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Brian Wilson, Treasurer/CFO
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Leslie McNaughton, Assistant Superintendent
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Stacie Raterman, Communications Director

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Craig Vroom, Principal Hilliard Weaver MS
Cori Kindl, Principal Hilliard Tharp Sixth Grade School
Stephanie Borlaza, Principal Britton Elementary
Tara Grove, Principal Ridgewood Elementary
Jill Donahue, Student Support Services Coordinator
Shelli Miller, Student Support Services Coordinator

Recommendation—Second Reading—October 12, 2015

The Policy Review Committee meets quarterly each school year (usually in September, November, February and May). All proposed new policies, revisions of current policies or repeal of a current policy are reviewed by the Policy Review Committee before being presented to the Superintendent for submission to the Board of Education. Two readings at two separate meetings shall normally be required before a new or revised policy may be adopted. Action to adopt will take place at a subsequent third meeting. However, the Board does have the option of voting for adoption at the second meeting.

The Policy Review Committee recommends the policies listed below be revised, as noted on the following pages:

1. AFC-1 (Also GCN-1)—Evaluation of Certificated Staff (Ohio Teachers Evaluation System)
2. AFC-2 (Also GCN-2)—Evaluation of Professional and Certificated Staff (Administrators)
3. GCN-1 (Also AFC-1)—Evaluation of Certificated Staff (Ohio Teachers Evaluation System)
4. GCN-2 (Also AFC-2)—Evaluation of Professional and Certificated Staff (Administrators)
5. IGBE—Remedial Instruction (Intervention Services)
6. IGBEA—Reading Skills and Assessments and Intervention (Third Grade Reading Guarantee)
7. IGBEA-R—Reading Skills and Assessments and Intervention (Third Grade Reading Guarantee)
8. IKF—Graduation Requirements
9. JECAA—Admission of Homeless Students
10. JHCCB—Tuberculosis Control Policy
11. JO—Student Records
12. JO-R—Student Records

Revision Notes:

- Language with a ~~line drawn through~~ it is language to be removed.
- **Language in bold-type** is language to be added.
- Language in regular-type is language currently in the policy and will remain in the policy.

The policies are being submitted for readings and adoption at the following regularly scheduled Board of Education meetings:

- First reading at the September 28, 2015 Board meeting
- Second reading at the October 12, 2015 Board meeting
- Third Reading & Adoption at the October 26, 2015 Board meeting

EVALUATION OF CERTIFICATED STAFF
(Ohio Teachers 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.

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

Credentialed evaluators

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

Effectiveness Rating

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

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

Teacher Performance Calculation

Teachers are evaluated via two formal observations and periodic classroom walk-throughs. The 50% teacher performance measure is based on the Ohio Standards for the Teaching Profession. The Superintendent/designee facilitates the selection/development of evaluation tools to calculate teacher performance. The Board directs the Superintendent/designee to develop procedures for these evaluation tools in accordance with the negotiated agreement.

Student Growth Calculation

For the purpose of this policy, student growth means the change in student achievement for an individual student between two or more points in time. Student growth is evaluated by a combination of: (1) Value-added data or an alternative student academic process measure if adopted under ORC 3302.03(C)(1)(e); (2) ODE approved assessments and/or (3) Board determined measures. When available, value-added data or an alternative student academic

progress measure if adopted under ORC 3302.03(C)(1)(e) shall be included in the multiple measures used to evaluate student growth in proportion to the part of the teacher's schedule of courses or subjects for which the value added progress dimension is applicable.

If a teacher's schedule is comprised only of courses or subjects for which value-added data is applicable, the majority of the student academic growth factor of the evaluation shall be based on the value added progress dimension. The entire student academic growth factor of the evaluation for such teachers shall be based on the value added progress dimension.

Value-added data based on the results of assessments administered in the 2014-2015 and 2015-2016 school years will not be used to assess student academic growth. Such data also will not be used when making dismissal, retention, tenure or compensation decisions. Evaluations for teachers of grade levels and subject areas for which the value-added progress dimension is applicable, and where no other measure is available to determine student academic growth, shall be based solely on teacher performance.

Student exemptions will be in accordance with State law regarding the calculation of student academic growth. Data from Board-determined multiple measures will be converted to a score of: (1) Least Effective, (2) Approaching Average, (3) Average, (4) Above Average or (5) Most Effective student growth levels.

Professional Growth and Improvement Plans

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

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

Teachers with approaching average and least effective ratings for student growth must develop an improvement plan with their credentialed evaluators. The Superintendent/designee assigns credentialed evaluators to teachers meeting with approaching average or least effective student growth ratings.

Evaluation Timeline

District administrators evaluate teachers annually. Annual evaluations include two formal observations at least 30 minutes each and periodic classroom walkthroughs. Teachers, who are on limited or extended limited contracts pursuant to State law and under consideration for nonrenewal, receive at least three formal observations during the evaluation cycle.

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

The Board evaluates teachers receiving effectiveness ratings of Accomplished on those teacher's most recent evaluations carried out under this policy every two years. Biennial evaluations conducted under this policy are completed by May 1 of the evaluation year. Teachers evaluated on a biennial basis are provided a written copy of their evaluation results by May 10 of the evaluation year.

Testing for Least Effective Teachers in Core Subjects

Teachers of core subject areas, as defined by State law, who have received a rating of Least Effective for two of the three most recent school years must register for and take all written examinations of content knowledge selected by the Ohio Department of Education. No teacher shall be responsible for the cost of taking an examination under this section.

Retention and Promotion

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

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

Poorly Performing Teachers

The Board uses evaluation results for removing poorly performing teachers. The Board adopts procedures for removing poorly-performing teachers based on evaluation results in accordance with the negotiated agreement and State law.

Professional Development

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

[Adoption date: August 14, 2001]

[Re-adoption date: April 22, 2013]

[Re-adoption date: November 25, 2013]

[Re-adoption date: May 11, 2015]

LEGAL REFS.: ORC 3319.11; 3319.111; 3319.112; 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 AND CERTIFICATED STAFF
(Administrators Both Certificated and Classified)

The Superintendent/designee 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, including the following: assistant superintendents, business managers, principals, assistant principals and all other personnel required to maintain certificates/licenses in order to be employed as pupil-personnel workers and educational administrative specialists (provided that such person spends less than 50% of his/her time teaching or working with students) and any other employee whose duties enable him/her to be considered either a "supervisor" or "management-level employee" excluded from all of the employee bargaining units. In addition, evaluations should assist administrators in developing their professional abilities in order to increase the effectiveness of District management.

The purpose of administrator evaluations is to assess the performance of administrators, to provide information upon which to base employment and personnel decisions and to comply with the requirements of 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. Evaluations are considered by the Board in determining whether to re-employ administrators.

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

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

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

Ohio Principal Evaluation System (OPES)

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

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

Principals and assistant principals are evaluated via two formal observations and periodic building walk-throughs. The 50% principal and assistant principal performance measure is based on the Ohio Standards for Principals. Proficiency on the standards includes consideration of professional goal setting, communication and professionalism, and skills and knowledge.

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

Value-added data based on the results of assessments administered in the 2014-2015 and 2015-2016 school years will not be used to assess student academic growth. Such data also will not be used when making dismissal, retention, tenure or compensation decisions.

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

The Superintendent/designee evaluates all principals and assistant principals annually. Annual evaluations include two formal observations at least 30 minutes each and periodic building walkthroughs.

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

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[Re-adoption date: April 12, 2005]

[Re-adoption date: April 22, 2013]

[Re-adoption date: November 25, 2013]

[Re-adoption date: May 11, 2015]

File: AFC-2 (Also GCN-2)

LEGAL REFS.: ORC 3319.02; 3319.03; 3319.04; 3319.111; 3319.16; 3319.17; 3319.171;
3319.22
OAC 3301-35-06

CROSS REFS.: AF, Commitment to Accomplishment
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DRAFT

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[Adoption date: August 14, 2001]

[Re-adoption date: April 12, 2005]

[Re-adoption date: April 22, 2013]

[Re-adoption date: November 25, 2013]

[Re-adoption date: May 11, 2015]

LEGAL REFS.: ORC 3319.02; 3319.03; 3319.04; 3319.111; 3319.16; 3319.17; 3319.171;
3319.22
OAC 3301-35-06

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

DRAFT

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. **The reading skills assessment is completed by September 30 for students in grades one through three, and by November 1 for students in kindergarten, or the date established by the Ohio Department of Education.** 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 made available to students who:

1. score below the proficient level on a fourth, fifth, sixth, seventh or eighth grade achievement test and
2. are not demonstrating academic performance at their grade level based on the results of a diagnostic assessment.

Any student who scores at or below the limited proficient level on an Ohio Graduation Test must receive intervention services.

Certain specified students who are offered intervention services either after-hours or in summer classes are truant if they do not attend the intervention programs.

The Superintendent/designee is directed to maintain remedial instructional programs or intervention services that assist all students in meeting and maintaining minimum levels of student proficiency in communication and computation skills. These programs include procedures to evaluate student achievement related to the remedial program objectives and standards. Ongoing communication between teaching staff members and parents of students participating in remedial educational programs is coordinated by the Superintendent and the administrative staff.

The Superintendent/designee is directed to evaluate the remedial education programs and report to the Board each school year as to their effectiveness in maintaining minimum levels of student proficiency.

[Adoption date: August 14, 2001]
[Re-adoption date: March 9, 2004]
[Re-adoption date: October 11, 2005]
[Re-adoption date: August 13, 2007]
[Re-adoption date: April 22, 2013]
[Re-adoption date: May 11, 2015]

LEGAL REFS.: ORC 3301.07; 3301.0710; 3301.0711(D); 3301.0712; 3301.0715
3313.608; 3313.609; 3313.6010; 3313.6012
OAC 3301-35-04; 3301-35-06

CROSS REF.: IGBEA, Reading Skills Assessments and Intervention (Third Grade
Reading Guarantee)
IKE, Promotion and Retention of Students

READING SKILLS ASSESSMENTS AND INTERVENTION
(Third Grade Reading Guarantee)

The Board believes in the importance of the development of English language skills. As a result the Board promotes the importance of reading skills through English diagnostic assessments and reading intervention services in order to provide a meaningful tool to identify and assist students in achieving proficiency in English language arts.

The District annually evaluates the English reading skills of each K-3 student and identifies students who are reading below their grade level. **The reading skills assessment is completed by September 30 for students in grades one through three, and by November 1 for students in kindergarten, or the date established by the Ohio Department of Education.** 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 District provides written notification to the parents or guardian of students who are reading below their grade level. Intensive reading instruction is provided to students immediately after they are identified as having a reading deficiency. The District develops a reading improvement and monitoring plan within 60 days of receiving the student's diagnostic results.

For students who have been retained at the end of third grade, the District provides intense remediation services that include intensive interventions that address the student's specific areas of deficiency.

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.

[Adoption date: April 22, 2013]

[Re-adoption date: May 11, 2015]

LEGAL REFS.: ORC 3301.07; 3301.0710; 3301.0711(D); 3301.0715; 3301.079
3313.608; 3313.609; 3313.6010; 3313.6012; 3324.01
OAC 3301-35-04; 3301-35-06

CROSS REFS.: IGBE, Remedial Instruction (Intervention Services)
IGBI, Limited English Proficiency
IKE, Promotion and Retention of Students

READING SKILLS ASSESSMENTS AND INTERVENTION
(Third Grade Reading Guarantee)

The District is required annually to assess the reading skills of each K-3 student, except those students with significant cognitive disabilities or other disabilities as authorized by the Ohio Department of Education (ODE) on a case-by-case basis. **The reading skills assessment is completed by September 30 for students in grades one through three, and by November 1 for students in kindergarten, or the date established by the Ohio Department of Education.** The District uses the diagnostic assessment to measure reading ability either approved under State law or a comparable tool that has been approved by ODE.

If the diagnostic assessment shows that a student is not reading at grade level, the District 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;
4. notice that the diagnostic assessment for third grade reading is not the sole determinant of promotion and that additional evaluations and assessments are available and
5. notice that 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.

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 and
6. a statement that if the student does not attain at least the equivalent level of achievement under Ohio Revised Code Section 3301.071 by the end of third grade, the student will be retained.

For a student with a reading improvement and monitoring plan entering the third grade ~~for the first time on or after July 1, 2013~~, the District provides a teacher who has at least one year of teaching experience and who satisfies one or more of the following criteria:

1. holds a reading endorsement on the teacher's license and has attained a passing score on the corresponding assessment for that endorsement, as applicable;
2. has completed a master's degree program with a major in reading;
3. was rated "most effective" for reading instruction consecutively for the most 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 the State Board of Education (SBOE);
4. was rated "above expected value-added," in reading instruction, as determined by ODE for the most recent consecutive two years;
5. has earned a passing score on a rigorous test of principles of scientifically research-based reading instruction as approved by the SBOE or
6. holds an educator license for teaching grades pre-kindergarten through third or grades four through nine issued on or after July 1, 2017.

OR

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

2. a teacher who holds an alternative credential approved by ODE or who has successfully completed training that is based on principles of scientifically research-based reading instruction that has been approved by the department. **Beginning July 1, 2014,**†The alternate credentials shall be aligned with the reading competencies adopted by the SBOE.
3. reading intervention or remediation services under this section from an individual employed as a speech-language pathologist who holds a license issued by the Board of speech-language pathology and audiology and a professional pupil services license as a school speech-language pathologist issued by the SBOE and/or
4. a teacher, other than the student's teacher of record, to provide any services required under this section, so long as that other teacher meets the assigned teacher criteria above and the teacher of record and the school principal agree to the assignment. This assignment is documented in the student's reading improvement and monitoring plan.

For any student who is an English language learner and who has been in the U.S. for three years or less or for a student who has an individualized educational plan, a teacher may teach reading if the teacher holds an alternative credential approved by ODE or who has successfully completed training that is based on principles of scientifically research-based reading instruction that has been approved by ODE. **Beginning July 1, 2014,**†The alternate credentials shall be aligned with the reading competencies adopted by the SBOE.

The District has specific responsibilities for a student who has been retained at the end of third grade. The District must:

1. Establish a District policy for the midyear 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 ODE.
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.
6. Any student who has been retained because of results on the third grade reading 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.
 - A. Mid-Year Promotion – Any student retained by the Third Grade Reading Guarantee is eligible to be promoted to fourth grade any time after the start of the school year when proficiency is demonstrated on a district-selected assessment.

Districts required to submit staffing plans do so in accordance with State law.

(Approval date: February 10, 2014)

(Re-approval date: September 22, 2014)

(Re-approval date: May 11, 2015)

GRADUATION REQUIREMENTS

The Board desires that its standards for graduation meet or exceed the minimum standards of the Ohio Department of Education as well as State law and, further, that our high schools compare favorably with other high schools in the State that are recognized for excellence.

The requirements for graduation from high school are as follows.

Statutory Graduation Requirements

English Language Arts	4 units
History and government, including one-half unit of American History and one-half unit of American Government	1 unit
Social Studies	2 units
Science, including one unit each in Physical Science and Biology	3 units
Math, including one unit of Algebra II or its equivalent**	3 4 units
Health	½ unit
Physical Education	½ unit
Electives *	6 5 units
Total	20 units

The statutory graduation requirements also include:

- 1. student electives* of any one or combination of the following: foreign language, fine arts (must complete two semesters in any of grades 7-12 unless following a career-technical pathway), business, career-technical education, family and consumer sciences, technology, agricultural education or additional English language arts, math, science or social studies courses not otherwise required under the statutory graduation requirements;**
- 2. **students entering ninth grade for the first time on or after July 1, 2015 who are pursuing a career-technical instructional track may complete a career-based pathway math course as an alternative to Algebra II.**
- 3. units earned in social studies shall be integrated with economics and financial literacy and**
- 4. passing all State required examinations.**

Hilliard City Schools Graduation Requirements Classes of 2015 2016 – 2017	
English	4 units
World Studies	1 unit
U.S. History	1 unit
U.S. Government	½ unit
Civics or Economics	½ unit
Science - Including one credit each in Biology & Physical Science	3 units
Math - Must include Algebra II or Honors Algebra II**	4 units
Health	½ unit
Physical Education - Students may waive the physical education requirement with participation in athletics, marching band, and/or cheerleading. Students who pursue this option must earn one-half elective credit in another subject-area to meet the minimum credit requirement for graduation.	½ unit
Information & Communication Technology 21	½ unit
Financial Literacy Elective - The financial literacy elective requirement can be fulfilled by taking one of the following courses: Careers & Money Management, Financial Independence, Personal Finance, College Fundamentals or Principles of Entrepreneurship or CBI 3 Related.	± ½ unit
Senior Capstone - The Senior Capstone can be completed in a variety of ways/courses and must meet defined criteria. The Senior Capstone must be completed during the senior year.	½ unit
Additional Electives - One credit must be earned in fine arts unless two semesters of fine arts coursework were successfully completed in middle school (grades 7-8). Participation in Tolles or CBI may fulfill the Fine Arts graduation requirement. Elective credits must include one or any combination of foreign language, fine arts, business, career-technical education, family and consumer sciences, pre-engineering or English, Mathematics, Science or Social Studies not otherwise required.	5 units
Total Credits	21.5

Hilliard City Schools Graduation Requirements Class of 2018 and beyond***	
English	4 units
World Studies	1 unit
U.S. History	1 unit
U.S. Government	½ unit
Civics or Economics	½ unit
Science - Including one credit each in Biology & Physical Science	3 units
Math - Must include Algebra II or Honors Algebra II**	4 units
Health	½ unit
Physical Education - Students may waive the physical education requirement with participation in athletics, marching band, and/or cheerleading. Students who pursue this option must earn one-half elective credit in another subject-area to meet the minimum credit requirement for graduation.	½ unit
Information & Communication Technology 21	½ unit
Financial Literacy Elective - The financial literacy elective requirement can be fulfilled by taking one of the following courses during the Junior or Senior year: Careers & Money Management, Financial Independence, Personal Finance, College Fundamentals or Principles of Entrepreneurship, Life Skills 1 or CBI 3 Related. Note: Taking one of these prior to the Junior year will not fulfill the graduation requirement.	½ unit
Senior Capstone - The Senior Capstone can be completed in a variety of ways/courses and must meet defined criteria. The Senior Capstone must be completed during the senior year.	½ unit
Additional Electives - One credit must be earned in fine arts unless two semesters of fine arts coursework were successfully completed in middle school (grades 7-8). Participation in Tolles or CBI may fulfill the Fine Arts graduation requirement. Elective credits must include one or any combination of foreign language, fine arts, business, career-technical education, family and consumer sciences, pre-engineering or English, Mathematics, Science or Social Studies not otherwise required.	5 units
Total Credits	21.5

The statutory graduation requirements also include:

1. student electives** of any one or combination of the following: foreign language, fine arts (two semesters in any of grades 7-12), business, career technical education, family and consumer sciences, technology, agricultural education or additional English language arts, math, science or social studies courses not otherwise required under the statutory graduation;
2. units earned in social studies shall be integrated with economics and financial literacy and
3. passing all State required examinations.

In addition to the statutory requirements, Hilliard City Schools graduates for the class of 2018 and beyond must meet one of following criteria:

1. Earn a cumulative score of 18 on the seven end-of-course exams (Algebra 1, Geometry, Physical Science, English 1, English 2, American History and American Government);
 - Students can earn from 1-5 points for each exam, based on their performance.
 - Of these overall points, a student must earn at least four points between the math exams, four points between the English exams and six points between the science and social studies exams.
 - Students who earned high school credit in any of the above courses before July 1, 2014 automatically will receive a score of three points per course exam toward the total points needed for graduation.
2. Earn a “remediation-free” score on a nationally recognized college admission exam such as the ACT or SAT; or
3. Earn a State Board of Education-approved, industry-recognized credential or a state-issued license for practice in a career and achieve a score that demonstrates workforce readiness and employability on a job skills assessment.

Summer School

Summer school credits are accepted toward graduation provided that administrative approval has been given prior to registration for the course.

Educational Options

High school credit is awarded to students who successfully complete Board-approved educational options that count toward the graduation requirements and subject area requirements.

College Credit Plus and Post Secondary Enrollment Options

Credit is awarded for a course successfully completed **outside of regular school hours by a student** at an accredited postsecondary institution. High school credit awarded for a course successfully completed under **this section of the Ohio Revised Code College Credit Plus, or where applicable the former Postsecondary Enrollment Options Program,** counts toward the graduation requirements and subject area requirements of the District. If a course comparable to the course successfully completed is offered by the District, then comparable credit for the completed equivalent course is awarded. If no comparable course is offered, the District grants to the student an appropriate number of credits in a similar subject area.

Correspondence Courses

High school courses offered through correspondence courses are accepted for credit toward graduation only when they meet the following criteria.

1. Credits earned in correspondence schools directly affiliated with state universities are evaluated by the school administration for students who wish to qualify for graduation from high school.
2. Credits earned from correspondence schools not directly affiliated with an accredited college or university may not be applied toward graduation.
3. Credits earned from schools, which have been established primarily for correspondence study, rather than an institution primarily for residence study, are not accepted toward graduation.

Coursework Prior to Ninth Grade

Student work successfully completed prior to the ninth grade is applied towards graduation credit if the course is taught by a teacher holding a license valid for teaching high school and is designated by the Board as meeting the high school curriculum requirements.

Physical Education Exemption

A student who, during high school, has participated in interscholastic athletics, 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 (see IKF-R for detailed information).

Junior Reserve Office 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.

Graduation Requirements Opt Out

The District offers students entering the ninth grade on or after July 1, 2010, and before July 1, 2016, the ability to opt out of the graduation requirements curriculum in compliance with Board policy and regulations and all procedural requirements stipulated by the school.

[Adoption date: August 14, 2001]
[Re-adoption date: March 9, 2004]
[Re-adoption date: April 9, 2007]
[Re-adoption date: May 12, 2008]
[Re-adoption date: January 12, 2009]
[Re-adoption date: December 14, 2009]
[Re-adoption date: January 10, 2011]
[Re-adoption date: February 13, 2012]
[Re-adoption date: April 25, 2012]
[Re-adoption date: April 22, 2013]
[Re-adoption date: April 28, 2014]
[Re-adoption date: November 24, 2014]
[Re-adoption date: May 11, 2015]

LEGAL REFS.: ORC 3301.07(D)(3)
3313.60; 3313.6014; 3313.603; 3313.605; 3313.61
3345.06
OAC 3301-35-04

CROSS REFS.: IGBM, Credit Flexibility
IGCA, Summer Schools
IGCD, Educational Options (Also LEB)
IGCH, Postsecondary Enrollment Options (Also LEC)
IGCI, Community Service
JN, Student Fees, Fines and Charges

ADMISSION OF HOMELESS STUDENTS

The Board believes that all school-aged students, including homeless students, have a basic right to equal educational opportunities. Accordingly, the District must enroll each homeless student in the District in the school determined to be in the student's best interest. A homeless student is defined as an individual who lacks fixed, regular and adequate nighttime residence including:

1. a "doubling up" or sharing the housing with another family due to loss of housing, economic hardship or a similar reason;
2. living in a motel, hotel, trailer park or campground due to the lack of alternative adequate accommodations;
3. living in emergency or transitional shelters;
4. abandonment in hospitals;
5. awaiting foster care placement;
6. a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
7. living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or similar settings and
8. migratory students.

In compliance with the McKinney-Vento Homeless Assistance Act, the District must make school placement determinations on the basis of the best interest of the student. To the extent feasible, homeless students are kept in the school of origin unless doing so is contrary to the wishes of the student's parent or guardian.

To the extent feasible, the District complies with a request made by a parent(s) regarding school placement regardless of whether the student lives with the homeless parent(s) or is temporarily residing elsewhere.

The Board ensures that:

1. it reviews and revises Board policies and regulations to eliminate barriers to the enrollment, retention and success in school of homeless students;

2. the District does not segregate homeless students into separate schools or separate programs within a school based on the student's status as homeless;
3. it appoints a District liaison who ensures that homeless students enroll and succeed in school and
4. homeless students are provided with education, nutrition and transportation services that are at least comparable to the services provided to nonhomeless students.

The McKinney-Vento Act requires that school districts follow a dispute resolution process when parents, guardians, or unaccompanied youth disagree on the enrollment or educational placement (school selection) of homeless children and youth:

1. The child or youth “shall be immediately admitted to the school in which enrollment is sought, pending resolution of the dispute” [42 U.S.C. § 11432(g)(3)(E)(i)]. As students must be enrolled in school pending a dispute, the local liaison must ensure that unaccompanied youth are immediately enrolled in the school [42 U.S.C. § 11432 (g)(3)(E)(iv)]. The U.S. Department of Education (ED) strongly emphasizes the importance of this requirement in the 2004 Non-Regulatory Guidance: When enrollment disputes arise, it is critical that students not be kept out of school. Interruption of education can severely disrupt the student’s academic progress. To avoid such disruptions, LEAs need an established process for resolving school placement disputes. Permitting students to enroll immediately in the school of choice pending resolution of disputes helps provide needed stability [G-5]. While disputes are pending, students have the right to participate fully in school and receive all services which they would normally receive. This includes transportation services, as the 2004 Non-Regulatory Guidance clearly indicates: “The McKinney-Vento Act’s transportation requirements apply while disputes are being resolved” [H-5].
2. The parent, guardian, or unaccompanied youth must be provided with a written explanation of the school’s decision regarding school selection or enrollment, including the rights of the parent, guardian, or youth to appeal the decision [42 U.S.C. § 11432 (g)(3)(E)(ii)]. In addition, any time a student is sent “to a school other than the school of origin or the school requested,” the LEA must provide a written explanation of its decision and an explanation of the right to appeal, whether or not the placement is disputed [42 U.S.C. § 11432 (g)(3)(B)(ii)]. In the case of an unaccompanied homeless youth, the notice explaining the decision and the right to appeal are provided directly to the youth [42 U.S.C. § 11432 (g)(3)(B)(iii)].

3. The child, youth, parent, or guardian must be referred to the local homeless liaison, who will carry out the dispute resolution process as quickly as possible [42 U.S.C. § 11432 (g) (3)(E)(iii)]. The local homeless liaison must be familiar with the state's McKinney-Vento dispute resolution policy and follow all procedures outlined therein.

The **district's** liaison ensures compliance with the subgrant and coordinates services for homeless students with local **community service providers** ~~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 semester**.

The liaison 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 semester**.

The District complies with the Ohio Department of Education's Plan and State and Federal laws for the education of homeless students.

[Adoption date: August 14, 2001]

[Re-adoption date: August 12, 2003]

[Re-adoption date: August 13, 2007]

[Re-adoption date: May 11, 2015]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
42 USC Sections 11431 et seq.
ORC 9.60 through 9.62
3313.64(F)(13)
OAC 3301-35-02; 3301-35-04; 3301-35-06

CROSS REFS.: AC, Nondiscrimination
JB, Equal Educational Opportunities

TUBERCULOSIS CONTROL POLICY

In an effort to control the incidence of tuberculosis in our schools and community, Hilliard City Schools requires any student who was born outside of the United States ~~or spent 90 or more days in a country outside the United States~~ to have a tuberculin skin test. **Hilliard City Schools also requires any student who has spent one month (32 days) or more days in a high-risk TB country to have a tuberculin skin test. High-risk countries are defined as countries having a tuberculosis incidence rate higher than 10 in 100,000 people.** The test that is required is the Mantoux PPD Test. Students needing this test will be informed by letter upon enrollment or re-entry and referred to the appropriate public health agencies or their personal physician.

A history of the BCG vaccination does not make a student exempt from TB testing due to the variable effectiveness of the BCG vaccine in preventing TB infection.

Enrollment for new students ~~will~~ **may** be deferred until documentation of a negative TB test or negative chest x-ray is received by the registration compliance officer. Re-entry for students who have traveled outside the United States for ~~90 or more days~~ **will more than one month (32 days) may** be deferred until such documentation is received by school personnel.

The Hilliard City Schools Student Support Services Department may waive the required test when a student is symptom free and where a student presents a written statement from the student's family physician certifying that such test has been given and that such student is free from tuberculosis in a communicable stage, or that such test is inadvisable for medical reasons, or from the student's parent or guardian objecting to such test because of religious convictions.

[Adoption date: August 12, 2003]

[Re-adoption date: April 9, 2007]

[Re-adoption date: October 8, 2012]

[Re-adoption date: May 11, 2015]

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/designee 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 **in student handbooks** to parents and eligible students annually, in accordance with the procedures set forth under administrative regulations, of the rights held by parents and eligible students under law and this policy. It is the intent of the District to limit the disclosure of information contained in the student's education records except:

1. by prior written consent;
2. as directory information and
3. under other limited circumstances, as enumerated under administrative regulations.

The following rights exist:

1. the right to inspect and review the student's education records;
2. the right, in accordance with administrative regulations, to seek to correct parts of the student's education records, including the right to a hearing if the school authority decides not to alter the records according to the parent(s)' or eligible student's request;
3. the right of any person to file a complaint with the U.S. Department of Education if the District violates relevant Federal law, specifically the Family Educational Rights and Privacy Act (FERPA) and
4. the right to acquire information concerning the procedure which the parent(s) or eligible student should follow to obtain copies of this policy, the locations from which these copies may be obtained, as well as any fees to be charged for such copies. *(See administrative regulations.)

The District proposes to designate the following personally identifiable information contained in a student's education records as "directory information."

1. the student's name;
2. the student's address;
3. the student's telephone number;
4. the student's date of birth;
5. the student's extracurricular participation;
6. the student's achievement awards or honors; **and**
7. the student's weight and height, if a member of an athletic team; **;**
8. student's dates of attendance; **and**
9. student's date of graduation. **!**

The above information may be disclosed without prior written consent, except when the request is for a profit-making plan or activity.

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** must advise the District, in accordance with such regulations and preferably within the first two weeks of enrollment, **of any or all items which if** they refuse to permit **as all** directory information about that student.

To carry out their responsibilities, school officials have access to student education records for legitimate educational purposes. The District uses the criteria set forth under administrative regulations to determine who are “school officials” and what constitutes “legitimate educational interests.”

Other than requests as described above, school officials release information from, or permit access to, a student’s education records only with the prior written consent of a parent or eligible student, except that the Superintendent or a person designated in writing by the Superintendent may permit disclosure in certain limited circumstances outlined under administrative regulations (e.g., transfers to another school district or to comply with judicial order or subpoena or where warranted, in a health or safety emergency, etc.).

The District maintains, in accordance with administrative regulations, an accurate record of all requests to disclose information from, or to permit access to, a student’s education records and of information disclosed and access permitted.

[Adoption date: August 14, 2001]
[Re-adoption date: February 25, 2002]
[Re-adoption date: March 9, 2004]
[Re-adoption date: April 27, 2009]
[Re-adoption date: July 9, 2013]
[Re-adoption date: May 11, 2015]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
Family Educational Rights and Privacy Act; 20 USC Section 1232g
Health Insurance Portability and Accountability Act; 29 USC 1181 et seq.
ORC 149.41; 149.43
1347.01 et seq.
3317.031
3319.32; 3319.321; 3319.33
3321.12; 3321.13
3331.13

CROSS REFS.: AFI, Evaluation of Educational Resources
IL, Testing Programs
KBA, Public’s Right to Know
KKA, Recruiters in the Schools

STUDENT RECORDS
(Definitions)

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).

Education records — any records (in handwriting, print, tapes, film, digital 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 which meets the following tests:
 - A. it was made as a personal memory aid;
 - B. it is in the personal possession of the individual who made it and
 - C. information contained in it has never been revealed or made available to any other person, except the maker's temporary substitute;
2. an employment record which is used only in relation to a student's employment by the District (employment for this purpose does not include activities for which a student receives a grade or credit in a course) and
3. alumni records which relate to the student after he/she no longer attends classes provided by the District and the records do not relate to the person as a student.

Personal identifier — any data or information which makes the subject of a record known, including the student's name, the student's address, the student's social security number, a student number, a list of personal characteristics or any other information which would make the student's identity known.

ANNUAL NOTIFICATION

Within the first three weeks of each school year, the District publishes in **student handbooks** a notice to parents and eligible students their rights under Ohio and Federal laws and under this policy. The District also makes available to each student a listing of these rights; this includes a packet of material provided 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
<u>Cumulative School Records</u>	Principals' Offices	Principals
<u>Cumulative School Records</u> (Former Students)	Central Office	Technology Staff
<u>Health Records</u>	Principals' Offices	Principals
<u>Speech Therapy Records</u> <u>Psychological Records</u>	Principals' Offices	Principals
<u>School Transportation</u> <u>Records</u>	School Bus Garage	Transportation Staff
<u>Special Test Records</u>	Special Services Office	Pupil Personnel Services Staff
<u>Occasional Records</u> (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 the following information regarding fees for copies of records.)

When records contain information about students other than a parent(s)' child or the eligible student, the parent(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 current costs for search and retrieval.

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 at the current cost (actual search, retrieval copying cost and postage, if any).

DIRECTORY INFORMATION

The District proposes to designate the following personally identifiable information contained in a student's education record as "directory information"; it discloses that information without prior written consent, except that directory information is not released for a profit-making plan or activity. Such information includes:

1. the student's name;
2. the student's address;
3. the student's telephone number;
4. the student's date of birth;
5. the student's extracurricular participation;
6. the student's achievement awards or honors; and
7. the student's weight and height, if a member of an athletic team;
8. student's dates of attendance; and
9. student's date of graduation.

Within the first three weeks of each school year, the District publishes the above list **in student handbooks**, 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 **of any or all of the items which if** they refuse to permit the District to designate **the list above** 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:

1. a person duly elected to the Board;
2. a person certificated by the State and appointed by the Board to an administrative or supervisory position;
3. a person certificated by the State and under contract to the Board as an instructor;
4. a person employed by the Board as a temporary substitute for administrative, supervisory or teaching personnel for the period of his/her performance as a substitute or
5. a person employed by, or under contract to, the Board to perform a special task such as a secretary, a Treasurer, Board attorney or auditor for the period of his/her performance as an employee or contractor.
6. a contractor, consultant, volunteer or other party to whom an agency or institution has outsourced 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 redisclosure of personally identifiable information from education records.

School officials who meet the criteria listed above have access to a student's records if they have a legitimate educational interest in those records. A "legitimate educational interest" is the person's need to know in order to:

1. perform an administrative task required in the school employee's position description approved by the Board;
2. perform a supervisory or instructional task directly related to the student's education or
3. perform a service or benefit for the student or the student's family such as health care, counseling, student job placement or student financial aid.

The 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; (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 a State law adopted before November 19, 1974 required certain specific items of information to be disclosed in personally identifiable form from student records to State or local officials;
5. when the District has entered into a written agreement or contract for an organization to conduct studies on the District's behalf to develop tests, administer student aid or improve instruction;

6. when accrediting organizations need those records to carry out their accrediting functions;
7. when parents of eligible students claim the student as a dependent;
8. when it is necessary to comply with a judicial order or lawfully issued subpoena; the District makes a reasonable effort to notify the student's parent(s) or the eligible student before making a disclosure under this provision and
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.

The District permits any of its officials to make the needed disclosure from student education records in a health or safety emergency if:

1. the official deems it is warranted by the seriousness of the threat to the health or safety of the student or other persons;
2. the information is necessary and needed because of the emergency;
3. the persons to whom the information is to be disclosed are qualified and in positions to deal with the emergency or
4. time is an important and limiting factor in dealing with the emergency.

The District is required to permit the Ohio Department of Education to have access to personally identifiable information about a student if the Ohio Department of Education needs the information to:

1. notify the District or school attended in the District of threats or descriptions of harm included in the student's response to an achievement test question;
2. verify the accuracy of the student's achievement test score or
3. determine whether the student satisfies the alternative conditions for a high school diploma.

District officials may release information from a student's education records if the student's parent(s) or the eligible student gives his/her prior written consent for the disclosure. The written consent must include at least:

1. a specification of the records to be released;

2. the reasons for the disclosure;
3. the person or the organization or the class of persons or organizations to whom the disclosure is to be made;
4. the parent(s) or student's signature and
5. the date of the consent and, if appropriate, a date when the consent is to be terminated.

The 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 and
4. whether the request was granted and, if it was, the date access was permitted or the disclosure was made.

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/designee.

Third-level decision. The Superintendent/designee 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/designee 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/designee 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/designee 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/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/designee, 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/designee 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/designee 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/designee may overrule the hearing officer if he/she believes the hearing officer's recommendation is not consistent with the evidence presented. As a result of the District's decision, the Superintendent/designee takes one of the following actions.

1. If the decision is that the District changes the records, the Superintendent/designee 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/designee 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.

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