



POLICY REVIEW COMMITTEE

Mike McDonough, Deputy Superintendent
Friday, September 17, 2021, Central Office

Hilliard City School District
Operations Department

COMMITTEE MEMBERS

Paul Lambert, Board of Education
Brian Perry, Board of Education
Brian Wilson, Treasurer/CFO
Mike McDonough, Deputy Superintendent
Sharee Wells, Assistant Superintendent
Stacie Raterman, Communications Director
Herb Higginbotham, Director of Elementary Education
Samantha Althouse, Director of Middle Level Education

Jamie Lennox, Assistant Special Education Director
Hilary Sloat, Director of Diversity, Equity & Inclusion
Matt Middleton, Principal Hilliard Darby HS
Matthew Trombitas, Principal Hilliard Heritage MS
Erin Dooley, Principal Hilliard Station Sixth Grade
Holly Meister, Principal Scioto Darby Elementary
Stephanie Borlaza, Principal Britton Elementary

RECOMMENDATION

Third Reading & Adoption
November 8, 2021

The Policy Review Committee meets quarterly each school year. 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. AC – Nondiscrimination
2. ACAA - Sexual Harassment
3. ACAA-R - Sexual Harassment Grievance Process
4. DECA - Administration of Federal Grant Funds
5. DJF-R – Purchasing/Payment Procedures
6. EBEA - Use of Face Coverings (**Rescind policy**)
7. EEA - Student Transportation Services
8. EEAD - Non-Routine Use of School Buses
9. EGAC-E - Telephone Services
10. GBQ - Criminal Records Check
11. GCD - Professional and Certificated Staff Hiring
12. GDC/GDCA/GDD - Classified Staff Recruiting/Posting of Vacancies/Hiring
13. IGAE - Health Education
14. IGAH_IGAI - Family Life/Sex Education
15. IGBE - Remedial Instruction (Intervention Services)
16. IGBEA - Reading Skills Assessments and Intervention (Third Grade Reading Guarantee)
17. IGBEA-R - Reading Skills Assessments and Intervention (Third Grade Reading Guarantee)
18. IGCH-R (Also LEC-R) - College Credit Plus
19. IICC - School Volunteers
20. IKF - Graduation Requirements
21. IL-R - Student Assessment
22. JEC - School Admission
23. JHCB – Immunizations
24. JHCC - Communicable Diseases
25. JP - Positive Behavioral Interventions and Supports (Restraint and Seclusion)
26. LEC-R (Also IGCH-R) - College Credit Plus

Revision Notes:

- Language with a ~~line drawn through it~~ is language to be removed.
- Language underlined is language to be added.

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

- First reading – October 11, 2021
- Second reading – October 25, 2021
- Third reading and adoption – November 8, 2021



Book	Policy Manual
Section	August 2021 PDQ Ready for Board
Title	Copy of Nondiscrimination
Code	AC
Status	
Adopted	August 14, 2001
Last Revised	October 26, 2020
Prior Revised Dates	01/24/2005, 04/12/2005, 07/09/2008, 04/13/2011, 04/22/2013, 05/11/2015, 02/06/2017, 10/08/2018

Nondiscrimination

The Board's policy of nondiscrimination extends to students, staff, job applicants, the general public and individuals with whom it does business and applies to race, ethnicity, national origin, ancestry, citizenship status, religion, gender, **sex** (sexual orientation **and/or gender identity**), economic status, age, disability or military status.

The Board does not discriminate on the basis of legally acquired genetic information.

The Board does not permit discriminatory practices and views harassment as a form of discrimination. Harassment is defined as intimidation by threats of or actual physical violence; the creation, by whatever means including the use of electronic communications devices, of a climate of hostility or intimidation; or the use of language, conduct or symbols in such a manner as to be commonly understood to convey hatred, contempt or prejudice or to have the effect of insulting or stigmatizing an individual.

Employees or students who engage in discrimination of another employee or student shall be subject to disciplinary action.

Permission, consent or assumption of risk by an individual subjected to discrimination does not lessen the prohibition contained in this policy.

District Compliance Officer

The Board designates the Executive Director of Human Resources, 2140 Atlas Street, Columbus, Ohio 43228, 614-921-7000, <http://www.hilliardschools.org/contact-us/>, to serve as the District's compliance officer/civil rights coordinator.

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

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

Reports and Complaints of Unlawful Discrimination/Harassment

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, the Office for 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.

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

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

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 charging party and the accused, 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.

CROSS REFS.: Staff Handbooks
Student Handbooks

Legal

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 12112 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.: Classified Staff Negotiated Agreement

Cross References

ACA - Nondiscrimination on the Basis of Sex
ACAA - Sexual Harassment
ACB - Nondiscrimination on the Basis of Disability
EDE - Computer/Online Services
GBA - Equal Opportunity Employment
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)



Book	Policy Manual
Section	August 2021 PDQ Ready for Board
Title	Copy of Sexual Harassment
Code	ACAA
Status	
Adopted	August 14, 2001
Last Revised	October 26, 2020
Prior Revised Dates	08/14/2006, 05/11/2015, 02/06/2017, 03/12/2018, 10/8/2018

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 Executive Director of Human Resources, 2140 Atlas Street, Columbus, Ohio 43228, (614) 921-7000, <http://www.hilliardschools.org/contact-us/>, to serve as the District's Title IX Coordinator.

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.

CROSS REFS.: Staff Handbooks
Student Handbooks

Legal

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
Ohio Constitution Art. I, Section 2
ORC Chapter 4112
34 CFR 106
CONTRACT REF.: Teachers' Negotiated Agreement
CONTRACT REF.: Classified Staff Negotiated Agreement

Cross References

AC - Nondiscrimination
GBA - Equal Opportunity Employment
GBD (Also BG) - Board-Staff Communications
GBH (Also JM) - Staff-Student Relations
GCPD - Suspension and Termination of Professional and Certificated Staff Members
GDPD - Suspension, Demotion and Termination of Classified 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 and Mandatory Training
KLD - Public Complaints About District Personnel

DRAFT



Book	Policy Manual
Section	August 2021 PDQ Ready for Board
Title	Copy of Sexual Harassment Grievance Process
Code	ACAA-R
Status	
Adopted	August 14, 2001
Last Revised	October 26, 2020
Prior Revised Dates	08/14/2006, 05/11/2015, 02/06/2017, 03/12/2018

Sexual Harassment Grievance Process

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

Definitions

The following definitions apply for Title IX policies and procedures:

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

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

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

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

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

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

District Requirements

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

The District treats individuals who are alleged to be the victim (Complainant) and perpetrator (Respondent) of conduct that could constitute sexual harassment equitably by offering supportive measures. Supportive measures are designed to restore or preserve equal access to the District's education program or activity without unreasonably burdening the other party, including measures

designed to protect the safety of all parties or the District's educational environment, or deter sexual harassment. Supportive measures are offered on a temporary basis and may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, mutual restrictions on contact between the parties, leaves of absence, increased security and monitoring of certain areas of the District's property, campus escort services, changes in work locations and other similar measures. The District has discretion and flexibility to determine which supportive measures are appropriate.

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

Timelines

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

Response to a Formal Complaint

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

The District must follow the formal complaint process before the imposition of any disciplinary sanctions or other actions that are not supportive measures. However, nothing in this policy precludes the District from removing a Respondent from the District's education program or activity on an emergency basis, provided that the District undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the Respondent with notice and an opportunity to challenge the decision immediately following the removal. Nor does it preclude the District from placing a non-student employee Respondent on administrative leave during the pendency of the grievance process. This provision may not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

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

1. Notice of the allegations of sexual harassment, including information about the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, the date and location of the alleged incident, and any sufficient details known at the time. Such notice must be provided with sufficient time to prepare a response before any initial interview;
2. An explanation of the District's investigation procedures, including any informal resolution process;
3. A statement that the Respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made by the decision-maker at the conclusion of the investigation;
4. Notice to the parties that they may have an advisor of their choice who may be, but is not required to be, an attorney, and may inspect and review any evidence and
5. Notice to the parties of any provision in the District's code of conduct or policy that prohibits knowingly making false statements or knowingly submitting false information.

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

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

Investigation of a Formal Complaint

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

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



Book	Policy Manual
Section	August 2021 PDQ Ready for Board
Title	Copy of Administration of Federal Grant Funds
Code	DECA
Status	
Adopted	July 5, 2017
Last Revised	May 13, 2019
Prior Revised Dates	12/18/2017, 02/11/2019

Administration of Federal Grant Funds

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

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

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

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

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

1. Allowability

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

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

Internal controls will be sufficient to provide reasonable assurance that charges to federal awards for personnel expenses are accurate, allowable and properly allocated and documented.

Controls include time and effort reporting in accordance with Uniform Guidance and the requirements of ODE or other applicable pass-through entity. Records are sufficient to verify that time spend 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 ODE or other applicable pass-through-entity.

3. Procurement

Prior to July 1, 2018, the District followed requirements outlined in previous OMB guidance. Effective July 1, 2018 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.

The District takes all necessary affirmative steps to assure that minority businesses, women's business enterprises, and labor surplus area firms are used when possible. The affirmative steps taken include:

1. placing qualified small and minority businesses and women's business enterprises on solicitation lists;
2. ensuring that small and minority businesses and women's business enterprises are solicited whenever they are potential sources;
3. dividing total requirements, when economically feasible, into smaller tasks or quantities to permit maximum participation by small and minority businesses and women's business enterprises;
4. establishing delivery schedules, where the requirement permits, that encourage participation by small and minority businesses and women's business enterprises;
5. using the services and assistance, as appropriate, of organizations such as the Small Business Administration and the Minority Business Development Agency of the U.S. Department of Commerce;
6. requiring the prime contractor, if subcontracts are to be let, to take the affirmative 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 ODE 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 discloses in writing to ODE or other applicable pass-through-entity in a timely manner all violations of federal criminal law involving fraud, bribery, or gratuities potentially effecting any federal award. The Treasurer fully addresses any such violations promptly and notifies the Board accordingly.

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.

Legal

ORC 9.314

ORC 117.101

ORC 117.43

ORC 3313.33

ORC 3313.46

ORC 3319.04

ORC 5705.39

ORC 5705.41

ORC 5705.412

2 CFR Part 200

Cross References

BBFA - Board Member Conflict of Interest

BCC - Qualifications and Duties of the Treasurer

DI - Fiscal Accounting and Reporting

DID - Capital Assets

DJ - Purchasing

DJC - Bidding Requirements

DJF - Purchasing/Payment Procedures

EF / EFB - Food Services Management/Free and Reduced-Price Food Services

GBCA - Staff Conflict of Interest

IGBJ - Title I Programs

DRAFT



Book	Policy Manual
Section	August 2021 PDQ Ready for Board
Title	Copy of Purchasing/Payment Procedures
Code	DJF-R
Status	
Adopted	August 14, 2001
Last Revised	February 11, 2019
Prior Revised Dates	05/11/2015

Purchasing/Payment Procedures

Any authorized purchase must be preceded by the submission of a requisition containing the following: a) detailed description of items to be ordered; b) code of appropriation to be charged; c) authorized signature of administrator and d) signature of appropriate purchasing agent. A copy of the requisition should be maintained by the building initiating the request.

1. Instances where the list of items to be purchased is too long for the requisition form, a typed listing of those items may be attached to the approved requisition.
2. The approved requisition must contain the following information:
 - A. vendor name and address;
 - B. delivery address;
 - C. date requested;
 - D. authorizing person and title;
 - E. quantity, description and amount of each item to be purchased. If amount is unknown, insert an estimated amount;
 - F. when appropriate, an estimated amount for postage, shipping and handling should be included;
 - G. appropriate code and
 - H. any other special instructions.

Upon approval of the appropriate purchasing agent, the requisition shall be submitted to the Treasurer for certification.

1. The Treasurer shall prepare an approved purchase order, assign an official purchase order number, certify that funds are available and encumber the amount of that purchase order to the authorized appropriation account.
2. When the amount of the purchase order will not encumber due to lack of funds in the appropriation account, that purchase order will be cancelled and the requisition returned to the administrator or supervisor in charge.
3. The purchase order, upon adequate completion of encumbrance, shall be sent or delivered to the vendor. Copies of that purchase order shall be sent to the administrator or supervisor in charge, with copies maintained in the office of the Treasurer.

When goods and services are received, a copy of the related purchase order shall be sent to the office of the Treasurer indicating acceptable receipt of goods and services, the date received and a signature authorizing payment.

1. When partial receipt of goods and services is made, indication of which items were received should be noted, with authorization to make partial payment. When final delivery is made, this must be clearly noted so any remaining encumbrances against that purchase order can be cancelled.

In the event an invoice is given to an employee or sent to a location other than the office of the Treasurer, that invoice is to be forwarded immediately to the Treasurer.

Employees violating the above procedure may become personally liable for that purchase.

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.

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. Small purchase are purchases between \$10,000 and \$250,000. Prior to authorizing the purchase, the District will **try to** obtain price rates or quotations from a minimum three (3) vendors or providers. The District will obtain these price rates or quotations in writing.

Formal Procurement Methods

1. Sealed bid procedures are used for firm fixed price contracts over \$250,000 and is used as the preferred method for construction projects. Bids are solicited from an adequate number of known suppliers, which cannot be less than two responsible bidders. The District will solicit bids by advertisement in a newspaper of general circulation in the District for two consecutive weeks prior to the bid opening. The contract will be awarded to the lowest responsive and responsible bidder.
2. Competitive proposals are used for all **fixed price or cost reimbursement contracts purchases** over \$250,000 for which sealed bids are not appropriate and must be used for architectural or engineering services. **Contracts entered into for competitive proposals may be fixed price or cost reimbursement.** The District will publicize a request for proposal by soliciting bids by advertisement in a newspaper of general circulation in the District for two consecutive weeks prior to the bid opening. 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 a score card system that will be customized for the service being solicited.

Noncompetitive Procurement

Noncompetitive procurement can only be awarded if one or more of the following circumstances apply:

1. **the aggregate amount does not exceed the established micro-purchase threshold;**
2. **Sole source procurement is used only when** the goods or services are only available from a single source;
3. a public exigency or emergency exists;
4. **the applicable pass-through entity expressly authorizes a noncompetitive procurement in response to a written request from the District or**
5. **after solicitation of a number of sources, competition is determined inadequate, there is inadequate competition and the applicable pass through entity approves this method.**

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 fulfil 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.

DRAFT



Book	Policy Manual
Section	August 2021 PDQ Ready for Board
Title	Copy of Use of Face Coverings TEMPORARILY SUSPENDED
Code	EBEA
Status	
Adopted	August 10, 2020
Last Reviewed	August 9, 2021

RESCIND POLICY

~~THIS POLICY AS WRITTEN HERE IS TEMPORARILY SUSPENDED EFFECTIVE 8/9/21~~

~~Use of Face Coverings~~

~~The Board adopts this policy requiring face coverings to comply with state requirements and recommendations to prevent and slow the spread of COVID-19. The current consensus among public health experts is that face coverings are a preventative measure that can reduce the spread of COVID-19, when used along with other preventative measures, including social distancing, frequent handwashing, and cleaning and disinfecting frequently touched surfaces.~~

~~Staff and Volunteers~~

~~All school employees and volunteers (including contractors) shall wear a face covering while working or present in any school building, facility or other area of a school campus, or while operating or present in any school owned vehicle with more than one person in the vehicle (including, but not limited to, buses and vans).~~

~~Exceptions include when:~~

- ~~1. Facial coverings in the school setting are prohibited by law or regulation;~~
- ~~2. Facial coverings are in violation of documented industry standards;~~
- ~~3. Facial coverings are not advisable for health reasons;~~
- ~~4. Facial coverings are in violation of the school's documented safety policies;~~
- ~~5. Facial coverings are not required when the staff works alone in an assigned work area;~~
- ~~6. There is a functional (practical) reason for a staff member or volunteer to not to wear a facial covering in the workplace.~~

~~Schools must provide written justification to local health officials, upon request, explaining why a staff member is not required to wear a face covering. Requests for accommodations must be directed to a building administrator or the human resources department and exemptions must be in writing.~~

~~School nurses or staff who care for individuals with symptoms must use appropriate personal protective equipment (PPE), provided by the school.~~

~~Students~~

~~All students in kindergarten through the 6th grade must wear a face covering while attending school or a school function in any school building, facility or other area of a school campus, and when riding in school provided transportation, unless an exception applies. Students in this grade range will be expected to wear masks while seated in classrooms, but will be afforded mask breaks outside when practical.~~

~~All students in 7th grade through the 12th grade must wear a face covering while attending school or a school function in any school building, facility or other area of a school campus, and when riding in school provided transportation, unless an exception applies.~~

~~This policy applies to students waiting outside school buildings before and after school, and to students waiting at bus stops.~~

~~Students shall wear face coverings at all times except for the following:~~

- ~~1. Students may be exempted from this policy due to documented medical, developmental, behavioral or individualized needs. Requests for exemptions should be in writing and directed to the school nurse. Should an approved exemption to a traditional cloth facial covering apply, face shields shall be worn as an alternative, unless the use of a face shield is included in the original or subsequent exemptions.~~
- ~~2. Students may remove face coverings when appropriate social distancing measures are in place as determined by a teacher, coach or school administrator.~~
- ~~3. Students participating in athletics shall be subject to the current Ohio Department of Health orders regarding use of face coverings.~~

~~Students required to wear a face covering who refuse to follow this policy may be required to leave the school campus and are subject to appropriate disciplinary action in accordance with the student code of conduct.~~

School Visitors

~~School visitors must wear a face covering in any school building or facility, including waiting outside school buildings before and after school. Face coverings are not required for:~~

- ~~1. Children younger than 2 years old;~~
- ~~2. Anyone with a documented medical condition that prevents them from wearing a face covering;~~
- ~~3. Anyone who has trouble breathing;~~
- ~~4. Anyone who is unconscious, incapacitated, or otherwise unable to remove the cloth face covering without assistance.~~

General Rules for Face Coverings

- ~~1. Staff and students are required to have a face covering with them at all times. Students should wear their own face covering or one will be provided for them. Staff will be provided with a face shield and cloth face covering. Staff may wear their own face covering.~~
- ~~2. Individuals may remove their face covering when eating or drinking.~~
- ~~3. Face coverings should be cloth/fabric and cannot be made of mesh or cloth/fabric that is transparent (with the exception of plastic components of a cloth/fabric face covering that allow for viewing a person's mouth and face shields). Face coverings must cover an individual's nose, mouth, and chin.~~
- ~~4. Face coverings are not required outside when individuals are able to maintain a social distance of six feet or more from individuals who are not members of their household.~~
- ~~5. Individuals should wash their hands before putting on a face covering. The face covering should fit snugly against the side of an individual's face. Face coverings should not create any difficulty breathing while worn and should be secured by a tie or elastic to prevent movement.~~
- ~~6. All face coverings must be appropriate for the school setting and comply with applicable dress codes. Face coverings that contain offensive words or images or that may substantially disrupt the educational process are prohibited. Face coverings that are part of costumes or cover the entire face are not appropriate, with the exception of face shields. Face coverings for staff shall be professional and appropriate for the school setting and comply with any applicable dress code. Face coverings for students shall comply with Board Policy JFCA—Student Dress Code.~~
- ~~7. Face shields that wrap around the face and extend below the chin shall be considered as an alternative where cloth face coverings would hinder the learning process.~~

Training

~~The District will provide training to staff and students on this policy and the use and care of face coverings along with other preventative measures, including social distancing, frequent handwashing, and disinfecting frequently touched surfaces.~~

Duration of Policy

~~This policy is adopted on an interim and temporary basis consistent with current legal requirements and recommendations. In the event legal requirements and/or recommendations change, the Superintendent is authorized to align the requirements in this policy to those changes, pending further Board action.~~

~~CROSS-REFS.: Ohio Department of Health COVID-19 Health and Prevention Guidance for
Ohio K-12 Schools (July 7, 2020)
Centers for Disease Control Use of Cloth Face Coverings to Help Slow the
Spread of COVID-19 (June 28, 2020)~~

Legal

ORC 3313.20(A)

CONTRACT REF.: Teachers' Negotiated Agreement

CONTRACT REF.: Certified Staff Negotiated Agreement

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Book	Policy Manual
Section	August 2021 PDQ Ready for Board
Title	Copy of Student Transportation Services
Code	EEA
Status	
Adopted	August 14, 2001
Last Revised	February 10, 2020
Prior Revised Dates	05/12/2008, 02/10/2014, 05/11/2015, 02/08/2016, 03/12/2018

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. This may vary because of safety conditions or due to financial constraints that prevail in the District. All regulations governing student transportation are in accordance with the "Ohio School Bus Operation Regulations" issued by the Ohio Department of Education, Ohio State Highway Patrol and the Ohio Department of Public Safety and as required by Ohio 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 District operates its own fleet of school buses. If it is impractical to transport certain students by regular bus, they may be transported by other means.

The transportation program is under the direction of the transportation supervisor who is responsible to the Superintendent/designee.

Transportation to Community, STEM, STEAM and Private Schools

The District provides transportation for students who attend community, STEM, STEAM and private schools in compliance with State law. The Board has the authority to make payment to the parents of such students in lieu of transportation in accordance with State law.

Legal	ORC 3327.01 through 3327.10
	ORC 3327.015
	ORC 4511.76 through 4511.78
	OAC Chapter 3301-83

Cross References

EEAA - Eligibility Zones for Pupil Transportation

EEAC - School Bus Safety Program

DRAFT



Book	Policy Manual
Section	August 2021 PDQ Ready for Board
Title	Copy of Non-Routine Use of School Buses
Code	EEAD
Status	
Adopted	August 14, 2001
Last Revised	February 8, 2016
Prior Revised Dates	11/25/2013, 05/11/2015

Non-Routine Use of School Buses

Buses 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. District managed transportation 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.

District managed transportation is available to all classes, groups or organizations within the schools in accordance with the following.

1. The use of District managed transportation is scheduled through the transportation office.
2. Fees charged to groups for the use of the vehicles are established and made part of District regulations. Fees are not charged for student non-routine transportation for educational field trips.
3. The drivers 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 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 are responsible for reporting in writing to the transportation office the condition of 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.

1. The contracts must be in writing, with a public or private not-for-profit agency, group or organization. These contracts shall be entered into under the authority of the school district as a political subdivision and shall not be considered commerce.
2. When buses are made available to other agencies, groups, organizations or political subdivisions under this section, the buses must be operated by individuals holding certificates issued by either the educational service center governing board that has entered into an agreement with the school district under RC 3313.843 or 3313.845 or the superintendent of the school district certifying that the individuals satisfy the requirements of RC 3327.10.

3. All State Board regulations governing the operation of school buses when transporting students apply when buses are used in accordance with this section.
4. The Board shall procure liability and property damage insurance, as provided in RC 3327.09, covering all vehicles used and passengers transported under this section. The Board of Education may recover expenses from contracting entities, not to exceed the costs of operation and insurance coverage.

Legal

- ORC 3327.01
- ORC 3327.05
- ORC 3327.10
- ORC 3327.13
- ORC 3327.14
- ORC 3327.15
- OAC 3301-83-16

Cross References

- EEACD - Drug Testing for District Personnel Required to Hold a Commercial Driver's License
- GBQ - Criminal Records Check
- IICA - Field Trips and Excursions

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Book Policy Manual
Section August 2021 PDQ Ready for Board
Title Copy of Telephone Services
Code EGAC -E
Status

Telephone Services

Wireless Telephone Allowance

\$60 monthly allowance:

1. Central Office Administrative Positions

- A. Deputy Superintendent
- B. Assistant Superintendent
- C. Director of Business
- D. Director of Communications
- E. Executive Director of Human Resources
- F. Director of Special Education
- G. Director of Student Well-Being
- H. Director of Technology
- I. Executive Director of Curriculum**

1. Operations Department Coordinator Positions

- A. Custodial Coordinator
- B. Maintenance Coordinator
- C. Operations Coordinator
- D. Project Coordinator
- E. Transportation Coordinator
- F. Warehouse Coordinator
- G. Assistant Transportation Coordinator
- H. Assistant Custodial Coordinator

\$50 monthly allowance:

1. Secondary Principals (Grades 7-12)

\$25 monthly allowance:

1. Central Office Administrative Positions
 - A. All Central Office Director Level Positions
 - B. Assistant Treasurer
 - C. Human Resource Coordinator
 - D. Special Education Coordinator
2. Pre-K/Elementary Principals (Grades Pre-K-6)
3. High School Athletic Directors
4. Assistant Principals

DRAFT



Book	Policy Manual
Section	August 2021 PDQ Ready for Board
Title	Copy of Criminal Records Check
Code	GBQ
Status	
Adopted	August 14, 2001
Last Revised	October 8, 2018
Prior Revised Dates	10/11/2005, 04/09/2007, 01/28/2008, 05/12/2008, 01/12/2009, 02/13/2012, 07/09/2013, 05/11/2015

Criminal Records Check

The Board shall request from the Superintendent of the Bureau of Criminal Identification and Investigation (BCII) criminal records checks of all candidates under final consideration for employment or appointment in the District. The BCII criminal records checks include information from the Federal Bureau of Investigation (FBI), 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 BCII criminal records check in accordance with State law. Any person conditionally hired who fails to pass a BCII criminal records check is released from employment.

An applicant for employment may provide a certified copy of a BCII criminal records check to the District in compliance with State law. The District may accept this criminal records check in place of its own records check if the date of acceptance by the District is within one year after the date of issuance by the BCII.

State law requires subsequent criminal records checks every five years for all school employees except bus drivers. For currently employed bus drivers, a new report is required every six years. Any and all information obtained by the Board or persons under this policy is confidential and shall not be released or disseminated. Criminal records checks are not public records for purposes of the Public Records Law. Any applicant not hired because of information received from the records check shall be assured that all records pertaining to such information are destroyed.

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 ODE and (4) the contractor is not a bus driver.

Legal

ORC 109.57
ORC 109.572
ORC 109.575
ORC 109.576
ORC 2953.32
ORC 3301.074
ORC 3314.19
ORC 3314.41
ORC 3319.088
ORC 3319.089
ORC 3319.22
ORC 3319.222
ORC 3319.29
ORC 3319.291
ORC 3319.303
ORC 3319.311
ORC 3319.313
ORC 3319.315
ORC 3319.39
ORC 3319.391
ORC 3319.392
ORC 3327.10
OAC 3301-83-06

Cross References

EEAC - School Bus Safety Program
GBL - Personnel Records
GCBB - Professional and Certificated Staff Supplemental Contracts
GCD - Professional and Certificated Staff Hiring
GCPD - Suspension and Termination of Professional and Certificated Staff Members
GDC/GDCA/GDD - Classified Staff Recruiting/Posting of Vacancies/Hiring
GDPD - Suspension, Demotion and Termination of Classified Staff Members
IIC (Also KF) - Community Instructional Resources
IICC - School Volunteers
KBA - Public's Right to Know
LEA - Student Teaching and Internships



Book	Policy Manual
Section	August 2021 PDQ Ready for Board
Title	Copy of Professional and Certificated Staff Hiring
Code	GCD
Status	
Adopted	August 14, 2001
Last Revised	May 17, 2021
Prior Revised Dates	12/11/2001, 11/11/2003, 03/09/2004, 02/10/2014, 05/11/2015, 11/12/2018

Professional and Certificated Staff Hiring

The Superintendent/designee 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/designee recruits and recommends to the Board the employment and retention of personnel.

It is the duty of the Superintendent/designee to see that persons nominated for employment in the schools meet all certification/licensure/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 diverse 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/designee 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 Ohio Department of Education's (ODE) website. After consulting the educator profile database, the District also may consult the office of professional conduct within ODE 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.

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. 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.

Legal

- Elementary and Secondary Education Act; 20 USC 1221 et seq.
- ORC 2921.42
- ORC 3307.01
- ORC 3307.353
- ORC 3313.53
- ORC 3319.02
- ORC 3319.07
- ORC 3319.074
- ORC 3319.08
- ORC 3319.088
- ORC 3319.22 through 3319.31
- ORC 3319.39
- ORC 3319.11
- ORC 3323.06
- OAC 3301-35-05
- OAC 3301-35-06
- OAC 3307.1-13-03

Cross References

- AC - Nondiscrimination
- ACA/ACAA - Nondiscrimination on the Basis of Sex/Sexual Harassment
- ACB - Nondiscrimination on the Basis of Disability
- GBA - Equal Opportunity Employment
- GBQ - Criminal Records Check
- GDC/GDCA/GDD - Classified Staff Recruiting/Posting of Vacancies/Hiring



Book	Policy Manual
Section	August 2021 PDQ Ready for Board
Title	Copy of Classified Staff Recruiting/Posting of Vacancies/Hiring
Code	GDC/GDCA/GDD
Status	
Adopted	August 14, 2001
Last Revised	May 11, 2015
Prior Revised Dates	11/11/2003, 03/09/2004

Classified Staff Recruiting/Posting of Vacancies/Hiring

The recruitment and selection of suitable candidates for positions is the responsibility of the Superintendent/designee, 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 Ohio Department of Education's (ODE) website.

After consulting the educator profile database, the District also may consult the office of professional conduct within ODE and/or consult any prior education-related employer of the candidate in accordance with State law.

All appointments to the classified staff are made by the Superintendent/designee subject to confirmation by the Board. In making these appointments, the Superintendent/designee carefully observes all pertinent laws and negotiated agreements, as well as any regulations that may be approved periodically by the Board.

The Board sets conditions of employment as well as wages, hours and other benefits for classified 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. 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.

Legal

Elementary and Secondary Education Act; 20 USC 1221 et seq.

ORC Chapter 124

ORC 3309.345

ORC 3319.04

ORC 3319.081 et seq.

ORC 3319.39

ORC 3327.10

ORC 4141.29

OAC 3301-35-05

OAC 3301-35-06

OAC 3309-1-61

CONTRACT REF.: Classified Staff Negotiated Agreement

Cross References

AC - Nondiscrimination

ACA/ACAA - Nondiscrimination on the Basis of Sex/Sexual Harassment

GBA - Equal Opportunity Employment

GBQ - Criminal Records Check

GCD - Professional and Certificated Staff Hiring

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Book Policy Manual
Section August 2021 PDQ Ready for Board
Title Copy of Health Education
Code IGAE
Status
Adopted August 14, 2001
Last Revised July 5, 2017
Prior Revised Dates 04/03/2006, 04/26/2010, 06/28/2010, 05/11/2015

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 professional learning opportunities in procedures to be used in all phases of student wellness: instruction in nutrition; mental health; drugs, alcohol and tobacco, including electronic smoking devices; sexually transmitted diseases; personal safety and assault prevention (grades K-6); dating violence prevention (grades 7-12) and anatomical gifts (organ and tissue donation).

The Board and the staff continue to seek ways to educate students about the dangers of the misuse and abuse of drugs, alcohol and tobacco, including electronic smoking devices. Instructional units include sessions about the harmful effects of and legal restrictions against the use of drugs of abuse, alcohol and tobacco, including electronic smoking devices.

The Board believes that effective health education is created in partnership with schools and families.

The health education program emphasizes a well-rounded approach to the presentation of health, wellness and safety information, skills and knowledge necessary for students to understand the functioning and proper care of the human body and tools for recognizing the characteristics of healthy relationships and the warning signs of dating violence.

In an effort to promote a relevant approach to the instruction of health education, the Board continues to stress the need for curricular, personnel and financial commitments to ensure a health education program of high quality in the public schools.

Legal ORC 3313.60
ORC 3313.666
ORC 3319.073
OAC 3301-35-04
OAC 3301-35-06

Cross References

EB - Safety Programs

EBC - Emergency Management and Safety Plans

EFG - Wellness

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 and Mandatory Training

DRAFT



Book	Policy Manual
Section	August 2021 PDQ Ready for Board
Title	Copy of Family Life Education/Sex Education
Code	IGAH/IGAI
Status	
Adopted	August 14, 2001
Last Revised	May 11, 2015
Prior Revised Dates	08/12/2003

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.

In addition to the requirements listed below, the policies and regulations concerning the approval of new curriculum content, units and materials apply to any course(s) dealing with family life and sex education.

1. Instructional materials to be used in family life/sex education are available for review by parents.
2. ~~If, after review of materials used and a conference with the instructor and principal, a parent requests that his/her child not participate in a given aspect of the course, an alternate educational assignment is arranged for that student with the approval of the principal.~~
3. Teachers who provide age appropriate instruction in family life/sex education will utilize District-approved curriculum and guidelines in the subject area.
4. ~~Instruction in sex education emphasizes the health benefits of abstinence.~~

~~The course material and instruction in venereal disease will be in accordance with Ohio Revised Code (RC) 3313.6011(C).~~

~~Upon written request of the student's parent or guardian a student must be excused from taking instruction in venereal disease education.~~

~~If the District or a school offers additional instruction in venereal disease 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.~~

Legal	Elementary and Secondary Education Act; 20 USC 1221 et seq. ORC 3313.60 OAC 3301-35-02
Cross References	IGAE - Health Education

DRAFT



Book	Policy Manual
Section	August 2021 PDQ Ready for Board
Title	Copy of Remedial Instruction (Intervention Services)
Code	IGBE
Status	
Adopted	August 14, 2001
Last Revised	May 11, 2015
Prior Revised Dates	03/09/2004, 10/11/2005, 08/13/2007, 04/22/2013

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 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 District provides all remedial supports required by law including those related to assessments and end-of-course examinations.

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.

Legal

ORC 3301.07
ORC 3301.0710
ORC 3301.0711(D)
ORC 3301.0712
ORC 3301.0715
ORC 3313.608
ORC 3313.609
ORC 3313.6010
ORC 3313.6012
OAC 3301-35-04
OAC 3301-35-06

Cross References

IGBEA - Reading Skills Assessments and Intervention (Third Grade Reading Guarantee)
IKE - Promotion and Retention of Students

DRAFT



Book	Policy Manual
Section	August 2021 PDQ Ready for Board
Title	Copy of Reading Skills Assessments and Intervention (Third Grade Reading Guarantee)
Code	IGBEA
Status	
Adopted	April 22, 2013
Last Revised	May 11, 2015

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 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 that is commensurate to their achievement level.

Legal

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

Cross References

IGBE - Remedial Instruction (Intervention Services)
IGBI - English Learners
IKE - Promotion and Retention of Students

DRAFT



Book	Policy Manual
Section	August 2021 PDQ Ready for Board
Title	Copy of Reading Skills Assessments and Intervention (Third Grade Reading Guarantee)
Code	IGBEA-R
Status	
Adopted	February 10, 2014
Last Revised	May 11, 2015
Prior Revised Dates	09/22/2014

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 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 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 3301.0710 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.

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. 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 midyear promotion policy.

- A. Midyear 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.

DRAFT



Book	Policy Manual
Section	August 2021 PDQ Ready for Board
Title	Copy of College Credit Plus
Code	IGCH-R (Also LEC-R)
Status	
Adopted	August 14, 2001
Last Revised	October 8, 2018
Prior Revised Dates	01/10/2011, 04/13/2011, 11/25/2013, 05/11/2015, 07/08/2015, 08/08/2016, 07/05/2015, 12/18/2017

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 **and**
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/**guardian** 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/guardian 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 chosen option at the time of enrollment.

Student may enroll only in eligible courses as defined in rules adopted by the ODHE. Upon receipt of the notice of pre-term admission of 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 award 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 Ohio Department of Education (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.

High School/College Enrollment

1. A student who enrolls in CCP for the first time in:
 - A. grades 7, 8 or 9 may receive credit toward high school graduation for up to the equivalent of four academic school years
 - B. 10th grade may receive credit toward high school graduation for up to the equivalent of three academic school years
 - C. 11th grade may receive credit toward high school graduation for up to the equivalent of two academic school years
 - D. 12th grade may receive credit for 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, or more, semester hours are earned are awarded one credit toward high school graduation credit. Fractional credits are awarded proportionally.

Student Eligibility

Students wishing to participate in CCP must meet all statutory eligibility requirements. To be eligible, students must **meet one of the following criteria:**

1. be considered remediation-free on one of the Ohio Revised Code (RC) 3345.061(F) assessments **or**,
2. **meet an alternative remediation-free option as defined by the Chancellor of ODHE in consultation with the State Superintendent of Public Instruction or**
3. **have participated in CCP prior to September 30, 2021 and A student scoring scored** within one standard error of measurement below the remediation-free threshold on one of the **RC 3345.061(E) assessments and**
 - A. is considered to have met this eligibility requirement if he/she either has have** a cumulative high school grade point average (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. receives** 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 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 or 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 the 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 the 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 schedule 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 of 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/designee 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/designee 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 and its own eligibility policy to participate in athletics. In order to be eligible, the student must have passed five credits that count toward graduation during the prior grading period. The five credits may be a combination of high school and college courses. Students also must meet any additional District eligibility requirements.

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Book	Policy Manual
Section	August 2021 PDQ Ready for Board
Title	Copy of School Volunteers
Code	IICC
Status	
Adopted	August 14, 2001
Last Revised	May 11, 2015
Prior Revised Dates	10/11/2005, 01/12/2009

School Volunteers

The Board believes one of the greatest resources available may be found in the citizens of the community who have special knowledge and talents to contribute to the District. The use of citizens as volunteers within the school program enhances the educational process not only for students, but for the community as well. Volunteers may provide additional support in the classroom, promote community-school cooperation in facilitating the learning process and provide resource persons who have expertise in various areas.

Recruitment and selection of volunteers is done at the local building level. Interested individuals should contact the building principal or his/her designee. The interests and abilities of the volunteers are considered when making assignments.

All volunteers shall be registered with the District office and at the appropriate building. Standard procedures for record keeping include hours contributed by various volunteers, types of services or donations made and an application kept on file at the local school for any volunteer who works directly with students, especially in tutorial relationships.

The District notifies current and prospective volunteers who have or will have unsupervised access to students on a regular basis that a criminal records check will be required initially and may be conducted at any time.

In accordance with State law, the District may require additional background checks for any prospective volunteer.

Legal	ORC 2305.23 ORC 2305.231 ORC Chapter 2744 ORC 3319.39 OAC 3301-9-01
Cross References	GBQ - Criminal Records Check IIC (Also KF) - Community Instructional Resources



Book	Policy Manual
Section	August 2021 PDQ Ready for Board
Title	Copy of Graduation Requirements
Code	IKF
Status	
Adopted	August 14, 2001
Last Revised	June 15, 2020
Prior Revised Dates	03/09/2004, 04/09/2007, 05/12/2008, 01/12/2009, 12/14/2009, 01/10/2011, 02/13/2012, 04/25/2012, 04/22/2013, 04/28/2014, 11/24/2014, 05/11/2015, 10/26/2015, 04/25/2016, 07/05/2017, 03/12/2018, 11/11/2019, 02/10/2020

Graduation Requirements

The Board desires that its standards for graduation meet or exceed the minimum standards of the Ohio Department of Education (ODE) 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:

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**	4 units
Health	½ unit
Physical Education	½ unit
Electives ***	<u>5</u> units
Total	20 units

The statutory graduation requirements also include:

- * students entering ninth grade for the first time on or after July 1, 2017 must take at least one-half unit of instruction in the study of world history and civilizations “as part of the required social studies units”;
- ** 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 ODE as an alternative to Algebra II;

3. *** 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;
4. units earned in social studies shall be integrated with economics and financial literacy and
5. 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.

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	1 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
Digital Connections	½ unit
Financial Literacy Elective - The financial literacy elective requirement can be fulfilled by taking one of the following courses during the Sophomore, Junior or Senior year: Careers & Money Management, Financial Independence, Personal Finance, College Fundamentals or Principals of Entrepreneurship, Life Skills 1 or CBI 3 Related. Note: Taking one of these prior to the Sophomore year will not fulfill the graduation requirement. This requirement is strongly encouraged for 10th graders who are interested in Tolles Career & Technical Center.	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 course work 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 world language, fine arts, business, career-technical education, family and consumer sciences, pre-engineering or English, Mathematics, Science or Social Studies not otherwise required.	<u>5 units</u>
Total Credits	21.5 units

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 Postsecondary Enrollment Options

Credit is awarded for courses successfully completed at an accredited postsecondary institution. High school credit awarded for a course successfully completed under 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.

Course Work Prior to Ninth Grade

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

Physical Education Exemption

A student who, during high school, has participated in interscholastic athletics, marching band or cheerleading for at least two full seasons is not required to complete any physical education courses as a condition to graduate. However, the student is required to complete one-half unit, consisting of at least 60 hours of instruction, in another course of study.

Junior Reserve Officer Training Corps (JROTC) Exemption

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.

Legal

ORC 3301.07(D)(3)

ORC 3313.60

ORC 3313.6014

ORC 3313.603

ORC 3313.605

ORC 3313.61

ORC 3313.617

ORC 3345.06

OAC 3301-35-04

OAC 3301-16-05

Cross References

IGBM - Credit Flexibility

IGCA - Summer Schools

IGCD (Also LEB) - Educational Options

IGCH (Also LEC) - College Credit Plus

IGCI - Community Service

IKFC - Graduation Plans and Students at Risk of not Qualifying for a High School Diploma

JN - Student Fees, Fines and Charges

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Book	Policy Manual
Section	August 2021 PDQ Ready for Board
Title	Copy of Student Assessment
Code	IL-R
Status	
Adopted	July 26, 2004
Last Revised	May 11, 2015

Student Assessment

Security Provisions for State Assessments

These guidelines shall be used to ensure that the State Department of Education guidelines for test security are complied with properly.

The director of data and accountability in conjunction with central office personnel are designated as the District's test security officers and shall be responsible for assuring that all assessments and procedures are secure and not made available to unauthorized parties. The building test coordinator is responsible for test security within the school. This responsibility may not be delegated.

The following procedures are to be followed in each building.

1. All assessment materials and communications concerning testing that are received from the state are to be opened by the building test coordinator.
2. Assessments and instructions are to be secured in a locked cabinet or room.
3. Access to the cabinet or room is permitted only by the building test coordinator. If the building test coordinator is not available and access is required, the Test Security Officer is to be contacted. If he/she is not available, the Superintendent/designee is to be contacted.
4. The building test coordinator shall maintain a list of those staff members who will be administering the assessments and the number of copies of each assessment that each person will need.
5. Test administrators shall sign for the number of copies of assessments and test procedures they receive from the building test coordinator as well as a statement of assurance that they will abide by the **state vendor**-designed testing procedures, will not reproduce or cause to reproduce any of the **proficiency vendor** tests or procedures, or distribute such materials to any person other than the students who shall be taking the tests. **Employees failing to comply with any rule adopted by the Ohio Department of Education (ODE) regarding security protocols for an assessment 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.**
6. When the testing has been completed, test administrators shall return all copies of the assessment and procedures to the building test coordinator. The building test coordinator and the test administrators together shall verify, in writing, that the number returned is the same as the number issued.
7. The building test coordinator shall store all completed assessments and testing procedures in the same locked cabinet or room and notify the Test Security Officer that the testing has been completed and the materials are ready for return to the **State vendor.**
8. Any suspected breaches of test security will be investigated and dealt with in conjunction with the Ohio Department of Education. **Within 10 days, the district will notify the Ohio Department of Education of the findings.**

The test security officer shall be responsible for contacting the Ohio Department of Education and arranging for the return of all assessments and test procedures.

Each building test coordinator shall be present when the assessment materials are picked up and shall ensure that the person who receives the material signs a verification sheet which indicates the number received, the condition of the materials and the date of receipt. This verification sheet is to be sent to the Test Security Officer with a copy maintained by the building test coordinator.

The Test Security Officer shall ensure that the District complies with all guidelines issued by the state for proper administration, processing and handling of the assessments and associated materials.

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Book	Policy Manual
Section	August 2021 PDQ Ready for Board
Title	Copy of School Admission
Code	JEC
Status	
Adopted	August 14, 2001
Last Revised	February 6, 2017
Prior Revised Dates	01/24/2005, 04/09/2007, 04/13/2011, 05/11/2015

School Admission

Any student who is at least five years of age on or before September 30 of the year of entrance, but who has not attained 22 years of age, and whose legal residence is within the boundaries of the District, and who complied with District entrance regulations, may be admitted.

For admission, a parent, guardian or grandparent must present:

1. an attested (sealed and signed) verification of birth (record showing date and place of birth) birth certificate, passport, baptism certificate or other religious records, hospital certificate birth affidavit or comparable certificate from another state, territory or nation;
2. immunization record;
3. proof of residence;
4. custody paper (if applicable);
5. documentation showing successful completion of kindergarten for registration to grade one;
6. power of attorney or caretaker authorization affidavit (if applicable) and/or
7. 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.

The principal/designee must request records from the previous public or nonpublic school of the student's last attendance. These records must be received from the previous public or nonpublic school of the student's last attendance. These records must be received within 14 days after proof of residency has been established, and then 14 days to receive rest of documents.

Parents/guardians of students new to the District may be given a period of 14 days to provide all necessary documents for school admission.

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.

Legal

ORC 2151.33
ORC 2152.18(D)(4)
ORC 3109.52 through 3109.61
ORC 3109.65 through 3109.76
ORC 3109.78
ORC 3109.79
ORC 3109.80
ORC 3313.48
ORC 3313.64
ORC 3313.67
ORC 3313.671
ORC 3313.672
ORC 3317.08
ORC 3321.01
OAC 3301-35-04(F)

Cross References

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 (Student Screening Programs)
JHCB - Immunizations
JO - Student Records



Book	Policy Manual
Section	August 2021 PDQ Ready for Board
Title	Copy of Immunizations
Code	JHCB
Status	
Adopted	August 14, 2001
Last Revised	February 6, 2017
Prior Revised Dates	02/25/2002, 04/03/2006, 06/28/2010, 01/10/2011, 05/11/2015

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 preschool, kindergarten and students new to the District must present official written evidence of similar immunizations, or written evidence to indicate that they are in the process of receiving immunizations, to be completed no later than the day of entrance. The District will immediately enroll homeless students and foster students and assist in obtaining necessary immunization records. Students failing to complete immunizations within 14 days after entering may not be permitted to return to school.

The District maintains an immunization record for each student, available to parents upon request.

Legal	ORC 3313.67
	ORC 3313.671
	ORC 3313.71
	ORC 3313.711
	ORC 3701.13

Cross References	JEC - School Admission
	JECOA - Admission of Homeless Students
	JHCA - Physical Examinations of Students (Student Screening Programs)
	JHCC - Communicable Diseases



Book	Policy Manual
Section	August 2021 PDQ Ready for Board
Title	Copy of Communicable Diseases
Code	JHCC
Status	
Adopted	August 14, 2001
Last Revised	February 8, 2016
Prior Revised Dates	05/11/2011, 05/11/2015

Communicable Diseases

It is the belief of the Board that it has the responsibility to attempt to ensure that all students and staff are provided with a healthy learning environment, which would promote their optimum level of health. Learning is more apt to occur when the learner is in a healthy state physically, socially, emotionally and mentally. The Board will instruct administrators and school health personnel to establish and enforce procedures in accordance with Federal, State and local laws, directives by agencies of the State, Board policy and administrative recommendations.

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.

Casual-Contact Communicable Diseases

Any child suspected of having a casual-contact communicable disease will be referred to a physician for examination and recommendation for exclusion from school. Readmission to school will be allowed by a physician's statement or by consultation with the school nurse. In case of doubt regarding exclusion or readmission, the physician will be consulted.

Exclusion from and readmission to school of students with suspected communicable disease shall be determined by using the Ohio Department of Health publication "Communicable Disease Chart" as a minimal standard. This chart is not an all-inclusive list. Cases of communicable disease that are reportable by law should be reported to the local health department Infectious Disease Reporting System (IDRS).

When deemed appropriate, the school nurse will request the building principal to inform parents when a communicable disease occurs in the classroom.

Control of Noncasual-Contact Communicable Diseases

The Board seeks to provide a safe educational environment for both students and staff. It is the Board's intent to ensure that any student or employee who contracts a communicable disease that is not communicated through casual contact will have his/her status in the District examined by a medical evaluation team and that the rights of both the affected individual and those of other members and students will be acknowledged and respected.

For purposes of this policy, "noncasual-contact communicable diseases" shall include:

1. HIV positive individual

2. hepatitis B

3. other like diseases that may be specified by the State Board of Health.

Medical Evaluation Team - Non-Casual Communicable Diseases

The Board seeks to keep students and employees in school unless there is definitive evidence to warrant exclusion. When the Superintendent/designee learns that a student or employee may be infected with a noncasual-contact communicable disease, the Superintendent/designee may convene a medical evaluation team. That team may consist of an administrator assigned by the Superintendent/designee, with prior written permission, the individual's primary care physician, a physician designated by the Board, a school nurse and a public health official. The team has the authority to request additional expertise as may be considered necessary and appropriate. Administration will act as chairperson and convene the team.

The medical evaluation team may make such expeditious examination of the employee or student as in its opinion the protection of the health of the students, teachers and other school employees require. If it is a student, the parent/guardian must give written permission for this examination to occur. If it is an employee, then that individual must give prior written permission for this examination to occur. The team shall make a written report to the Superintendent/designee, which shall specify the following:

1. whether the employee or student has been exposed to or has contracted a communicable disease;
2. the identification of the disease, its nature and prognosis;
3. the nature of the risk of the employee's or student's medical condition (how the disease is transmitted);
4. the duration of the condition (how long the carrier is infectious);
5. the severity of the risk of the medical condition (the potential harm to third parties);
6. the probability the disease will be transmitted and varying degrees of harm and
7. a recommendation regarding future attendance of a student or future employment of an employee.

After considering the report of the medical evaluation team, the Superintendent/designee may assign the student to school unconditionally, to school under restrictive conditions or to home instruction pursuant to the Board's policy on home instruction. With respect to an evaluation of an employee, the Superintendent/designee may assign the employee to return to his/her usual place of employment unconditionally or to a work assignment under restrictive conditions or the Superintendent/designee may seek to have the employee utilize sick leave or be placed on a leave of absence in accordance with the collective bargaining agreement and Ohio law.

The evaluation team shall maintain an active role in monitoring an infected student's or employee's condition. If the Superintendent/designee or any member of the evaluation team believes there has been a change in the student's or employee's condition, the Evaluation Team will reconvene to review the circumstances of the infected person(s). If the review suggests a need to revise the initial recommendation, the evaluation team will do so in a timely manner and direct the recommendation to the Superintendent/designee.

Confidentiality of Non-Casual Communicable Diseases

The Board recognizes the need to protect the individual rights and the health of persons infected with communicable diseases and the rights and health of those not similarly infected. The Board believes that information concerning the health of any employee or student should be treated as confidential information and should be known only to those required to have such information. No person in this setting is required by law to disclose any information with regard to HIV or HEP B status. If an HIV or HEP B positive staff member or the parent/guardian of an HIV or HEP B positive student chooses, the HIV or HEP B positive individual or his/her parent or guardian will make the determination with whom the individual's HIV or HEP B status will be shared. It is in the best interest of the District to have the HIV or HEP B positive individual specify in writing with whom his/her HIV or HEP B status can be shared and how this information will be provided to the specified individuals.

Communicable Diseases Education Program

The Board directs the administration to develop a program for educating persons regarding communicable diseases. The program should provide a plan for making information about communicable diseases available to students and employees. The program should include in-service training for teachers, administrators and non-teaching employees. The Board and administration will assist other public agencies in providing information about communicable diseases to the public. 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 will be utilized. The purposes of the education program will help to dispel fears based upon erroneous information or a lack of information and adherence to FERPA guidelines.

Legal

ORC 3313.67
ORC 3313.671
ORC 3313.68
ORC 3313.71
ORC 3319.321
ORC 3707.04
ORC 3707.06
ORC 3707.08
ORC 3707.16
ORC 3707.20
ORC 3707.21
ORC 3707.26

Cross References

JHCA - Physical Examinations of Students (Student Screening Programs)
JHCB - Immunizations

DRAFT



Book	Policy Manual
Section	August 2021 PDQ Ready for Board
Title	Copy of Positive Behavioral Interventions and Supports (Restraint and Seclusion)
Code	JP
Status	
Adopted	July 9, 2013
Last Revised	February 11, 2019
Prior Revised Dates	11/25/2013, 04/28/2014, 05/11/2015

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:
 1. involves the use of pinning down a student by placing knees to the torso, head or neck of the student;
 2. uses pressure point, pain compliance or joint manipulation techniques or
 3. 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 use physical restraint or seclusion only 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 may be used only:

1. if a student's behavior poses an immediate risk of physical harm to the student or others and no other safe or effective intervention is available;
2. if the physical restraint does not interfere with the student's ability to breathe;
3. if the physical restraint does not interfere with the student's ability to communicate in the student's primary language or mode of communication and
4. by school personnel trained in safe restraint techniques, except in the case of rare and unavoidable emergency situations when trained personnel are not immediately available.

Seclusion

Seclusion may not be used as a form of punishment or discipline; for staff convenience; or as a substitute for 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 may be used only:

1. if a student's behavior poses an immediate risk of physical harm to the student or others and no other safe or effective intervention is available;
2. for the minimum amount of time necessary to protect the student and others from physical harm;
3. in a room or area that is not locked, does not preclude the student from exiting the area should the staff member become incapacitated or leave, and that provides adequate space, lighting, ventilation and the ability to observe the student;
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 school 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 as the name, position and credentials 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.

Positive Behavioral Interventions and Supports (PBIS)

The District implements PBIS on a system-wide basis 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 that is consistent with the components set forth in the State Board of Education's (SBOE) policy on positive behavior interventions and supports. The District encourages family involvement.

Prohibited Practices

The District does not engage in practices prohibited by State law, including:

1. prone restraint;
2. any form of physical restraint that involves the intentional, knowing or reckless use of any technique that:
 - A. involves the use of pinning down a student by placing knees to the torso, head or neck of the student;
 - B. uses pressure point, pain compliance or joint manipulation techniques or
 - C. otherwise involves techniques that are used to unnecessarily cause pain.
3. corporal punishment;
4. child endangerment, as defined by Ohio Revised Code Section (RC) 2919.22;
5. deprivation of basic needs;
6. seclusion and restraint of preschool children in violation of Ohio Administrative Code Section (OAC) 3301-37-10;
7. chemical restraint;
8. mechanical restraint (that does not include devices used by trained school personnel, or by a student, for the specific and approved therapeutic or safety purposes for which such devices were designed and, if applicable, prescribed);
9. aversive behavioral interventions or
10. seclusion in a locked room or area.

Restraint

Physical restraint may not be used as a form of punishment or discipline, or as a substitute for other less restrictive means of assisting a student in regaining control. The use of prone restraint is prohibited. This policy does not prohibit the use of reasonable force and restraint as provided by RC 3319.41.

Restraint may be used only:

1. if a student's behavior poses an immediate risk of physical harm to the student or others and no other safe or effective intervention is available;
2. if the physical restraint does not interfere with the student's ability to breathe;
3. if the physical restraint does not interfere with the student's ability to communicate in the student's primary language or mode of communication and
4. by school personnel trained in safe restraint techniques, except in the case of rare and unavoidable emergency situations when trained personnel are not immediately available.

Notwithstanding the requirements of this policy and the Ohio Department of Education's corresponding standards and policy, school personnel may use reasonable force and restraint in accordance with RC 3319.41. Persons employed or engaged as teachers, principals or administrators, nonlicensed school employees and school bus drivers may, within the scope of their employment, use and apply such amount of force and restraint as is reasonable and necessary to quell a disturbance threatening physical injury to others, to obtain possession of weapons or other dangerous objects upon the person or within the control of the pupil, for the purpose of self-defense, or for the protection of persons or property.

Seclusion

Seclusion may not be used as a form of punishment or discipline, for staff convenience or as a substitute for other less restrictive means of assisting a student in regaining control.

Seclusion may be used only:

1. if a student's behavior poses an immediate risk of physical harm to the student or others and no other safe or effective intervention is available;
2. as a last resort to provide an opportunity for the student to regain control of his/her actions;
3. for the minimum amount of time necessary to protect the student and others from physical harm;
4. in a room or area that is not locked, does not prevent the student from exiting the area should the staff member become incapacitated or leave, and that provides adequate space, lighting, ventilation and the ability to observe the student and
5. under the constant supervision of trained staff able to detect indications of physical or mental distress that require removal and/or immediate medical assistance, and who document their observations of the student.

Repeated Dangerous Behaviors

The District conducts functional behavioral assessments for students who repeatedly engage in dangerous behavior that leads to instances of restraint and/or seclusion to identify students' needs and more effective ways of addressing those needs. Behavioral intervention plans that incorporate appropriate positive behavioral interventions are created when necessary.

Training and Professional Development

The District provides professional development or continuing education in PBIS, as part of the implementation of the PBIS framework in accordance with State law. The District's professional development committee monitors this training and establishes model professional development courses.

The District trains an appropriate number of personnel in each building in crisis management and de-escalation techniques. The District maintains written or electronic documentation of provided training and lists of participants in each training session.

All student personnel, as defined by OAC 3301-35-15, are trained annually on the SBOE's and the District's policies and procedures regarding restraint and seclusion.

The Board directs the Superintendent/designee to develop a plan for any necessary training of student personnel to implement PBIS on a systemwide basis.

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.

Data and Reporting

Each incident of restraint is immediately reported to the building administrator and the student's parent. Each incident of seclusion or restraint is documented in a written report, which is made available to the student's parent within 24 hours. The District maintains written reports of seclusion or restraint. These reports are educational records under the Family Education Rights and Privacy Act. The District annually reports information concerning the use of restraint and seclusion to the Ohio Department of Education (ODE).

Monitoring and Complaint Processes

The Board directs the Superintendent/designee to establish a procedure to monitor the implementation of State law and the District's policy on restraint and seclusion.

The Board directs the Superintendent/designee to establish District complaint procedures, which include a:

1. procedure for parents to present complaints to the Superintendent to initiate a complaint investigation by the District regarding incidents of restraint or seclusion and
2. requirement that the District respond to parents in writing within 30 days of the filing of a complaint regarding restraint and seclusion.

Parents are notified annually of the District's seclusion and restraint policies and procedures, which are also posted on the District's website.

Legal

- ORC 2919.22
- ORC 3301.68
- ORC 3319.237
- ORC 3319.46
- ORC 3326.11
- ORC 3328.24
- OAC 3301-35-15
- OAC 3301-37-10

Cross References

- IGBA - Programs for Students With Disabilities
- JF - Student Rights and Responsibilities
- JGA - Corporal Punishment
- JHF - Student Safety

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Book	Policy Manual
Section	August 2021 PDQ Ready for Board
Title	Copy of College Credit Plus
Code	LEC-R (Also IGCH-R)
Status	
Adopted	August 14, 2001
Last Revised	October 8, 2018
Prior Revised Dates	01/10/2011, 04/13/2011, 11/25/2013, 05/11/2015, 07/08/2015, 08/08/2016, 07/05/2015, 12/18/2017

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 ~~and~~
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/guardian 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/guardian 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 chosen option at the time of enrollment.

Student may enroll only in eligible courses as defined in rules adopted by the ODHE. Upon receipt of the notice of pre-term admission of 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 award 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 Ohio Department of Education (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.

High School/College Enrollment

1. A student who enrolls in CCP for the first time in:
 - A. grades 7, 8 or 9 may receive credit toward high school graduation for up to the equivalent of four academic school years
 - B. 10th grade may receive credit toward high school graduation for up to the equivalent of three academic school years
 - C. 11th grade may receive credit toward high school graduation for up to the equivalent of two academic school years
 - D. 12th grade may receive credit for 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, or more, semester hours are earned are awarded one credit toward high school graduation credit. Fractional credits are awarded proportionally.

Student Eligibility

Students wishing to participate in CCP must meet all statutory eligibility requirements. To be eligible, students must meet one of the following criteria:

1. be considered remediation-free on one of the Ohio Revised Code (RC) 3345.061(F) assessments or
2. meet an alternative remediation-free option as defined by the Chancellor of ODHE in consultation with the State Superintendent of Public Instruction or
3. have participated in CCP prior to September 30, 2021 and a student scoring scored within one standard error of measurement below the remediation-free threshold on one of the RC 3345.061(F) assessments and
 - A. is considered to have met this eligibility requirement if he/she either has have a cumulative high school grade point average (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. receives 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 GPS 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 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 the 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 of 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/designee 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/designee 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 and its own eligibility policy to participate in athletics. In order to be eligible, the student must have passed five credits that count toward graduation during the prior grading period. The five credits may be a combination of high school and college courses. Students also must meet any additional District eligibility requirements.

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