student and

4. peer-graded papers before they are collected and recorded by a teacher.

Personally Identifiable Information–any data or information which makes the subject of a record known, including the student's name, the student's or student's family's address, the name of the student's parent or other family members, a personal identifier such as a student's Social Security number or a biometric record, other indirect identifiers, such as the student's date of birth, place of birth or mother's maiden name, other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty or information requested by a person who the District reasonable 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 laws and under this policy. The District also sends home with each student a bulletin listing these rights; the bulletin is included with a packet of material provided to parents or eligible students when the students enroll during the school year.

The notice includes:

1. the right of a parent(s) or eligible student to inspect and review the student's education records;

2. the intent of the District to limit the disclosure of information contained in a student's education records, except: (1) by the prior written consent of the student's parent(s) or the eligible student, (2) as directory information or (3) under certain limited circumstances, as permitted by law;

3. the right of a student's parent(s) or an eligible student to seek to correct parts of the student's education records which he/she believes to be inaccurate, misleading or in violation of student rights; this right includes a hearing to present evidence that the records should be changed if the District decides not to alter them according to the parent(s)' or eligible student's request;

4. the right of any person to file a complaint with the Department of Education if the District violates 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.

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)	Building Offices	Principal
Health Records	Principals' Offices	Principals
Speech Therapy Records Psychological Records	Principals' Offices	Principals
School Transportation Records	School Transportation Office	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 actual cost 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 actual search, retrieval copying cost and postage.

DIRECTORY INFORMATION

The District proposes to designate the following personally identifiable information contained in a student's education record as "directory information"; it discloses that information without prior written consent, except that directory information is not released for a profit-making plan or activity or when disclosure is otherwise prohibited by law. Such information includes:

1. student's name
2. student's grade level
3. student's photograph
4. school related publications
5. student participation in sports and activities
6. student's achievement awards or honors
7. student's weight and height, if a member of an athletic team
8. yearbook

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;

5. employed by, or under contract to, the Board to perform a special task such as a secretary, a Treasurer, Board attorney or auditor for the period of his/her performance as an employee or contractor or

6. a contractor, consultant, volunteer or other party to whom an agency or institution has outsourced institutional services or functions may be considered a school official provided that the outside party:

    A. Performs an institutional service or function for which the District would otherwise use employees;

    B. Is under the direct control of the District with respect to the use and maintenance of education records and

    C. Abides by the legal requirements governing the use and re-disclosure 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 disclosure is initiated by the parent or eligible student or unless the District's annual notification includes notice that the District forwards education records to other education entities that request records in connection with a student's transfer or enrollment. Upon request, the District provides copies of the records and an opportunity for a hearing (upon the condition that the student's parents be notified of the transfer, receive a copy of the record and have an opportunity for a hearing to challenge the content of the record);

2. when certain Federal and State officials need information in order to audit or enforce legal conditions related to federally supported education programs in the District;

3. when parties who provide, or may provide, financial aid to students 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 an Ohio law adopted before November 19, 1974 required certain specific items of information to be disclosed in personally identifiable form from student records to State or local officials;

5. when the District has entered into a written agreement or contract for an organization to conduct studies on the District's behalf to develop tests, administer student aid or improve instruction;

6. when accrediting organizations need those records to carry out their accrediting functions;

7. when parents of eligible students claim the student as a dependent;

8. when it is necessary to comply with a judicial order or lawfully issued subpoena; the District makes a reasonable effort to notify the student's parent(s) or the eligible student before making a disclosure under this provision, except when a parent is party to a court proceeding involving child abuse or neglect or dependency, and the order is issued in the context of that proceeding;

9. if the disclosure is an item of directory information and the student's parent(s) or the eligible student has not refused to allow the District to designate that item as directory information for that student;

10. the disclosure is in connection with a health and safety emergency;

11. the disclosure concerns sex offenders and other individuals required to register under section 170101 of the Violent Crime Control and Law Enforcement Act of 1994, 42 U.S.C. 14071, and the information was provided to the educational agency or institution under 42 U.S.C. 14071 and applicable federal guidelines and

12. to an agency caseworker or other representative of a state or local child welfare agency, when the agency is legally responsible for the care and protection of the child. Information obtained will not be disclosed by the agency to any other agency or individual, unless they are engaged in addressing the education needs of the child and authorized by the agency to have access and the disclosure is consistent with the State laws applicable to protecting the confidentiality of the student's education records.

The District discloses personally identifiable information from an education record to appropriate parties, including parents, in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.

When deciding whether to release personally identifiable information in a health or safety emergency, the District may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. If the District determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it May disclose information from education records to any person whose knowledge of the information is necessary to protect the health or safety of the student or other individuals.

The District records the following information when it discloses personally identifiable information from education records under the health or safety emergency exception:

1. the articulable and significant threat to the health or safety of a student or other individuals that formed the basis for the disclosure and

2. parties to whom the District disclosed the information.

The District is required to permit the Ohio Department of Education 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 th4e student's response to an achievement test question;

2. verify the accuracy of the student's achievement test score or

3. determine whether the student satisfies the alternative conditions for a high school diploma.

District officials may release information from a student's education records if the student's parent(s) or the eligible student gives his/her prior written consent for the disclosure. The written consent must include at least:

1. a specification of the records to be released;

2. the reasons for the disclosure;

3. the person or the organization or the class of persons or organizations to whom the disclosure is to be made;

4. the parent(s) or student's signature and

5. the date of the consent and, if appropriate, a date when the consent is to be terminated.

The District uses reasonable methods to identify and authenticate the identity of parents, students, school officials and any other parties to whom the agency or institution discloses personally identifiable information from education records. The student's parent(s) or the eligible student may obtain a copy of any records disclosed under this provision.

The District does not release information contained in a student's education records, except directory information, to any third parties, except its own officials, unless those parties agree that the information is not redisclosed, without the parent(s)' or eligible student's prior written consent.

RECORDS OF REQUESTS FOR ACCESS AND DISCLOSURES MADE FROM EDUCATION RECORDS

The District maintains an accurate record of all requests for it to disclose information from, or to permit access to, a student's education records and of information it discloses and access it

permits, with some exceptions listed below. This record is kept with, but is not a part of, each student's cumulative school records. It is available only to the record custodian, the eligible student, the parent(s) of the student or to Federal, State or local officials for the purpose of auditing or enforcing federally supported educational programs.

The record includes:

1. the name of the person who or agency which made the request;

2. the interest which the person or agency has in the information;

3. the date on which the person or agency made the request;

4. whether the request was granted and, if it was, the date access was permitted or the disclosure was made and

5. in the event of a health and safety emergency, the articulable and significant threat to the health or safety of a student or other individuals that formed the basis for the disclosure and the parties to whom the agency or institution disclosed the information.

The District maintains this record as long as it maintains the student's education record.

The records do not include requests for access or information relative to access which has been granted to parent(s) of the student or to an eligible student; requests for access or access granted to officials of the District who have a legitimate educational interest in the student; requests for, or disclosures of, information contained in the student's education records if the request is accompanied by the prior written consent of a parent(s) or eligible student or if the disclosure is authorized by such prior consent or for requests for, or disclosures of, directory information designated for that student.

PROCEDURES TO SEEK TO CORRECT EDUCATION RECORDS

Parents of students or eligible students have a right to seek to change any part of the student's records which they believe is inaccurate, misleading or in violation of student rights.

For the purpose of outlining the procedure to seek to correct education records, the term "incorrect" is used to describe a record that is inaccurate, misleading or in violation of student rights. The term "correct" is used to describe a record that is accurate, not misleading and not in violation of student rights. Also, in this section, the term "requester" is used to describe the parent(s) of a student or the eligible student who is asking the District to correct a record.

To establish an orderly process to review and correct the education records for a requester, the District may make a decision to comply with the request for change at several levels in the procedure.

First-level decision. When a parent of a student or an eligible student finds an item in the student's education records 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.

[Approval date: February 24, 2003]
[Revised: January 13, 2014]
[Revised: June 20, 2016]
[Revised: November 21, 2016]

File: JO-E

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. Grade level
3. Photograph
4. School Related publications
5. Sports & Activities
6. Honors & Awards
7. Weight & Height of Athletic Team Members
8. Yearbook

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

STUDENT SURVEYS

The Board recognizes the importance of maintaining student records and preserving their confidentiality. Student records containing personally identifiable information are kept confidential at collection, storage, disclosure and destruction stages. Boards that receive funds under any applicable program must provide reasonable notice to parents at the beginning of each school year that their children may be involved in Board approved third party surveys. The school must also give parents the opportunity to opt their child out of the activity. A student shall not be required, as part of any applicable program, to submit to a survey, analysis or evaluation that reveals information concerning:

1. political affiliations or beliefs of the student or the student's parent;

2. mental or psychological problems of the student that are "potentially embarrassing" to the student or the student's family"

3. sex behavior or attitudes;

4. illegal, anti-social, self-incriminating or demeaning behavior;

5. critical appraisals of other individuals with whom respondents have close family relationships;

6. legally recognized privileged or analogous relationships, such as those of lawyers, physicians and ministers;

7. religious practices, affiliations or beliefs of the students or student's parent, or

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

Parents have a right to inspect a survey created by a third party before that survey is administered by the school to students. Parents are notified by the school when a survey is to be administered and will have at least two weeks to review the materials.

In order to protect student privacy rights when a school survey is to be administered that contains one of the prohibited eight items identified in this policy, parents have the right to inspect the survey. If parents do not want their child to be a participant in the survey, they must notify the school.

The collection, disclosure or use of student personal information for the purpose of marketing or selling that information, or providing the information to others for that purpose is prohibited. This does not include personal information collected for the exclusive purpose of developing,

1. postsecondary institutions or military recruiters;

2. book clubs, magazines and programs providing access to low-cost literary products;

3. curriculum and instructional materials used by K-12 schools;

4. tests and assessments used by grades K-12 to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students, or to generate other statistically useful data for the purpose of securing these tests and assessments, and the subsequent analysis and public release of the aggregate data from these tests and assessments;

5. the sale by students of products or services to raise funds for school or education related activities or

6. student recognition program.

For specific events, the school must notify the parents annually of the projected or approximate dates of the following activities:

1. the collection, disclosure or use of student personal information for the purpose of marketing or selling that information, or providing the information to others for that purpose;

2. the administration of a survey containing any of the eight items identified in this policy and

3. annually, the District will notify parents of physical exams or screenings conducted on students except for vision, hearing or scoliosis.

[Adoption date: February 24, 2003]

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: April 22, 2013]
[Revised: October 22, 2018]
[Revised: October 25, 2021]

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
JHF, Student Safety

SECTION K: SCHOOL-COMMUNITY RELATIONS

KA	School-Community Relations Goals
KAA	School-Community Relations Priority Objectives
KB	Public Information Program
KBA	Public's Right to Know
KBB	School-Sponsored Information Media
KBC	News Media Relations
KBCA	News Releases
KBCB	News Conferences and Interviews
KBCC	News Media Services at Board Meetings (Also BDDI)
KBCD	Broadcasting and Taping of Board Meetings (Also BDDJ)
KBCE	Sports and Special Events News Coverage
KBD	Speaker Services
KBE	Tax Issues (Also FD)
KBF	Use of Students in Public Information Program
KC	Community Involvement in Decision Making (Also ABA)
KD	Public Participation at Board Meetings (Also BDDH)
KE	Staff Participation in Community Activities (Also GBF)
KF	Community Instructional Resources (Also IIC)
KFA	Special Interest Materials (Also IIAD)
KG	Community Use of School Premises (Equal Access)
KG-E	Community Use of School Premises (Equal Access)
KG-R	Community Use of School Premises (Equal Access)
KGA	Public Sales on School Property
KGB	Public Conduct on District Property
KGC	No Tobacco Use on District Property (Version 2)
KH	Public Gifts to the District
KI	Public Solicitations in the Schools
KJ	Advertising in the Schools
KK	Visitors to the Schools
KKA	Recruiters in the Schools
KL	Public Complaints

KLA Public Complaints About Policies
KLB Public Complaints About the Curriculum or Instructional Materials
KLC Public Complaints About Facilities or Services
KLD Public Complaints About District Personnel

KM Relations with Community Organizations
KMA Relations with Parent Organizations
KMA-R Relations with Support Organizations

SCHOOL-COMMUNITY RELATIONS GOALS

Staff members have a responsibility to promote good school-community relations. The school-community relations program is directed by the Superintendent and is based upon the following principles.

1. The school-community relations program is a systematic, two-way process of communications between the District and the community.

2. The District may use media sources and other forms of communications available to effectively communicate with the citizens and employees.

3. Communications with the public should promote involvement, objective appraisal and support.

4. Communications should be internal as well as external and provide factual, objective and realistic data.

5. School communications should be responsive both to events as they arise and to evaluations of the process.

[Adoption date: February 24, 2003]

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 INFORMATION PROGRAM

The Board strongly believes that it must have excellent communication with the school staff and residents of the school community. It shall be the responsibility of the Superintendent and his/her staff to develop in conjunction with the communications committee a comprehensive program of public information including but not limited to the following means of communication:

1. News Releases

   The Board, through its Superintendent, shall inform the people of the District concerning the objectives, achievements, needs and conditions of the schools by means of locally circulated newspapers and other news publications. The Superintendent shall have the authority to issue news releases that have Districtwide policy significance.

2. Publications

   Bulletins, booklets, pamphlets, newspapers and like publications concerning the schools shall be prepared from time to time and shall be distributed to parents, staff members and other interested persons. The office of the Superintendent should receive copies of all publications concerning the schools. Publications originating in the schools are subject to review by the Superintendent's office.

3. Other Media

   The Superintendent shall capitalize on such other means of communication as meetings, special programs and study committees to further the District's communication program.

4. Individual School Publicity

   Publicity concerning school activities that relate to one school may be released by the principal of the school or his/her delegated representative in accordance with administrative procedures established by the Superintendent.

[Adoption date: February 24, 2003]

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 District-wide 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 administration 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 of more persons to attend public records training on its behalf. If so decided, the Board appoints a designee whenever the composition of the Board changes.

The District may ask that the identity of an individual requesting information and the reason the information is sought be in writing. The District first informs the requester that such disclosure is not mandatory, unless the request is for student directory information. The District also informs the requester that providing such information in writing enhances the District's ability to identify, locate or deliver the records sought. The District 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 a public record may request to have the record duplicated on paper, on the same medium on which the record is kept or on any other medium that the Superintendent/designee determines reasonable. If the request is ambiguous or overly broad, the District informs the requester of the manner in which records are maintained and accessed in the ordinary course of business and allows the requester to revise the request.

Records pertaining to individual students and other confidential materials are not released for inspection. Only that information deemed "directory information" may be released from an individual student's file, and only after complying with the regulations prepared by the administration for the release of such information. Student directory information is not released for profit-making purposes or when parents have affirmatively withdrawn their consent to release in writing. Student records that consist of "personally identifiable information" generally are exempt from disclosure.

All public records responsive to the request are made available in a reasonable period of time. The District makes the requester aware of any information that is exempt from disclosure requirements by notifying the requester of any redacted information or by making redactions in a plainly visible manner. If a public records request is denied, the District provides an explanation with legal authority for the denial of the request. This explanation is provided in writing if the request is made in writing or if the Superintendent/designee determines written explanation is necessary. An individual who is allegedly aggrieved by the failure of the District to promptly prepare the 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 records nor the information in them will 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 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 fee is $ .15 per copy plus postage. The District may require the fee charged for copies and/or delivery be paid in advance.

The Board's public records policy is posted in a conspicuous location in the central office and in all other District buildings and employee handbooks provided by the District. The policy is distributed directly to the records custodian and receipt of the policy by the custodian is acknowledged. A copy of the records retention schedule will be maintained and readily available to the public in the central office.

[Adoption date: February 24, 2003]
[Revised: May 29, 2007]
[Revised: September 17, 2007]
[Revised: January 13, 2014]
[Revised: June 20, 2016]
[Revised: November 21, 2016]
[Revised: January 14, 2019]
[Revised: October 27, 2025]

LEGAL REFS.: Family Educational Rights and Privacy Act; 20 USC, Section 1232g

ORC 121.22
149.011; 149.35; 149.381; 149.41; 149.43
3319.321
OAC 3301-35-03; 3301-35-04

CROSS REFS.: BDC, Executive Sessions
BDDG, Minutes
EHA, Data and Records Retention
GBL, Personnel Records
GBS, Health Insurance Portability and Accountability Act (HIPAA)
IGBA, Programs for Students with Disabilities
JO, Student Records
KA, School-Community Relations Goals
KKA, Recruiters in the Schools

NEWS RELEASES

The District is a public institution endeavoring to serve the educational needs of the community. It is important that information be disseminated concerning school activities and problems. The Superintendent develops procedures to provide wide coverage and to coordinate publicity which enhances the image of the District.

[Adoption date: February 24, 2003]

LEGAL REFS.: ORC 3315.07
OAC 3301-35-03(J)

CROSS REF.: EBD, Crisis Management

NEWS RELEASES

The procedures regarding news releases are as follows.

1. The Board President is the official spokesperson for the Board, except as this duty is delegated to the Superintendent or another Board member.

2. News releases which are of a Districtwide nature or pertain to established Board policy are the responsibility of the Superintendent or a designated member of the administrative staff.

3. News releases which are of concern to only one school, or to an organization of one school, are the responsibility of the principal of that particular school.

4. The Board expects the administration to maintain a vital and effective link with the media sources of the community. This includes a variety of forms and forums. This effort is directed by the Board President or his/her designee.

(Approval date: February 24, 2003)

BROADCASTING AND TAPING OF BOARD MEETINGS

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

1. 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 make audio and/or video recordings of all regular meetings and any special meeting that it deems appropriate.

[Adoption date: February 24, 2003]
[Revised: January 8, 2018]

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)

File: KBE (Also FD)

TAX ISSUES

The Board examines financial needs in advance of any levy or bond elections. The Board provides the public with information on school building needs and on levy and bond elections. It does not use District funds to promote approval of school-related tax issues.

Tax reduction factors are considered in coordination with the sexennial property appraisal in affected district counties. In considering a potential tax issue, the Board examines all legal options to obtain additional revenue.

[Adoption date: February 24, 2003]

LEGAL REFS.: Ohio Const. Art XII, Sections 2, 5
ORC Chapter 133
3311.21
3313.37; 3313.375
3315.07
3501.01
Chapter 5705
5748.01 et seq.

CROSS REFS.: BCF, Advisory Committees to the Board
FL, Retirement of Facilities

File: KC (Also ABA)

COMMUNITY INVOLVEMENT IN DECISION MAKING

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

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

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

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

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

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

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

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

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

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

[Adoption date: February 24, 2003]

LEGAL REFS.: ORC 121.22
OAC 3301-35-03(J)

CROSS REFS.: BCE, Board Committees
BCF, Advisory Committees to the Board
FL, Retirement of Facilities

Norwayne Local School District, Creston, Ohio

File: KD (Also BDDH)

PUBLIC PARTICIPATION AT BOARD MEETINGS

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

In order for the Board to fulfill its obligation to complete the planned agenda in an effective and efficient fashion, a maximum of 30 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 period of public participation may be extended by a vote of the majority of the Board, present and voting.

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: February 24, 2003]
[Revision date: January 6, 2020]

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)

File: KD-R (Also BDDH-R)

PUBLIC PARTICIPATION AT BOARD MEETINGS

Persons who desire to speak to the Board during the "Hearing of the Public" portion of the agenda at a regular Board meeting must contact the Superintendent prior to the meeting and ask to be included on the agenda as a part of the hearing portion, or otherwise be heard at the end of the meeting.

(Approval date: February 24, 2003)

File: KF (Also IIC)

COMMUNITY INSTRUCTIONAL RESOURCES

Helping each student develop to his/her full potential and to become a citizen contributing to the welfare of the community are important objectives of the District's educational program. The Board encourages administrative and instructional personnel to rely on the community as one of its educational resources. The administration directs community instructional resources designed to involve the citizens, institutions and environment of our community in the education of its children.

The Superintendent has supervisory control over community relations, which includes school volunteer service. Members of the staff and of the community are encouraged to offer their ideas and services through the channels that the administration develops.

The Superintendent reports to the Board on the involvement and effectiveness of the community relations.

[Adoption date: February 24, 2003]

LEGAL REFS.: ORC 3315.07
OAC 3301-35-03(J)

COMMUNITY USE OF SCHOOL PREMISES
(Equal Access)

Although the basic purpose of public school premises is to provide the youth of the community a sound educational program, the complete function of education is not achieved until the school premises are made to serve the entire community. To accomplish this objective, when school premises are not in use for school purposes, the Board shall, upon payment of the prescribed fee and subject to the requirements of applicable regulations, permit the use of school premises for auxiliary, educational, recreational, cultural, civic, social, religious or other Board-approved purposes.

The District may rent to lease premises to a public or nonpublic university for use for evening and summer classes.

Any school within the District receiving Title I funding must offer the same premises access to Boy Scouts as to other organizations.

[Adoption date: February 24, 2003]
[Revised: April 13, 2015]
[Revised: September 28, 2020]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
Title VIII, Section 801
ORC 3311.215
3313.75; 3313.76; 3313.77; 3313.79
3320.01; 3320.02; 3320.03
4303.26

CROSS REFS.: KGB, Public Conduct on District Property
KI, Public Solicitations in the Schools

Norwayne Community Center Rental Guidelines & Offerings
Location: 161 S Main St, Creston, OH 44217
Rental Coordinator: Lori Weinman
Office Phone: 330-435-1141
After-Hours Help: 330-466-1752 (Lori)

PLEASE READ

RENTAL GUIDELINES & EXPECTATIONS

- **Payment:** All rental fees must be paid in advance.
- **Deposit:** A $50 cleaning/security deposit is required and **must be submitted as a separate check**. If the facility is left clean and in good condition, the check will be voided and securely discarded.
- **Available Appliances:** A microwave and two refrigerators with top freezers.
- **Supplies Provided:** Dish detergent and garbage liners (stored in the cupboard to the right of the microwave).
- **Cleaning Supplies:** Mop, mop bucket, brooms, dustpan, and floor cleaner are located in the kitchen hall by the lockers.

CLEAN-UP EXPECTATIONS

- Dispose of all trash and food in the dumpster (back parking lot).
- Replace liners in all garbage cans, including restrooms.
- Sweep and remove debris from all used areas.
- Mopping of any spills or heavily used floors is required.
- Clean and dry all kitchen surfaces and return used items.

SEASONAL REMINDER

- In the event of snow, renters must handle their own plowing needs. The facility does not offer snow removal services.

GENERAL CONDUCT

- Absolutely no smoking or alcohol on premises.
- Return lighting to the condition it was in when you arrived. Gym lights are automatic and do not require adjustment.
- Restroom toilets are automatic, but please check and flush if needed before leaving.

- **Children are not permitted to run, play, or congregate in the hallways at any time. Hallways must remain clear and quiet during your event.**
- Stay away from buses/vans, fueling areas, and the north bus lot (no parking).
- **No advertising or publicizing of your rental event on school grounds.**

DECORATING RULES

- Do not use nails, tacks, or duct tape.
- Absolutely no glitter or confetti.
- Return any items removed from bulletin boards.

File: KG-E

Norwayne Local School District

Facility Use Application – Norwayne Community Center
Building Address: 161 S Main St., Creston, OH 44217
Mailing Address: PO Box 4443, Creston, OH 44217
Contact: Transportation Office – 330-435-1141 / Lori Weinman – 330-466-1752

Name of Group: _____ Date: _____

Person Making Request: _____ Phone: _____

Address: _____

Facility Requested: Commons Gym Both Commons & Gym (circle one)

Date of Event: _____ Time of Event: From _____ To _____

Hold Harmless Agreement

Date: _____

I/We, _____ (Name of group/organization), agree to indemnify and hold harmless the Norwayne Local Board of Education and its agents or employees from any liability, claims, demands, damages, or costs arising out of the use of the facility for:

Activity: _____

This includes liability whether caused by negligence of the applicant or the district and its representatives.

Signature(s) of group members/representatives: _____

Payment Information

- Checks Payable to: Norwayne Local Schools
- Deposit (Separate Check): $_____ ck#_____ Rental Fee: $_____ ck#_____
- Total Due: $_____ Date of Payment: _____

For Office Use Only

_____ Approved Coordinator Signature: _____

_____ Approved Superintendent Signature: _____

[Revision date: June 23, 2025]

COMMUNITY USE OF SCHOOL PREMISES
(Equal Access)

The Board encourages the community use of school premises. It is necessary, however, to ensure that such use does not interfere with the regular school purposes, impose undue burden upon personnel or strain the limited funds allotted for building services and maintenance; therefore, specific regulations have been established.

Conditions Governing Use of School Premises

1. An employee of the Board must be on duty whenever a school building or school stadium is used by an organization or group.

2. No building is used for commercial or personal gain.

3. No building is used for any fundraising activity unless the proceeds are for approved charitable, educational, character building or other community welfare purposes.

4. Out-of-school groups do not begin with their activities until school is dismissed in the afternoon and the students have left the building.

5. On days when school is closed because of snow or other calamity, all activities scheduled for that date are canceled or postponed.

6. Buildings are not used for recreation by outside groups on Sundays or legal holidays.

7. Building use is not permitted for private individuals or family affairs. Buildings are to be reserved for community group use only.

8. No group will, under any circumstances, tamper with any electrical or heating controls.

9. The kitchen is not used by any group unless arrangements are made to have one of the regular food service workers present.

10. There is no smoking or alcohol consumption in the building.

11. The Board reserves the right to require, if it should deem necessary, that groups using the building post a cash bond to cover any damages that might be done to any property, equipment or grounds.

12. The procedure for use of the football stadium follows the conditions outlined for the use of the buildings. Special emphasis is given to providing sufficient law enforcement protection and adult supervision.

13. School-sponsored student groups must have an employee present at the activity. Non-school-sponsored student groups must have an employee present or an adult approved by the Superintendent.

14. Groups that use school premises must possess liability insurance.

Applications

An application is necessary when a group or organization not part of the District wants to use a school premises. An applicant must assure the Superintendent that the group/organization will comply with all regulations and respect the property, equipment and grounds of the school.

Applications are not required for activities such as school activities on school days that do not require the assignment of overtime to custodial personnel and that do not extend beyond the hour of 6:00 p.m. An application is not required for the principal's use of the building for such purposes as holding conferences or small group meetings of staff, parents or students. When the building is used without the services of the custodial staff, the principal is responsible for the care and security of the building.

A sponsoring organization or group must indicate that it:

1. Intends to provide a program that promotes the welfare of the community and be for community purposes;

2. guarantees orderly behavior;

3. underwrites any damages due to its use of the premises;

4. pays for the use of equipment, property or grounds at the established rates and

5. possesses liability insurance.

Applications must be issued on a designated form. The following conditions are to be observed:

1. Afternoon meetings must end by 6:00 p.m. and evening meetings by 10:00 p.m.

2. Fees are assessed in accordance with a schedule adopted annually by the Board. The Board has the authority to waive fees as it deems appropriate.

3. Permission must be obtained from the principal for the use and rearrangement of any school equipment or furniture. If such items are to be moved, they are moved by the using organization and replaced in the original location.

4. Food may be served provided that care is taken to ensure that the area used is left as clean as it was before the meeting.

5. Service from the custodial staff is to be limited to admitting the organization after its sponsor arrives, assisting the sponsor in an advisory capacity concerning the facilities to be used and closing up and properly securing the facilities when the organization has left.

Processing the Application

Application forms are available in the office of the Superintendent. The application of a community group to use a school premises is filed with the Superintendent at least 30 days prior to the date of the proposed use.

After the application is cleared by the principal, it is sent back to the Superintendent at least 10 days in advance of anticipated use. The Superintendent arranges for special custodial or kitchen help. After checking for any type of District conflict on the composite calendar, the responsible school official notifies the applicant of the approval or disapproval of the request at least seven days in advance of the requested date of use.

Use of Special Equipment

Arrangements for the use of special equipment such as projectors, pianos, public address systems, scoreboard controls or other equipment belonging to a school must be made with the Superintendent at the time application is filed. The use of kitchen equipment for food preparation and sanitizing of dishes, utensils and tableware requires the assignment of a food service worker.

School equipment must be carefully maintained, accounted for and properly used since it involves a considerable expenditure. It is a general policy not to loan school equipment to outside groups. An exception may be made if a staff member accompanies the group and operates the equipment and the request is approved by the Superintendent.

[Approval date: February 24, 2003]
[Revised: April 28, 2014]
[Revised: April 13, 2015]

PUBLIC CONDUCT ON DISTRICT PROPERTY

All persons on District grounds are expected to abide by all applicable laws, local ordinances, Board policies District and building regulations.

No person on District property may assault, strike, threaten, menace or use improper, indecent or obscene language toward a teacher, instructor, other District employees or students at any time. This prohibition is extended to all athletic officials, coaches and athletes in the District and all visiting teams.

Unless otherwise permitted by law, no person is permitted to bring deadly weapons or dangerous ordinances into a school safety zone.

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.

No person may disrupt, disturb or interfere with the teaching of any class of students or any other activity conducted in a school building or upon the campus or grounds at any time.

Whoever violates the above policy and/or building regulations will be asked to leave the property by whoever is in charge. Should that person refuse, the law enforcement officials will be called. If the offender should be a student, the person in charge should report the student to the appropriate principal. The administration cooperates in any prosecution pursuant to the criminal laws of the State and local ordinances.

Good Conduct and Sportsmanship

The Board recognizes the value of cocurricular and extracurricular activities in the educational process and the values that young people develop when they have the opportunity to participate in an organized activity outside of the classroom.

Students and adults participating in cocurricular and extracurricular activities are expected to demonstrate responsible behavior and good conduct. The Board encourages the development and promotion of sportsmanship in all phases of the educational process, including athletics and all other cocurricular and extracurricular activities. Rules are posted at the entryways to all athletic events for all participants and spectators to review.

[Adoption date: February 24, 2003]
[Revision date: February 28, 2006]
[Revision date: March 27, 2017]
[Revision date: March 25, 2019]
[Revision date: August 22, 2022]

[Revision date: February 26, 2024]

LEGAL REFS.: Gun-Free Schools Act; 20 USC 1751
Gun-Free School Zones Act; 18 USC 922
ORC 2903.13; 2903.22
2911.21
2917.11
2923.1212; 2923.122
3313.20(A)

CROSS REFS.: GBCB, Staff Conduct
IGD, Cocurricular and Extracurricular Activities
JFC, Student Conduct (Zero Tolerance)
KG, Community Use of School Premises (Equal Access)
KGC, No Tobacco Use on District Property (Version 2)
KK, Visitors to the Schools

NO TOBACCO USE ON DISTRICT PROPERTY
(Version 2)

The Board has a duty to protect and promote the health and well-being of all students and staff. The Board is acutely aware of the serious health risks associated with the use of tobacco products, both to users and nonusers, and that most tobacco use begins by the age of 18. The Board recognizes that staff and school visitors serve as role models to students and, therefore, adopts this 100% tobacco-free District policy to endorse a healthy lifestyle and prevent tobacco use.

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. For the purpose of this policy, "tobacco product" is defined to include any lighted or unlighted cigarette, cigar, pipe, bidi, clove cigarette and any other smoking product, and spit tobacco, also known as smokeless, dip, chew and snuff, in any form. For the purpose of this policy, "tobacco product" is defined to include any lighted or unlighted cigarette, cigar, pipe, bidi, clove cigarette and any other smoking product, and spit tobacco, also known as smokeless, dip, chew and snuff, in any form.

Tobacco Use Prohibited

No volunteer or school visitor is permitted to smoke, inhale, vape, dip or chew tobacco products at any time, including non-school hours:

1. in any building, facility or vehicle owned, leased, rented or chartered by the District or

2. on school grounds, athletic facilities or parking lots.

Tobacco Advertisements and Promotions

Tobacco advertising is prohibited on school grounds, in all school-sponsored publications and at all school-sponsored events. Tobacco promotional items that promote the use of tobacco products, including clothing, bags, lighters and other personal articles, are not permitted on school grounds, in school vehicles or at school-sponsored events.

Providing Notice

"No Tobacco" signs will be posted throughout the District at entrances and other appropriate locations in all academic buildings, administrative spaces and athletic fields. District vehicles will display the international "No Smoking" insignia. Announcements will be made during home athletic events both before the event and during intermission, as well as at all school functions where deemed appropriate. School programs will include a written reminder of the no tobacco use on District property policy.

Enforcement

Citizens failing to comply with this policy are educated as to State law and the Board's policy on smoking. Persons refusing to extinguish smoking materials are directed to leave school property and may be fined by the Ohio Department of Health or its designees.

The following disciplinary actions may be taken against school visitors found in violation of this policy

1st offense:	verbal notification of the policy
Multiple offenses:	removal from school property or, if off-campus, removal from school activity

[Adoption date: February 24, 2003]
[Revised: June 23, 2014]
[Revised: February 26, 2018]
[Revised: October 28, 2019]
[Revised: October 25, 2021]

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.: GBK, No Tobacco Use on District Property by Staff Members
JFCG, Tobacco Use by Students
KGB, Public Conduct on District Property

PUBLIC GIFTS TO THE DISTRICT

Gifts, grants or bequests are accepted by the Board provided the conditions of acceptance do not remove any portion of the control of the District from the Board.

Any person or organization desiring to give a gift or make a grant or bequest to the Board must contact the Superintendent, who submits the request to the Board.

Proposals for giving funds, equipment or materials to the District with a "matching" agreement or restriction are discouraged. Acceptance of donated equipment or materials may depend upon the compliance with, or experience related to, the Board's policy of standardizing materials and equipment.

Whenever the District has an established project, contributions which reduce the cost or hasten the completion are welcome.

[Adoption date: February 24, 2003]
[Revision date: October 22, 2018]

LEGAL REFS.: ORC 9.20
3313.17; 3313.36

CROSS REFS.: BHD, Board Member Compensation and Expenses
FEE, Site Acquisition Procedure
GBIA, Online Fundraising Campaigns/Crowdfunding (Also IGDFA)

PUBLIC SOLICITATIONS/ADVERTISING IN THE SCHOOLS

Soliciting

No person shall sell or offer for sale within a school building or on school property any articles or services or solicit contributions except those approved by the Superintendent or the Board. 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 school administration.

Salespeople are prohibited from talking to teachers at any time during the school day. Salespeople representing educational companies may be granted this opportunity, by making arrangements through the principal's office, at a time that shall not interfere with the classroom work of the teacher.

The school directory or lists of students and staff shall not be made available to any outside person or agency.

Distribution of Literature

Printed or written matter of any nature shall not be distributed to students in the schools or on school grounds without prior approval of the Superintendent. In cases where the nature of the material or its ultimate intent are in doubt, it shall be presented to the Board for its approval.

Advertising

No notices, posters or advertisements by or in behalf of persons not officially connected with the schools shall be distributed in any school building except by permission of the Superintendent or Board. All notices, even by students and school personnel, shall be cleared by the building principal and in case of doubt, by the Superintendent.

Posters that advertise a school activity are not to be displayed more than two weeks in advance of the activity and are to be displayed in designated areas only, so as not to damage the appearance of the building.

Charity Fund Raising

The administration may select a special fund or charity project that is considered important. Approval for such a project must be secured from the Superintendent.

[Adoption date: February 24, 2003]
[Revision date: October 22, 2018]
[Revision date: November 27, 2023]

LEGAL REFS.: ORC 2921.43
3319.321
3517.092

CROSS REFS.: GBI, Staff Gifts and Solicitations
GBIA, Online Fundraising Campaigns/Crowdfunding (Also IGDFA)
JL, Student Gifts and Solicitations
KG, Community Use of School Facilities (Equal Access)
KK, Visitors to the Schools

File: KK

VISITORS TO THE SCHOOLS

The Board encourages parents and other citizens of the District to visit classrooms to observe the work of the schools and to learn what the schools are doing.

To ensure that no unauthorized persons enter buildings, all visitors must first report to the school office to receive authorization to visit elsewhere in the building. (This policy does not apply when parents have been invited to a classroom or assembly program.)

Unauthorized persons are not permitted in school buildings or on school grounds. School principals are authorized to take appropriate action to prevent such persons from entering buildings and loitering on the grounds.

[Adoption date: February 24, 2003]

LEGAL REF.: ORC 3313.20

CROSS REFS.: BG, Board-Staff Communications (Also GBD)
KGB, Public Conduct on District Property
KI, Public Solicitations in the Schools

RECRUITERS IN THE 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 students 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 should coordinate these activities through the principal's office.

Names, addresses, 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: February 24, 2003]
[Revision date: February 28, 2006]
[Revision date: June 25, 2018]
[Revision date: January 9, 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

File: KL

PUBLIC COMPLAINTS

Constructive criticism of the District is welcomed by the Board. Although no member of the community is denied the right to bring his/her complaints to the Board, he/she is referred to the proper administrative channels for solution before investigation or action by the Board. Exceptions may be made when the complaints concern Board actions or Board operations.

The Board believes that complaints and grievances are best handled and resolved as close to their origin as possible. The staff should be given the opportunity to consider the issues and attempt to resolve the problems prior to involvement by the Board. The proper channeling of complaints involving instruction, discipline or learning materials is employee, principal, Superintendent and then the Board of Education.

If a complaint, which was presented to the Board and referred through the proper channels, is resolved before it comes back to the Board, a report of the disposition of the matter is made to the Board and then placed in the official files.

The Board expects the staff to receive complaints courteously and to make a proper reply to the complainant.

Matters referred to the Superintendent and/or Board must be in writing and are expected to be specific in terms of the action desired.

[Adoption date: February 24, 2003]

LEGAL REF.: ORC 121.22

CROSS REFS.: KLB, Public Complaints About the Curriculum or Instructional Materials
KLD, Public Complaints About District Personnel

File: KL-E

NORWAYNE LOCAL SCHOOL DISTRICT
REPORT OF CONCERN OR PROBLEM

Person Presenting Concern/Complaint_____ Phone_____

Staff Person(s) Affected_____

Statement of Concern or Problem:

Review of the Facts (Dates:

Disposition by the Appropriate Administrator:

Signature of Administrator/Supervisor _____

Date _____

Follow-Up (*For Administrative Use Only*)

Date(s):_____

Investigator Copy *Parent Copy* *Office Copy*

PUBLIC COMPLAINTS ABOUT THE CURRICULUM OR INSTRUCTIONAL MATERIALS

The Board recognizes the need and right of students to free access to many different types of books and materials. It also recognizes the right of the professional staff to select books and other materials supportive of the Board's educational philosophy and goals.

Criticism of a book or other materials used in the District may be expected from time to time. In such instances, the following guidelines shall apply.

1. If a parent requests that his/her own child not read a given book, the teacher and/or school administrator should resolve the issue, perhaps by arranging for use of alternative material meeting essentially the same instructional purpose.

2. The Board does not permit any individual or group to exercise censorship over instructional materials and library collections, but it recognizes that, at times, a re-evaluation of certain material may be desirable. Should an individual or group ask to have any book or other material withdrawn from school use, the following steps are taken.

    A. The person who objects to the book or other material is asked to sign a complaint on a standard form documenting his/her criticism.

    B. Following receipt of the formal complaint, the Superintendent provides for a re-evaluation of the material in question. He/She arranges for the appointment of a review committee from among the faculty and community to consider the complaint.

    C. The Superintendent reviews the complaint and the committee's re-evaluation and renders a decision in the matter. Should the decision be unsatisfactory to the complainant, it may be appealed to the Board.

The Board assumes final responsibility for all books and instructional materials which it makes available to students, and it holds its professional staff accountable for their proper selections. The Board also recognizes rights of individual parents with respect to controversial materials used by their own children and provides for the re-evaluation of materials in library collections upon formal request.

[Adoption date: February 24, 2003]

LEGAL REFS.: ORC 121.22
3329.07; 3329.08; 3329.09

CROSS REFS.: IIA, Instructional Materials
IIAA, Textbook Selection and Adoption
IIAC, Library Materials Selection and Adoption
INB, Teaching About Controversial Issues
KL, Public Complaints
KLD, Public Complaints About District Personnel

PUBLIC COMPLAINTS ABOUT THE CURRICULUM OR INSTRUCTIONAL MATERIALS

If a complaint is made about Title I, the procedures for resolving said complaint shall be as follows:

1. Complaints shall be directed to the Superintendent.

2. Resolution of a complaint shall not exceed 30 days. In accordance with regulations established by the commissioner, the state education agency may extend the 30-day limit due to exceptional circumstances.

3. The Superintendent shall appoint a hearing panel composed of a representative from the District parent advisory council, the Title I director and any other person so designated.

   A. It shall be the responsibility of the hearing panel to clarify the issues and attempt to resolve the problem.

   B. The hearing panel must keep official records of all proceedings.

   C. The complainant or the complainant's representative shall be given an opportunity to present evidence and question the parties involved.

   D. A complaint that is not resolved to the complainant's satisfaction within 10 working days shall be referred to the Superintendent.

4. Responsibilities of the Superintendent:

   A. The Superintendent must review the records and, if necessary, request additional information within 10 working days.

   B. The Superintendent shall clarify the issues and attempt to resolve them.

   C. The Superintendent shall notify, in writing, the complainant of his/her resolution of the complaint.

   D. The complainant has the right to appeal the resolution of the complaint to the state educational agency within 30 days after receipt of the written decision.

   E. Actual expenses incurred, in accordance with District policies, may be a part of the local budget for the Title I program, subject to review and approval by the director of the division of federal assistance.

(Approval date: February 24, 2003)

File: KLB-E

CITIZEN'S REQUEST FOR RECONSIDERATION OF LIBRARY/CURRICULUM MATERIALS

Type of material (book, film, pamphlet, etc.) _____

_____

Author _____

Title _____

Publisher (if known) _____

Request initiated by _____

Address _____

Telephone _____

Complainant represents: Self _____

Organization _____

Other _____

1. To what do you object? (Be specific, cite pages, frames) _____

   _____

2. What do you believe might be the result of reading or seeing this material? _____

3. For what age group do you recommend this material? _____

   _____

4. Is there anything good about this material? _____

   _____

5. Did you read or see the entire material? _____

   What parts? _____

6. Are you aware of the judgment of this material by professional critics? _____

7. What do you believe is the theme of this material? _____

_____

8. What would you like your school to do about this material? _____

[ ] Do not assign it to my child.

[ ] Withdraw it from all students as well as my child.

[ ] Restrict it to more mature students.

[ ] Send it back for re-evaluation.

_____
Signature of Complainant

PUBLIC COMPLAINTS ABOUT DISTRICT PERSONNEL

Complaints about personnel are investigated fully and fairly. Before any such complaint is investigated, it must be submitted in writing and signed. Anonymous complaints are disregarded.

Whenever a complaint is made directly to the Board as a whole or to a Board member as an individual, it is referred to the school administration for study and possible solution. 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 executive session of the Board for a formal hearing. Statutory restrictions on executive sessions are observed. Any Board action on the matter is taken in public session.

[Adoption date: February 24, 2003]
[Revision date: September 28, 2020]

LEGAL REFS.: Education Amendments of 1972, Title IX; 20 USC 1681 et seq.
ORC 121.22
149.43

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

PUBLIC COMPLAINTS ABOUT DISTRICT PERSONNEL

The following procedures are to ensure that a citizen's complaint is given respectful attention and that the integrity of the educational program is upheld. "Complaint" in this regulation is restricted in meaning to that criticism of a particular employee by a citizen of the District 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 to his/her immediate supervisor and immediately informs 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: February 24, 2003]
[Revision date: September 28, 2020]

RELATIONS WITH SUPPORT ORGANIZATIONS

The Board appreciates the efforts of booster groups, parent-teacher organizations (PTOs), 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: February 24, 2003]
[Revised: January 13, 2014]
[Revised: October 24, 2022]

LEGAL REF.: ORC 3313.17; 3313.20; 3313.36; 3313.47
Ohio Ethics Commission Advisory O

CROSS REFS.: AE, School District Goals and Objectives
KG, Community Use of School Facilities (Equal Access)
KGB, Public Conduct on District Property
KH, Public Gifts to the District
KI, Public Solicitations in the Schools
KJ, Advertising in the Schools

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: October 24, 2022]

SECTION L: EDUCATION AGENCY RELATIONS

LA	Education Agency Relations Goals
LAA	Education Agency Relations Priority Objectives
LB	Relations with Other Schools and Educational Institutions
LBA	Shared Services
LBB	Cooperative Educational Programs
LC	Relations with Education Research and Service Centers
LD	Relations with Cultural Institutions
LE	Relations with Colleges and Universities
LEA	Student Teaching and Internships
LEB	Educational Options (Also IGCD)
LEC	College Credit Plus (Also IGCH)
LEC-R	College Credit Plus (Also IGCH-R)

EDUCATION AGENCY RELATIONS GOALS

The Board cooperates with other districts and with other local, state and regional agencies and organizations in the solution of educational problems of common concern. This cooperation extends but is not limited to such areas as research, exchange of information and data, coordination of curriculum, coordination of school calendars and activities and construction of facilities which might be efficiently used on a cooperative basis. To serve a broader area, the District may consider other activities.

In carrying out this policy, the Superintendent may include in his/her recommendations to the Board an evaluation of the desirability and feasibility of cooperation with other agencies in endeavors which could benefit the District.

[Adoption date: February 24, 2003)

RELATIONS WITH OTHER SCHOOLS AND EDUCATIONAL INSTITUTIONS

The Board cooperates with other districts and institutions of higher learning for such purposes as:

1. seeking solutions to educational problems of common concern;
2. offering supporting services of high quality to our students;
3. acquiring federal and state grants and
4. promoting local school system involvement in regional and state decision making.

This cooperation may extend to research, providing transportation for children to special schools and hospitals, coordination of curriculum, exchange of information and data, construction of facilities which may be effectively used on a cooperative basis, sharing of curricular offerings, cooperative purchasing and the coordination of school calendars and activities. This cooperation may also extend to charter schools.

Before joining in any cooperative effort and to serve the best interests of the students, the Superintendent investigates and suggests cooperative ventures and provides the Board with supportive documentation prior to the time the Board is asked to act.

Community/Charter School

The Board considers applications for community/charter schools only if the applicant's proposal contains detailed information addressing all the provisions contained in Chapter 3314 of the Ohio Revised Code. Applications are available in the central office.

[Adoption date: February 24, 2003)

LEGAL REFS.: ORC 3311.19
3313.841
3314.03; 3314.05; 3314.07
3315.09; 3315.091
3323.09

COOPERATIVE EDUCATIONAL PROGRAMS

State law permits the establishment of joint vocational school districts to provide career-technical programs for students from participating districts. The District participates in programs conducted under the auspices of the Wayne County Schools Joint Vocational School District.

A board of education composed of representatives appointed by boards of education of the participating districts governs the JVSD. The term of office for each member of the JVSD board of education is three years. JVSD board members are limited to two consecutive terms. Terms are considered consecutive unless separated by three or more years. Members are appointed to the JVSD board by the participating districts in accordance with the JVSD plan. A member will not be appointed to the JVSD board unless they meet the qualifications of State law.

The Board also participates in various programs of the Tri-County Educational Service Center, which assists this District in providing special services to the students enrolled in our schools.

[Adoption date: February 24, 2003)
[Revised: January 13, 2014]

LEGAL REFS.: Ohio Const. Art. VI, Section 2
ORC 3311.19
3313.841; 3313.843
3315.09
3323.09

RELATIONS WITH EDUCATION RESEARCH AND SERVICE CENTERS

The Superintendent is authorized to cooperate as far as possible with colleges, universities and other recognized research agencies in promoting potentially useful research. Because of the large number of requests for studies in our schools, it is necessary to limit the number and establish guidelines for the approval of studies.

Decisions in connection with research involving students, teachers, or other employees shall be influenced by the following factors:

1. The objectives of the research should be clearly stated and the design should produce valid and reliable results which shall then be made available to the schools of this District.

2. The research should be expected to contribute to the improvement of education or the general welfare of children.

3. Data derived from school records, interviews or questionnaires which have potential for invasion of the privacy of students or their families must have advance written authorization of parents or guardians even though the data are to be collected and reported under conditions of anonymity.

4. Research proposals should be of sufficient scope and depth to justify the time and effort of students and staff members.

5. In general, instructional activities shall not be interrupted unless there is a clear significance for the educational program of the schools.

6. Projects involving student researchers must have prior written approval by a faculty member of the institution in which the student is enrolled. This faculty member must have direct responsibility related to the student's research.

[Adoption date: February 24, 2003)

RELATIONS WITH COLLEGES AND UNIVERSITIES

The Board views education as a lifelong process and believes that education is a key element in the realization of a successful and satisfying life. The Board directs the Superintendent and staff to pursue opportunities for the students 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 which should not delay a student's completion of high school graduation requirements.

[Adoption date: February 24, 2003)

STUDENT TEACHING AND INTERNSHIPS

The Board recognizes the contributions student teachers and/or interns can make to the District and its responsibility to ensure high quality teacher training. Therefore, the Board authorizes the Superintendent/designee to arrange for the annual supervision and training of student teachers and interns.

The importance of the teacher training function to the future of education and the need to ensure high quality performance in our schools require student teachers to be placed with experienced teachers of demonstrated competence. While no staff members are required to supervise student teachers, it is expected that interested teachers volunteer for such duties. These teachers may accept an honorarium or stipend directly from the college or university for those services rendered outside the regular school day and beyond the duties and responsibilities specified in the teaching contract.

The teacher training institutions should provide liaison personnel who discuss with the building principal and supervising teacher the broad objectives that the institution believes should be pursued. Liaison personnel, subject to all school visitor rules and regulations, are free to visit the classrooms to observe the student teacher at work.

It is expected that the teacher training institution arranges the schedule of the student teacher to provide sufficient time in the classroom in order that continuity of experience for the student teacher and the District students is ensured.

[Adoption date: February 24, 2003]
[Revision date: June 25, 2018]

LEGAL REFS.: ORC 109.57; 109.572
2953.32
3319.39
Chapter 2944
OAC 3301-83-06

CROSS REF.: GBQ, Criminal Record Check

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, correspondence courses, 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 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: February 24, 2003]
[Revised: April 25, 2022]

LEGAL REFS.: OAC 3301-35-01(B)(9)
OAC 3301-35-06

CROSS REFS.: IGBM, Credit Flexibility
IGCB, Experimental Programs
IGCH, College Credit Plus (Also LEC)
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: February 24, 2003]
[Revised: April 25, 2022]

File: LEC (Also IGCH)

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, nonremedial courses for transcripted high school and/or college credit.

The Board directs the Superintendent or his/her designee to develop and establish the necessary administrative guidelines to ensure that the CCP Program is operating in accordance with state requirements.

[Adoption date: February 24, 2003)
[Revision date: July 27, 2015]
[Revision date: March 27, 2017]
[Revision date: December 18, 2017]
[Revision date: June 25, 2018]

LEGAL REFS.: ORC 3313.5314
Chapter 3365
OAC 3333-1-65 through 3333-1-65-14
3301-83-01(C)

CROSS REF.: IGBM, Credit Flexibility
IGCD, Educational Options (Also LEB)

COLLEGE CREDIT PLUS

District Obligations

The District is required to notify all 6th through 11th grade students and their parents about the College Credit Plus (CCP) program through multiple, easily accessible resources by February 1 of each school year. The notice includes all information required by State law. The District promotes the CCP program on the District website, including details of current agreements with partnering colleges.

Students and/or parent(s) are required to submit written notice of intent to participate to the principal by April 1 of the year in which the student wishes to enroll and may submit written notice as early as February 15. Failure to inform the principal of intent to participate by the April 1 deadline 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 (ODE) 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 ODE 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(s) completed at the college.

2. If no comparable course is offered, the Board grants an appropriate number of elective credits.

3. Any disputes between the student and the Board regarding high school credits granted for a course may be appealed by the student to the (ODE). ODE's decision on these matters is final.

4. The student's records must show evidence of successful completion of each course and the high school credits awarded. The record must indicate that the credits were earned as a participant in CCP, and include the name of the college at which the credits were earned. 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.

<u>High School/College Enrollment</u>

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 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.

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.

Each secondary school 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 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 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 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 eligible 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. Courses used for eligibility determination may be a combination of high school and college courses. Students also must meet any additional District eligibility requirements.

CCP Dismissal Appeals

The College Credit Plus Dismissal Appeals policy for Norwayne Local School District is based on the requirements of Ohio Administrative Code 3333-1-65.13. Students who have been placed on CCP Dismissal or who have been placed on CCP Probation that prohibits the student from taking a course in the same subject and wish to appeal must notify the district superintendent within five business days after being notified of the CCP Dismissal or CCP Probation status. The district will notify the college or university in which a student is enrolled that the student has requested an appeal. The district superintendent will issue a decision on the student's appeal within ten business days after the date of the appeal is made. The decision of the superintendent is final.

To request an appeal, a student must provide a written explanation of why the student should be

- removed from CCP Dismissal or
- permitted to take a course in the same subject while on CCP Probation.

The district superintendent will review the written explanation and will consider the following possible activities that a student has taken:

- Completion of high school courses with an established grade point average
- Completion of tutoring, extra course assistance, as available
- Development of an individual pathway plan that includes high school graduation requirements and possible college courses

The district superintendent has the discretion to allow a student to participate in the program if the student meets other factors to demonstrate readiness.

Note: The CCP Probation and CCP Dismissal policy (OAC 3333-1-65.13) does not alter, supersede, or affect any college policy or procedure on academic probation or dismissal through the college. Students wishing to appeal the college's policy must do so by following the college's procedures.

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