

POLICY MANUAL
OF THE GOVERNING AUTHORITY OF
COSHOCTON
OPPORTUNITY SCHOOL

Adopted August 30, 2021

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Definitions and Interpretative Guidelines for the School Manual

The following words, as used in this Policy Manual, shall be afforded the definitions indicated below, unless the terms are defined specifically in a policy.

Charter Contract. The contract existing between the School and the Sponsoring Entity. As used herein, Charter Contract and Sponsor shall have the same meaning.

Employee. Any individual, excluding independent contractors, who performs a service for the School and is compensated accordingly. This includes staff as well as other individuals employed by the School. If the School contracts with an outside entity to employ its staff, then the outside entity's employment policies prevail over the employment policies in this Policy Manual, to the extent that its policies are inconsistent with those herein. If the intent of the School is for specific employment policies in this Policy Manual to prevail over the outside entity, then said intent must be clearly established in writing.

Fiscal Agent. A third party, designated by the Governing Authority, whose job is to perform or direct the performance of all fiscal and accounting functions for the School.

Fiscal Year. The fiscal year is the calendar year beginning with July 1 and extending through the following June 30.

Governing Authority. The official governing authority of COSHOCTON OPPORTUNITY SCHOOL, 1205 Cambridge Road, Coshocton, Ohio 43812. As used herein, the following words and phrases are deemed to be synonymous: Governing Authority, Governing Authority of Directors, and Governing Authority.

Guest. Any individual who is visiting the School or who is otherwise present at the School without any obligation to be there. This definition does not include Staff members, students, School employees, or volunteers. As used herein, the words guest and visitor shall be deemed synonymous.

Head Administrator. The person or position that is in charge of all administrative functions of the School. This may be the Superintendent, the Director of Business Operations, the Director of Education, or the Chief Executive Officer of the School. To the extent allowed by law, Head Administrator shall be interpreted to include any designee.

Management Company. The Company with which the School has entered into a Management Contract, if such a Management Contract exists.

Parent. The natural or adoptive parents of a student. This includes any individual appointed by a court to be the official guardian of a student. Unless otherwise provided for by law, both parents of a student shall be treated equally and shall have equal rights as the parent of a student.

Policy. A written statement that was adopted by the Governing Authority and is related to the governance of the School. As used herein, the phrase Policy Manual is synonymous with the word Policies.

Record. Any document, device, or item, regardless of physical form or characteristic, created or received by or coming under the jurisdiction of the School or any employee or representative thereof, which serves to document the organization, functions, policies, decisions, procedures, operations, or other activities of the School.

School. The Ohio nonprofit corporate entity formally known as Coshocton Opportunity School. As used herein, the following words and phrases are deemed to be synonymous: Coshocton Opportunity School, School, and Corporation.

School Property. The physical location of the School and any other facility or location as designated in the Charter Contract.

Sponsoring Entity. The entity approved by section 3314.02 of the Revised Code that has entered into a valid Charter Contract pursuant to the provisions contained in section 3314.03 of the Revised Code.

Staff/Staff Member. The subset of employees who are directly involved with the educational functions of the School, including teachers, administrators, or Governing Authority Members.

Student. Any individual officially enrolled in the School or any of the programs conducted by the School, either on school property or off-site.

Teacher. A Staff member whose primary responsibility is directly educating the students.

Volunteer. Any individual who performs services for the School without receiving any compensation, benefits, or any other thing of value in return.

Headings and subheadings. As used throughout this Policy Manual, are for convenience and reference purposes only, and no substantive value should be attached to the contents thereof.

There is a distinction between the words “shall” and “may.” Where the word “shall” is used, it means that the indicated activity is mandatory. Where the word “may” is used, it means that the indicated activity is permissible, but not required unless otherwise indicated.

Ohio: R.C. 149.011, R.C. 3314.02, R.C. 3314.03.

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Foundation

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Mission Statement

[Insert Mission Statement]

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Statement of Vision

[Insert Statement of Vision]

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Authority

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Legal Authority

Coshocton Opportunity School is an Ohio nonprofit corporation established according to Chapter 1702 of the Revised Code and governed by Chapter 3314 of the Revised Code. The School is governed by the Governing Authority, and the Governing Authority exists to oversee the School and its operations.

Ohio: R.C. 1702, R.C. 3314.

Cross Reference: Policy No. **1220**, General Powers of the Governing Authority; Policy No. **1230**, Additional Powers of the Governing Authority.

General Powers of the Governing Authority

The Governing Authority shall have the power to make and enforce policies relating to its own governance, personnel, students, and all functions relating or pertaining, in any way, to the operation of the School. The Governing Authority shall also have such implied powers as are reasonably necessary to carry out its duties and responsibilities. All powers, whether express or implied, are subject to the limits imposed by the Ohio Constitution, applicable statutes and regulations, and the Charter Contract.

The powers granted to the Governing Authority as a governing entity are not similarly possessed by individual members of the Governing Authority. Rather, the power possessed by an individual Member of the Governing Authority is inherently limited to that member's voting power as an individual Member of the Governing Authority, unless otherwise authorized by the Governing Authority.

The Governing Authority can withhold documents and/or information requested by an individual Governing Authority Member if the Governing Authority determines by majority opinion that the request is administratively unreasonable. The Governing Authority is required to formally rule on the request after withholding the documents and/or information.

Ohio: R.C. 3314.01.

Cross Reference: Policy No. **1210**, Legal Authority; Policy No. **1230**, Additional Powers of the Governing Authority; Policy No. **1300**, Code of Regulations.

Additional Powers of the Governing Authority

The Governing Authority shall have the power to enter into a binding Contract with a Sponsoring Entity, and to make payments to that Sponsoring Entity for its oversight and monitoring of the School as provided for in Section 3314.03 of the Revised Code.

The Governing Authority shall have the power to designate a Fiscal Officer.

The Governing Authority shall have the power to assume jurisdiction over and to ultimately decide any and all disputes, either within the School or involving the School, so long as such authority has been granted by the applicable law or by these Policies.

Regarding all disputes and complaints for which authority has not been specifically granted to the Governing Authority, the Head Administrator shall have the power to develop and implement a procedure for the administration to follow when receiving and resolving complaints and disputes. The aforementioned complaint procedure should be developed and implemented in accordance with the following guidelines:

- the complaint shall be addressed in the most efficient and effective manner possible;
- the complaint shall be addressed as close to the source of the complaint as possible, and shall only involve higher authority if and when necessary;
- the complainant shall be kept informed at all times throughout the procedure; and
- copies of all letters or documents involved in the procedure shall be maintained.

Ohio: R.C. 3314.03(C), R.C. 3414.011.

Cross Reference: Policy No. **1210**, Legal Authority; Policy No. **1220**, General Powers of the Governing Authority; Policy No. **1300**, Code of Regulations.

Powers of the Governing Authority Concerning Debt

The School may borrow money to pay any necessary and actual expenses in anticipation of State Foundation receipts. The School may issue notes to evidence such borrowing. The proceeds of the notes shall be used only for the purposes for which the School may lawfully expend the anticipated foundation receipts.

The School may borrow money for a term not to exceed 15 years to acquire facilities.

Pursuant to Ohio law and the sponsor contract, the School may borrow money from the School's operator. All moneys that the School's operator loans to the School must be accounted for, documented, and bear interest at a fair market rate.

The School cannot levy taxes or issue debt secured by taxes.

The School's Treasurer (or Fiscal Officer) shall not loan money to a community school they work for, as this could violate Ohio Rev. Code § 2921.42

The School has no legal authority to make loans to other community schools.

Ohio: R.C. 3314.03, 3314.08; 2015 Ohio Op. Att'y Gen. No. 2015- 007 (Mar. 6, 2015); 2021 Ohio Compliance Supplement, Section 1-21.

Sponsor Contract and Comprehensive Plan Requirements

Contract

The community school is governed by the terms of a contract (or “charter”) with a sponsoring entity, the provisions of which are mandated by law. The contract must be filed with the Superintendent of Public Instruction.

The contract must specify:

- that the community school shall be established as either a nonprofit corporation or a public benefit corporation under Ohio law;
- the education program of the school, including the school’s mission, the characteristics of the students the school is expected to attract, the ages and grades of students, and the focus of the curriculum;
- the academic goals to be achieved and the method of measurement that will be used to determine progress towards these goals, which must include the statewide achievement assessments;
- performance standards by which success of the school will be evaluated by the sponsor, including but not limited to all applicable report card measures set forth in O.R.C. 3302.03 or 3314.017;
- the admission standards of O.R.C. 3314.06 and, if applicable, O.R.C. 3314.061;
- dismissal procedures, including an automatic withdrawal procedure for students who, without legitimate excuse, fail to participate in 72 consecutive hours of offered learning opportunities;
- the ways by which the school will achieve racial and ethnic balance reflective of the community it serves;
- requirements for financial audits by the auditor of state, as well as the maintenance of financial records in the same manner of school districts;
- qualifications of teachers, including the requirement that classroom teachers be licensed in accordance with Ohio law (allowing for the exception that community schools may engage noncertificated persons to teach up to 12 hours per week);
- that the community school will provide learning opportunities to a minimum of 25 students for a minimum of 920 hours per school year;
- that the governing authority will purchase liability insurance or otherwise provide for the potential liability of the school;
- that the community school will comply with certain statutory provisions applicable to school districts as listed in R.C. 3314.03(11)(d);
- that the community school will comply with Ohio ethics laws in R.C. Chapter 102 and R.C. 2921.42;
- that the community school will comply with all legal requirements relating to the issuance of diplomas, including completion of the “Ohio Core Curriculum” (subject to certain exceptions); provided, however, that successful completion of the community school’s curriculum, rather than “the high school curriculum prescribed by state minimum standards,” shall be all that is otherwise required for the award of a diploma for students who enter ninth grade for the first time before July 1, 2010. Further, each community school

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will comply with the plan for awarding high school credit based on demonstration of subject area competency, and beginning with the 2017-2018 school year, with the updated plan that permits students enrolled in seventh and eighth grade to meet curriculum requirements based on subject area competency adopted by the state board of education. Also, beginning with the 2018-2019 school year, each community school will comply with the framework for granting units of high school credit to students who demonstrate subject area competency through work-based learning experiences, internships, or cooperative education;

- that the governing authority will submit an annual report of its financial status, as well as activities and progress in meeting identified academic goals and performance standards, to the sponsor and to the parents of all students enrolled in the community school;
- that the school, unless it is an internet- or computer-based community school, will display Ohio and national mottoes.
- that the community school will pay teachers based upon performance and evaluate teachers in accordance with Ohio law if it receives money from the federal race to the top program;
- that the community school, if it operates a licensed preschool program, will comply with Ohio minimum standards for preschool programs;
- that the community school will provide training in CPR and AED operation as if it were a school district, with some exceptions;
- arrangements for providing health and other benefits to employees;
- the length of the contract, which must commence at the beginning of an academic year, although the initial contract cannot exceed five years;
- the governing authority of the school;
- a financial plan detailing an estimated school budget for each year of the period of the contract and specifying the total estimated per pupil expenditure amount for each such year;
- requirements and procedures regarding the disposition of employees of the school in the event the contract is terminated or not renewed;
- whether the community school is to be created by converting all or part of an existing public school or be a new start-up school, and, if a conversion school, a specification of responsibilities and duties of the school district as an employer that are being delegated to the community school's governing authority;
- procedures for resolving disputes or differences of opinion between the sponsor and the governing authority of the community school;
- that the governing authority will adopt a policy on the enrollment of out-of-district students that does one of the following: 1) prohibits the enrollment of students who reside outside the district in which the school is located, 2) permits the enrollment of students who reside in districts adjacent to the district in which the school is located, or 3) permits the enrollment of students who reside in any other district in the state;
- recognition of ODE's authority to take over sponsorship under certain circumstances;
- recognition of sponsor's authority to assume operations under certain circumstances;
- recognition of authority of public safety and health officials to close school for noncompliance with applicable laws and regulations;

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- recognition of ODE's authority to suspend operation of school for health and safety violations or conditions that pose an imminent danger to students and employees where the sponsor refuses to act;
- a description of the learning opportunities that will be offered to students, including both classroom-based and non-classroom-based learning opportunities, that is in compliance with legal criteria for student participation;
- that the community school will comply with Ohio continuous improvement laws, except that any action required to be taken by a school district pursuant to those sections (as applicable) shall be taken by the sponsor of the school;
- that the community school will open for operation no later than September 30th each school year, unless the mission of the school is solely to serve dropouts;
- whether the governing authority is planning to seek designation for the school as a STEM school equivalent under Ohio law;
- that the community school's attendance and participation policies will be available for public inspection;
- that the community school's attendance and participation records will be made available to ODE, the auditor of state, and the sponsor in accordance with federal and state laws and regulations (20 U.S.C. 1232g and R.C. 3319.321);
- if the school operates using a blended learning model, a description of how the program will be operated that includes:
 - a) an indication of what blended learning model or models will be used and a requirement that the delivery of instruction is conducted primarily in a supervised physical location away from home;
 - b) a description of how student instructional needs will be determined and documented;
 - c) the method to be used for determining competency, granting credit, and promoting students to a higher grade level;
 - d) the school's attendance requirements, including how the school will document participation in learning opportunities;
 - e) a statement describing how student progress will be monitored;
 - f) a statement describing how private student data will be protected; and
 - g) a description of the professional development activities that will be offered to teachers.
 - h) a requirement that the School will not operate on an annual calendar of less than 910 hours.
- that all moneys that the school's operator loans to the school, be accounted for, documented, and bear interest at a fair market rate;
- that, if the governing board contracts with an attorney, accountant, or entity specializing in audits, the attorney, accountant, or entity will be independent from the school's operator;
- that the governing authority will adopt an enrollment and attendance policy that requires a student's parent to notify the community school in which the student is enrolled when there is a change in the location of the parent's or student's primary residence;
- that the governing authority will adopt a student residence and address verification policy for students enrolling in or attending the school;
- the duties of sponsor to:
 - a) monitor the community school's compliance with all laws applicable to the school and with the terms of the contract;

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- b) monitor and evaluate the academic and fiscal performance and the organization and operation of the community school on at least an annual basis;
 - c) report on an annual basis the results of the evaluation to ODE and to the parents of students enrolled in the community school;
 - d) provide technical assistance to the community school in complying with laws applicable to the school and terms of the contract;
 - e) take steps to intervene in the school's operation to correct problems in the school's overall performance, declare the school to be on probationary status, suspend the operation of the school, or terminate the contract of the school as determined necessary by the sponsor;
 - f) have in place a plan of action to be undertaken in the event the community school experiences financial difficulties or closes prior to the end of a school year.
- if applicable and as agreed to by the governing authority and the sponsor, the payments to be made to the sponsor, as limited by law (i.e., the total amount of such payments for monitoring, oversight, and technical assistance of the community school shall not exceed three per cent of the total amount of payments for operating expenses that the community school receives from the state);

The contract shall contain an addendum outlining the facilities to be used, including, at a minimum:

- a detailed description of the facilities to be used for instructional purposes;
- the annual costs associated with leasing each facility that are paid by or on behalf of the community school;
- the annual mortgage principal and interest payments that are paid by the school;
- the name of the lender or landlord, and the lender or landlord's relationship to the operator, if any.

Upon the expiration of the contract, the sponsor may, with the approval of the governing authority, renew that contract for a period of time determined by the sponsor, but not ending earlier than the end of any school year, if the sponsor finds that the school's compliance with applicable laws and terms of the contract and the school's progress in meeting the academic goals prescribed in the contract have been satisfactory. Any renewed contract remains subject to applicable provisions of the Revised Code.

Failure of the community school to open for operation within one year after the contract is adopted pursuant to R.C. 3314.02(D) or permanently closes prior to the expiration of the contract, the contract shall be void and the school may not enter into a contract with any other sponsor. In the initial year of operation, if the school fails to open by September 30th, or within one year after the adoption of the contract if the mission of the school is solely to serve dropouts, the contract shall be void.

Comprehensive Plan

The governing authority must submit to its sponsor a comprehensive plan for the school. The plan shall specify:

- the process by which the governing authority of the school will be selected in the future;
- management and administration of the school;

- if the community school is a currently existing public school or educational service center building, alternative arrangements for current public school students who choose not to attend the converted school and for teachers who choose not to teach in the school or building after conversion;
- the instructional program and educational philosophy of the school;
- internal financial controls.

In addition, when submitting the plan, the governing authority shall also submit copies of all adopted policies and procedures regarding internal financial controls.

R.C. 3314.03.

Code of Regulations

The School is organized as a nonprofit corporation under Chapter 1702 of the Ohio Revised Code. Accordingly, the School and the Governing Authority are governed, in part, by corporate laws and principles. This Corporation is governed by the applicable state and federal statutes, as supplemented by these Policies and the Code of Regulations adopted by the Governing Authority. The most recent and updated version of the Code of Regulations is included as Form No. **1300.1**.

Cross Reference: Policy No. **1210**, Legal Authority; Policy No. **1220**, General Powers of the Governing Authority; Policy No. **1230**, Additional Powers of the Governing Authority; Form No. **1300.1**, Code of Regulations.

Code of Regulations

[Insert Code of Regulations]

Governing Authority Members

1400

Adopted August 30, 2021

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Eligibility and Background Check

No person shall serve on the governing authority under any of the following circumstances:

- the person is a member of a school district board of education;
- the person is a school district or educational service center (ESC) employee, and the School is sponsored by that school district or ESC;
- the person owes the state money or is in a dispute over whether the person owes the state any money concerning a community school that the State has closed;
- the person would be unable to obtain a teaching license for reasons specified in R.C. 3319.31(B);
- the person has pleaded guilty to or been convicted of theft in office or a substantially similar offense in another state;
- the person has not submitted to a background check under R.C. 3319.39;
- the person serves on the governing authority of five or more start-up community schools;
- additional requirements as provided for under Ohio's Ethics Laws;
- additional requirements as provided for in the Sponsor Contract; and
- additional requirements as provided for in the Code of Regulations.

No member or his/her immediate relatives shall be an owner, employee, or consultant of any sponsor or operator until one year has elapsed since the member's membership terminated. Immediate relatives include spouses, children, parent, grandparents, siblings, and in-laws.

Annual Disclosure Statement

Each governing authority member must annually file a disclosure statement setting forth the names of any immediate relatives or business associates employed by any of the following within the past three years:

- the School's sponsor,
- the School's operator,
- any School district or ESC that has contracted with the School, and
- any Vendor that has engaged in business with the School.

Background Check

Prior to becoming a member, Governing Authority Members shall submit to a criminal background check(s) and/or fingerprinting(s) as required by law and/or by the Sponsor Contract.

Discretion to Approve Membership

The Governing Authority and the Sponsor, individually or as a unit, retain discretion to disapprove of any member's background check results and terminate membership on the Governing Authority. Additionally, no Governing Authority Member shall serve if the background check reveals offenses that Ohio and/or Federal law prohibit the member from serving.

Ohio: R.C. 3314.02, 3314.19(I), 3319.39, 3319.391.

New Member Orientation

In an effort to ensure that each new Governing Authority Member is properly equipped to carry out his/her responsibilities fully and effectively, each new Governing Authority Member shall be provided with all necessary documents and materials including a copy of: the School's Policy Manual, the Sponsor Contract, the applicable budget, any necessary financial documents, any existing contract with a Management Company, and Ohio's Open Meetings Laws. It is imperative that each Governing Authority Member take the time to review and understand all documents and materials.

To further acquaint the new Governing Authority Member, each new Governing Authority Member shall have the opportunity to meet with the President of the Governing Authority and one (1) other Governing Authority Member.

New Governing Authority Members may be required, pursuant to the Sponsor Contract, to attend an orientation session.

Ohio: R.C. 121.22.

Cross-Reference: Policy No. **1751**, Annual Budget.

Compensation

The Governing Authority Members may pass a resolution to compensate its members pursuant to Ohio law. Compensation may not exceed \$125 per meeting. Compensation may not exceed \$5,000 per year.

Each Governing Authority member may be compensated for attending an approved training program. Compensation for training shall not exceed either \$60 per day for training lasting three hour or less *or* (2) \$125 per day for training program exceeding three hours.

Cross Reference: Policy No. **1440**, Reimbursement of Governing Authority Members.

Reimbursement of Governing Authority Members

In order for a Governing Authority Member's expenses to be reimbursed by the Governing Authority, the following requirements must be met:

- the expense must be pre-approved by the Governing Authority, with the exception that when a Governing Authority Member attends a conference, only attendance at the conference must be pre-approved and the associated reasonable costs for mileage, meals, accommodations, and parking will be considered reimbursable expenses;
- the Governing Authority Member must submit to the Governing Authority, within ten (10) days of incurring the expense, a detailed description of the expense and the specific amount;
- the expense must not have been incurred for alcoholic beverages or entertainment.

Governing Authority Members are subject to any additional rules found in Policy No. **5452**, Reimbursement of Staff Members.

All reimbursements will be calculated and paid according to the rate established by the Governing Authority.

Cross Reference: Policy No. **1430**, Compensation; Policy No. **5452**, Reimbursement of Staff Members.

Ethics and Conflicts of Interest Policy

The School's Governing Authority Members, Officials, and Employees must, at all times, abide by Ohio's ethics laws. Officials and employees must conduct themselves, at all times, in a manner that avoids favoritism, bias, and the appearance of impropriety.

Ethics Laws

Below is a general summary of the restraints upon the conduct of all Governing Authority Members, Officials and Employees. In the event a violation is suspected, legal counsel shall be contacted.

No governing authority member, official, or employee shall:

- Solicit or accept anything of value from anyone doing business with the School;
- Solicit or accept employment from anyone doing business with the School, unless the official or employee completely withdraws from School activity regarding the party offering employment, and the School approves the withdrawal;
- Use his or her public position to obtain benefits for the official or employee, a family member, or anyone with whom the official or employee has a business or employment relationship;
- Be paid or accept any form of compensation for personal services rendered on a matter before any board, commission, or other body of the School, unless the official or employee qualifies for the exception, and files the statement, described in R.C. 102.04(D);
- Hold or benefit from a contract with, authorized by, or approved by, the School, (the Ethics Law does except some limited stockholdings, and some contracts objectively shown as the lowest cost services, where all criteria under R.C. 2921.42 are met);
- Vote, authorize, recommend, or in any other way use his or her position to secure approval of an School contract (including employment or personal services) in which the official or employee, a family member, or anyone with whom the official or employee has a business or employment relationship, has an interest;
- Solicit or accept honoraria (see R.C. 102.01(H) and 102.03(H)) ;
- During public service, and for one year after leaving public service, represent any person, in any fashion, before any public agency, with respect to a matter in which the official or employee personally participated while serving with the School;
- Use or disclose confidential information protected by law, unless appropriately authorized; or Use, or authorize the use of, his or her title, the name "School," or "[the Agency's acronym]," or the School's logo in a manner that suggests impropriety, favoritism, or bias by the School or the official or employee;

For purposes of this policy:

- "Anything of value" includes anything of monetary value, including, but not limited to, money, gifts, food or beverages, social event tickets and expenses, travel expenses, golf outings, consulting fees, compensation, or employment. "Value" means worth greater than de minimis or nominal.

- “Anyone doing business with the School” includes, but is not limited to, any person, corporation, or other party that is doing or seeking to do business with, regulated by, or has interests before School.

Distribution of Ethics Laws

The School must provide each Governing Authority Member, Official, and Employee a copy of Policy No. **1440** - Ethics and Conflicts of Interest Policy, Policy No. **1410** - Eligibility and Background Checks, Chapter 102 of the Revised Code, and Section 2921.42 of the Revised Code within fifteen days of beginning his/her official duties.

Additional Eligibility & Conflict Laws

In addition to Ohio’s Ethics laws, Governing Authority Members are subject to additional laws regarding conflicts of interest. Governing Authority Members should refer to Policy No. **1410**, Eligibility and Background Checks, to ensure no other conflicts prevent a board member from serving.

Penalties

Failure of any School Governing Authority Member, Official or Employee to abide by this Ethics policy, Policy No. **1410** Eligibility and Background Checks, or to comply with the Ethics Law and related statutes, will result in discipline, which may include dismissal, as well as any potential civil or criminal sanctions.

Ohio: R.C. 1.03, R.C. 102.03(D)-(E), R.C. 102.99(B), R.C. 2921.42(A)(1)-(4), R.C. 3314.03(A)(11)(e).

Cross Reference: Policy No. **1460**, Mandatory Periodic Ethical Review; Form No. **1450.1**, Annual Statement of Disclosure.

Annual Statement of Disclosure

Pursuant to R.C. 1.03, R.C. 102.03(D)-(E), R.C. 102.99(B), R.C. 2921.42(A)(1)-(4), R.C. 3314.03(A)(11)(e), all members of the Governing Authority of the School must annually file a disclosure statement regarding conflicts of interest, setting forth the names of any immediate relatives or business associates employed by any of the following within the past three years:

- the School's sponsor,
- the School's operator,
- any School district or ESC that has contracted with the School, and
- any Vendor that has engaged in business with the School.

Immediate relatives include spouses, children, parent, grandparents, siblings, and in-laws.

Governing Authority members are also prohibited from being an owner, employee, or consultant of any sponsor or operator until one year has elapsed since the member's membership terminated.

_____ I have received a copy of the Ethics and Conflicts of Interest Policy and have read and understood the policy as written. I acknowledge that **I do not have** outside employment or a conflicting interest with regard to any transaction or arrangement to which the School is a party. I agree that if a situation arises that may result in a conflict to report and disclose all conflicts of interest in accordance with the conflict disclosure procedure.

_____ I have received a copy of the Ethics and Conflicts of Interest Policy and have read and understood the policy as written. I acknowledge that **I do have** outside employment and or a conflict of interest and agree to report and disclose all conflicts of interest in accordance with the conflict disclosure procedure.

If outside employment, please list the employer:

If a conflict of interest is indicated, please provide the nature of the conflict:

My signature indicates that I agree that I have read, understood and agree to abide by the Ethics and Conflicts of Interest Policy.

Signature of Employee

Date

Print Name

Ohio: R.C. 102.03(B).

Cross-Reference: Policy No. **1450**, Ethics and Conflicts of Interest Policy.

Mandatory Periodic Ethical Review

In order to ensure that the School is adhering to its mission and Policies, conforming to all federal, state, or local laws and preserving its status as a non-profit tax exempt corporation, the Governing Authority shall conduct periodic reviews with or without the assistance of an outside expert. Periodic reviews must include, but are not limited to, the following activities:

- Ensuring that all compensation agreements entered into by the School are free of any conflict of interest and are reasonable and justifiable in light of compensation surveys as well as compensation previously paid in similar situations for similar services.
- Ensuring that all contracts or other business arrangements entered into by the School, including any contract with a Management Company, conform with the School's policies, do not qualify as excess benefit transactions, and do not jeopardize the tax-exempt status of the School.

Cross Reference: Policy No. **1450**, Ethics and Conflicts of Interest Policy; Policy No. **1750**, Financial Duties and Responsibilities.

Governing Authority Members; Qualifications

The Governing Authority shall consist of not less than five members, which members shall be chosen in the manner specified in the School's Code of Regulations.

All Governing Authority members shall be annually trained on open records and public meeting laws, along with all school leaders and administrative staff.

The School shall post on the School's website the name of each member of the Governing Authority. The names and addresses of each Governing Authority member shall be provided upon request to the School's sponsor and the Ohio Department of Education.

Qualifications

No person shall serve on the governing authority under any of the following circumstances:

- the person is a member of a school district board of education;
- the person is a school district or educational service center (ESC) employee, and the School is sponsored by that school district or ESC;
- the person owes the state money or is in a dispute over whether the person owes the state any money concerning a community school that the State has closed;
- the person would be unable to obtain a teaching license for reasons specified in R.C. 3319.31(B);
- the person has pleaded guilty to or been convicted of theft in office or a substantially similar offense in another state;
- the person has not submitted to a background check under R.C. 3319.39;
- the Auditor of State has submitted a finding of recovery against the person which has not been resolved;
- the person serves on the governing authority of five or more start-up community schools;
- additional requirements as provided for under Ohio's Ethics Laws;
- additional requirements as provided for in the Sponsor Contract; and
- additional requirements as provided for in the Code of Regulations.

If the School is not sponsored by a school district or an ESC, no present or former member, or immediate relative of a present or former member, of the Governing Authority shall be an owner, employee, or consultant of any sponsor or operator until at least one year has elapsed since the member's membership on the Governing Authority terminated.

If the School is sponsored by a school district or an ESC, no present or former member, or immediate relative of a present or former member, of the Governing Authority shall:

- Be an officer of the district board or service center governing board that serves as the School's sponsor, until at least one year has elapsed since the member's membership on the Governing Authority terminated;

- Serve as an employee of, or a consultant for, the department, division, or section of the sponsoring district or service center that is directly responsible for sponsoring community schools, or have supervisory authority over such a department, division, or section, until at least one year has elapsed since the member's membership on the Governing Authority terminated.

Immediate relatives include spouses, children, parent, grandparents, and siblings, as well as in-laws residing in the same household as the person serving on the governing authority.

Annual Disclosure Statement

Each governing authority member must annually file a disclosure statement setting forth the names of any immediate relatives or business associates employed by any of the following within the past three years:

- the School's sponsor,
- the School's operator,
- any School district or ESC that has contracted with the School, and
- any Vendor that has engaged in business with the School.

Background Check

Prior to becoming a member, Governing Authority Members shall submit to a criminal background check(s) and/or fingerprinting(s) as required by law and/or by the Sponsor Contract.

Discretion to Approve Membership

The Governing Authority and the Sponsor, individually or as a unit, retain discretion to disapprove of any member's background check results and terminate membership on the Governing Authority. Additionally, no Governing Authority Member shall serve if the background check reveals offenses that Ohio and/or Federal law prohibit the member from serving.

Ohio: R.C. 3314.02, 3314.19(I), 3319.39, 3319.391.

Governing Authority Meetings

1500

Adopted August 30, 2021

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Public Meetings and Notification

Except as otherwise provided by these Policies or by law, Governing Authority Members must be in a Formal Meeting to take official action or to conduct official business. All formal meetings must comply with the requirements set forth in R.C. 121.22, Ohio's Open Meetings Law.

A Formal Meeting is defined under Ohio law to include any activity entered into by the Governing Authority or members of the Governing Authority for the purpose of conducting School business. A formal meeting is not defined to include a Governing Authority retreat, a professional development activity, or an interview session with someone other than a public official. Activities not considered a formal meeting do not need to comply with Ohio's Open Meetings Law.

Formal Meetings can be further classified into three (3) types: regularly scheduled meetings, special meetings, and emergency meetings. Each meeting has different notification requirements that must be adhered to by law.

Regularly Scheduled Meetings

A regularly scheduled meeting is conducted for the purpose of discussing and conducting regular or on-going School business. In order to ensure that every person can reasonably ascertain the date, time, and location of all regularly scheduled meetings, the following notification requirements shall be followed:

- at least once per year, the time, date, and location of all regularly scheduled meetings shall be published in a widely-circulated local newspaper;
- the date, time, and location of each regularly-scheduled meeting shall also be published on the School's website, if one exists; and
- the date and time of each regularly-scheduled meeting shall be posted at the meeting location.

Special Meetings

A Special Meeting is one which has been called for a particular purpose. For each special meeting, the following notification requirements shall be followed:

- any news media that has requested notification shall be notified no later than 24 hours in advance of the special meeting;
- the date and time of the special meeting shall be posted at the meeting location; and
- the time, date, and location of the special meeting shall be posted on the School's website, if one exists.

Emergency Meetings

An emergency meeting is one which has been called in response to a situation or circumstances constituting an emergency. With respect to emergency meetings, the following notification requirements shall be met:

- any news media that has requested notification shall be notified as soon as possible; and
- the date and time of the meeting shall be posted at the meeting location as soon as possible.

In addition to the aforementioned notification requirements, any individual may obtain reasonable advance notification of all meetings through either of the following methods:

- providing a valid e-mail address; or
- providing self-addressed and stamped envelope(s).

Ohio: R.C. 121.22.

Cross Reference: Policy No. **1570**, Public Participation at Governing Authority Meetings; Policy No. **6110**, Visitors; Policy No. **6210**, Media Relations.

Executive Sessions

Under Ohio's Open Meetings Law, official School business must be conducted during a meeting that is open to the public. During an open meeting, there are times when the Governing Authority may enter an executive session. An executive session can be held during regularly scheduled, special, or emergency meetings and be entered in the following instances:

- considering the appointment, employment, dismissal, discipline, promotion, demotion, or compensation of a public employee, or the investigation of charges or complaints against a public employee, unless the public employee requests a public hearing;
- considering the purchase of property for public purposes, or the sale of property at competitive bidding, if premature disclosure of information would give an unfair competitive or bargaining advantage to a person whose persona, private interest is adverse to the general public interest;
- conferencing with an attorney representing the Governing Authority concerning a dispute involving the Governing Authority that is the subject of pending or imminent court action;
- preparing for, participating in, or reviewing negotiations or bargaining sessions with public employees concerning compensation or other terms and conditions of employment;
- matters required to be kept confidential by federal law or regulations or state statutes or regulations; and
- details relative to the security arrangements and emergency response protocols for a public body or public office, if disclosure of the matters discussed could reasonably be expected to jeopardize the security of the School or the Governing Authority.

An executive session may be entered when the public meeting concludes, and a Governing Authority Member makes a motion to enter an executive session. The Member shall state the purpose for entering an executive session. The motion must be seconded, and a majority of all Governing Authority Members present must then vote—via roll call—in favor of entering an executive session.

The minutes shall indicate the purpose stated for the executive session as well as the results of the vote. If the purpose of the executive session is the appointment, dismissal, or other action regarding a public employee, the minutes shall indicate the purpose of the executive session but need not include the name of the person to be considered.

All resolutions, rules, or formal actions of any kind undertaken during an executive session must be adopted in an open meeting to be valid. Any resolution, rule or formal action adopted in an open meeting pursuant to deliberations during an executive session will not be valid unless the executive session during which the deliberations occurred strictly complied with this policy.

Ohio: R.C. 121.22.

Parliamentary Procedure

The Governing Authority wishes to achieve of the following goals at each Governing Authority meeting:

- that the Governing Authority meeting proceeds in an organized and efficient manner;
- that the Governing Authority Members have the information necessary to participate fully and effectively in Governing Authority actions and discussions;
- that the meeting is conducted in a manner that is accessible and informative to the public; and
- that each decision made by the Governing Authority is determined strictly by its merits and not by any manipulations of the applicable procedural rules.

Accordingly, the Governing Authority shall use Robert's Rules of Order, Newly Revised, as modified by federal and state law, these Policies, the Code of Regulations, or any other ruling or order issued by the Governing Authority.

Adopted August 30, 2021

Method of Voting

Except as specifically required by statute, this Policy Manual, and the Code of Regulations, a motion shall be considered passed upon an affirmative majority vote of all Governing Authority Members *present*.

Governing Authority Members may abstain from voting. An abstention shall be considered and recorded as a vote in favor of the outcome, unless a certain number of votes is specifically required or the vote results in a tie, in which case the motion shall be deemed to have failed.

A vote may be conducted by a voice vote or a show of hands, unless a roll call vote is specifically requested or is required by statute, these Policies, or the Code of Regulations.

Minutes of the Governing Authority Meetings

The minutes are the only official record of the Governing Authority meeting. It is important that the minutes be recorded in a reasonably detailed format, so the public may understand the events of the meeting. Accordingly, the minutes of each Governing Authority meeting shall include:

- the time, date, and location of the meeting;
- the type of meeting (regularly scheduled, special, or emergency meeting);
- the names of all Governing Authority Members present at the meeting;
- any changes made to the minutes from the prior meeting;
- the topic and content of all discussions and deliberations;
- the results of any vote, as well as any other action taken by the Governing Authority; and
- any other information required to be included and available to the public pursuant to law, these Policies, or the Code of Regulations.

With respect to an executive session, the minutes shall include a general description of the topics discussed.

Within a reasonable time prior to each regularly scheduled Governing Authority meeting, each Governing Authority Member shall be provided with a copy of the minutes of the previous meeting so as to enable him/her to knowingly vote on approving the minutes of the prior meeting. After the minutes of the previous Governing Authority meeting have been approved by a majority vote of the Governing Authority Members, the approved minutes shall be permanently kept on file in an official minute book in the School office.

Ohio: R.C. 121.22.

Attendance at Governing Authority Meetings

Governing Authority meetings are the primary method by which School business is conducted. Each Governing Authority Member is required to make every reasonable effort to attend all Governing Authority meetings. A Governing Authority Member will be removed if the Governing Authority Member fails to attend three (3) consecutive meetings or failure to attend five (5) meetings in one (1) year. The vacated position shall then be filled pursuant to Code of Regulations.

If a Governing Authority Member's ability to attend a meeting(s) is made unreasonable due to exceptional circumstances outside the Governing Authority Member's control, the Governing Authority Member may request, in writing, an attendance waiver for the meeting(s) missed. The requested attendance waiver will be voted upon at the next regularly scheduled meeting by all members present except the Governing Authority Member who requested the attendance waiver.

Cross-Reference: Policy No. **1450**, Ethics and Conflicts of Interest Policy.

Public Participation at Governing Authority Meetings

The Governing Authority recognizes that public participation is an essential element in the effective operation of the School. Accordingly, members of the public are invited to attend and participate in Governing Authority Meetings. To ensure public participation is orderly and efficient, the School adopts the following rules.

Placing Items on the Agenda

Any proposed agenda topics shall be submitted in writing to the Head Administrator at least one (1) day in advance of the regularly scheduled Meeting. The written notification shall include individual's name, the individual's affiliation, a reasonably detailed description of the agenda topic, and the individual's contact information.

Public Participation Time Limit

The cumulative time limit for all public participation at any of the following: (1) Governing Authority meeting shall not exceed twenty (20) minutes. Each statement or opinion shall not exceed two (2) minutes in length. No individual shall make more than one statement on the same topic unless and until all other members of the community wishing to express a statement or opinion about the topic have had an opportunity to do so.

Participation Procedure

Members of the community may not speak unless and until they are recognized by the presiding officer. Prior to presenting a statement or opinion, each member of the community, once recognized by the presiding officer, must state his/her name, address, and the name of any group with which he/she is affiliated, if any.

Preserving Order

To preserve order, the presiding officer may caution, limit, or exclude any statement that exceeds the two (2) minute time limit or any statement or opinion that the presiding officer deems to be inappropriate or offensive. Additionally, the presiding officer may require any individual to leave the Meeting if they are disruptive; and may temporarily adjourn the Meeting if the

- ask for assistance from law enforcement in removing any member of the community who refuses to comply with the reasonable demands of the presiding officer;
- temporarily adjourn the Governing Authority meeting if the behavior of the public attendants and participants makes it impossible or impractical to continue the meeting;
- disregard any of the aforementioned rules so long as such waiver is not inconsistent with state statutes or regulations;
- any individual intending to participate at a Governing Authority meeting shall so notify the Governing Authority upon their arrival at the Governing Authority meeting;
- members of the community will be permitted to speak at a time indicated on the agenda, or at any other time during the Governing Authority meeting as permitted by the presiding officer;
- all questions, statements, and other statements from members of the community shall be addressed to the presiding officer and shall not be directed to any individual Governing Authority Member.

The School prohibits video recording at a Meeting unless the recording has been approved by the Head Administrator prior to the meeting. The Head Administrator shall approve, and permit, video recordings provided the video recorder does not create any type of obstacle or barrier between the Governing Authority Members and the public.

The Governing Authority has the authority and the discretion to formulate additional rules, so long as they are not in conflict with the state statutes, the aforementioned rules, or other Policies.

The presiding officer has the authority to ensure that these rules are followed, as well as to ensure that the Governing Authority meeting progresses in an orderly and efficient fashion.

Cross Reference: Policy No. **1510**, Public Meetings and Notification; Policy No. **1530**, Parliamentary Procedural Policy No. **6110**, Visitors; Policy No. **6210** Media Relations.

Other Managing Entities

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Management Contract

The Governing Authority has the authority to negotiate and approve a management contract with any Management Company, including any specific term(s) within said contract. This grant of authority, however, shall be exercised in the sole discretion of the Governing Authority, and nothing in these Policies shall be interpreted as to require the Governing Authority to enter into a management contract.

In the case there exists any business or familial relationship between the School's Governing Authority or any of its officers or employees and a Management Company contracted by the School or any of that company's officers or employees, other than the Management Company agreement itself, the Management Company shall agree to indemnify the School for financial losses to the School up to the amount of the moneys received by the Management Company.

Cross Reference: Policy No. **1220**, General Powers of the Governing Authority; Policy No. **1230**, Additional Powers of the Governing Authority; Policy No. **1620**, Authority to Designate Fiscal Officer; Policy No. **1630**, Relationship among Different Managing Entities.

Authority to Designate Fiscal Officer

The School shall have a designated Fiscal Officer.

Prior to becoming the School's Fiscal Officer, the individual must be licensed as a school treasurer by the State Board of Education unless provided otherwise in R.C. 3314.011.

The Fiscal Officer, prior to beginning service, is required to execute a bond in an amount and with surety to be approved by the Governing Authority made payable to the state and conditioned upon the faithful performance of all the official duties required of the Fiscal Officer. The bond shall be deposited with the Governing Authority, and a copy thereof, certified by the Governing Authority, shall be filed with the county auditor.

The School may allow for the use of an employee dishonesty and faithful performance of duty policy, rather than a surety bond, to cover losses caused by the fraudulent or dishonest actions of, and/or the failure to of the Fiscal Officer to perform a duty prescribed by law.

Ohio: R.C. 3314.011; R.C. 3.061

Cross-Reference: Policy No. **1630**, Relationship Among Different Managing Entities.

Relationship among Different Managing Entities

The Governing Authority, the Head Administrator, the Fiscal Officer, and the Management Company (if created) all participate in the managing the School in different capacities. In accordance with the following guidelines, each of the different managing entities should cooperate and ensure the orderly and efficient management of the School.

Governing Authority

The primary responsibility of the Governing Authority is to develop, approve, and modify Policies that are designed to ensure the success of the School in consideration of the School's mission. Furthermore, the Governing Authority, as the primary governing entity, is responsible for overseeing much of what the other managing entities do, including:

- ensuring that the Management Company is fully performing its obligations under the Management Contract, as indicated by the results of objective evaluations;
- overseeing the administrative policies adopted by the Head Administrator; and
- supervising the actions and decisions of the Fiscal Officer.

Management Company

The Management Company, if one has been contracted with by the Governing Authority, reports directly to the Governing Authority. In addition to the responsibilities specifically imposed in the Management Contract, the Management Company shall:

- suggest Policies and determine the best way to implement existing Policies;
- act in a manner that sets a good example for School staff and administrators; and
- supervise the members of the staff to assure that they are meeting the educational needs of the students as well as acting in a manner consistent with the stated purpose and values of the School.

Head Administrator

The Head Administrator is responsible for providing professional guidance and advice to the Governing Authority. The Head Administrator shall also suggest appropriate Policies to the Governing Authority and implement existing Policies.

Fiscal Officer

The Fiscal Officer is primarily responsible for the School's financial matters, and therefore shall perform or direct the performance of the School's financial and accounting functions.

Cross-Reference: Policy No. **1610**, Authority to Approve Management Contract; Policy No. **1620**, Authority to Designate Fiscal Officer.

Sunshine Law and Open Meeting Training

Annual training on Public Records and Open Meeting Laws must be completed by the following:

- Governing Authority Members,
- Designated Fiscal Officer,
- Administrators, and
- All individuals under contract with an operator who perform supervisory or administrative services.

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Duties of the Governing Authority

1700

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Development, Revision, and Distribution of Policies

The Governing Authority, with the assistance of the Head Administrator and the Management Company, shall develop, maintain, and amend Policies in accordance with the School's mission, the Sponsor Contract, state law, and federal law.

Developing Policies

The Governing Authority is ultimately responsible for the developing Policies. In developing Policies, the Governing Authority can accept advice and suggestions from the Head Administrator and from the Management Company, if one exists.

Maintaining and Amending Policies

The Governing Authority shall review its existing Policies on a regular basis and adopt any necessary changes. The Governing Authority shall have the discretion to develop its own Policy review schedule, provided that such review occurs at least once per year. If any Policy changes are made, the changes shall be communicated promptly and in a manner reasonably expected to reach members of the School and the community.

Distributing Policies

This Policy Manual is considered a public record. The purpose of the manual is to serve as a guide to Governing Authority Members, officers, employees, students, parents, and members of the community. A current version of these Policies is maintained in the Governing Authority's offices and the Head Administrator's offices. The Policy Manual is available for visual inspection during normal office hours.

Developing Guidelines and Procedures

To further the School's policies, the Governing Authority designates the Head Administrator or his/her designee to develop and implement guidelines and procedures.

Cross Reference: Policy No. **1220**, General Powers of the Governing Authority; Policy No. **1230**, Additional Powers of the Governing Authority.

Monitoring Compliance with Sponsor Contract

The Governing Authority, in conjunction and cooperation with the Sponsor, is responsible for monitoring the School's compliance with the terms and provisions of the Sponsor Contract. This duty may, in the discretion of the Governing Authority, be delegated to the Head Administrator.

Cross Reference: Policy No. **1210**, Legal Authority; Policy No. **1220**, General Powers of the Governing Authority; Policy No. **1230**, Additional Powers of the Governing Authority; Policy No. **1630**, Relationship among Different Managing Entities.

Duty to Report Certain School Information

In conformance with the reporting requirements imposed by the Ohio Revised Code, the Governing Authority shall ensure that the following information is reported on an annual basis:

- the number of students enrolled in grades one through twelve as well as the number of students enrolled in kindergarten, who are not receiving special education and related services pursuant to an IEP;
- the number of students enrolled in grades one through twelve as well as the number of students enrolled in kindergarten, who are receiving special education and related services pursuant to an IEP;
- the number of students reported under section (b) above who are receiving special education and related services pursuant to an IEP for a handicap described in R.C. 3317.013(A)-(F);
- the full-time equivalent number of students of reported under sections (a) and (b) above who are enrolled in vocational education programs or classes as described in R.C. 3317.014(A)-(B) that are provided by the School;
- twenty percent of the number of students reported under sections (a) and (b) above who are not reported under section (d) above but who are enrolled in vocational education programs or classes described in R.C. 3317.014(A)-(B) at a joint vocational school district under a contract between the School and the joint vocational school and who are entitled to attend school in a city, local, or exempted village school district whose territory is part of the territory of the joint vocational district;
- the number of enrolled preschool handicapped students receiving special education services in a state-funded unit;
- the School's base formula amount, as defined in R.C. 3314.08;
- for each student, the city, exempted village, or local school district in which the student is entitled to attend school; and
- any poverty-based assistance reduction factor, as defined in R.C. 3314.08, which applies to the school year.

This duty may, as well as any other reporting duty imposed by law, these Policies, or the Code of Regulations, may be delegated, in the discretion of the Governing Authority, to the Head Administrator.

Ohio: R.C. 3314.08, R.C. 3314.0714.

Public Records Policies

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Public Records Access Policy

Public records shall be made available to any person for inspection or copying during normal business hours and at the location where the requested public records are normally stored and maintained. For purposes of this Policy, the database maintained by the School which contains the names and dates of birth for each Governing Authority Member or staff member shall be considered a public record.

Upon the receipt of a public records request, either verbally or in writing, the rules and guidelines stated below shall be adhered to.

- A School representative or employee shall be present for the duration of the inspection.
- Public records shall not be removed from the office or other location where they are stored and maintained, unless removed by a Governing Authority Member, employee, or other representative in the course of business.
- With only one exception, as indicated immediately below, access to public records shall not be conditioned on the requesting party's willingness to disclose his identity/her or the purpose of the information requested, or to submit the public records request in writing. The School representative or employee may, however, make such a request, so long as he/she notifies the requesting party that such action or information is not mandatory.
- Student directory information shall not be used in any for-profit activity. The School representative or employee has the authority to question the requesting party regarding the proposed use of student directory information to the extent necessary to assure that the information will not be used in any for-profit activity, and to limit access to that information accordingly.
- Through request and payment of a fee, the requesting party may obtain copies of any public records. The fee shall only be out of pocket costs. The "per page" fee must be the same fee paid by the office. The School cannot charge for time for compiling records. The copying fee shall be established by a resolution of the Governing Authority.
- When making available any requested public records, the School representative or employee shall redact all personal information and personally identifiable information and shall either alert the requesting party to the redactions or otherwise make the redactions obvious to the requesting party.
- If a public records request is overly broad or ambiguous or the School representative or employee cannot reasonably identify what records are requested or there are other reasons under the law that provide a basis for denial of a request or exclusions of certain records, the School representative or employee may deny request, in whole or in part, as appropriate. If the initial request was in writing, the denial must be in writing as well. The denial shall include the reason for denial. If, in addition to the aforementioned reasons for denial, there exists another legal basis for denial, the additional legal basis does not need to be identified in the denial in order to be preserved.

In order to ensure that this Public Records Access Policy is available and accessible to staff, students, and members of the community, the following guidelines shall be followed:

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- copies of the Public Records Access Policy shall be re-printed in the Personnel Handbook as well as any other handbook or policy guide directed to School employees;
- a poster regarding the Public Records Access Policy shall be posted in an obvious location in each of the facility buildings and offices.

Minors Involved in School Vehicle Accidents

The name, address, contact information and other personal information of a minor shall be exempt from the Public Records Law, if it is included in the record of a school vehicle traffic accident and the minor was in the vehicle at the time of the accident.

If the parent or guardian of a minor who was an occupant of a school vehicle involved in a traffic accident requests a copy of a record of the accident that contains the minor's personal information, then the School must respond to the request, so long as the request is submitted in writing and identifies the minor and the recipient of the record. The personal information of any other minor who may have been an occupant of the school vehicle involved in the accident must be redacted before the record is provided to the requestor.

It is important that School employees and representatives are knowledgeable regarding this Public Records Access Policy as well as the accompanying state statutes.

Each and every School representative or employee who is in charge of public records shall receive a copy of this Public Records Access Policy and shall sign a copy of Form No. **1741.1** acknowledging their receipt of this Policy.

Ohio: R.C. 149.43, R.C. 109.43.

Cross-Reference: Form No. **1741.1**, Public Records Access Poster; Form No. **1741.2**, Acknowledgement of Receipt of Public Records Access Policy.

Public Record Access Poster

In accordance with section 149.43 of the Ohio Revised Code, all public records are made available for inspection and/or copying during normal business hours at the office in which they are stored and maintained. The following rules apply to any request.

- Any individual wishing to inspect or obtain copies of public records must submit a request for public records. Such a request may be either verbal or in writing. It is suggested, however, that the request be made in writing, as this may facilitate the identification and location of the requested record(s).
- It is not necessary for any person to disclose his or her identity when making a public request.
- Student directory information may not be used as part of any for-profit activity.
- A fee of ____cents per page must be paid by the requesting party prior to receiving any requested copies.
- If a public records request is overly broad or ambiguous or the School representative or employee cannot reasonably identify what records are requested or there are other reasons under the law that provide a basis for denial of a request or exclusions of certain records, the School representative or employee may deny request, in whole or in part, as appropriate. The denial shall include the reason for denial. The denial must be in writing only when the original request was in writing.

***Note: This poster provides a brief summary of the Policies contained in the Public Records Access Policy. If there is any discrepancy or conflict between the information presented in this poster and the information contained in the Policy, the information contained in the Public Records Access Policy shall prevail.*

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Acknowledgment of Receipt of Public Records Access Policy

I hereby acknowledge that I have received a copy of the Public Record Access Policy. I understand that, as an employee or representative in charge of public records, I am legally obligated to adhere to the rules and guidelines included therein.

Signed: _____ Date: _____
Signature of Employee

Internet Public Record Redaction Policy

The School shall redact, encrypt, or truncate any individual's social security number that appears on any public record that is available via the Internet. If the School realizes that a social security number which was mistakenly not redacted, encrypted, or truncated, the School shall take action to redact, encrypt, or truncate the social security within a reasonable time period.

“Available on the internet” is defined to exclude documents that, while technically available on the internet, can only be accessed with a password.

Any member of the public whose personal information appears on any document available on the internet may request that such personal information be redacted. Personal information includes social security number, federal tax identification number, driver's license number or state identification number, individual checking account number, savings account number, or credit card number. A request for redaction must be submitted in writing, on a form adopted by the Ohio Attorney General and included herein as Form No. **1742.1**. The School shall redact all personal information as requested within five (5) days of receipt of the request. If the School determines that it is impractical to redact the requested information, the School shall attempt to contact the requesting party within five (5) days of receipt of the request and explain why the request is impractical.

Ohio: R.C. 149.45.

Cross Reference: Policy No. **1741**, Public Records Access Policy; Policy No. **1743**, Retention, Management, and Disposal of Records; Policy No. **3833**, Tracking Missing Children; Policy No. **3831**, Student Records and Release of Information; Policy No. **5810**, Personnel Records File; Form No. **1742.1**, Request to Redact Personal Information.

Request to Redact Personal Information

Adopted from the Ohio Department of Education: Request to Redact Personal Information

[https://education.ohio.gov/getattachment/Miscellaneous/Privacy/Request to Redact Personal Information.pdf.aspx](https://education.ohio.gov/getattachment/Miscellaneous/Privacy/Request%20to%20Redact%20Personal%20Information.pdf.aspx)

Under paragraph 149.45(C)(1) of the Ohio Revised Code, an individual may request that a public office or a person responsible for a public office's public records redact specified types of personal information of that individual from any record made available to the general public on the internet. An individual who makes a request for redaction "shall...provide any information that identifies the location of that personal information within a document that contains that personal information." O.R.C. 149.45(C)(1) If redaction is not practicable, the public officer or person responsible for the public office's public records shall verbally or in writing within five business days after receiving the written request explain to the individual why the redaction is impracticable. O.R.C. 149.45 (C) (3)

I, _____, request that the Office of _____
(Print full name)

redact the following items of personal information from being made available to the public on the Internet:

(Please check all that apply)

- | | |
|----------------------------------------------------|-------------------------------------------------------------------|
| <input type="checkbox"/> Social security number | <input type="checkbox"/> Driver's license number |
| <input type="checkbox"/> Checking account number | <input type="checkbox"/> Credit card number |
| <input type="checkbox"/> Tax identification number | <input type="checkbox"/> State identification number as issued by |
| <input type="checkbox"/> Savings account number | the Ohio Bureau of Motor Vehicles |

For each item of personal information checked above, please identify the location of that information within any record made available by this office to the public on the internet:

Document Title and Description:
Specific Web Address (URL):
Location of Information Within Document:

(Use the back of this form to identify additional locations of personal information items.)

Signature of Requester: _____

The public office may need to contact you:

- 1) To request additional information to locate your specific personal information to be redacted or to identify the appropriate public office responsible for redacting your personal information.
- 2) To provide you with an explanation within five (5) business days after receiving your written request, if a requested redaction is impracticable.

Please provide contact information below, or indicate that you will contact this office, to receive any explanation. This form is a public record, and the information you provide may be released in response to a public records request.

Address: _____

Telephone Number: (____) _____ E-mail address: _____

☐ I do not wish to provide contact information. I will contact the office for any explanation.

Date Request Received ____/____/____ (To be completed by the public office)

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Document Title and Description:
Specific Web Address (URL):
Location of Information Within Document:

Document Title and Description:
Specific Web Address (URL):
Location of Information Within Document:

Document Title and Description:
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Retention, Management, and Disposal of Records

For the School to operate efficiently, the School must effectively manage its records. To accomplish this goal and to comply with Ohio law, the School has established a Record Commission.

The Records Commission shall include of the President of the Governing Authority, the Fiscal Officer, and the Head Administrator. The Records Commission shall meet at least once every twelve months. The Records Commission has the authority and the discretion to appoint records officers who shall perform the necessary work associated with the storage, retention, and disposal of records.

Schedule of Records Retention and Disposition

The Records Commission shall create and adopt a Schedule of Records Retention and Disposition ("Schedule") (Form RC-2), which classifies different types of School records and designates an appropriate retention period for each. The Schedule suggested by the Ohio Historical Society is hereby included as Form No. **1743.1**. The Records Commission has the authority to review and revise this Schedule as necessary.

After adopting a Schedule or revising a schedule, the Records Commission shall forward the Schedule to the Ohio Historical Society. The Records Commission shall keep a copy of the Schedule. The Schedule shall become effective upon approval by the Ohio Historical Society and the State Auditor.

Certificate of Records Disposal

Prior to disposing any School records, the members of the Records Commission, or the records officers, if any, shall submit to the records commission a Certificate of Records Disposal ("Certificate") (Form RC-3). An example of the Certificate may be found at Form No. **1743.2**. The submitted Certificate(s) shall list records that are eligible for disposal pursuant to the Schedule. The records commission shall meet at least once each year to review the submitted Certificates. Following approval of the Certificate(s) by the records commission, the guidelines stated below shall be adhered to.

- The records commission shall make a copy of all approved Certificates and shall maintain these copies for its records.
- The original Certificate(s) shall be forwarded to the Ohio Historical Society Network Specialist for the county in which the School is located no later than fifteen (15) days prior to the proposed disposal date. The records commission does not need to send a copy of the Certificate(s) to the State Auditor's office. The Ohio Historical Society Network Specialist shall send a copy.
- The Records Commission shall wait at least fifteen (15) days after forwarding the Certificates to the Ohio Historical Society Network Specialist before disposing of the indicated records. During this time period, the records commission may be notified that the proposed disposal is inappropriate or that the Ohio Historical Society considers some or all of the documents to have continuing historical value and wishes, therefore, to take custody

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of them. The Ohio Historical Society may not review or select for its custody any of the following:

- Records containing personally identifiable information concerning any student, without the written consent of the parent, guardian, or custodial of each such student who is less than eighteen (18) years of age, or without the written consent of each student who is eighteen (18) years of age or older.
- Records, the release of which would, according to the “Family Educational Rights and Privacy Act of 1974,” 88 Sta. 571, 20 U.S.C.A. 1232g, qualify disqualify a school or other educational institution from receiving federal funds.
- At the end of the fifteen (15) day period, any records which have not been opposed to or taken custody of may be disposed. The Fiscal Officer, serving as secretary of the records commission, shall arrange for the appropriate disposal of such documents.

E-mails and Other Correspondence

E-mails and other forms of correspondence are not considered a record. Instead, these messages should be categorized, retained, stored, and disposed of based upon the contents of each email or other form of correspondence. As suggested by the Ohio Historical Society, e-mail correspondence can be grouped into four (4) different categories:

Not an Official Record. If an e-mail or correspondence does not document the organization, functions, policies, decisions, procedures, operations, or other activities of the School, it is not considered a “record” and, therefore, may be deleted immediately. Examples of non-records include personal messages as well as publications, promotional items, and similar materials (unless it is part of a larger material that is considered a record).

Official Record of Transient Retention. If an e-mail or other correspondence serves a limited administrative value, then it shall be retained only until it no longer serves its limited administrative purpose. Examples of official records of transient retention include messages regarding upcoming meetings and messages which substitute for verbal conversation, as might otherwise occur in the hallway or on the telephone. Official records of transient retention do not discuss policy or establish guidelines.

Official Record of Intermediate Retention. Official records of intermediate retention are those records considered general or routine correspondence. Routine correspondence includes referral letters and requests for routine information and shall be retained for a period of six (6) months. General correspondence includes informative letters and memos pertaining to agency and legal interpretations and shall be retained for a period of one (1) year.

Official Record of Long-Term Retention. Official records of long-term retention are those records which discuss policy, create rules or guidelines, or otherwise deal with significant administrative duties and responsibilities. These records shall be retained according to the Schedule as adopted by the Governing Authority.

E-Mail Storage

E-Mails may be stored in the following formats:

- on-line storage, where the e-mail is maintained in the e-mail system;
- near-line storage, where the message is stored in an electronic record-keeping system; and

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- off-line storage, where the message is physically printed and stored accordingly.

In order to assure that all necessary e-mails records are preserved, one of the following guidelines shall be adopted:

- the individual who sends the e-mail is responsible for its retention. If an e-mail is received from outside the School, any individual who receives the e-mail is responsible for its retention.
- a special mailbox is created, and each time an e-mail is sent, the sender shall send a carbon copy (cc) to said mailbox. The party charged with administering the mailbox, such as the IT department, shall retain the e-mails as necessary.

Ohio: R.C. 149.41.

Cross Reference: Policy No. **1741**, Public Records Access Policy; Policy No. **1742**, Internet Public Record Redaction Policy; Policy No. **3833**, Tracking Missing Children; Policy No. **3831**, Student Records and Release of Information; Policy No. **5810**, Personnel Records File; Form No. **1743.1**, Schedule of Records Retention and Disposition; Form No. **1743.2**, Certificate of Records Disposal.

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Schedule of Records Retention and Disposition

The School has adopted the forms provided by the Ohio Historical Society. The Record retention forms are available on the Ohio Historical Society's website:

<https://www.ohiohistory.org/OHC/media/OHC-Media/Learn/Archives-Library%20Documents/School-Retention-Suggested-Schedule.pdf>

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Section A: Local Government Unit

- Include the name of the municipality, county, township, school, library, or special taxing district (local government entity) for which the form is being submitted.
- Include the unit (department, agency, office), if applicable.
- The departmental official directly responsible for the records must sign and date the form.

Section B: Records Commission

- Complete the phone number and mailing address for the Records Commission, including the county.
- To have this form returned to the Records Commission electronically, include an email address. It is the responsibility of the Records Commission to forward an electronic or paper copy of the approved form to the appropriate department.
- The Records Commission Chairperson must sign the certification statement before it can be reviewed and signed at the Ohio Historical Society by the Local Government Records representative and approved by the Auditor of State's Office.

Section C: Ohio Historical Society – State Archives

- The reviewing agent from Ohio Historical Society Local Government Records Program (OHS-LGRP) will indicate on your RC-2 which records series will require a Certificate of Records Disposal (RC-3) prior to disposal.
- They will sign the form and forward it to the Auditor of State's Office.

Section D: Auditor of State

- The approving agent at the Auditor of State's office will sign the form and return it to the OHS-LGRP.

Section E: Records Retention Schedule

- 1) Schedule numbers can be expressed by a year and item numbering scheme for each records series being scheduled, for example, 09-1 and 09-2. Another option is to include a unique abbreviated identifier for each office, for example, Eng. [Engineer] 1, Eng. 2, etc. The numbering schema is your choice, and it will be used later on your Certificate of Records Disposal (RC-3).
- 2) Include the title of the records series and a brief description of each series. Please provide information about the content and use of the records series.
- 3) Articulate a retention period for the record in terms of time (exp. six years), an action (exp. until audited), or both (six years after audit).
- 4) Include the formats of the record (paper, electronic, microfilm, etc.)
- 5) For use by the Auditor of State or the OHS-LGRP. OHS-LGRP will mark the records series that will need an RC-3 prior to disposal.

GENERAL INSTRUCTIONS:

--- For questions related to records scheduling and disposition, OHS-LGRP: (614) 297-2553 or at localrecs@ohiohistory.org

--- After completing sections A and E, submit the form to your records commission so it can be approved in an open meeting pursuant to Section 121.22 ORC. See Ohio Revised Code Section 149.38 (counties), 149.39 (municipalities), 149.41 (school districts), 149.411 (libraries), 149.412 (special taxing districts) and 149.42 (townships) for the composition of your records commission. Your records commission completes section B and sends the form to OHS-LGRP at:

localrecs@ohiohistory.org OR

The Ohio Historical Society
State Archives of Ohio
Local Government Records Archivist
800 E. 17th Avenue
Columbus, OH 43211-2497

--- The OHS-LGRP will review this RC-2 and forward it to the Auditor of State's Records Officer, Columbus.

--- This RC-2 is in effect when all signatures have been affixed to it. OHS-LGRP will return a copy of the approved form to the Records Commission. *The local records commission and the originating office should retain permanent copies of the form to document legal disposal of public records.*

--- Remember, at least 15 Business days before you intend to dispose of records, submit a Certificate of Records Disposal (RC-3) to the OHS-LGRP. Copies of RC-3s will not be returned.



For State Archives - LGRP Use Only

Date Reviewed: _____

Form Scanned: _____

RECORDS RETENTION SCHEDULE (RC-2)

See instructions before completing this form.

Section A: Local Government Unit

(To complete this form online, use "tab" key to jump from box to box.)

(local government entity)

(unit)

(signature of responsible official)

(name)

(title)

(date)

Section B: Records Commission

Records Commission

(telephone number)

(address)

(city)

(zip code)

(county)

To have this form returned to the Records Commission electronically, include an email address: _____

I hereby certify that our records commission met in an open meeting, as required by Section 121.22 ORC, and approved the schedules listed on this form and any continuation sheets. I further certify that our commission will make every effort to prevent these records series from being destroyed, transferred, or otherwise disposed of in violation of these schedules and that no record will be knowingly disposed of which pertains to any pending legal case, claim, action or request. This action is reflected in the minutes kept by this commission.

Records Commission Chair Signature

Date

Section C: Ohio Historical Society - State Archives

Signature

Title

Date

Section D: Auditor of State

Signature

Date

**Please Note: The State Archives retains RC-2 forms permanently.
It is strongly recommended that the Records Commission retain a permanent copy of this form**



Section E: Records Retention Schedule

(local government entity)

(unit)

(1) Schedule Number	(2) Record Title and Description	(3) Retention Period	(4) Media Type	(5) For use by Auditor of State or OHS-LGRP	(6) RC-3 Require d by OHS- LGRP
<u>1000</u>	<u>GOVERNING AUTHORITY AND ADMINISTRATIVE RECORDS</u>				<input type="checkbox"/>
1101	Minutes Treasurer	Permanent			<input type="checkbox"/>
1101.1	Audio Tapes Treasurer	2 years			<input type="checkbox"/>
1102	Blue Prints, Plans, Maps Business Office & Secretary	Permanent			<input type="checkbox"/>
1103	Deeds, Easements, Leases Treasurer	Permanent			<input type="checkbox"/>
1104	Governing Authority Policy Books and Superintendent Other Adopted Policies and Secretary	1 year after superseded			<input type="checkbox"/>
1105	Administrative Regulations Superintendent and Secretary	1 year after superseded			<input type="checkbox"/>
1106	Court Decisions Treasurer	Permanent			<input type="checkbox"/>
1107	Claims and Litigation Treasurer	Permanent			<input type="checkbox"/>
1201	Elections Treasurer	10 years			<input type="checkbox"/>
1202	Record Disposal forms (RC-3) Treasurer	10 years			<input type="checkbox"/>
1203	Bargaining Agreements Treasurer	10 years after expiration			<input type="checkbox"/>
1204	Budget Policy Files Treasurer	5 years			



(1) Schedule Number	(2) Record Title and Description	(3) Retention Period	(4) Media Type	(5) For use by Auditor of State or OHS-LGRP	(6) RC-3 Require d by OHS- LGRP
1301	Workers' Compensation Claims Treasurer	10 years after financial payment made			
1302	Bank Depository Agreements Treasurer	4 years after completion			
1303	Organization Reports Treasurer	2 years **			
1304	Governing Authority Meeting Notes Treasurer	1 year			
1305	Agendas Treasurer	1 calendar year **			
1401	Adopted Courses of Study Superintendent and Secretary	Until superseded			
1402	Adopted Special Education Programs Superintendent and Secretary	Until superseded			
1403	Adopted Special Programs Superintendent and Secretary	Until superseded			
<u>2000</u>	(Employee files include employment applications, resumes, contracts/salary notices, evaluations, personnel actions, absence certification, transcripts and any other documents which become part of the file.)				
2101	Certified Active Employees Asst. Supt., Personnel Secretary	Permanent			
2102	Classified Active Employees Asst. Supt., Personnel Secretary	Permanent			
2103	Certificated Inactive Employees Asst. Supt., Personnel Secretary	Permanent ***			
2104	Classified Inactive Employees Asst. Supt., Personnel Secretary	Permanent ***			
2105	Civil Rights, Civil Services And Disciplinary Reports Asst. Supt., Personnel Secretary	Permanent ***			



(1) Schedule Number	(2) Record Title and Description		(3) Retention Period	(4) Media Type	(5) For use by Auditor of State or OHS-LGRP	(6) RC-3 Require d by OHS- LGRP
2107	Retirement Letters	Asst. Supt., Personnel Secretary	Permanent ***			
2108	Substitute records	Asst. Supt., Personnel Secretary	25 years			
2301	Employee Contracts	Treasurer	4 years after termination from employment			
2302	Professional Conference Applications	Asst. Supt., Personnel Secretary	2 years **			
2303	Irregular Employee Contracts (Substitutes, etc.)	Treasurer	4 years after contract expires			
2304	Unemployment Claims	Treasurer	5 years			
2305	Unemployment	Treasurer	5 years			
2306	Applications (not hired)	Asst. Supt., Personnel Secretary	2 years **			
2307	Schedules of Employees	Asst. Supt., Personnel Secretary	Fiscal year plus 2 years			
2308	Student Helper Applications	Asst. Supt., Personnel Secretary	2 Years			
2309	Teacher Personnel Reports (internal)	Asst. Supt., Personnel Secretary	Fiscal year plus 1 year			
2310	I-9 Immigration Verification Forms	Asst. Supt., Personnel Secretary	Termination of employment plus 1 year			
2401	Job Descriptions	Asst. Supt., Personnel Secretary	Retain until superseded or obsolete			



(1) Schedule Number	(2) Record Title and Description	(3) Retention Period	(4) Media Type	(5) For use by Auditor of State or OHS-LGRP	(6) RC-3 Require d by OHS- LGRP
3000	<u>STUDENT RECORDS</u>				
3101	Student Record Folders Bldg. Secretary Enrollment/Withdrawal Information Grades/Transcripts Activities Records Attendance Records Individual Test Results Standardized Competency/Proficiency Aptitude Intervention Records Foreign Exchange Records Suspensions/Expulsions Home Schooled Student Records	Permanent ***			
3102	Office Record Card (K-9) Bldg. Secretary	Permanent ***			
3103	Cosmetology Records Voc. Secretary (Vocational)	Permanent ***			
3201	Health/Medical Records Nurse/Bldg. Visual Screening Secretary Hearing Screening Immunization Records	7 years after graduation			
3202	Discipline Records Bldg. Secretary Letters to Parents Office Discipline	1 year after student leaves school			
3203	Psychological Records Special Ed. (Restricted) Secy/Nurse	Permanent ***			
3204	Child Abuse/Neglect Bldg. Secretary Referral Letters	Through graduation			
3301	Teacher Grade Books/ Bldg. Secretary Records	3 years **			
3302	Pre-School Screening Bldg. Secretary Profiles	3 years			
3303	Age and Schooling Records Bldg. Secretary (Work Permits)	3 years			



(1) Schedule Number	(2) Record Title and Description		(3) Retention Period	(4) Media Type	(5) For use by Auditor of State or OHS-LGRP	(6) RC-3 Require d by OHS- LGRP
3304	Accident Reports	Nurse/Bldg. Secretary	5 years provided no action pending			
3305	Individual Educational Plan (IEP)	Bldg. Secretary Spec. Ed. Secy	Permanent			
3306	Free/Reduced Price Lunch Application	Bldg. Secretary	4 years			
3401	Emergency Information	Bldg. Secretary	Until superseded			
4000	<u>BUILDING RECORDS</u>					
4202	Tornado and Fire Drill Records	Bldg. Secretary	1 year *			
4203	Building Health Inspections	Bldg. Secretary	2 years *			
4301	Student Activity Records Pay-in forms Pay-out forms Account forms/Dist. Budget forms Requisitions Purchase orders Ticked sale reports	Bldg. Secretary	2 years **			
4302	Receipts/Deposit Slips	Bldg. Secretary	4 years **			
4303	Budget/Appropriation Records	Bldg. Secretary	4 years **			
4304	Requisitions/ Purchase Orders	Bldg. Secretary	10 years **			
4401	Textbook Inventories	Bldg. Secretary	Until superseded			
4402	Supplies Inventory	Bldg. Secretary	Until superseded			



(1) Schedule Number	(2) Record Title and Description	(3) Retention Period	(4) Media Type	(5) For use by Auditor of State or OHS-LGRP	(6) RC-3 Require d by OHS- LGRP
4403	Student Handbooks Bldg. Secretary	Until superseded			
4404	Yearbooks Bldg. Secretary	Permanent			
4405	Security Tapes Bldg. Secretary	Permanent			
5000	<u>CENTRAL DEPARTMENTAL RECORDS</u>				
	<u>Administrative Offices</u>				
5201	School Calendars Supt. Secretary	5 years			
5301	Repair, Installation and Maintenance Records Business Office and Secretary	4 years **			
5302	Prevailing Wage Records Business Office and Secretary	4 years **			
5303	Rental Information (Use of Facilities) Business Office and Secretary	4 years **			
5304	Work Orders Business Office and Secretary	4 years **			
5305	Environmental Reports and Data (asbestos, etc.) Business Office and Secretary	4 years **			
5306	Vandalism Reports Business Office and Secretary	4 years **			
5307	Student Activity Purpose Clauses Business Office and Secretary	4 years **			
5308	Sales Potential Forms (Student Activities) Business Office and Secretary	4 years **			
5309	Bids and Specifications (Unsuccessful) Business Office and Secretary	1 year **			
5310	Bids and Specifications (Successful) Business Office and Secretary	4 years after completion of Project **			



(1) Schedule Number	(2) Record Title and Description		(3) Retention Period	(4) Media Type	(5) For use by Auditor of State or OHS-LGRP	(6) RC-3 Require d by OHS- LGRP
	<u>Administrative Offices - Continued</u>					
5311	Contractor Files (Resolutions, additions, drawings, etc.)	Business Office and Secretary	Until project complete, if no action pending**			
5401	Preventive Maintenance Reports	Business Office and Secretary	Fiscal year plus 2 years			
5402	Warranty/Guarantee	Business Office and Secretary	Life/warranty of equipment			
5403	Plant and Equipment Inventory	Business Office and Secretary	Until superseded **			
5404	Textbook/Workbook Inventory	Curriculum Dir. and Secretary	Until superseded **			
5405	Supplies Inventory	Business Office and Secretary	Until superseded **			
	<u>Special Education Department</u>					
5221	Special Education Tutoring Reports	Special Ed. Secretary	10 years			
5222	Individual Educational Plan (IEP)	Special Ed. Secretary	Permanent***			
5223	Psychological Records (Restricted)	Special Ed. Secretary	Permanent***			
	<u>Transportation Department</u>					
5340	Driver Physical	Transportation Secretary	2 years after termination			
5341	Fuel Consumption Data	Transportation Secretary	4 years **			
5342	Transportation Records	Transportation Secretary	4 years **			



(1) Schedule Number	(2) Record Title and Description		(3) Retention Period	(4) Media Type	(5) For use by Auditor of State or OHS-LGRP	(6) RC-3 Require d by OHS- LGRP
5343	Field Trip Forms and Volunteer Driver Forms	Transportation Secretary	Fiscal year plus 2 years			
5441	Accident Reports	Transportation Secretary	3 years provided no action pending			
5442	Vehicle Registration	Business Office Secretary	Life of vehicle			
5443	Vehicle License	Business Office and Secretary	1 year after termination			
5445	Driver Certifications	Transportation Secretary	1 year after termination			
5446	Supplies Inventory	Transportation Secretary	Until superseded **			
5447	Vehicle Defect Report	Transportation Secretary	Life of vehicle			
5448	Bus Video Tapes	Transportation Secretary	Permanent			
	<u>Food Service Department</u>					
5561	Food Service Records Menus Food Production Milk Sold Students Served	Cafeteria Supervisor	4 years **			
5562	Lunchroom Records Cash Register Tapes Cashier's Daily Reports	Cafeteria Supervisor	4 years **			
5563	Lunchroom Reports (Free and Reduced)	Cafeteria Supervisor	4 years **			
5564	Inventories	Cafeteria Supervisor	Until superseded **			
5565	Lunchroom License	Cafeteria Supervisor	1 year after expiration			



(1) Schedule Number	(2) Record Title and Description	(3) Retention Period	(4) Media Type	(5) For use by Auditor of State or OHS-LGRP	(6) RC-3 Require d by OHS- LGRP
6000	<u>FINANCIAL RECORDS</u>				
6101	Annual Financial Reports Treasurer Appropriation Ledgers Budget Ledgers Revenue Journals Vendor Listing Check Register Purchase Order Listing Invoice List Account Reports Financial Summary Detail Reports	5 years **			
6102	Activity Fund Cash Treasurer Journal and Ledger	5 years **			
6103	Bond Register Treasurer	20 years after issue expires			
6104	Securities Treasurer	Permanent ***			
6201	Investment Ledger Treasurer	5 years **			
6202	Foundation Distribution Treasurer	5 years **			
6203	Tax Settlements Treasurer (Semi-Annual) and Advances	5 years **			
6204	Budgets (Annual) Treasurer	5 years **			
6205	Insurance Policies Treasurer	15 years after expiration provided all claims settled			
6206	Contracts Treasurer	15 years after expiration			
6207	Bonds and Coupons Treasurer	Until redeemed**			



(1) Schedule Number	(2) Record Title and Description	(3) Retention Period	(4) Media Type	(5) For use by Auditor of State or OHS-LGRP	(6) RC-3 Require d by OHS- LGRP
6208	Accounts Payable Ledgers Treasurer	5 years **			
6209	Accounts Receivable Treasurer Ledgers	5 years **			
6210	Budget Work Papers Treasurer	5 years **			
6211	Vouchers, Invoices and Treasurer Purchase Orders	10 years **			
6212	State Program Files Treasurer Aux. Services, DPPF, Adult Vocational, Excess Lottery, Data Processing, Public/ Private Grants, etc.	10 years **			
6213	Federal Program Files Treasurer Title I, II, III, IV-B, IV-C, & VI-B; Chapter 1, 2; Drug Free, etc.	10 years **			
6214	Travel Expense Vouchers Treasurer	10 years **			
6215	Tax Anticipation Notes Treasurer (Records borrowing against future tax collections)	10 years **			
6216	State Reimbursement Treasurer Settlement Sheets	5 years **			
6217	Unemployment Claims Treasurer	5 years			
6218	Employee Bonds, Governing Authority Treasurer Member Bonds	5 years			
6219	Certificate of Estimated Treasurer Resources	15 years after expiration			
6220	Appropriation Resolutions Treasurer	5 years			
6222	Tax Apportionments Treasurer (Semi-Annual)	5 years			



(1) Schedule Number	(2) Record Title and Description	(3) Retention Period	(4) Media Type	(5) For use by Auditor of State or OHS-LGRP	(6) RC-3 Require d by OHS- LGRP
6301	Canceled Checks and Treasurer Bank Settlements	4 years **			
6302	Publication Notice Treasurer	4 years **			
6303	Tuition Fees and Payments Treasurer	4 years **			
6304	School Finance (S.F.) Treasurer Monthly Statements	4 years **			
6305	Investment Records Treasurer (May include individual record of investments, bank confirmations, wire transfers, copy of CD, etc.)	4 years **			
6306	Travel Expense Reports Treasurer	10 years **			
6307	State Sales Tax Reports Treasurer	4 years **			
6308	Student Activity Fund Treasurer (Pay-ins, pay-outs, receipts/deposits, reports)	4 years **			
6309	Check Registers Treasurer	4 years **			
6310	Deposit Slips/Cash Proofs Treasurer	4 years **			
6311	Bids and Specifications Treasurer (Unsuccessful)	1 year **			
6312	Bids and Specifications Treasurer (Successful)	4 years after completion of project			
6313	Receipt Books Treasurer	4 years **			
6314	Extra Trip Records Treasurer	4 years **			



(1) Schedule Number	(2) Record Title and Description	(3) Retention Period	(4) Media Type	(5) For use by Auditor of State or OHS-LGRP	(6) RC-3 Require d by OHS- LGRP
6315	Monthly Financial Reports Treasurer	4 years **			
6316	Accounting Data Treasurer	4 years **			
6317	Service Contracts Treasurer	4 years **			
6318	State Subsidy Reports Treasurer Applications for driver education, student transportation, special education, etc.	3 years **			
6319	Delivery/Packing Slips Treasurer	1 year **			
6401	Requisitions Treasurer	1 year *			
7000	<u>PAYROLL RELATED</u>				
7001	Payroll Ledgers Treasurer Bi-Weekly Payroll Reports, Quarterly Payroll Reports	Permanent ****			
7102	Earnings Registers Treasurer By Staff Member By Calendar Year	Permanent ****			
7103	Monthly Payroll Reports Treasurer Leave usage and accumulation, retirement service, etc.	Permanent ****			
7201	Bureau of Employment Treasurer Service Quarterly Reports	7 years			
7301	W-2's, W-4's Treasurer (Employer copy)	6 years and current **			
7302	Federal Income Tax Treasurer (Quarterly/Annual)	6 years and current **			
7303	Ohio Income Tax Treasurer (Monthly/Annual)	6 years and current **			



(1) Schedule Number	(2) Record Title and Description	(3) Retention Period	(4) Media Type	(5) For use by Auditor of State or OHS-LGRP	(6) RC-3 Require d by OHS- LGRP
7304	City Income Tax Treasurer (Monthly/Annual)	6 years and current **			
7305	School Income Tax Treasurer (Monthly/Annual)	6 years and current **			
7306	Payroll Reports Treasurer Reports used for each payroll-computer generated	4 years **			
7307	Payroll Update Listing Treasurer	4 years **			
7308	Payroll Calculations Treasurer	4 years **			
7309	State Teachers System Treasurer and School Employees Retirement System Waivers	Permanent ****			
7310	State Employees Treasurer Retirement System (SERS) Reports	4 years **			
7311	State Teachers Treasurer Retirement System (STRS) Reports	4 years **			
7312	Annuity Reports Treasurer	4 years **			
7313	Benefit Folders/Reports Treasurer	4 years **			
7314	Employee Request and/or Treasurer Authorization for Leave Forms (Sick, Vacation, Personal or other leave)	4 years **			
7315	Deduction Reports Treasurer Voluntary payroll deductions	4 years **			
7316	Employee Vacation/ Sick Leave Records Treasurer	4 years **			
7317	Time Sheets Treasurer	6 years **			
7318	Overtime Authorization Treasurer	6 years			



(1) Schedule Number	(2) Record Title and Description	(3) Retention Period	(4) Media Type	(5) For use by Auditor of State or OHS-LGRP	(6) RC-3 Require d by OHS- LGRP
7319	Employee Insurance Bills Treasurer Medical Dental Life	4 years **			
7323	Paycheck Register Treasurer	4 years **			
7324	Payroll Bank Statement Treasurer	4 years **			
7401	Deduction Authorization Treasurer	Until superseded or employee terminated			
<u>8000</u>	<u>REPORTS</u>				
8201	State Audit Reports Treasurer	5 years			
8202	#59, #659 and #4502 Treasurer	5 years			
8203	#25 and #625 Treasurer	5 years			
8204	School Finance (S.F.) Reports-annual Treasurer	5 years			
8205	Special Education (S.E.) Reports-annual Spec Ed Secy Supt Secy	7 years			
8206	Vocation Education (V.E.) Reports-annual Voc Secy Supt Secy	5 years			
8207	Ohio Common Core Data (OCCD) Reports Supt Secy	5 years			
8208	Drivers Education Reports Treasurer	5 years			
8209	Ohio Department of Education (ODE) Reports Bldg Secy	5 years			



(1) Schedule Number	(2) Record Title and Description	(3) Retention Period	(4) Media Type	(5) For use by Auditor of State or OHS-LGRP	(6) RC-3 Require d by OHS- LGRP
8211	Civil Rights Reports Supt Secy	Permanent ****			
8212	Title IX Reports Supt Secy	10 years			
8213	SM-1 & SM-2 (Annual and Quarterly) Treasurer	10 years			
8214	State Minimum Standards Supt Secy	10 years			
8301	Personnel State Reports (Currently SF-1, CS-1) Personnel Secretary	4 years **			
8302	Workers' Comp Wage Reports (Co. Auditor) Treasurer	5 years			
8303	Bank Balance Certification (Co. Auditor) Treasurer	5 years			
8304	Transportation Reports Transportation Secretary	4 years **			
<u>9000</u>	<u>OTHER</u>				
9101	Personnel Directory Supt Secy	10 years			
9102	Enrollment Record (By grade and building) Supt Secy	Permanent ****			
9202	School Calendars Supt Secy	5 years			
9203	Building, Boiler, Maintenance Reports Business Office and Secretary	2 years *			
9402	Employee Handbooks Supt Secy	Until superseded			
9403	Directives, Standards, Laws for Local, State and Federal Governmental Agencies All Secretaries	Until superseded			



(1) Schedule Number	(2) Record Title and Description	(3) Retention Period	(4) Media Type	(5) For use by Auditor of State or OHS-LGRP	(6) RC-3 Require d by OHS- LGRP
9404	Attendance Records	Until superseded			

- * After end of fiscal year
- ** Provided audited
- *** Hard copy maintained for 3 years after audited, then microfilmed
- **** Hard copy maintained for 5 years, then microfilmed

Certificate of Records Disposal

The School has adopted the Certificate of Records Disposal form created by the Ohio Historical Society. The form is available at the link below.

<http://www.das.ohio.gov/Portals/0/DASDivisions/GeneralServices/SPMS/pdf/ADM%203504.pdf?ver=2014-02-25-155319-773>

INSTRUCTIONS - FORM RC-3

USE OF FORM: Serves as a notification to your local records commission and to The Ohio Historical Society/State Archives, Local Government Records Program (OHS-LGRP), that your office intends to dispose of the records listed on the form as authorized by an approved RC-2 form. It also provides an opportunity for the OHS-LGRP to select for historical records, or to provide for other disposition under Section 149.31ORC.

WHEN TO USE: Prepare and send this RC-3 a minimum of fifteen (15) business days before the proposed disposal date.

CERTIFICATION: This is a legal document representing compliance to the Ohio Revised Code and a commitment to maintain any microfilm master negatives according to American National Standards Institute (ANSI) Standards when the source document is listed for disposal on this RC-3. Therefore, the certification requires the signature of the official responsible for the records.

SUBMISSION: Send the original RC-3 to: localrecs@ohiohistory.org **or** The Ohio Historical Society
State Archives of Ohio
Local Government Records Program
800 E. 17th Avenue
Columbus, OH 43211-2497

Retain a permanent copy for your office files and send an additional copy to your records commission.

NOTE: Your office or records commission will **not** receive a copy of the RC-3 back. Your office will be contacted if a record is selected for its historical value or if there are questions about the records listed on the form.

Page 2

- (1) **RECORD SERIES TITLE:** Record series title as shown on your retention schedule (RC-2). This information is critical for documenting the disposal; include additional descriptive information if necessary to aid in the appraisal and selection process.
- (2) **AUTHORIZATION FOR DISPOSAL:** Schedule number marked as needing review by OHS-LGRP as shown on your approved RC-2 and the date it was approved *by your local records commission*.
- (3) **MEDIA TYPE (DESTROYED):** Medium of the record series you are *disposing of*, for example, paper, film, disk, magnetic tape, optical disc.
- (4) **OTHER MEDIA TYPE (RETAINED)** If your government plans to *retain* the records series in another medium, list each type of medium in which it is being retained. For example: microfilm, microfiche, optical disc, electronic storage, etc.
- (5) **INCLUSIVE DATES OF RECORDS** Enter the time period encompassed by the records being disposed of such as: Jan. 2008 to Dec. 2008, etc.
- (6) **PROPOSED DATE OF DISPOSAL** Enter the proposed disposal date; the OHS-LGRP has *fifteen business days* to review the disposal form. It is recommended that a few extra days for mail delivery be included.
- (7) **FOR USE BY OHS-LGRP** OHS-LGRP may write clarifying notes or notes about possible records transfers.

NOTICE CONCERNING MEDIA AND FORMAT CHANGES

The Local Government Records Program strongly discourages the use of electronic formats for long-term retention of records unless the records are also maintained in an eye-readable format such as paper or microfilm. It is a responsibility of the local government to ensure the preservation and accessibility of any records retained in electronic format. For guidelines on electronic records issues, visit <http://www.ohiohistory.org/ohiojunction/erc/>.

Never use a microfilm master negative except to create a use copy from it.

For State Archives - LGRP Use Only

Date Received:

Date Reviewed:

Items requested for transfer: YES NO

If YES, attach copy of transfer form

Adopted August 30, 2021

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CERTIFICATE OF RECORDS DISPOSAL (RC-3) – Part 1

See instructions before completing this form. Must be submitted with PART 2

(local government entity)	(unit)	(contact person)	(telephone number)	(location of records)
(address)	(city)	(zip code)	(county)	(date mailed to LGRP)

I hereby certify that the records listed on this RC-3 and attachments are being disposed of according to the time periods stated on the **approved Records Retention Schedules (RC-2)** listed below. No record will be knowingly disposed of which pertains to any pending legal case, claim, action or request. In addition, microfilm created in place of any original record listed on this RC-3 will be stored according to ANSI Standards and all microfilm master negatives will only be used to create use copies. It is a responsibility of the local government to ensure the preservation and accessibility of any records retained in electronic format.

(signature of responsible official) number)	(title)	(telephone
------------------------------------------------	---------	------------

To have this form returned to the Records Commission electronically, include an email address:

Please Note: The State Archives retains RC-3 forms for seven years.

It is strongly recommended that the Records Commission retain a permanent copy of this form.

Adopted August 30, 2021

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CERTIFICATE OF RECORDS DISPOSAL (RC-3) – Part 2

See instructions before completing this form. Must be submitted with PART 1.

(political subdivision name)

(unit)

(1) Records Series Title	(2) Authorization for Disposal		(3) Media Type To be destroyed	(4) Media Type To be retained (if any)	(5) Inclusive Dates of Records		(6) Proposed date of destruction (15 business days from receipt by OHS-LGRP)	(7) For OHS- LGRP use
	Schedule Number	Date the RC-2 was approved by the Records Commission			From	To		

Adopted August 30, 2021

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Financial Duties and Responsibilities

1750

Adopted August 30, 2021

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Annual Budget

The budget reflects the Governing Authority's priorities, values, and goals. The Governing Authority must adopt an annual budget by October 31st of each year. The School's Designated Fiscal Officer must assist the Governing Authority in adopting the annual budget.

Ohio: R.C. 3314.032.

Cross-Reference: Policy No. **1620**, Designated Fiscal Officer; Policy No. **1752**, Annual Financial Report.

Annual Financial Report

The School shall prepare and file an Annual Financial Report for each fiscal year, as required by R.C. 117.38.

The Annual Financial Report shall be prepared pursuant to generally accepted accounting principles, and shall be filed with the auditor of state, in a format prescribed by the auditor of state, no later than one hundred fifty (150) days after the close of the fiscal year. The Annual Financial Report shall be filed with the auditor of the state at “Auditor of State, Local Government Services Division, 88 East Broad Street, Columbus, Ohio 43216-1140” or “Post Office Box 1140, Columbus, Ohio 43216-1140.”

The Annual Financial Report shall contain the following:

- amount of collections and receipts, and the accounts due from each source;
- amount of expenditures for each purpose;
- income of each public services industry owned or operated by the School and the cost of such ownership or operation; and
- amount of any public debt of each taxing district, the purpose for which each item of such debt was created, and the provision made for the payment thereof.

Failure to submit the annual report may result in the School being fined.

A copy of the Report shall be maintained by the School’s Fiscal Agent as a public record pursuant to the adopted Schedule. At the time the Annual Financial Report is filed with the auditor of state, the Fiscal Agent shall publish notice in a local newspaper of general circulation, stating that the annual report has been prepared and is available for public inspection.

Ohio: R.C. 117.38, OAC 117-2-03.

Cross-Reference: Policy No. **1751**, Annual Budget.

School Asset Policy

The School maintains a number of assets that have been obtained from different sources. This policy ensures that all of the School's assets are properly handled and disposed of, and that the School complies with the Generally Accepted Accounting Principles, as required by the auditor of state.

Fixed Asset Policy

A "fixed asset" is defined as any asset which has a useful life of at least one (1) year and an initial cost equal to or exceeding \$5,000, regardless of whether the asset is leased or purchased.

Valuating. Fixed assets shall be recorded according to their historical cost. If the historical cost is unavailable, the fixed asset(s) shall be recorded according to their estimated historical cost, as determined by the Fiscal Agent in accordance with any applicable policies adopted by the auditor of state. Any donated fixed assets shall be recorded according to the fair market value at the time the donated item was received. All fixed assets shall be depreciated using straight-line depreciation. The estimated life for all fixed assets, for purposes of depreciation, shall be determined in accordance with the guidelines established by the Association of School Business Officials (ASBO).

Asset Records. The following information shall be maintained regarding each fixed asset:

- description of the asset;
- name of the person or entity owning title to the asset;
- classification of the asset (real property, furniture, equipment, or leased fixed asset);
- identifying information (serial number, tag number, etc.)
- date acquired and vendor from whom acquired;
- current location and use of the asset;
- purchase price of the asset and the percentage of federal government assistance;
- accumulated depreciation;
- current condition and estimated value of the asset;
- date and method of disposal of asset; and
- records produced as a result of physical inventories.

Physical Inventory. A physical inventory of all the School's assets shall be conducted at least once every year. The physical inventory serves to verify the existence and condition of all equipment. The records of the physical inventory shall be reconciled with the available asset records.

Managing Assets. Fixed assets should be maintained in working order. The School shall create and implement a system to help minimize the likelihood of theft, damage or loss of its assets. As part of this system, all fixed assets shall have a School asset sticker displayed in a conspicuous location. No items should leave the School without the prior knowledge of the Head Administrator or his/her designee. All reports of damage, loss, or theft will be investigated.

Disposing Fixed Assets. Fixed assets may be disposed of in any manner that is approved by the Governing Authority. When selling an asset, the asset must first be valued according a reasonable valuation procedure as established by the School.

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Title I Asset Policy

Assets that are purchased with Title I funds and/or are provided by a federal agency are subject additional statutes and regulations. These special rules and guidelines apply in addition to the rules and guidelines of the stated above. If there is a conflict, the specific provisions of this Policy shall prevail.

Management and Disposal of Equipment Provided by a Federal Agency. All assets that are provided by a federal agency shall be titled in the name of the Federal Government and shall be maintained and disposed of according to standards set or approved by the federal agency. In accordance with 2 C.F.R. § 313(d)(4), the School maintains adequate maintenance procedures to ensure that property is kept in good condition.

Management and Disposal of Title I Real Property. All real property acquired with Title I funds shall be managed and disposed of according to the following rules and guidelines:

- the property shall be titled in the name of the School;
- the property shall only be used for such purposes that are permitted according to the terms of the grant;
- the School shall not sell, give, trade, or take any other action affecting the legal status of the title; and
- when the property is no longer being used for a permitted purpose, then it shall be disposed of in a manner indicated or otherwise approved by the agency who originally granted the funds.

Management and Disposal of Title I Equipment. All equipment acquired with Title I funds shall be managed and disposed of according to the following rules and guidelines:

- the equipment shall be used in the program or project or which it was acquired so long as needed, whether or not the project or program continues to be supported by Federal funds;
- when the equipment is no longer needed for the original program or project, the equipment may be used in other activities currently or previously supported by a Federal agency, with priority being given to any programs or projects currently or previously supported by the same Federal agency;
- the School shall not use the equipment to provide services for a fee;
- when acquiring replacement equipment, the School must gain the approval of the Federal agency before either using the equipment as a trade-in or selling the equipment and putting the proceeds towards the cost of replacement equipment;
- when the original or replacement equipment is no longer needed, it may be retained, sold or otherwise disposed of, subject to the requirement that if the fair market value of the equipment exceeds \$5,000, the Federal agency may have a right to a portion of the fair market value of the equipment, as determined in accordance with 34 C.F.R. 80.31. State statutes may impose additional obligations upon the sale of such property.

Federal: 34 C.F.R. 80.31, 34 C.F.R. 80.32.

Ohio: R.C. 117.09, O.A.C. 117-2-02, O.A.C. 117-2-05.

Cross-Reference: Policy No. **1757**, Duties and Responsibilities Related to Federal Grants; Policy No. **3130**, Title I Compliance.

Audit Committee

The Governing Authority shall establish and oversee the School's Audit Committee. The Audit Committee is an advisory committee that assists the Governing Authority in fulfilling the Governing Authority's financial obligations. The Audit Committee ensures that all internal and external audit functions receive appropriate oversight.

Composition

The Audit Committee must be composed of at least three members and may be composed in any of the following manners:

- all of the Governing Authority Members,
- at least three of the Governing Authority Members, or
- at least three Governing Authority Members and an outside consultant approved by the Governing Authority.

Each committee member must be financially literate. At least one member of the Audit Committee shall have expertise regarding financial reporting.

The Audit Committee's term of office shall last for one (1) year. All members of the Audit Committee shall perform their duties in good faith and in the School's best interests.

Meetings

The Audit Committee shall meet as often as necessary to address and carry out its duties and responsibilities. All Audit Committee members are expected to attend each meeting. Agendas will be prepared prior to each meeting. Minutes shall be kept for each meeting.

Duties and Responsibilities

The Audit Committee's duties and responsibilities include, but shall not be limited to, the following:

- reviewing the results of any external audit and assuring that all recommendations are given appropriate consideration;
- reviewing all annual financial reports that are filed with the auditor of state;
- periodically reviewing all other financial reports and information submitted to the Governing Authority throughout the fiscal year;
- serving as liaison to assist communications between the Governing Authority and any external auditor;
- reviewing the School's practices and procedures regarding reporting of questionable accounting or auditing matters and suspected embezzlement or other fraud; and
- reporting committee actions to the School Governing Authority with the Committee's recommendation.

All recommendations made by the Committee are subject to ultimate approval by the Governing Authority.

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Purchasing and Proper Public Purpose

Only purchases that are for the benefit of the School and serve a valid and proper public purpose shall be allowed. Generally, a public purpose has for its objective the promotion of the public health, safety, morals, general welfare, security, prosperity, and contentment of all the inhabitants and second the primary objective of the expenditure is to further a public purpose, even if an incidental private end is advanced.

The Treasurer's office will keep a record/activity log of all approved expenditures and verify that the expenses are incurred in connection with Board-approved or school-related activities, are for the benefit of the School, and serve a valid and proper public purpose prior to disbursing public funds for payment of such expenses.

The Governing Authority wishes to ensure that all necessary supplies, equipment, and other necessary materials are obtained fairly and efficiently. Purchases up to \$2,500 must be approved by the Head Administrator and do not require the Governing Authority's approval. Purchases over \$2,500 must be approved by the Governing Authority prior to being purchased. To be approved:

- the purchase must be submitted by an authorized person;
- the purchase must not conflict with Policy No. **1450**, Ethics and Conflicts of Interest, and/or all other applicable laws that apply to all Governing Authority Members, staff members, and other representatives/
- the purchase must be solely for School use and not for any other use; which may include purchases for coffee, meals, refreshments, or other amenities (including but not limited to flowers for sick employees or relatives of employees, token retirement gifts and meritorious service awards).
- the purchase must not be already owned and cannot be obtained through other means such as joint/cooperative purchasing;
- the purchase must adequately meet the School's needs and can be properly maintained;
- the purchase may be made through a local vendor, if any kind of advantage will result; and
- the purchase, if an ongoing commitment, was renewed each year in writing.

Under no circumstances shall the School approve the purchase of alcoholic beverages regardless of whether the purchase of such beverages is made in connection with a meal.

Nothing in this Policy shall limit the right of any person to receive royalties pursuant to the purchase of a textbook that has been approved for use in the School.

Any invoices presented to the Governing Authority for approval must adhere to the following guidelines:

- all invoices must be pre-approved by the Fiscal Agent for payment prior to presentment to the Governing Authority;
- all invoices must contain a sufficient amount of detail to for the Governing Authority to assure that the goods or services were provided for School purposes; and

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- the vendor requesting payment on an invoice must certify that the goods or services were provided for School purposes.

Ohio: O.A.C. 117-2-02; *See also* Auditor of State Bulletin 2003-005; 2004-002.

Cross-Reference: Policy No. **1450**, Ethics and Conflicts of Interest; Policy No. **1756**, Credit Cards; Policy No. **5452**, Reimbursement of Staff Members; Policy No. **5451**, Contracts & Leasing; Purchasing.

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Credit Cards

The Governing Authority realizes that as credit card use becomes increasingly common, clear rules must be established regarding their use. Accordingly, the following Policy is establishing what constitutes an acceptable use and states the procedures for using a credit card.

“Credit card” is defined to include credit cards, business check cards, and debit cards.

As used in this policy, a "credit card account" means any bank-issued credit card account, store-issued credit card account, financial institution-issued credit card account, financial depository issued credit card account, affinity credit card account, or any other card account allowing the holder to purchase goods or services on credit or to transact with the account, and any debit or gift card account related to the receipt of grant moneys. "Credit card account" does not include a procurement card account, gasoline or telephone credit card account, or any other card account where merchant category codes are in place as a system of control for use of the card account.

Credit Card Agreements must be approved by the Head Administrator and the Management Company (if any).

The Head Administrator shall serve as the Compliance Officer for the credit card and shall review the following on a quarterly basis along with the Governing Authority: the number of cards issued, the number of active cards issued, the cards' expiration dates and credit limits. Only the Head Administrator and any employee pre-authorized by the Head Administrator to use the School's credit card may do so.

The School name must appear on the credit card and checks related to a credit card account.

Acceptable Purposes

Credit Card purchases must be limited to those purchases made for the School's benefit and for an acceptable purpose. Acceptable purposes are those that approved by the Governing Authority and include the following:

- transportation related expenses including taxi fares, mileage, fuel, parking and other transportation expenses;
- accommodation expenses;
- conference/course registration fees;
- meal purchases including gratuity up to 20%;
- vendor purchases, where the vendor refuses to accept other forms of payment;
- student trip expenses, provided the use is necessary, preapproved by the Head Administrator, and properly budgeted; and
- any other use that is deemed appropriate and acceptable by the Head Administrator.

Unacceptable Purposes

Individuals are prohibited from making unacceptable purchases. Unacceptable purchases include, but are not limited to the following:

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- cash advancements/disbursements, unless approved;
- the purchase of alcoholic beverages, tobacco products, and any related gratuity;
- personal expenses not otherwise permitted under this Policy; and
- any purchases that are not approved and/or are consistent with this policy.

If any individual uses a credit card in an unacceptable purchase, the employee will be held financially responsible for paying the expenses and any interest incurred. Furthermore, any employee or other representative that makes unacceptable purchases may be subject to disciplinary action and may have his/her credit card privileges revoked. Additionally, anyone who knowingly uses a credit card account for expenses beyond those authorized by the Governing Authority is guilty of misuse of credit cards.

Additionally, the School prohibits the use of debit cards except for debit card accounts related to the receipt of grant money. If an individual uses a debit card for any other purpose, s/he shall be guilty of the criminal offense of misuse of credit cards.

Tax Exemption Forms

As a tax-exempt entity, the School does not pay State or local taxes regarding any purchase made pursuant a School purpose. All purchases on behalf of the School shall inform the merchant that the purchase is for “Official School Business” and that the purchase is tax exempt. If the merchant refuses to waive the State and local taxes, the purchaser is required to present a tax exemption form to the merchant. If the merchant still refuses to waive the State and local taxes after presenting the form, the purchase may still be made.

All authorized persons are required to carry a sufficient number of tax exemption forms so that such a form can be presented to any merchant to refuses to waive State and local taxes regarding the sale. Tax exemption forms may be obtained from the Head Administrator.

Credit Card Use Procedures

All School employees and other representatives shall strictly adhere to the following rules and guidelines.

- All requests for the use of a credit card shall be submitted, in writing, to the Head Administrator, and shall include the purpose of the request, date needed, and the date the credit card will be returned. Upon approval granted to an employee to use a credit card, the Head Administrator shall maintain a system for signing out credit cards to employees for their use and purpose for the use of the credit card.
- The employee shall be responsible for the credit card’s safe storage while the credit card is in his/her possession to avoid loss of the card and to avoid any unauthorized charges. If the card is lost or stolen, the employee shall immediately inform his/her immediate supervisor and the Head Administrator. The Head Administrator shall immediately notify the credit card company of a lost or stolen card and cancel the card. The Head Administrator shall initiate the process for having a new credit card issued.
- The employee shall make every attempt to have the State and local taxes waived regarding a purchase, include notifying the merchant that the purchase is for “Official School Business” and presenting a tax exemption form.

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- The employee shall return the credit card to the Head Administrator as soon as reasonably practicable following the credit card purchases. Failure to return the credit card in a timely manner may result in the suspension or revocation of credit card privileges.
- Itemized Receipts: The employee shall request and maintain all itemized receipts and appropriate documentation regarding all purchases made with the credit card. All receipts and documentation shall be presented to the Fiscal Officer or his/her designee as soon as reasonably practicable, but not later than five (5) days after the purchase. If the receipt is not presented within this time, the employee may be held liable for payment of the purchase, the associated interest and expenses.
- If the employee is terminated, resigns, or otherwise ends employment with the School, all credit cards shall be returned immediately, and the former employee will be held liable for continued use.

Credit Card Management

The Head Administrator is responsible for storing all credit cards in a locked storage area. All credit card payments shall be made through the office of the Head Administrator. The Head Administrator shall monitor and reconcile all credit card activity each month. Credit Card activity shall be reported to and reviewed by the Governing Authority on a monthly basis. Following the Governing Authority's review of the credit card activity, it shall sign an attestation verifying that the Governing Authority reviewed the credit card account transaction detail. The Head Administrator shall set the credit card's maximum credit limit.

The Fiscal Officer or his/her designee annually shall file a report with the Governing Authority detailing all rewards received based on the use of the School's credit card account.

Cross-Reference: Policy No. **1755**, Purchasing; Policy No. **5452**, Reimbursement of Staff Members.

Duties and Responsibilities Related to Federal Grants

The following duties and responsibilities are imposed upon the School when seeking, obtaining, monitoring, or otherwise administering grant money, as indicated below. This Policy supplements, rather than replaces, other existing and applicable Policies.

Grant Administration

The School shall designate an assigned employee who shall be responsible for ensuring compliance with all internal control measures related to grant money. In order to ensure that grants submitted and obtained by the School are effective and properly administered, the following duties and responsibilities are placed on the assigned employee:

- the duty to monitor all applications for federal grants that have been submitted but are still pending, and to prepare a report or summary regarding the status of all outstanding grant applications, which shall be submitted at each regularly scheduled Governing Authority meeting;
- the duty to monitor the expenditures made from each federal grant and to prepare a report detailing the accumulated amount and type of expenditures made from each grant, which shall be submitted at each regularly scheduled Governing Authority meeting; and
- the duty to review each final expenditure report federal grant for accuracy and completeness, and to reconcile that final expenditure report with the School's other financial records.

The assigned employee must follow all internal control guidelines as set forth in the "Standards for Internal Control in the Federal Government" issued by the Comptroller General of the United States.

In the event that an instance of noncompliance is identified by the assigned employee in an internal audit, prompt action must be taken by the School to correct such noncompliance.

Contract Procurement

When federal grant funds are used to obtain a contract for goods or services, the School shall adhere to the rules below.

- All policies and procedures established by the federal agency providing the grant are controlling, and, to the extent there is any conflict with these Policies, shall prevail.
- Contracts shall be procured through a competitive process as required by law. If a bidding process is used, the contract shall be awarded to the bid which, from the perspective of the School, is most beneficial and cost-effective.
- The School shall carefully review each contract funded with grant money to ensure that the products or services purchased are necessary.
- With respect to equipment or other materials, the School shall compare the advantages and disadvantages associated with leasing versus purchasing.
- The School shall perform a cost analysis before entering or approving any contract.
- All solicitations for products or services which shall be paid with grant money shall contain a sufficient amount of detail and information as required by federal grant regulations.

- The School shall take all necessary steps in assuring that each party it contracts with is willing, able, and intends to fulfill the contract requirements.
- The School shall accurately document each step involved in procurement of a contract involving federal grant monies. This documentation shall indicate the process in which the contracts were procured, the reason for choosing that procurement process, the reason for awarding the contract to the contracting party, an explanation for the lack of competitive bidding, if applicable, and an analysis of the cost of the contract. These records shall be made available to the public upon request.
- The School shall, to the extent reasonably possible, attempt to award contracts involving federal grant money to small businesses, as well as businesses owned or operated by women or minorities.
- All procurement transactions must be conducted in a manner providing full and open competition consistent with 2 C.F.R §200.319.

The School shall ensure that each contract funded with grant money shall contain all necessary elements and provisions as required by the applicable federal grant regulations. Furthermore, federal regulations may require that the party awarded a contract, whether through a bidding process or otherwise, fulfill certain bonding requirements. If such bonding requirements are indicated, the School shall assure that they are carried out.

The School must maintain records sufficient to detail the history of all procurements. These records will include, but are not necessarily limited to the following: rationale for the method of procurement, selection of contract type, contractor selection or rejection, the basis for the contract price (including a cost or price analysis), and verification that the contractor is not suspended or debarred. The School may not subcontract with or award subgrants to any person or company who is debarred or suspended. For all contracts over \$25,000, the School verifies that the vendor with whom the School intends to do business with is not excluded or disqualified.

To foster greater economy and efficiency, the School may enter into state and local intergovernmental agreements where appropriate for procurement or use of common or shared goods and services.

Agreements for the Purchase of Personnel-Based Services. The School is in compliance with federal law and exempt from competitive bidding requirements for personnel-based services purchased through an agreement with an educational service center, provided the service center has met conditions imposed by Ohio law. The School shall ensure that the educational service center has met such conditions.

Contract Administration. The School shall ensure that the contracting party complies with all requirements and other provisions imposed by the contract. This duty may be delegated as necessary.

Financial Management System

The School maintains a proper financial management system in order to receive both direct and state-administered grants and to expend funds associated with a grant award under 2 C.F.R. § 200.302.

Identification

The School shall identify all federal awards received and expended and the federal programs under which they were received. Federal program and award identification must include the CFDA title and number, federal award identification number and year, name of the federal agency, and, if applicable, name of the pass-through entity.

Financial Reporting

Accurate, current, and complete disclosure of the financial results of each federal award or program must be made in accordance with the financial reporting requirements. The assigned employee is responsible for managing the budget and accounts payable of the School related to grant awards.

Accounting Records

The School must maintain records which adequately identify the source and application of funds provided for federally-assisted activities. These must be supported by source documentation.

The assigned employee shall be responsible for compiling timely and accurate financial reports, subject to the review and approval of the Governing Authority. The reports must be prepared and submitted as specified by the financial reporting clause of each grant or contract award, and include monthly and cumulative expenditures, project budgets, and a balance remaining column.

Budgeting

Initial discussions regarding the budget shall begin prior to the School receiving the GAN. The School shall designate at the planning phase the parties involved in the initial budget discussions. The School shall base these early decisions on any prior year's grant award, if applicable, and make adjustments to this initial budget upon receipt of the GAN. The assigned parties shall take into account existing resources in determining the initial budget to determine if existing resources such as unused equipment could benefit the planned program.

The assigned employee reviews the items in the budget to ensure allowability. If it is determined that a cost is not allowable, then revisions to the budget must be made pursuant to this determination.

Once it is determined that all budgeted items are allowable, the budget is sent to the Governing Authority for final review and approval.

Upon receiving the GAN, the Governing Authority shall meet to discuss the initial grant budget and any adjustments which need to be made based on the GAN.

Amending the Budget

Budget revisions are required prior to obligations in an object/functions category exceeding 10% of the most current approved budget cell.

Budget Control

The School monitors its financial performance by comparing and analyzing actual results with budgeted results. The assigned employee shall prepare reports which compare actual expenditures to budgeted amounts at least quarterly.

Spending Grant Funds

The School shall follow any and all federal, state, and local requirements, including those requirements imposed by EDGAR and 2 CFR Part 200 the Uniform Administrative Requirements, and any imposed by the award or grant itself. All costs must be adequately documented.

Direct and Indirect Costs

Determining Whether a Cost is Direct or Indirect: Direct costs are costs identified specifically with a particular final cost objective, such as a federal award, or other internally or externally funded activity, or that can be directly assigned to such activities relatively easily with a high degree of accuracy. 2 C.F.R. § 200.413(a).

Indirect costs are incurred for a common or joint purpose benefitting more than one cost objective, and not readily assignable to the cost objectives specifically benefitted. 2 C.F.R. § 200.56.

Costs incurred for the same purpose in like circumstances must be treated consistently as either direct or indirect costs. 2 C.F.R. § 200.413(a).

The salaries of administrative and clerical staff shall be treated as indirect costs. Direct charging of these costs may be appropriate only if all of the following conditions are met:

- Administrative or clerical services are integral to a project or activity;
- Individuals involved can be specifically identified with the project or activity;
- Such costs are explicitly included in the budget or have the prior written approval of the federal awarding agency; and
- The costs are not also recovered as indirect costs. 2 C.F.R. § 200.413(c).

Indirect Cost Rate: The School shall approve an indirect cost rate pursuant to 2 C.F.R. Part 230.

Applying the Indirect Cost Rate: Once the School has an approved indirect cost rate, the percentage is multiplied against the actual direct costs (excluding distorting items such as equipment, contracts in excess of \$25,000, pass-through funds, etc.) incurred under a particular grant to produce the dollar amount of indirect costs allowable to that award. 34 C.F.R § 75.564; 34 C.F.R. § 76.569.

Determining Allowability of Costs

When determining how the School will spend grant funds, the assigned employee shall review the proposed cost to determine whether it is an allowable use of federal grant funds *before* obligating and spending those funds on the proposed good or service. All costs supported by federal education funds must meet the standards outlined in EDGAR, 2 CFR Part 3474 and 2 CFR Part 200 (Subpart E). The assigned employee must consider these factors when making an allowability determination.

- **Be Necessary and Reasonable for the performance of the federal award.** A cost is reasonable if, in its nature and amount, it does not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision to incur the cost was made.

When determining reasonableness of a cost, consideration must be given to:

- Whether the cost is generally recognized as ordinary and necessary for the operation of the School or the proper and efficient performance of the federal award.
- The restraints or requirements imposed by factors, such as: sound business practices; arm's-length bargaining; federal, state and other laws and regulations; and terms and conditions of the federal award.
- Market prices for comparable goods or services for the geographic area.
- Whether the individuals concerned acted with prudence in the circumstances considering their responsibilities to the School, its employees, its students, the public at large, and the federal government.
- Whether the School significantly deviates from its established practices and policies regarding the incurrence of costs, which may unjustifiably increase the federal award's cost. 2 C.F.R. §200.404.

When determining whether a cost is necessary, consideration may be given to:

- Whether the cost is needed for the proper and efficient performance of the grant program.
 - Whether the cost is identified in the approved budget or application.
 - Whether there is an educational benefit associated with the cost.
 - Whether the cost aligns with results and findings from a needs assessment.
 - Whether the cost addresses program goals and objectives and is based on program data.
-
- **Allocable to the federal award.** A cost is allocable to the federal award if the goods or services involved are chargeable or assignable to the federal award in accordance with the relative benefit received. This means that the federal grant program derived a benefit in proportion to the funds charged to the program. 2 C.F.R. §200.405.
 - **Consistent with policies and procedures that apply uniformly to both federally-financed and other activities of the School.**
 - **Conform to any limitations or exclusions set forth as cost principles in the terms and conditions of the federal award.**
 - **Consistent treatment of costs for same purpose in like circumstances.**
 - **Adequately documented.**
 - **Be determined in accordance with general accepted accounting principles (GAAP).**
 - **Not included as a match or cost-share, unless the specific federal program authorizes federal costs to be treated as such.**
 - **Be the net of all applicable credits.** 2 C.F.R. §200.406.
 - **Consider all state and local requirements related to items not addressed by federal rules, such as mileage, hotel points, etc.**

Additionally, employees must consult federal, State and School requirements when spending federal funds.

Compensation for Personal Services-Time and Effort Policy

In accordance with this policy, all employees whose compensation is paid, in full or in part, with Federal funds or whose compensation is used as matching funds on a federally funded grant

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program must maintain time distribution records in accordance with these established criteria. Employees must provide the information required on a timely basis and in accordance with these procedures. Time distribution records must be maintained to prevent disallowance of salary and wages charged to Federal grants. Federal Uniform Grant Guidance, 2 CFR Part 200.430

Definitions

Cost Objective: A program, function, activity, award, organizational subdivision, contract, or work unit for which cost data are desired and for which provision is made to accumulate and measure the cost of the processes, products, jobs, capital projects, etc. See §200.28 Uniform Grant Guidance.

Employee Compensation: All amounts paid to an employee for services rendered during the award period. Compensation includes salaries, fringe benefits, stipends, bonuses and payments made under supplemental contracts.

Multiple Cost Objectives Employees: An employee is considered to work on multiple cost objectives if he or she works on:

- More than one Federal award;
- A Federal award and a non-Federal award;
- An indirect cost activity and a direct cost activity;
- Two or more indirect activities which are allocated using different allocation bases;
- An unallowable activity and a direct or indirect cost activity; or
- More than one activity within a Federal award that is separately tracked by the School.

Personnel Activity Report (PAR): A document certifying that the amount of time a multiple cost objective employee spends on each cost objective. The PAR must reflect an after-the-fact distribution of the activities performed; account for the total activity for which the employee is compensated; is prepared at least monthly; coincides with one or more pay periods; and must be signed by the employee.

Semi-Annual Certification: A document certifying that a single cost objective employee worked solely on one cost objective. The certification must be prepared at least every six months and must be signed by the employee or supervisory official having first-hand knowledge of the work performed by the employee.

Procedure

All employees paid with Federal funds must complete the appropriate time and effort records. These procedures also apply to employees paid with non-Federal funds that are used as a match (or in-kind contribution) in a Federal program.

Single Cost Objective Employees

An employee who works on a single cost objective must complete a semi-annual certification that indicates the employee worked solely on that cost objective for the period covered by the certification. The certification must be prepared at least every six months. Either the employee or a supervisor with first-hand knowledge of the work performed by the employee must sign and date the semi-annual certification.

A semi-annual certification must:

- Be executed after the work has been completed;
- State that the employee worked solely on activities related to a particular cost objective;
- Name the employee and the employee's position;
- Identify the single cost objective;
- Specify the reporting period;
- Be signed by the employee or a supervisor with first-hand knowledge of the work performed; and
- Be dated.

Multiple Cost Objective Employees

Employees working on multiple cost objectives must maintain Personnel Activity Reports (PARs) or equivalent documentation indicating the amount of time spent on each cost objective for the period covered by the PAR or equivalent documentation. The PAR or equivalent documentation must be prepared at least every month. The employee must sign and date the PAR or equivalent documentation.

A PAR or equivalent documentation must:

- Be executed after the work has been completed (projections of how an employee is expected to work or position descriptions are not sufficient);
- Account for the total activity for which each employee is compensated, including part-time schedules or overtime (total activity means all of the time an employee works, not just the amount of time worked on a Federal program) as well as any holiday, sick, and vacation time utilized;
- Name the employee and the employee's position;
- Identify all cost objectives including federal program name and CFDA # being worked upon;
- Specify the reporting period;
- Be prepared at least monthly and coincide with one or more pay periods;
- Be signed by the employee (unlike a semi-annual certification a supervisor's signature is not sufficient); and
- Be dated after the fact (when the work has been completed).

The PAR must be supported with documentation of actual effort, not estimates. Supporting documentation could be a work calendar, work product, time log, or class schedules. All multiple cost objective employees must complete the PAR.

Supplemental Contracts

If an employee works overtime, that time must be reflected in the employee's time and effort record. If, however, an employee works in two distinct positions the employee may maintain separate time and effort records for each position.

Stipends

Employees may receive compensation in the form of stipends to participate in activities such as professional development. Employees receiving such stipends for School sponsored activities may satisfy time and effort records by signing the sign-in and sign-out sheets provided at the activity.

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Reconciliation

Employee compensation costs shall be charged to Federal programs based on budget estimates that reasonably approximate how an employee will work during the year. The School will reconcile payroll charged as compared to the effort incurred in each employee's time and effort records at least quarterly.

If the School identifies a variance between how an employee's compensation was charged and how the employee actually worked, it will adjust its payroll charges so that the amount charged to Federal funds reflects the employee's actual time and effort. This shall be adjusted annually if an identified variance is less than 10%, or at least quarterly if an identified variance is 10% or more. The School will determine if the variance is an anomaly or if an amendment to the existing approved budget is required.

In-Kind Contributions and Matching

Employees who are paid with non-Federal funds used to meet a Federal match requirement must comply with the time distribution reporting requirements.

Employees paid with matching funds who work on multiple cost objectives must complete a personnel activity report.

Document Retention

Time and effort records including any employee supporting documentation must be maintained for a period of at least five (5) years.

Federal Cash Management Policy/Procedures

The School will comply with applicable methods and procedures for payment that minimize the time elapsing between the transfer of funds and disbursement by the School, in accordance with the Cash Management Improvement Act at 31 CFR Part 205.

If the School receives an advance in federal grant funds, the School will remit interest earned on the advanced payment quarterly to the federal agency, as provided for under 2 CFR § 200.305(b)(9).

Payment Methods

Reimbursements: The School will initially charge federal grant expenditures to nonfederal funds. The School Assigned employee will request reimbursement for actual expenditures incurred under the federal grants. All reimbursement requests must in writing and signed by the person requesting reimbursement. The Assigned employee has the right to request additional documentation from the party requesting reimbursement prior to submitting any request. All reimbursements are based on actual disbursements, not on obligations.

Consistent with state and federal requirements, the School will maintain source documentation supporting the federal expenditures (invoices, time sheets, payroll stubs, etc.) and will make such documentation available for the Department of Education review upon request.

Reimbursements of actual expenditures do not require interest calculations.

Adopted August 30, 2021

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Advances: To the extent the School receives advance payments of federal grant funds; the School will strive to expend the federal funds on allowable expenditures as expeditiously as possible. Specifically, all drawn downs of federal funds must be expended within 72 hours of receipt.

Cash advances are limited to the immediate cash needs associated with the grant and all advances must be prorated to meet immediate cash needs.

The School will hold federal advance payments in interest-bearing accounts, unless an allowable exception applies. The School will begin to calculate interest earned on cash balances once funds are deposited into the School's account.

Interest will be calculated quarterly. Total federal grant cash balances will be calculated on cash balances per grant and applying the School's interest rate. Within 30 days of the end of the quarter, the School will remit interest earned on U.S. Department of Education grants. The School may retain up to \$500 of interest earned per year.

Timely Obligation of Funds

Obligations are orders placed for property and services, contracts and sub awards made, and similar transactions during a given period that require payment by the non-Federal entity during the same or a future period.

If the obligation is for:	The obligation is made:
Acquisition of property	On the date which the School makes a binding written commitment to acquire the property
Personal services by an employee of the School	When the services are performed
Personal services by a contractor who is not an employee of the School	On the date which the School makes a binding written commitment to obtain the services
Public utility services	When the School receives the services
Travel	When the travel is taken
Rental of property	When the School uses the property
A pre-agreement cost that was properly approved by the Secretary under the cost principles in 2 CFR part 200, Subpart E- Cost Principles.	On the first day of the project period.

Period of Performance of Federal Funds

All obligations must occur on or between the beginning and ending dates of the grant project ("the period of performance").

Regardless of the period of availability, the School must liquidate all obligations incurred under the award not later than 90 days after the end of the funding period unless an extension is authorized. Any funds not obligated within the period of availability or liquidated within the appropriate timeframe are said to lapse and must be returned to the awarding agency.

Carryover

State-Administered Grants: The Tydings Amendment extends the period of availability and permits recipients to “carryover” any funds left over at the end of the initial 15 month period for an additional 12 months. The Assigned employee is responsible for tracking carryover and creating a carryover reporting sheet annually.

Direct Grants: School is authorized to extend a direct grant automatically for one 12-month period. The School must provide written notice of extension to the federal awarding agency at least 10 calendar days before the end of the period of performance specified in the award. This one-time extension may not be exercised merely for the purpose of using unobligated balances. The written notice must provide the reasons for the extension as well as the revised period of performance. Any proposed notice for extension must be approved by the Governing Authority at least 30 days’ prior to the end of the period of performance.

The School will seek prior approval from the federal agency when the extension will not be contrary to federal statute, regulation or grant conditions and:

The terms and conditions of the Federal award prohibit the extension;

- The extension requires additional Federal funds; or
- The extension involves any change in the approved objectives or scope of the project.

Conflict of Interest Requirements

Standards of Conduct

In accordance with 2 C.F.R. § 200.18(c)(1), the School maintains the following standards of conduct covering conflicts of interest and governing the actions of its employees engaged in the selection, award and administration of contracts.

No employee, officer, or agent may participate in the selection, award, or administration of a contract supported by a federal award if he or she has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract.

The officers, employees, and agents of the School may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts, unless the gift is an unsolicited item of nominal value.

Any conflict of interest shall be immediately reported to the Assigned employee or the Governing Authority. In the event of a conflict of interest, the officer, employee, or agent involved shall be immediately removed from the contract procurement transaction, which removal shall be documented.

The School shall disclose in writing any potential conflict of interest to the federal awarding agency or pass-through entity in accordance with applicable policies and laws. The annual audit must also include a description of all conflicts which arose throughout the year.

The School must disclose, in a timely manner, any federal criminal law violation involving fraud, bribery, or gratuity violations potentially affecting the federal award.

Disciplinary Actions

Any individual who violates the standards of conduct shall be disciplined in accordance with the School's employee discipline policies.

Record Keeping

Record Retention

The School maintains all records that fully show: (1) the amount of funds under the grant or subgrant; (2) how those funds are used; (3) the total cost of each project; (4) the share of the total cost of each project provided from other sources; (5) other records to facilitate an effective audit; and (6) other records to show compliance with federal program requirements. The School also maintains records of significant project experiences and results. These records and accounts must be retained and made available for programmatic or financial audit.

Collection and Transmission of Records

Records shall be collected and transmitted in accordance with 2 C.F.R. §200.336.

Access to Records

The School provides the awarding agency, Inspectors General, the Comptroller General of the United States, and the pass-through entity, or any of their authorized representatives the right of access to any documents, papers, or other records of the School which are pertinent to the Federal award, in order to make audits, examinations, excerpts, and transcripts. The right also includes timely and reasonable access to the School's personnel for the purpose of interview and discussion related to such documents.

Privacy

The School shall take reasonable measures to safeguard protected personally identifiable information and other information that the awarding agency or pass-through entity designates as sensitive in accordance with all federal, state, and local laws regarding privacy and obligations of confidentiality.

Cross-Reference: Policy No. **1753**, School Asset Policy.

Insurance Coverage

The Governing Authority shall purchase and maintain, using school funds, an insurance policy or policies sufficient to protect the School from major financial liability and loss. The duty to administer the insurance policy(s) shall be delegated by the Governing Authority to the Fiscal Agent, the Head Administrator, the Treasurer, or the Management Company.

Adequate insurance coverage shall include, but shall not be limited to, the following areas:

- property loss insurance coverage for all School buildings and their contents;
- comprehensive bodily injury and property damage coverage for all School-owned motor vehicles;
- any necessary specialty insurance coverage for equipment not adequately covered by existing insurance policies;
- worker's compensation coverage;
- employee insurance coverage as required by the Sponsor Contract or Governing Authority directive;
- professional liability insurance coverage for all Governing Authority Members and officers; and
- any additional insurance required pursuant to the Sponsor Contract.

Crowdfunding

Crowdfunding is a method of raising funds for a project or venture by soliciting voluntary contributions from the public or smaller community via the internet or social media platforms. The purpose of this policy is to regulate the use of crowdfunding campaigns by School employees for the benefit of the School's students, employees, facilities, and programs.

School employees may not engage in crowdfunding campaigns without prior written authorization from the Head Administrator or designee. This policy does not apply to private fundraising engaged in by employees for campaigns unrelated to the individual's employment with the School.

The Head Administrator shall prepare a list of approved crowdfunding services or websites, and only those services or websites approved by the Head Administrator may be used by School employees.¹ None of the designated services or websites may permit donations to be sent to the staff member; donations must go directly to the School.

Employee crowdfunding proposals submitted to the Head Administrator or designee for prior approval must clearly identify the purpose of the fundraising and state all the information that will be communicated to potential donors. The Head Administrator or designee will ensure the campaign proposal complies with state and federal law (including, but not limited to, Title IX and laws governing the confidentiality of student information), as well as the Governing Authority's policies and rules. Only proposals that comport with the School's needs, educational philosophy, and technical infrastructure will be approved.

Crowdfunding proposals may not:

- contravene the mission or undermine the authority of the School;
- *Option 1: use student images, names, or other personally identifiable without the express written permission of the parent; Option 2: utilize the image of any student or group of students;*
- be used to obtain resources or materials that are required to provide a student's free appropriate public education, as defined by law;
- permit donations to go directly to an individual staff member or any entity other than the School.

Financial oversight of crowdfunding donations falls under the responsibility of the Treasurer. All fundraising must be done in the name of the School (not an individual staff member, club, etc.). All donations shall be the property of School. The Treasurer shall collect and deposit all cash donations into School bank accounts and record all in-kind donations in the School's inventory.

All donations must be approved by the Governing Authority before disbursement and must be used for the purpose stated in the crowdfunding proposal, as communicated to donors.

¹ The Head Administrator or designee shall determine, with the assistance of legal counsel if necessary, whether the utilization of a crowdfunding site obligates the School to file government-required reports of charitable activities.

Use of Cell Phones for School Purposes

School-Owned Cell Phones

In an effort to facilitate timely and efficient communication, the Board may, when necessary, provide an employee with a School-owned cell phone to be used exclusively for School business. The Board shall only provide a School cell phone to those employees with a consistent need for such in the ordinary course of School business. The respective cell phone policy shall be set at the minimum level necessary, in terms of number of minutes, services available, type of phone, and coverage area, while still meeting the employee's needs.

Pursuant to this Policy, the Head Administrator shall develop and implement any administrative policies and guidelines necessary to ensure that:

- school cell phones are only used when a more cost-effective manner of communication, such as e-mail or a landline, is not available or otherwise appropriate;
- school cell phones are only used in an emergency situation and when communicating with Board members, officers, staff, or parents regarding School business;
- the respective cell phone plans are set at the appropriate level, as determined according to the provisions of this Policy, and are reviewed on a regular basis for continued conformity with this Policy;
- the employee compensates the Board for any use of the School cell phone that is not related to School business;
- all employees provided with a School cell phone understand the usage allowances under the respective cell phone policy and are familiar with what is considered acceptable cell phone usage under this Policy; and
- the School cell phone shall be returned to the Board and/or the respective cell phone policy shall be terminated when the use of the School cell phone is no longer necessary, the employee is no longer employed, or the employee is deemed to have disregarded the provisions contained within this Policy.

When an employee is in possession of a School cell phone, the following rules and guidelines shall be followed:

- All reasonable precautions shall be taken to assure that the School cell phone is not damaged, stolen, or lost.
- The Board may, at any time during or upon termination of employment, request presentation of the School cell for purposes of inspection or confiscation. If the employee cannot produce the School cell phone within the reasonably requested time period, the employee will be financially responsible, to the Board, for the value of the cell phone.
- All precautions should be taken to eliminate or otherwise limit the amount of extra charges and other fees from the service provider. This includes using a landline or other means of communication when necessary, avoiding making or receiving calls when outside the covered service area.

The Board reserves the right to audit all School cell phones to ensure that they are being used appropriately.

If, upon termination or resignation of employment, the employee has any outstanding fees owed to the Board for unauthorized use of the School cell phone or damage or loss of the School cell phone, the School may initiate legal action against the employee to recover the amounts owed.

Use of Personal Cell Phones for School Business

At times, due to an emergency or other unusual circumstance, it may be necessary for the Head Administrator or any other employee designated by the Head Administrator to make or receive School-related phone calls on his personal cell phone, or otherwise use his personal cell phone for School business. All employees thus designated shall provide the Head Administrator with an accurate and updated personal cell phone number. If any additional fees or use charges result from this use, the employee may be reimbursed.

Safety and Security

Whether using a School-owned cell phone or using a personal cell phone for School business, the following safety and security measures should be adhered to:

- cell phones shall not be used while driving an automobile;
- due to security concerns, confidential information shall not be discussed over a cell phone unless, after consideration, the employee deems it appropriate and necessary.

Procedures Related to Independent Contractors

The School may contract with an Independent Contractor provided the School follows the proper procedures.

An “Independent Contractor” is defined as an individual who is employed by the School on a contractual basis but is not treated as an employee of the School for tax purposes.

An updated list of all independent contractors that are currently working or have previously worked under a contract with the School shall be maintained.

Procedure for Hiring

The School will not hire an Independent Contractor unless:

- no School employees are qualified to perform the service;
- a School employee is qualified to perform the service, but performing the service would interrupt the School’s ongoing operations and activities; or
- in the opinion of the Governing Authority, or its designee, it is in the School’s best interest to hire the Independent Contractor.

By law, the School is required to follow procedures when working with an independent contractor. Accordingly, the Head Administrator is responsible for ensuring that the mandated procedures and guidelines listed below are followed.

- For all contracts over \$600, a written contract shall be made describing the services to be provided with sufficient detail. The contract must be signed prior to beginning the services and shall then be maintained by the School.
- The School shall obtain a completed W-9 form from the independent contractor. Under no circumstances shall the School use a W-2 form when working with an independent contractor. If any state retirement system decides that the School must make payments on behalf of the independent contractor, such payments shall be deducted from the independent contractor’s gross payment.
- Prior to generating payment pursuant to any contract with an independent contractor, the School shall require sufficient substantiation from the independent contractor in order to ensure that the contracted services have been provided as contemplated by the contract.
- If required by federal or state law, the School shall complete a Form-1099 for the independent contractor at the end of the tax year. One copy shall be delivered to the independent contractor, one copy shall be submitted to all appropriate government offices, and at least one copy shall be maintained for School records.

Essential School Services

Under Ohio law, the School must also comply with rules regarding Independent Contractor employees who provide “essential” school services. Essential school services are defined by law as services provided by a private company under contract that the Head Administrator determines are necessary and that would need to be provided by employees of the School if the services were not provided by the private company.

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In order for an independent contractor to provide “essential” school services, the independent contractor must:

- present proof that the individual has been the subject of a criminal records check, conducted in accordance with R.C. 3314. 41(D) at some point within the five-year period immediately prior to the date on which the person will begin working with the School, and the criminal records check indicates that the person has not been convicted of or plead guilty to any offense as described in R.C. 3319.39(B); or
- during any period of time in which the individual will have routine interaction with a child or regular responsibility for the care, custody, or control of a child, an employee of the School will be present in the same room or, if outside, within a thirty-yard radius of the child or have visual contact with the child.

Federal: 26 U.S.C. 6041.

Ohio: R.C. 3314.41.

Recapture of Overpayments Based On FTE

In accordance with O.R.C. 3314.08, the School receives certain funding from the State of Ohio based upon the number of enrolled students on a full-time equivalent (FTE) basis. The School uses its best effort to accurately report enrollment to ODE. The School, ODE, and the Ohio Auditor of State periodically audit and reconcile the difference between ODE's payments to the School and the School's enrollment data. If such a reconciliation determines the School was overpaid on an FTE basis, then the School may be required to refund excess payments by having deductions made against future payments to the School from ODE.

If the School has any contracts with management companies, sponsors, vendors, or other contractors, which calculates the contractor's payment based on the number of FTEs enrolled at the School, then any adjustment of the School's FTEs and resulting repayment to ODE also must be reconciled with respect to the School's prior payments to such contractors on an FTE basis. Therefore, the Governing Authority is establishing this policy to ensure that any contracts entered into by the School, that requires the School to pay funds based on the number of FTEs, is based upon actual data rather than estimated data.

Contractual Requirements

In the event the School wishes to enter into a contract where a management company, sponsor, vendor, or other contractor wishes to be paid based upon the number of students enrolled at the School on a FTE basis, the School shall require the following provisions to be incorporated into the contract:

1. The contract shall include an acknowledgment by both parties that calculation of the School's FTEs is subject to change throughout the year, and that the School's total payment obligation to the contractor shall be based on the final number of FTEs determined and accepted by ODE.
2. Additionally, each applicable contract shall contain a requirement that in the event a contractor is overpaid based upon the final number of FTEs determined and accepted by ODE, said contractor shall be required to refund to the School any portion of money received over and above the School's total payment obligation to the contractor based on the final number of FTEs determined and accepted by ODE.

The Governing Authority shall have the discretion to require that a management company, sponsor, vendor, or other contractor post a bond or other security in an amount acceptable to the Governing Authority to ensure the contractor's ability to make any required re-payments.

State: O.R.C. §3314.08

Racial and Ethnic Balance Policy

The School will attempt to achieve or continue, as the case may be, racial and ethnic balance reflective of the community it serves. Notwithstanding the admissions procedures of the School, in the event that the racial composition of the enrollment of the School is in violation of a federal desegregation order, the School shall take any and all corrective measures to comply with desegregation order. The School Governing Authority must assess the Racial and Ethnic Balance of the School within the first two (2) months of the calendar year in order to make necessary adjustments to any marketing plans currently used by the School in order to attempt to be reflective of the community it serves.

To help the district progress toward the accomplishment of its goal of diversity and compliance with the requirements of ORC 3314.03, the School will continue to plan and to implement procedures and programs that will achieve racial and ethnic balance of students and staff in the School so that it is reasonably comparable to that of the community it serves.

Students, the community and staff are encouraged to assist in developing plans and procedures which the Governing Authority can support and adopt.

Yearly Racial and Ethnic Balance Review

A review of the School population and racial and ethnic balance is completed in January of each year for review by the Governing Authority.

The School will pull data from local and city school report cards for which the School draws students to determine racial balance for each subgroup.

This information is reviewed and evaluated by the Governing Authority during the February meeting. The Governing Authority shall either approve the balance as being reflective of the community the School serves or shall approve changes to the School's marketing plan in order to draw in more diverse students.

Marketing Plan Revision

Marketing plans for the school will be adjusted to ensure racial diversity in the school and to draw students from a diverse area and ethnicity. These efforts may include, among other efforts the Governing Authority deems appropriate, marketing to underrepresented populations with direct mail, community postings, public service announcements, and the availability of bilingual staff, as are applicable to achieve a racial and ethnic balance.

Ohio: R.C. 3314.03

Program-Related Duties and Other Managing Entities

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Adopted August 30, 2021

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Development of Administrative Rules, Guidelines, and Procedures

The Head Administrator is responsible for the developing and implementing of all rules, guidelines, and procedures necessary for the operation and administration of the School. These rules, guidelines, and procedures shall be binding upon all students and staff, so long as they do not conflict with these Policies or any state or federal law. In the event that these Policies directly conflict with federal or state law, the rules, guidelines, and procedures should comply with the applicable federal or state laws.

The Head Administrator has the authority and discretion to develop handbooks, derived from these administrative rules, guidelines, and procedures. Such handbooks shall be distributed to parents, students, and staff as the Head Administrator deems necessary.

If any changes are made to the administrative rules, guidelines, or procedures, such changes shall be posted in a common area of the Facilities or shall otherwise be communicated in a manner reasonably expected to reach students, staff, and parents.

Finally, the Head Administrator shall develop and maintain an organizational chart, which is kept updated and is immediately accessible by the Governing Authority at any given time.

Cross Reference: Policy No. **1300**, Code of Regulations.

Job Description Database

The School shall create and maintain a comprehensive database of job descriptions, which shall include an accurate and reasonably detailed description of each position within the School.

Cross Reference: Policy No. **5110**, General Employment Eligibility; Policy No. **5120**, Employee Designations; Policy No. **5130**, Teacher Requirements; Policy No. **5140**, Substitute Teachers; Policy No. **5150**, Educational Assistants; Policy No. **5160**, Other Employees.

Development of School Curriculum

The Governing Authority hereby vests in the Head Administrator the ongoing duties and responsibilities associated with developing the School's curriculum. "Curriculum" is broadly defined as all school courses, instruction, projects, and activities planned and executed pursuant to the educational goals of the School.

In developing, maintaining, and updating the curriculum, the Head Administrator shall:

- ensure the curriculum is consistent with the School's mission and complies with the Sponsor contract, state law, and federal law;
- seek State and Federal aid for the curriculum;
- be cognizant of changes in society, technology, and knowledge; and
- clearly communicate the curriculum's goals and plans to the School's various constituencies.

The Head Administrator shall review the School's curriculum on a regular basis. Prior to implementing substantive changes in the curriculum, the Head Administrator shall present proposed changes to the Governing Authority.

Renewing Real Estate Tax Exemption for Community School Property

Each year on or before December 31st, the School shall cause to be filed DTE Form 23C with the Ohio Department of Taxation, to renew the real property tax exemption on property used by the School for educational purposes, attesting that, as of January 1, the property continued to be used for qualifying purposes. The renewal statement shall be filed in each succeeding year following the year for which the Tax Commissioner granted an application for tax exemption under Section 5709.07(A)(1) of the Ohio Revised Code.

If no renewal statement is filed, or if the Tax Commissioner otherwise determines that the property no longer qualifies for the exemption, then the Tax Commissioner will return the property to the taxable list.

If the property occupied by the Community School is owned by or leased to a District Board of Education for a lease term of at least fifty years, then an annual renewal is not required.

Ohio: R.C. 5709.07; 5715.27(I); 3313.44

Cross-Reference: Form 1840.1 DTE 23C

Current Tax Year 20
**Community School Tax Exemption
Renewal Statement**

Name _____

Address _____

City, State, Zip code _____

Daytime telephone _____

E-mail address _____

1. Parcel number(s). If more than four, continue on an attached sheet.

a) _____

b) _____

c) _____

d) _____

2. Street address or location of property _____

I declare under penalty of perjury that the property identified above was used in the same manner on January 1 of the current year as it was for the tax years addressed in the attached final determination and, to the best of my knowledge and belief, it is true, correct and complete.

Print name of applicant or representative _____

Signature of applicant or representative _____ Date _____

Applicant Instructions

1. For the property listed above to remain on the tax-exempt list for the current year, the property owner must file this renewal statement with the Tax Commissioner attesting that the property is still being used for the operation of a community school.
2. Complete this form by answering all of the above questions. You must attach a copy of the initial final determination(s) that granted exemption to the above property for use as a community school.
3. Return the form to the Tax Commissioner by December 31 of the current year

Ohio Department of Taxation

Division of Tax Equalization

P.O. Box 530

Columbus, OH 43216

4. If this form and the required attachment are not returned to the Tax Commissioner, the Tax Commissioner will order the property to be returned to the tax list for the current year. See R.C. 5715.27(I).

Adopted August 30, 2021

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Electronic Records and Signatures

The Governing Authority adopts the following policy with respect to the use of electronic records and signatures in connection with its communications with parents and guardians of children enrolled the School.

"Electronic record" means a record created, generated, sent, communicated, received, or stored by electronic means.

"Electronic signature" means an electronic sound, symbol, or process attached to or logically associated with a record and executed or adopted by a person with the intent to sign the record. A name in a sender's email may constitute a valid electronic signature for purposes of entering into electronic transactions.

If the School (through its employees) and parents/guardians have agreed to conduct a transaction by electronic means and a law requires the School to provide, send, or deliver information in writing to a parent/guardian, the requirement is satisfied if the information is provided, sent, or delivered, as the case may be, in an electronic record capable of retention by the recipient at the time of receipt. An electronic record is not capable of retention by the recipient if the sender or its information processing system inhibits the ability of the recipient to print or store the electronic record. The School shall document the agreement between parents/guardians and the School to conduct a transaction or receive information electronically and shall verify the accuracy and confidentiality of the parent/guardian's email address. *[optional] The School shall also password-protect legally required documents that are sent electronically.*

Where the School permits parents/guardians to fill out forms and applications online and sign electronically, the School will notify parents/guardians that the electronic signature acts as a handwritten signature with binding effect by posting the following statement: *"The Governing Authority of _____ School accepts signatures or symbols on this document as though signed in handwriting. The parent/guardian understands and agrees that by including an electronic signature on this document, s/he has agreed to the terms and conditions."*

If a law requires that a record be retained (either as a public or confidential record), the requirement is satisfied by retaining an electronic record if: (1) the electronic record accurately and completely reflects the information set forth in the record after it was first generated in its final form as an electronic record or otherwise; and (2) the electronic record remains accessible for later reference. The Governing Authority shall ensure that all electronic records and signatures are capable of being stored in a secure manner and accurately reproduced until such time as all record-retention requirements under state and federal law are satisfied. Electronic student records are confidential, in accordance with state and federal law.

Nothing in this policy is intended to authorize any individual to sign on behalf of the Governing Authority if s/he has not been granted such authority, as governed by applicable School policies. The presence of an electronic signature does not mean that the signatory was authorized to sign or approve on behalf of the Governing Authority.

Adopted August 30, 2021

Section II: Support Services and Safety Policies

2100 Food Services

- 2110** Food Services Program
- 2120** Federal Nutrition Programs
- 2130** Wellness Policy
- 2140** Nutritional Standards
- 2150** Nutritional Guidelines

2200 General Wellness Services

- 2210** Health Screenings
- 2220** Immunization Requirements
 - 2220.1** Schedule of Immunization Requirements **(Form)**
- 2230** Medication Administration
 - 2230.1** Medication Request Form **(Form)**
 - 2230.2** Parental Notification Regarding Medications **(Form)**
- 2231** Student Use of Medical Marijuana
- 2240** Student Use of Inhalers and Epinephrine Autoinjectors
 - 2240.1** Permission to Carry and Self-Administer Asthma Inhaler **(Form)**
 - 2240.2** Permission to Carry and Self-Administer Epinephrine Autoinjector **(Form)**
 - 2240.3** Asthma Emergency Action Plan **(Form)**
 - 2240.4** Anaphylaxis Emergency Action Plan **(Form)**
- 2241** Procurement of Epinephrine Auto-Injection
- 2242** Procurement of Asthma Inhalers by School
- 2250** Known Food Allergies
 - 2250.1** Notification of Known Food Allergy **(Form)**
- 2260** Physical Activity Waiver and Consent
 - 2260.1** Physical Activity Waiver and Consent Form **(Form)**
- 2270** Diabetic Care
- 2280** Student Wellness and Success Program
- 2290** Animals on School Property

Adopted August 30, 2021

2300 General Health and Safety Policies

2310 Hand Washing Requirements

2310.1 Hand Washing Sign (Form)

2320 Personal Safety

2330 Equipment Safety

2340 Face Coverings

2340.1 COVID-19 Face Covering Exemption Request Form

2400 Emergency and Other Medical Policies

2410 Student Medical Emergencies

2410.1 Emergency Medical Authorization Form (Form)

2420 Communicable Diseases

2430 Direct-Contact Communicable Diseases

2440 Bodily Fluid Exposure Control

2440.1 Bodily Fluid Exposure Report (Form)

2450 Head Lice

2450.1 Parental Notification and Treatment Letter (Form)

2450.2 Head Lice Class Notification (Form)

2450.3 Re-Admission Denial Letter (Form)

2460 Administration of Naloxone

**2460.1 State of Ohio Board of Pharmacy Protocol for the
Administration of Naloxone**

2470 Off-Site/Remote Access Work During an Emergency

2480 COVID-19 Case Reporting

2500 Environmental Safety

2510 Compliance with Federal and State Safety Programs

2520 Chemical Hazard Communication Program

2521 Integrated Pest Management Policy

2530 OSHA Exposure Control Plan

2540 Asbestos Hazards

2540.1 Model Asbestos Management Plan (Form)

2550 Lead Poisoning Prevention

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- 2550.1** Lead Poisoning Prevention Brochure **(Form)**
 - 2560** Chemical Hygiene
 - 2560.1** Chemical Hygiene Plan **(Form)**
 - 2560.2** Acknowledgement of Receipt of Chemical Hygiene Plan **(Form)**
 - 2570** Hazard Review and Inspection
 - 2580** School Calamity
- 2600** **Building Security**
 - 2610** Building and Grounds Security
 - 2620** School Safety/Emergency Management Plan
 - 2630** Crisis Management and Response Plan
 - 2640** Emergency Evacuation Drills
 - 2640.1** Record of Emergency Evacuation Drills **(Form)**
 - 2650** Bomb Threats
 - 2650.1** Bomb Threat Call Checklist **(Form)**
 - 2660** Weapons
 - 2660.1** Notice Prohibiting Weapons **(Form)**
 - 2670** Public Conduct on School Property
 - 2680** Transportation
 - 2680.1** General Transportation Rules **(Form)**
 - 2680.2** School Bus Inspections **(Form)**
 - 2680.3** School Bus Emergency and Evacuation Procedures **(Form)**
 - 2681** Student Conduct and Discipline on School Transportation

Adopted August 30, 2021

Food Services
2100

Adopted August 30, 2021

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Food Services Program

A food services program may be provided *directly* by the School or may be provided *indirectly* by a company that has entered into a contract with the Governing Authority. The food services program shall comply with all state and federal regulations regarding the management of the program, such as fiscal management, menu planning, food preparation and food disposal. If the food service program is provided by a contracted company, the contracted company shall be responsible for ensuring that the menu meets or exceeds all federal and state regulations regarding nutritional and dietary requirements.

Unless provided otherwise, all students shall remain on school property during the lunch period. During the lunch period, staff members, or their permitted designees will be responsible for supervising the students. At least one employee who has received instruction in methods to prevent choking and has demonstrated an ability to perform the Heimlich maneuver shall be present at all times when students are being served food. If any or all students are permitted to leave school property during lunch, the students shall adhere to all applicable rules or guidelines established by the School.

If the food services program has a special rate for students, then staff members and other adults are prohibited, according to government regulations, from purchasing a lunch at this special rate.

School Breakfast Program

The School shall offer breakfast to all enrolled students either before or during the school day so long as in the first year of the Program the School has 70% of students eligible for free and reduced-priced meals to participate. This requirement drops to 60% in the second year and 50% in the third and each subsequent year.

School administration, in consultation with building staff, shall determine the model for serving breakfast under the Program. Each breakfast must comply with federal meal patterns and state and federal nutritional standards. The School may charge students for meals, based on family income in accordance with federal requirements, to cover all or part of the costs incurred in operating the program.

The School may choose not to establish a School Breakfast Program for financial reasons or if it already has a successful breakfast program or partnership in place.

Ohio: R.C. 3313.818.

Cross-Reference: Policy No. **2120**, Federal Nutrition Programs; Policy No. **2130**, Wellness Policy; Policy No. **2140**, Nutritional Standards; Policy No. **2150**, State Nutritional Guidelines; Policy No. **2250**, Known Food Allergies; Policy No. **2310**, Hand Washing Requirements; Policy No. **2320**, Personal Safety; Policy No. **2330**, Equipment Safety.

Federal Nutrition Programs

The Governing Authority recognizes that adequate nutrition is a necessary component for each student's education and success. Accordingly, free or reduced price breakfasts and lunches, as well as free milk, will be offered to all students who qualify. Qualification standards are based upon the most recent criteria established by the Child Nutrition Program and National School Lunch Act and issued by the Ohio Department of Education.

The Head Administrator is responsible for directing and overseeing the free and reduced-price meal program and the free milk program. The Head Administrator shall ensure the program complies with the standards below.

- Ensure that each student receives an application at the beginning of each school year or when the student enrolls after the start of the school year. This application shall serve as a notification to each student's family regarding the availability of the programs, the eligibility requirements, and the application process.
- Ensure that all applications are received and processed in a timely manner as required by law.
- Establish and implement any procedures and policies necessary to ensure that the free and reduced-price meal program and the free milk program operate efficiently and in accordance with all applicable regulations.
- Submit all necessary paperwork or other documentation to the School Food Service Division of the State Department of Education on a timely basis.

Federal: 42 U.S.C. § 1751.

Cross-Reference: Policy No. **2110**, Food Services Program; Policy No. **2130**, Wellness Policy; Policy No. **2140**, Nutritional Standards; Policy No. **2150**, State Nutritional Guidelines.

Wellness Policy

The School recognizes that a healthy lifestyle is an important part of success in education and in life, and that there is a strong correlation between students who lead healthy lifestyles and students who complete their formal education. The School also recognizes that it is important for staff members to make healthy lifestyle choices, not only to improve their health and job performance, but also to serve as effective role models for students. Accordingly, the Governing Authority hereby adopts the following general guidelines to be used, in conjunction with any federal or state regulations or other Policies, in establishing and implementing programs and activities regarding nutrition and general wellness.

Nutritional Guidelines

All food available in the School during the school day shall serve the objectives of promoting student health and reducing childhood obesity. Pursuant to this:

- all foods shall be served in appropriate serving sizes, as determined by the USDA;
- all beverages sold on school premises must comply with all statewide standards as discussed in Policy No. **2140**, Nutritional Standards.
- when selecting foods to be served a la carte, foods shall be nutritious and conform with state guidelines and standards;
- when possible, food choices shall be appealing and attractive to children and made after considering the opinions and suggestions of an advisory group consisting of students, parents, staff, and other members of the community;
- when selecting foods, a preference should be expressed for foods that are high in fiber and low in added fats, sugar, and sodium;
- when selecting foods which will be reimbursed pursuant to a state or federal program, foods shall be selected which meet the program requirements, but no additional or more restrictive requirements shall be placed on the food selection;

Physical Activity Opportunities

Physical activity shall be designed to promote student wellness and shall be a part of the School curriculum. The Physical activity opportunities shall be designed to accomplish a goal of promoting an active, fit lifestyle. There are several ways these can be accomplished including, but not limited to, the following:

- physical education class, consisting of both physical activity and education;
- integrating physical education and physical activities across the curricula as possible;
- physical education class that promotes participation in physical activity beyond the school environment;
- extracurricular activities offered on a regular, recurring basis; and
- other School-wide activities offered on a regular, recurring basis.
-

Nutrition & Health Education

The School is committed to furthering this Wellness Policy through nutrition and health education. Nutrition education shall be designed to promote healthy lifestyle choices and the importance of nutrition. This goal may be accomplished by the following:

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- including instruction about nutrition, physical exercise, and disease prevention as a part of the Health curriculum;
- integrating nutrition education into the curriculum beyond health education classes;
- developing nutrition and health education that developmentally appropriate and culturally sensitive;
- promotes fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods, and health-enhancing nutrition practices;
- Students shall be regularly exposed

Students shall also be given opportunities throughout the day to implement these healthy lifestyle choices. By offering a selection of nutritious foods and exposing students to active, physical activities throughout the day, students have the opportunity to apply their knowledge about healthy lifestyle choices outside of the classroom environment.

Community and Family Involvement

The School shall foster and develop relationships between the students, the parents, and other members of the community, so that everyone can work together to reinforce the School's educational mission learning and to help extend learning and wellness beyond the classroom through events, activities, programs, and other projects.

All community involvement shall adhere to the guidelines articulated in this Manual and shall account for diversity among students and diversity within the community.

Monitoring and Reviewing this Policy

The Head Administrator or his/her designee shall ensure the School implements and complies with this policy. The Head Administrator shall develop administrative guidelines as necessary to implement this policy.

As appropriate and possible, the School shall involve parents, students, representatives of the school food provider, the Governing Authority, School Administrators, and the public in further implementing and developing this policy.

Federal: 42 U.S.C. §1751, 42 U.S.C. §1771.

Cross-Reference: Policy No. **2110**, Food Services Program; Policy No. **2120**, Federal Nutrition Programs; Policy No. **2140**, Nutritional Standards; Policy No. **2150**, State Nutritional Guidelines; Policy No. **2260**, Physical Activity Waiver and Consent; Policy No. **2310**, Hand Washing Requirements; Policy No. **6110**, Visitors; Policy No. **6120** Volunteers; Policy No. **6130** Relations with Law Enforcement Agencies.

Nutritional Standards

In an effort to encourage healthy eating, the School shall limit which foods and beverages are offered to students and when food and beverages are offered. The Governing Authority shall approve only foods and beverages that are consistent with these Policies.

Food and Beverage Standards

When making decisions about which foods and beverages should be served or offered to students, the School shall comply with the following:

- any nutritional rules established by Ohio law and/or regulation;
- any nutritional rules established by Federal law and/or regulation;
- the nutritional value of the food or beverage compared with the nutritional needs of students, as determined by the USDA;
- the goals and policies in Policy No. **2130**, Wellness Policy; and
- the goals and standards included in this policy manual.

Time of Serving

The time of day for the sale of food and beverages to students shall be consistent with the student's nutrient intake needs, eating patterns, and class schedules. Bake sales and other fundraising activities involving food or beverages shall not be held during the lunch hour.

Vending Machines

Vending machines shall not be placed in any classroom where students are provided instruction, unless the classroom also is used to serve student meals. During lunch period, the School shall not operate vending machines selling food or beverages that are not approved by the Governing Authority and are inconsistent with this policy. The Governing Authority further reserves the right to restrict vending sales of all non-approved food.

Food Service Program Report

The Food Services Program's supervisor shall develop a Food Service Program Report (the "Report") on an annual basis. The Report shall be made in consultation with a licensed dietitian, a certified school nutrition specialist, or a registered dietetic technician. The Report shall: (1) describe how the School is complying with and enforcing all food/drink policies, laws, and guidelines and (2) include restrictions on the time and place food is being served, and (3) indicate the standards for the type of food being served.

Each year, the Food Service Program's supervisor shall submit for Governing Authority approval, the Supervisor's recommendations regarding which types of food and beverages shall be served as part of the Program. The Governing Authority shall only approve those food and beverages that conform to the above standards.

Separate standards and policies may be established for the types of food and beverages sold to staff members or sold at extracurricular activities or other special events.

Ohio: R.C. 3313.814, R.C. 3313.816, O.A.C. 3301-91-09.

Cross-Reference: Policy No. **2110**, Food Services Program; Policy No. **2120**, Federal Nutrition Programs; Policy No. **2130**, Wellness Policy; Policy No. **2150**, State Nutritional Guidelines.

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Nutritional Guidelines

The State of Ohio has adopted nutritional guidelines regarding the sale of food and beverages in Schools. The School shall conform to these guidelines by only selling foods that adhere with these standards and any additional nutritional standards articulated in the Nutritional Standards Policy.

Beverages

General Guidelines. All schools must conform to the following guidelines:

- At least 50% of all beverages offered a la carte during the normal or extended school day shall be water or other beverages containing no more than 10 calories per 8 ounces. Milk and juice are included in this calculation, unless the vending machine sells only milk.
- Any beverage containing no more than 10 calories per 8 ounces may contain sweeteners, flavoring and/or carbonation. USDA regulations, however, restrict carbonated beverages from being sold during the breakfast or lunch hour.

In addition to the general guidelines, the School shall observe the following guidelines, depending on what the majority of grades are.

Kindergarten to fourth grade. At schools in which the majority of grades offered are in the range of kindergarten to fourth grade, only the following beverages may be offered:

- water;
- 8 ounces or less of low fat or fat-free milk, provided that the milk does not contain more than 170 calories per 8 ounces;* and
- 8 ounces or less of 100% fruit juice or 8 ounces of a 100% fruit juice and water blend without any added sweeteners, provided that the juice or blend contains no more than 160 calories per 8 ounces.

Fifth to eighth grade. At schools in which the majority of grades offered are in the range of fifth grade to eighth grade, only the following beverages may be offered:

- water;
- 8 ounces or less of low fat or fat-free milk, provided that the milk does not contain more than 170 calories per 8 ounces;* and
- 10 ounces or less of 100% fruit juice or fruit juice and water blend without any added sweeteners, provided that the juice or blend contains no more than 160 calories per 8 ounces.

Ninth to twelfth grade. At schools in which the majority of grades offered are in the range of ninth grade to twelfth grade, only the following beverages may be offered:

- water;
- 16 ounces or less of low fat or fat-free milk, provided that the milk does not contain more than 170 calories per 8 ounces;* and
- 12 ounces or less of 100% fruit juice or fruit juice and water blend without any added sweeteners, provided that the juice or juice blend contains no more than 160 calories per 8 ounces; and

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- 12 ounces or less of any beverage that does not contain more than 66 calories per 8 ounces.

* As of January 1, 2014, milk must contain no more than 150 calories per 8 ounces.

A la Carte Food

All food sold a la carte must meet appropriate nutritional and serving size standards, as established by the Alliance for Healthier Generation or the Nutrient Density Format. Food is sold a la carte if it cannot qualify as part of a reimbursable meal, as defined in section 3313.814 of the Revised Code. This includes food that is actually served as part of a reimbursable meal, but that is not a qualifying component of the meal.

Food sold a la carte is exempted from the a la carte standards if either of the following qualifications is met:

- The food is also offered as a qualifying component of a reimbursable meal and is served in the same serving size as on the reimbursable meal; or
- The food could qualify as a component of a reimbursable meal and is served in any appropriate serving size as determined by the School in consideration of applicable regulations, standards, and guidelines.

Ohio: R.C. 3313.814, R.C. 3313.816, 3313.817.

Cross-Reference: Policy No. **2110**, Food Services Program; Policy No. **2120**, Federal Nutrition Programs; Policy No. **2130**, Wellness Policy; Policy No. **2140**, Nutritional Standards.

General Wellness Services

2200

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Health Screenings

Prior to the first day of November of the school year in which a student is enrolled for the first time in either kindergarten or first grade, the student shall be screened for hearing, vision, speech and communications, health and medical problems, or for any developmental disorders. The School should send information to the parents of the student prior to the first day of August of the school year in which the Student qualifies for screening.

The School may conduct the screening or may contract with any person or governmental entity or may request the parent to obtain any such screening elements. If the School requests the parent to obtain any screening services, the School shall provide the parent with lists of providers and information about screening services available in the community to parents who cannot afford them.

Any parent requested to obtain any screening services may sign a written statement to the effect that he or she does not wish to have his or her child receive a screening.

If the results of any screening reveal the possibility of special learning needs, the School shall conduct a further assessment in accordance with Chapter 3323 of the Revised Code (Education of Children with Disabilities).

Ohio: R.C. 3313.673, R.C. 3314.03(A)(11)(d).

Cross-Reference: Policy No. **3740**, Child Find Responsibilities.

Immunization Requirements

At the time a student initially enrolls in the School, and at the beginning of each school year while enrollment continues, each student shall have sufficient written evidence on file at the School demonstrating that he/she has been immunized against diphtheria, tetanus, pertussis, poliomyelitis, measles, mumps, rubella, Hepatitis B, chicken pox, and all other things as required by applicable statutes, regulations, and guidelines (hereinafter “mandatory immunizations”).

“Sufficient written evidence” is defined as either a signed statement from the student’s physician or a signed statement from the student’s parent indicating the immunizations received and the dates on which they were received. If the only written evidence presented to the School is a parent’s signed letter, the Head Administrator, in his sole discretion, may request additional written evidence, up to and including a signed doctor’s statement.

A student shall not be permitted to remain in School for more than fourteen (14) days without either sufficient written evidence of all mandatory immunizations (which include: Hepatitis B, Chicken Pox and Meningococcal Diseases) or sufficient written evidence that the student is in the process of being immunized, as defined by section 3313.671 of the Revised Code. Students who do not comply with this Policy shall be excluded from the School and permitted to re-enter only upon presenting sufficient written evidence of all mandatory immunizations or sufficient written evidence that the student is in the process of being immunized.

Any student who is admitted while “in the process of being immunized” must obtain immunizations at the appropriate time intervals until all mandatory immunizations are completed. Any student who was previously admitted under the “in the process of being immunized” exception but has not adhered with the appropriate immunization interval schedule shall be excluded from the School on the fifteenth (15th) day of the following school year. Such a student shall be permitted to re-enter School only upon presenting proper written evidence demonstrating appropriate progress on the immunization interval schedule.

Under certain circumstances, a student may be exempted from one or more of the mandatory immunizations. A student is exempt if the student presents:

- a signed statement from the student’s parent, guardian, or physician stating that the student has already had natural rubeola, mumps and/or chicken pox, and therefore is not required to be receive the respective immunization(s);
- the results of a laboratory test, signed by a physician, demonstrating the student has a detectable amount of rubella (German measles) antibodies, and therefore is does not need to be immunized against rubella;
- a written statement from the student’s parent or guardian stating that the parent or guardian declines to have the student immunized for reasons of conscience, including, but not limited to, religious convictions; and
- a written certification from the student’s physician stating that one or more mandatory immunizations are medically contraindicated.

In consideration of any of the aforementioned exemptions, the Head Administrator reserves the right, in his sole discretion, to require additional evidence to support the claimed exemption. The Head Administrator has the exclusive discretion and authority to decide whether or not a claimed exemption exists.

Chicken Pox Epidemic

If the Ohio Health Department determines that a chicken pox epidemic exists among the School's population, the Head Administrator may deny admission to any student who was not immunized against chicken pox despite the above exceptions. A Chicken Pox Epidemic is defined as when the occurrence of cases of chicken pox in numbers greater than the School's population for a particular period.

The student will be permitted to re-enter the School once the Head Administrator is notified that the epidemic no longer exists. The academic standing of any student who is denied admission during a chicken pox epidemic may be preserved, subject to other School Policies as well as approval from the Head Administrator and the Governing Authority.

Ohio: R.C. 3313.67, R.C. 3313.671, R.C. 3313.71.

Cross-Reference: Form No. **2220.1**, Schedule of Immunization Requirements.

Immunization Summary for School Attendance Ohio

VACCINES	<i>FALL 2017</i> IMMUNIZATIONS FOR SCHOOL ATTENDANCE
DTaP/DT Tdap/Td Diphtheria, Tetanus, Pertussis	<p><u>K</u> Four (4) or more of DTaP or DT, or any combination. If all four doses were given before the 4th birthday, a fifth (5) dose is required. If the fourth dose was administered at least six months after the third dose, and on or after the 4th birthday, a fifth (5) dose is not required. *</p> <p><u>1-12</u> Four (4) or more of DTaP or DT, or any combination. Three doses of Td or a combination of Td and Tdap is the minimum acceptable for children age seven (7) and up.</p> <p><u>Grades 7-12</u> One (1) dose of Tdap vaccine must be administered prior to entry. **</p>
POLIO	<p><u>K-7</u> Three (3) or more doses of IPV. The FINAL dose must be administered on or after the 4th birthday regardless of the number of previous doses. If a combination of OPV and IPV was received, four (4) doses of either vaccine are required. ***</p> <p><u>Grades 8-12</u> Three (3) or more doses of IPV or OPV. If the third dose of either series was received prior to the fourth birthday, a fourth (4) dose is required; If a combination of OPV and IPV was received, four (4) doses of either vaccine are required.</p>
MMR Measles, Mumps, Rubella	<p><u>K-12</u> Two (2) doses of MMR. Dose 1 must be administered on or after the first birthday. The second dose must be administered at least 28 days after dose 1.</p>
HEP B Hepatitis B	<p><u>K-12</u> Three (3) doses of Hepatitis B. The second dose must be administered at least 28 days after the first dose. The third dose must be given at least 16 weeks after the first dose and at least 8 weeks after the second dose. The last dose in the series (third or fourth dose), must not be administered before age 24 weeks.</p>
Varicella (Chickenpox)	<p><u>K-7</u> Two (2) doses of varicella vaccine must be administered prior to entry. Dose 1 must be administered on or after the first birthday. The second dose should be administered at least three (3) months after dose one (1); however, if the second dose is administered at least 28 days after first dose, it is considered valid.</p> <p><u>Grades 8-11</u> One (1) dose of varicella vaccine must be administered on or after the first birthday.</p>
MCV4 Meningococcal	<p><u>Grade 7-8</u> One (1) dose of meningococcal (serogroup A, C, W, and Y) vaccine must be administered prior to entry.</p> <p><u>Grade 12</u> Two (2) doses of meningococcal (serogroup A, C, W, and Y) vaccine must be administered prior to entry. ****</p>

NOTES:

- Vaccine should be administered according to the most recent version of the *Recommended Immunization Schedules for Persons Aged 0 Through 18 Years* or the *Catch-up Immunization Schedule for Persons Aged 4 Months Through 18 Years Who Start Late or Who Are More Than 1 Month Behind*, as published by the Advisory Committee on Immunization Practices. Schedules are available for print or download at <http://www.cdc.gov/vaccines/recs/schedules/default.htm>.
- Vaccine doses administered ≤ 4 days before the minimum interval or age are valid (grace period). Doses administered ≥ 5 days earlier than the minimum interval or age are not valid doses and should be repeated as age-appropriate. If MMR and Varicella are not given on the same day, the doses must be separated by at least 28 days with no grace period.
- For additional information please refer to the Ohio Revised Code 3313.67 and 3313.671 for School Attendance and the ODH Director's Journal Entry (available at www.odh.ohio.gov, Immunization:

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Required Vaccines for Childcare and School).

These documents list required and recommended immunizations and indicate exemptions to immunizations.

- Please contact the Ohio Department of Health Immunization Program at (800) 282-0546 or (614) 466-4643 with questions or concerns.

*Recommended DTaP or DT minimum intervals for kindergarten students four (4) weeks between doses 1-2 and 2-3; six (6) month minimum intervals between doses 3-4 and 4-5. If a fifth dose is administered prior to the 4th birthday, a sixth dose is recommended but not required.

** Pupils who received one dose of Tdap as part of the initial series are not required to receive another dose.

Tdap can be given regardless of the interval since the last Tetanus or diphtheria- toxoid containing vaccine.

DTaP given to patients age 7 or older can be counted as valid for the one-time Tdap dose.

*** The final polio dose in the IPV series must be administered at age 4 or older with at least six months between the final and previous dose.

**** Recommended MCV4 minimum interval of at least eight (8) weeks between dose one (1) and dose two (2). If the first (1st) dose of MCV4 was administered on or after the 16th birthday, a second (2nd) dose is not required. If a pupil is in 12th grade and is 15 years of age or younger, only 1 dose is required. Currently there are no school entry requirements for meningococcal B vaccine.

ODH Immunization
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Adopted August 30, 2021

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Medication Administration

As used throughout this Policy, the following definitions apply:

- “Medication” is defined as all medicines, drugs, or other substances taken for medical treatment or alleviation of medical symptoms, whether on a daily bases or an emergency-only basis. This includes over-the-counter medicines (including hemp, hemp products and CBD oil (a hemp derivative)) as well as prescription medicines.
- “Administration” is defined as (1) a medical process or procedure that requires medical training or experience (e.g. catheterization); or (2) a particular method in which a medication is provided.

This Policy does not apply to: Policy No. **2240**, Student Use of Inhalers and Epinephrine Auto-injectors, Policy **2241**, Procurement of Epinephrine Auto-injectors by School, and Policy No. **2242**, Procurement of Asthma Inhalers by School, if adopted. This Policy does not affect Policy No. **2410**, Student Medical Emergencies. The Head Administrator shall have the authority to develop and implement any administrative guidelines necessary to fully effectuate this Policy.

Medication Administration Policy

The School, including all Staff members and employees, is not responsible for, and will not attempt to diagnose, administrate any medications for, or otherwise treat any disease or illness. The School shall, however, permit the administration of medication to students if all of the following apply:

- the administration of the medication during school hours is necessary for the student’s health or continued School attendance and administration of the medication before and/or after school hours is inconsistent with the necessary medication administration intervals or other requirements;
- a properly-completed Physician’s Medication Request Medication Form has been submitted to the School; and
- a written authorization and waiver, signed by the student’s parent, is submitted to the School.

The Physician’s Medication Request Form shall be signed by the prescribing physician and shall contain all information required by Section 3313.713 of the Revised Code such as the student’s information, information regarding the administration, dosage and side effects of the drug, and the physician’s contact information. The parent’s written authorization and waiver must include a promise to notify the School immediately upon any changes in medication or administration. A proper authorization containing the Physician’s Medication Request Form and the Parent’s Authorization is available in Form No. **2230.1**, Medication Request Form.

A separate Physician’s Medication Request Form shall be required for each medication and all required forms must be filled out each year. All forms shall be kept on file in the School office with other secure medical documents.

All medications shall be delivered to the School by the parent and shall be stored is in the original container as provided by the pharmacy. The container shall be labeled with the student’s name, the

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date the prescription was filled, and the exact dosage requirements. Once the container is empty, it will be sent home with the student. It is the parent's responsibility to deliver a refill prescription back to the School. Except as otherwise provided in these Policies, all medications shall be securely stored in the School office.

The ultimate responsibility for ensuring that medication is administered properly rests with the student and the parents. The parent, or the student if so authorized by the parent, may administer the medication. Any such self-administration must be supervised by a designated Staff member.

Administering Medication

The School limits who may administer medication to students. To administer medication, Staff members must be either a licensed health professional or must have successfully completed a drug administration program (approved by the Governing Authority and presented by a licensed health professional). These staff members may assist or administer medications and treatments in the following ways:

- reminding the student when it is time to take the medication;
- retrieving the container containing the medication from where it is stored and delivering the container with the medication inside of it to the student;
- assuring that the student adheres to the appropriate dosage instructions;
- assisting a physically impaired (but mentally alert) student, upon request or consent of the student, in removing the medication from the prescription container and then consuming or applying the medication;
- administering oral medications to a student by placing the pill or liquid in the student's mouth; or
- administering any medication that requires an intravenous or intramuscular injection, or otherwise requires insertion of an object into the student's body, so long as the Staff member has received any necessary additional training and both the medication and the procedure are prescribed by the physician or other prescribing health professional.

If, when administering an oral medication, it is physically impossible for the licensed staff member to administer the dose without it being spilled or dropped, an unlicensed staff member may put the medication into another container and put the container to the student's mouth.,

Ohio: R.C. 3313.711, R.C. 3313.712, R.C. 3313.713.

Cross-Reference: Form No. **2230.1**, Medication Request Form; Form No. **2230.2**, Parental Notification Regarding Medications; Policy No. **2240**, Student Use of Inhalers and Epinephrine Auto-injectors; Policy No. **2241**, Procurement of Epinephrine Auto-injectors by School; Policy No. **2250**, Known Food Allergies.

Medication Request Form**Physician Request Form** *(to be completed by the physician)*

The following student is under my care and should receive the medication indicated below. It is not possible to arrange for this medication to be taken at home under the supervision of a parent and, therefore, must be taken during school hours.

Name of Student: _____

Student Address: _____

School Name: _____ Grade: _____

Name of Medication: _____

Dosage and Administration Intervals/Times: _____

This medication can be safely administered by non-medical personnel: ☐ Yes ☐ No

Begin Date: _____ End Date: _____

Possible Adverse Reactions that Should Be Reported to Physician: _____

Special Storing, Handling, or Administration Requirements: _____

Physician Name: _____ Phone Number: _____

Physician Signature: _____ Date: _____

Parental Authorization and Waiver Form *(to be completed by parent)*

I, _____ hereby authorize designated personnel to administer the above-named medication or procedure as instructed by the physician. I further agree to:

- Provide the School with the medication in its prescribed container;
- Notify the School if my child no longer uses the physician indicated above;
- Notify the School if the medication, dosage, or procedures are changed;
- Notify the School if the medication is no longer needed or used;
- Release the School, including all personnel, from any and all liability alleged to have resulted from administering the medicines indicated above.

Parent Signature: _____ Date: _____

Address: _____

Note to Parents: If possible, please attach a recent photograph of your child.

Parental Notification Regarding Medications

TO: Parents and Guardians
FROM: _____
DATE: _____
RE: School Medication Policy

To protect your child's safety, the school nurse, health aid, or other employee designated by the Head Administrator, will adhere to the following medication policy. In order for any medication to be administered to your child, BOTH parent AND physician signatures must be on file. This applies to all medications, including over-the-counter products such as Tylenol, Advil, Dimetapp, etc.

Although this may cause you some inconvenience, we feel that that this policy is best for the continued protection of your child and must be followed. **If we do not have your written permission and the written permission of your child's physician, the medication(s) will not be given.** All forms are available at the School office.

In order for your child to receive any medication at school, the following requirements must be fulfilled:

- A written request must be obtained from the physician and submitted to the School. The request must contain the name of the medication, the dosage, the time it is to be given during school hours, and duration.
- The parent or guardian must complete an authorization and waiver form and submit the completed form to the School.
- The medication must be in its original container and, if an over-the-counter medication, the bottle must be new with an unbroken seal. All medications must have a fixed label which indicates the student's name, the name of the medication, the dosage, the method of administration, and the time of administration.
- The required paperwork, the medication, and any needed refills must be delivered to the School by the parent or guardian.
- All necessary forms must be filled out and re-submitted to the School each year.
- If possible, a recent photograph of the student should be included with the authorization and waiver form.
- If your child is taken off the medication, or will no longer receive it at school, please send a dated, written note to the School stating such as soon as possible. If the medication is not picked up from the School by a parent or guardian within 10 days, it will be properly disposed of.

If you have any questions or concerns, please feel free to contact _____.

Thank you for your assistance and cooperation.

Adopted August 30, 2021

Adopted August 30, 2021

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Student Use of Medical Marijuana

"Medical marijuana" means marijuana that is cultivated, processed, dispensed, tested, possessed, or used for a medical purpose.

Medical Marijuana shall not be sold, cultivated, possessed, used, or administered on School property, any facility maintained by the School, or at any and all School-sponsored events. A student with an active Medical Marijuana Card shall be permitted to leave School property to have the medical marijuana properly administered by a registered caregiver in accordance with Ohio law. Both the student and caregiver must provide proof of their status as registered medical marijuana patient and caregiver. A student who leaves School property for the administration of medical marijuana under this policy may not operate a vehicle on School property.

A student, who is a registered patient and under the influence of medical marijuana to treat a qualifying medical condition, may not be disciplined for being under the influence of medical marijuana while at School or attending a School-sponsored event.

Federal law continues to prohibit the sale, cultivation, processing, or use of marijuana, for any purpose.

See Policy No. **4470** Drugs, Alcohol, and Tobacco; Policy No. **5420** Drug and Alcohol Policies

Student Use of Inhalers and Epinephrine Auto-Injectors

The School permits students to possess and use metered dose inhalers and/or dry powder inhalers (“inhalers”) and epinephrine auto-injectors (“epi-pens”) provided this policy is followed. Inhalers and epi-pens may be used to alleviate (or, in the case of inhalers, to alleviate and to prevent) asthmatic or anaphylactic symptoms, respectively.

Inhalers and epi-pens that comply with this policy may be used at the School or at any activity, event, or program sponsored by or in which the School is a participant. All Inhalers and epi-pens which do not comply with this policy, shall be governed by and administered according to Policy No. **2230**, Medication and Treatment Administration unless the epi-pens are procured pursuant to Policy No. **2241**, Procurement of Epinephrine Auto-injectors.

As mandated by Sections 3313.7113, 3313.7114, 3314.144, 3326.30, 3328.30 of the Revised Code, this policy is intended to create a framework for accommodating individuals with asthma symptoms.

The district will obtain a prescriber-issued protocol specifying definitive orders for asthma inhalers with or without spacers including dosages of medication to be administered, the number of times that each inhaler may be used before disposal and method of disposal. This prescriber shall be a licensed health care professional authorized to prescribe drugs, as defined in section 4729.01 of the Revised Code.

Obtaining Permission to Carry & Use

To be permitted to carry an inhaler or epi-pen, the student must submit to the Head Administrator or his/her designee: (1) A backup dose of the medication is supplied (if the student is seeking to carry an epi-pen), (2) written approval from the student’s parent or guardian (if the student is a minor) and (3) written approval from the student’s physician. The physician’s written approval must contain the following information:

- the student’s name and address;
- the name and dose of the medication contained in the inhaler or the epi-pen;
- the date the administration of the medication is to begin;
- the date the administration of the medication is to end (if known);
- written instructions that outline the procedures that school personnel should follow in the event that the medication does not provide the expected relief;
- any adverse reactions that may occur to the child after using the inhaler or epi-pen and that should be reported to the physician;
- any severe adverse reactions that may occur to another child for whom the inhaler or epi-pen is not prescribed should such a child receive a dose of the medication;
- at least one emergency telephone number for contacting the physician in an emergency;
- at least one emergency telephone number for contacting the students parent, guardian, or other person having care or charge of the student in an emergency; and
- any other special instructions from the physician.

Adopted August 30, 2021

A written approval for both parents and physicians may be found at Form No. **2240.1**, Permission to Carry and Self-Administer Asthma Inhaler, and Form No. **2240.2**, Permission to Carry and Self-Administer Epinephrine Auto-injector.

Procurement and Possession of Inhalers by School

The School may procure and possess inhalers with or without spacers for use in emergency situations without possessing an otherwise required license from the State Board of Pharmacy. The School may also accept monetary donations to purchase inhalers with or without spacers and/or accept donated inhalers from a wholesale distributor of dangerous drugs or a manufacturer of dangerous drugs, as defined in section 4729.01 of the Revised Code. The School is encouraged to keep on hand at least two inhalers at all times.

Further, if the School chooses to procure inhalers, it shall report to the Department of Education, each procurement, and occurrence in which an inhaler is used from its supply.

The School must consult with a licensed health professional who is authorized to prescribe drugs to determine the following:

1. Prescriber-issued protocol specifying definitive orders for inhalers, including the dosages of medication to be administered through them, the number of times that each inhaler may be used before disposal, and the methods of disposal.
2. The inhalers shall be stored in the following locations:

_____.
3. An inhaler must be stored, replaced, and disposed of under the following conditions:

_____.
4. In addition to licensed school nurses and athletic trainers, the following school personnel may also access and use an inhaler to provide a dosage of medication to an individual in an emergency situation: _____

_____ (“School Personnel). School Personnel must complete the following training, in order to be authorized to access or use an inhaler: _____
_____.
5. Identified and trained individuals may administer an asthma inhaler to students, school employees or contractors, school visitors and other individuals in the school building in an emergency situation when a person exhibits signs and symptoms of asthma on school premises during the school day.
6. Assistance from an emergency medical service provider must be requested immediately after School Personnel use an inhaler;

Adopted August 30, 2021

7. The School will report each procurement of and occurrence in which an asthma inhaler is used to ODE per protocol.

School administration shall be responsible for identifying one or more locations in the school in which an inhaler must be stored. Inhalers must be stored in a safe, secure, accessible, locked location in accordance with ORC 3313.713 that will allow for rapid, life-saving administration. Inhalers that have expired should be disposed of according to manufacturer's guidelines. Used and expired inhalers shall be replaced in a reasonable time period.

Specifications of individuals who can provide a dosage of an asthma inhaler to an individual in an emergency situation

School administration shall be responsible for identifying individuals employed by or under contract with the district board, in addition to the school nurse licensed under section 3319.221 of the Revised Code or an athletic trainer licensed under Chapter 4755 of the Revised Code, who may access and use an asthma inhaler to provide a dose to an individual in an emergency situation.

Identified individuals specified above, other than a school nurse or athletic trainer, must complete training based on the protocol developed with the prescriber before being authorized to access and use an asthma inhaler. Only trained personnel should administer an asthma inhaler to a person believed to be having asthma symptoms. Emergency medical services must be requested immediately after an asthma inhaler is used by an employee or contractor, other than a school nurse, athletic trainer, or another licensed health professional.

Cardiopulmonary Resuscitation (CPR) and Automated External Defibrillator (AED) 2017-2018 Instruction and Staff Training

Beginning with the 2017-2018 school year, the School will provide students instruction in CPR and the use of an AED as required pursuant to O.R.C. 3314.03(A)(11)(k). Students shall be excused from the CPR and AED instruction requirement if 1) the student's parent or guardian request, it in writing, or 2) if the student is a child with a disability and is incapable of performing the psychomotor skills required to perform CPR and the use of AED.

The School shall provide training in the use of an AED to at least ____ people employed by that School. Said training must be received by each employee no later than July 1, 2018, and once every five years thereafter.

The ability to keep an AED on School property is discretionary, and the Governing Authority has the authority to determine whether or not the School keeps an AED on School property.

Liability

The School, Governing Authority Members, Staff members, and all other employees shall not be held liable for any damages or claims allegedly arising any of the following:

- incorrectly prohibiting a student from using an inhaler or epi-pen because of the good faith belief that the conditions of this Policy had not been satisfied;
- incorrectly permitting a student to use an inhaler or epi-pen because of the good faith belief that the conditions of this Policy had been satisfied; and
- use of the inhaler or epi-pen by a fellow student for whom it was not prescribed.

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- an act or omission associated with procuring, maintaining, accessing, or using an inhaler, unless the act or omission constitutes willful or wanton misconduct.

This Policy does not eliminate, limit, or reduce any other immunity or defense that the School, Governing Authority Members, Staff members, or any other employee may be entitled to under Chapter 2744, or any other provision of the Revised Code or under the common law of Ohio.

Ohio: R.C. 3313.716, R.C. 3313.718, R.C. 3314.14.

Cross-Reference: Form No. **2240.1**, Permission to Carry and Self-Administer Asthma Inhaler; Form No. **2240.2**, Permission to Carry and Self-Administer Epinephrine Auto-injector; Policy No. **2230**, Medication Administration; Policy No. **2241** Procurement of Epinephrine Auto-injectors by Schools; Policy No. **2250**, Known Food Allergies.

Permission to Carry and Self-Administer Asthma Inhaler**Physician Authorization** *(to be completed by the physician)*

The following student has the approval to possess and use an asthma inhaler, as described below, to alleviate asthmatic symptoms or before exercise to prevent the onset of asthmatic symptoms.

Name of Student: _____

Student Address: _____

Name and Dose of Medication: _____

Begin Date: _____ End Date (if known): _____

List any possible adverse reactions that should be reported to the physician: _____

State the procedure to be followed if the asthma inhaler does not alleviate asthmatic symptoms:

List any possible adverse reactions that may occur to another student, for whom the inhaler is not prescribed, should such student receive a dose of the medication: _____

Any other special instructions: _____

Physician Name: _____

Physician Signature: _____ Date: _____

Emergency Phone Number: _____

Parental Authorization *(to be completed by parent for all minor students)*

I, _____, am the legal parent or guardian of the above-named student and hereby give permission for this student to carry and use the asthma inhaler described above at the School and any activity, event, or program sponsored by the School or in which the School is a participant.

Parent Signature: _____ Date: _____

Emergency Contact Number: _____

This form must be fully completed and turned in to the Head Administrator and the School Nurse, if one exists.

Adopted August 30, 2021

Permission to Carry and Self-Administer Epinephrine Autoinjector**Physician Authorization** *(to be completed by the physician)*

The following student has the approval to possess and use an epinephrine autoinjector (EpiPen), as described below, to treat anaphylaxis.

Name of Student: _____

Student Address: _____

Name and Dose of Medication: _____

Begin Date: _____ End Date (if known): _____

List any possible adverse reactions that should be reported to the physician: _____

State the procedure to be followed if the EpiPen does not alleviate asthmatic symptoms:

List any possible adverse reactions that may occur to another student, for whom the EpiPen is not prescribed, should such student receive a dose of the medication: _____

Any other special instructions: _____

Physician Name: _____

Physician Signature: _____ Date: _____

Emergency Phone Number: _____

Parental Authorization *(to be completed by parent for all minor students)*

I, _____, am the legal parent or guardian of the above-named student and hereby give permission for this student to carry and use the EpiPen described above at the School and any activity, event, or program sponsored by the School or in which the School is a participant.

Parent Signature: _____ Date: _____

Emergency Contact Number: _____

Adopted August 30, 2021

**Ohio Department of Health/Ohio Association of School Nurses
Asthma Emergency Action Plan
Order for Administration Asthma Inhalers in School for Asthma Emergencies**

SYMPTOMS

For **Any** of the Following **SYMPTOMS**
(Stay with individual. Never leave them alone.)

One or more of the following:

- Marked breathlessness
- Use of accessory muscles
- Chest tightness/chest pain
- Nasal flaring
- Inability to speak short phrases
- Drowsiness
- Paleness or blueness around mouth or fingernails

ACTION STEPS

**1. ADMINISTER ASTHMA INHALER
IMMEDIATELY!**

(See medication/dosage below)

2. Call EMS (911) if administered by other than School Nurse or Athletic Trainer
3. Begin monitoring (see box below)

MONITORING

**Monitoring after 911 is called –Airway, Breathing and Cardiac.
Stay with individual; alert healthcare professional and parent.**

Note:

- ☐ Record time asthma inhaler used and inform rescue squad upon arrival.
- ☐ Restrict physical activity and allow individual to rest
- ☐ Provide First Aid/CPR as necessary; AED if available.

MEDICATION/DOSAGE

Medication/Dosage: Select appropriate asthma inhaler and dose based on practitioner's orders. Review manufacturer's instructions for specific use of asthma inhaler with or without a spacer.

Additional comments:

AUTHORIZED SIGNATURES

Licensed Healthcare Professional Authorized to Prescribe

Name/Title (Printed): _____ Signature: _____

Contact Phone Number: _____

Adopted August 30, 2021

Practice Name: _____

Practice Address: _____

Authorization Dates: Start _____ Stop _____

Adopted August 30, 2021

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School Use only:

School Administrator Authorization

Name/Title (Printed): _____

School Building: _____

Note: Administrator responsible for maintaining list of trained, designated personnel for asthma inhaler

Signature: _____

Date: _____

This sample resource is located at the ODH School Nursing website,
<http://www.odh.ohio.gov/odhprograms/chss/schnurs/schnurs1.aspx>,
click on "Forms"

Adopted August 30, 2021

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Ohio Department of Health

Anaphylaxis Emergency Action Plan

Order for Administration Epinephrine Autoinjector in Individuals WITHOUT a Specific Order

SYMPTOMS

For Any of the Following SYMPTOMS (*Stay with individual. Never leave alone.*) One or more of the following:
 LUNG: Short of breath, wheezing, repetitive coughing
 HEART: Pale, blue, faint, weak pulse, dizzy, confused
 THROAT: Tight, hoarse, trouble breathing and/or swallowing/speaking
 MOUTH: Significant swelling of the tongue and/or lips
 SKIN: Many hives over body, widespread redness
 GUT: Repetitive vomiting, severe diarrhea
 NEURO: Feeling something bad is about to happen, anxiety, fear



ACTION STEPS

1. INJECT EPINEPHRINE AUTOINJECTOR IMMEDIATELY! (See medication/dosage below)
2. Call EMS (911)
3. Begin monitoring (see box below)
4. Send used autoinjector(s) to emergency department with individual or discard appropriately

MONITORING

Monitoring after 911 is called –Airway, Breathing, and Cardiac.
 Stay with individual; alert healthcare professional, principal and parent.

Note:

- R** Record time epinephrine autoinjector used and inform rescue squad upon arrival.
- R** Continue to keep on back with legs elevated legs above the heart. If difficulty breathing or vomiting present, let individual sit up or lie on side.
- R** Provide First Aid/CPR as necessary; AED if necessary and available.

MEDICATION/DOSAGE

Medication/Dosage: Select appropriate epinephrine autoinjector dose, based on weight. If unable to assess weight, use larger dose. Review manufacturer's instructions for specific use of epinephrine autoinjector.

- Dosage: o 0.15mg Epinephrine autoinjector IM, if less than 66 pounds
 o 0.30mg Epinephrine autoinjector IM, if 66 pounds or more
 o A second epinephrine autoinjector dose can be given 5 or more minutes after the first if symptoms persist or recur. Additional comments: _____

AUTHORIZED SIGNATURES

Licensed Healthcare Professional Authorized to Prescribe

Name/Title (Printed): _____

Contact Phone Number: _____

Signature: _____

Practice Name: _____

Practice Address: _____

Authorization Dates: Start _____ Stop _____

Adopted August 30, 2021

School Use only:

School Administrator Authorization

Note: Administrator responsible for maintaining list of trained, designated personnel for epinephrine autoinjector

Name/Title (Printed): _____ Signature: _____ School Building: _____

Date: _____

This sample resource is located at the ODH School Nursing website,
<http://www.odh.ohio.gov/odhprograms/chss/schnurs/schnurs1.aspx>,
[click on "Forms"](#)

Adopted August 30, 2021

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Procurement of Epinephrine Auto-Injectors by Schools

The School shall procure epinephrine auto-injectors ("Epi-Pens") for use in emergency situations. Epinephrine is a prescription drug used to treat life-threatening allergic reactions caused by insect bites or stings, foods, medications, latex, and other causes. The School may procure epinephrine autoinjectors through purchase or may accept donations of epinephrine autoinjectors from a wholesale distributor of dangerous drugs or a manufacturer of dangerous drugs, as defined in section 4729.01 of the Revised Code. The district may accept donations of money to purchase epinephrine autoinjectors.

The School will obtain a prescriber-issued protocol specifying definitive orders for epinephrine autoinjector and dosages of epinephrine to be administered through them. This prescriber shall be a licensed health care professional authorized to prescribe drugs, as defined in section 4729.01 of the Revised Code.

The Head Administrator shall adopt a policy and procedures, governing the maintenance and use of Epi-Pens. The Head Administrator shall consult with a licensed health professional who is authorized to prescribe drugs ("Prescriber") when developing the procedure, which shall:

- include a prescriber-issued protocol specifying definitive orders for Epi-Pens and the dosages of epinephrine to be administered through the Epi-Pens;
- identify the location(s) in each school building where the Epi-Pens shall be stored. Epinephrine autoinjectors must be stored in a safe, secure, accessible, locked location in accordance with ORC 3313.713 that will allow for rapid, life-saving administration.;
- specify the conditions under which Epi-Pens must be stored, replaced, and disposed of. Epinephrine autoinjectors that have expired should be disposed of in a sharps container. Epinephrine autoinjectors that have been used should either be sent with emergency medical services or disposed of in a sharps container. Used and expired epinephrine autoinjectors shall be replaced in a reasonable time period;
- specify the individuals employed by or under contract, in addition to a licensed School nurse and licensed athletic trainer, who may access and use Epi-Pens in emergency situations;
- specify the training that employees or contractors (besides School nurses or athletic trainers) must complete before being authorized to access and use Epi-Pens;
- identify the emergency situations, including when an individual exhibits signs and symptoms of anaphylaxis, in which a School nurse, athletic trainer, or other trained employee/contractor may access and use an Epi-Pen; specify that assistance from an emergency medical service provider (911) must be requested immediately after an Epi-Pen is used; and specify individuals, in addition to students, employees, contractors, and visitors, to whom a dosage of epinephrine may be administered through an Epi-Pen in an emergency situation.

Each building shall contain at least two (2) Epi-Pens of both prescribed doses in their building. In procuring Epi-Pens, the Board will accept donations of Epi-Pens from wholesale distributors of

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dangerous drugs or manufacturers of dangerous drugs, as well as donations of money from any person to purchase Epi-Pens. The Head Administrator shall report to the Ohio Department of Education ("ODE"), in the form and manner determined by ODE, each procurement of Epi-Pens and each occurrence in which an Epi-Pen is used from the School's supply.

In order to allow the use of an Epi-Pen in an emergency situation, the Head Administrator shall obtain a protocol from an authorized prescriber in order to administer epinephrine from the School's supply.

The Schools, members of its Governing Authority, employees, contractors and a licensed health professional authorized to prescribe drugs who personally furnishes or prescribes epinephrine autoinjectors, provides a consultation, or issues a protocol under this Policy, shall not be liable in a civil action for damages resulting from injuries arising from acts or omissions associated with procuring, maintaining, accessing, or using Epi-Pens in emergency situations, unless the act or omission constitutes willful or wanton misconduct.

Usage

Identified and trained individuals may administer an epinephrine autoinjector to students, school employees or contractors, school visitors and other individuals in the school building in an emergency situation when a person exhibits signs and symptoms of anaphylaxis on school premises during the school day.

Reporting

The School will report each procurement of and occurrence in which an epinephrine autoinjector is used to ODE per protocol.

R.C. 3314.143; 3313.7110

Adopted August 30, 2021

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Procurement of Asthma Inhalers by School

This Policy relates to the procedures for the obtaining, maintaining and using of certain asthma inhalers. The School may obtain asthma inhalers for use in Emergency Situations. This policy applies to inhalers that are used (1) to alleviate asthmatic symptoms, (2) are manufactured in the form of metered dose inhalers or dry powder inhalers, and (3) may include spacers; holding chambers; or other devices that attach to inhalers (collectively referred to as “Asthma Inhalers”). The School must consult with a licensed health professional who is authorized to prescribe drugs (a “Prescriber”) in developing this policy.

1. The Prescriber must develop a protocol regarding definitive orders for Asthma Inhalers, including dosage, the number of times an inhaler may be used, and disposal. The protocol is as follows:

_____.

2. Asthma Inhalers must be stored in the following location(s) _____.
3. The conditions under which the Asthma Inhalers must be stored, replaced, and disposed are _____.
4. The following are the employees or individuals under contract (“Designated Persons”) who may access and use epi-pens to provide a dosage of Epinephrine to an individual in Emergency Situations:
 - _____.
5. The School may require all Designated Persons—other than licensed school nurses and athletic trainers—to complete training before being authorized to access or use Asthma Inhalers. This training includes: _____.
6. The following are Emergency Situations in which an Asthma Inhaler may be administered:
 - When an individual exhibits signs and symptoms asthma.
 - _____.
 - _____.
7. After an epi-pen is used, an emergency medical service provider must be requested immediately.
8. Asthma Inhalers may be administered in Emergency Situations to the following individuals:
 - Students,

Adopted August 30, 2021

- school employees or contractors,
- school visitors,
- _____.

It is recommended that the School maintain at least two Asthma Inhalers at all times. The School shall report to the Department of Education and the Ohio Department of Job and Family Services each time an Asthma Inhaler is obtained and used.

The School may accept financial donations from individuals for the purpose of purchasing Asthma Inhalers and may accept donated Asthma Inhalers from a wholesale distributor of dangerous drugs or a manufacturer of dangerous drugs, as defined in section 4729.01 of the Revised Code.

The Governing Authority and its employees and contractors have qualified immunity from liability for injuring resulting from the use of an Asthma Inhaler under this policy.

Ohio: R.C. 3313.7110

Cross-Reference: Policy No. **2240**, Student Use of Inhalers and Epinephrine Auto-injectors; Permission to Carry and Self-Administer Epinephrine Auto-injector; Policy No. **2230**, Medication Administration; Policy No. **2250**, Known Food Allergies.

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Known Food Allergies

The School seeks to provide a safe environment for all its students. The School understands that peanut and other food allergies present serious dangers to students and have become increasingly common. This policy seeks to reduce the likelihood of accidental exposure allergic reactions and to create a clear action plan should an allergic reaction occur.

Emergency Food Allergy Plan

An Emergency Food Allergy Plan (EFAP) shall be created for each student identified with any peanut or other food allergy. The EFAP shall be developed by the student's parents, the student's physician/allergist, and the School nurse (or other appropriate designee of the School). A separate EFAP shall be completed for each known peanut or other food allergy and shall be completed prior to entry into the School or immediately after the diagnosis. Each EFAP must be reviewed on a yearly basis.

Each EFAP shall contain detailed information about preventative measure to avoid accidental exposure and emergency measures in case the student is exposed to the allergen.

The School shall share the student's EFAP with Staff members as appropriate.

With the consent of the student's parents (or with the consent of the student, if the student is over eighteen (18) years of age), the School may utilize the EFAP or the information contained therein in its efforts to educate and/or notify classmates and/or classmates parents of the student's peanut or other food allergy.

School Responsibilities

The School shall

- review and maintain all health records and EFAPs submitted by parents and doctors;
- review this policy and prevention plans with core staff members; and
- follow all state/federal laws regarding sharing medical information.

Student's Responsibilities

Students with known peanut or other food allergies should take several steps to prevent allergic reactions. Students:

- should not trade food with others;
- should not eat anything with unknown ingredients; and
- identify an adult immediately if they eat something that may contain peanuts or other foods to which they are allergic

Parental Responsibilities

The parents of each student with a known peanut or other food allergy shall do each of the following:

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- notify the Head Administrator of the known peanut or other food allergy in writing at the beginning of each school year (a sample notification form is included as Form No. **2250.1**);
- execute an Emergency Medical Authorization Form (included as Form No. **2410.1** for the student, listing all known peanut or other food allergies in the appropriate section;
- develop an Emergency Food Action Plan;
- provide the School with all medication(s) to be used in the case of an allergic reaction, along with the completed copy of Form No. **2230.1**, Medication Request Form, or, if the student will carry and self-administer an EpiPen, shall submit a completed copy of Form No. **2240.2**, Permission to Carry and Self-Administer Epinephrine Autoinjector; and
- work with the student in managing the student's food allergy including reviewing the student's responsibilities listed in this policy, reviewing the weekly lunch menu to identify appropriate foods, establishing a list of "safe foods" which do not contain the known allergen, and discussing the self-discipline that is required at School functions and other activities where food is being offered.

Ohio: R.C. 3313.719.

Cross-Reference: Form No. **2230.1**, Medication Requests Form; Form No. **2240.2**, Permission to Carry and Self-Administer Epinephrine Autoinjector; Form No. **2250.1**, Notification of Known Food Allergy; Policy No. **2230**, Medication Administration; Policy No. **2240**, Student Use of Inhalers and Epinephrine Autoinjectors.

Adopted August 30, 2021

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This form must be fully completed and turned in to the Head Administrator and the School Nurse if one exists.

Notification of Known Food Allergy

Student Food Allergy Information

Student Name: _____ Grade: _____

Food Allergy: _____

Recommended Actions and/or Medications: _____

This food allergy is potentially life-threatening: ☐ Yes ☐ No

Parental Certification

I, _____, the legal parent or guardian of the above-named student, hereby certify the following:

- I have completed and submitted to the School an Emergency Medical Authorization Form;
- I have cooperated with the appropriate School officials in creating or updating a Food Action Allergy Plan;
- I have educated by child regarding effective management of this food allergy. We have identified a list of “safe foods,” will review the weekly lunch menu together, and have discussed the self-discipline that will be necessary at any School event or activity where food is being offered.

Please Check: ☐ Yes ☐ No I give my permission for the School to notify classmates and classmates parents about my child’s food allergy.

Parent Signature: _____ Date: _____

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Physical Activity Waiver and Consent

At the beginning of each school year, a Physical Activity Waiver and Consent Form, included as Form No. **2260.1**, shall be distributed to all students. Students shall not be permitted to participate in any sports or extra-curricular activities until this form has been completed and returned to the School.

Cross-Reference: Form No. **2260.1**, Physical Activity Waiver and Consent Form.

Adopted August 30, 2021

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Physical Activity Waiver and Consent Form

Student Name: _____ Sex: ☐ Male ☐ Female
 Address: _____ City: _____ State: _____ Zip: _____
 Date of Birth: _____ Age: _____ Grade: _____

Please list any illness, injury, or medical condition that would limit your child's ability to participate in the School's extra-curricular or fitness programs in any way. Please write "none" if you child has no such limitations. _____

Note: If your child has asthma but will still be participating in extracurricular and fitness programs, he/she must bring the inhaler each day. You MUST fill out the appropriate permission form for your child to be permitted to carry and self-administer the inhaler.

I, _____, the legal parent or guardian of the above-named child, hereby acknowledge and certify the following:

- To the best of my knowledge, the above named child is physically fit to participate in all sporting events and School-related physical activities.
- I agree to abide by the rules and regulations of the School's fitness and extra-curricular programs.
- I understand that it is solely my responsibility to provide adequate insurance coverage for the above-named child in case of any resulting injury.
- I am aware that playing or practicing to play/participate in any sport, dance, or other extra-curricular activity can be dangers and involves risks of injury including, but not limited to: death, serious neck and spinal injuries (which may result in complete or partial paralysis); brain damage; injury to internal organs, bones, joints, ligaments, muscles, tendons and other aspects of the skeletal system; and injury or impairment to other aspects of the body general health, and well-being of my child. I further understand that the risks of participation are not limited to serious injury, but also in an impairment of my child's future abilities to earn a living, to engage in other business, social and recreational activities and to generally enjoy his/her life.
- I release from liability the School, Staff members, and any other employee or representative thereof from any injuries sustained during my child's participation in all sporting events, practices, and extra-curricular activities.

By signing below, I acknowledge that I have read and understand the criteria for extra-curricular events and fitness classes, and that all information provided above is correct. If my child uses an inhaler, I will complete and return the appropriate permission forms.

Parent Signature: _____ Date: _____
 Home Phone Number: _____ Cell Phone Number: _____

****Note:** Original must be filed with the School Office. Copies will not be accepted.

Adopted August 30, 2021

Diabetic Care

The School is committed to ensuring that each student enrolled with diabetes receives appropriate and needed diabetes care in accordance with an order signed by the student's treating physician.

The diabetes care to be provided includes any of the following: checking and recording blood glucose levels and ketone levels or assisting the student with checking and recording these levels; responding to blood glucose levels that are outside of the student's target range; in the case of severe hypoglycemia, administering glucagon and other emergency treatments as prescribed; administering insulin or assisting the student in self-administering insulin through the insulin delivery system the student uses; providing oral diabetes medications; understanding recommended schedules and food intake for meals and snacks in order to calculate medication dosages pursuant to the student's physician's order; following the physician's instructions regarding meals, snacks, and physical activity; and administering diabetes medication, as long as the conditions described below are satisfied.

Within fourteen (14) days after the School receives an order signed by the student's treating physician, it shall inform the student's parent or guardian that the student may be entitled to a Section 504 Plan regarding the student's diabetes.

The administration of diabetes medication shall be in accordance with Policy No. **2230 Medication Administration**. Also, a School employee who has received training provided by the School which training complies with the Ohio Department of Education's training guidelines, and complies with the following additional requirements: The training must be coordinated by a School nurse, or if the School does not employ a School nurse, a medical or osteopathic doctor, a registered nurse, or a licensed practical nurse with expertise in diabetes; The training will take place prior to the beginning of each school year or, as needed, not later than fourteen (14) days after the Board receives a physician's order related to a student with diabetes; Upon completion of the training, the Board will determine whether each trained employee is competent to provide diabetes care; The School nurse, medical or osteopathic doctor, registered nurse, or licensed practical nurse who provided the training will promptly provide all necessary follow-up training and supervision to an employee who receives training.

The head of school will distribute a written notice to each employee containing the following information: A statement that the School is required to provide diabetes care to a student with diabetes and is seeking employees who are willing to be trained to provide that care; A description of the tasks to be performed; A statement that participation is voluntary and that the School will not take action against an employee who does not agree to provide diabetes care, including that the employee will not be penalized or disciplined for refusing to volunteer to be trained in diabetes care; A statement that training will be provided by a School nurse, a medical or osteopathic doctor, a registered nurse, or a licensed practical nurse with expertise in diabetes to an employee who agrees to provide care; A statement that a trained employee will not be subject to disciplinary

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action by the Board for providing care or performing duties to students with diabetes; A statement that a trained employee is immune from liability for damages in a civil action for injury, death, or loss to person or property allegedly arising from providing care or performing duties (unless the act or omission constitutes willful or wanton misconduct); The name of the individual to contact if an employee is interested in providing diabetes care.

A student's diabetes medication will be kept in an easily accessible location.

A student with diabetes will be permitted to attend to his or her diabetes care and management, in accordance with the student's physician's order, during regular school hours and School-sponsored activities only if: the student's parent or guardian provides a written request that the student be permitted to attend to his or her diabetes care and management while at School and the student's physician has authorized such self-care and determined that the student is capable of performing diabetes care tasks.

A student with diabetes is permitted to perform diabetes care tasks in a classroom, in any area of the School or School grounds, and at any School-related activity. The student must have access to a private area for performing diabetes care tasks if the student or the student's parent or guardian makes such a request.

A student with diabetes is permitted to possess on the student's self at all times all necessary supplies and equipment to perform diabetes care tasks. If the student performs any diabetes care tasks or uses medical equipment for purposes other than the student's own care, the School will revoke the student's permission to attend to the care and management of the student's diabetes.

The School will provide training in the recognition of hypoglycemia and hyperglycemia, and actions to take in response to emergency situations involving these conditions, to both of the following: a School employee who has primary responsibility for supervising a student with diabetes during some portion of the school day, and a bus driver employed by the School who transports a student with diabetes.

By December 31 of each year, the School will report to the Ohio Department of Education the following information regarding students with diabetes: the number of students with diabetes enrolled in the School during the previous school year, and the number of errors associated with the administration of diabetes medication to students with diabetes during the previous school year.

Ohio: R.C. 3313.7112; R.C. 3314.03.

Cross-Reference: Policy No. **2230**, Medication Administration; Form No. **2230.1**, Medication Request Form; Form No. **2230.2**, Parental Notification Regarding Medications.

Adopted August 30, 2021

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Student Wellness and Success Program

The funding received by the School for student success and wellness initiatives, shall be used for the following: Mental health services;

Services for homeless youth;

Services for child welfare involved youth;

Community liaison;

Physical health care services;

Mentoring programs;

Family engagement and support services;

City connects programming;

Professional development regarding the provision of trauma informed care;

Professional development regarding cultural competence;

Student services provided prior to or after the regularly scheduled school day or any time school is not in session.

The School shall develop a plan for utilizing the student wellness and success funds it receives in coordination with at least one of the following community partners:

A board of alcohol, drug and mental health services established under Chapter 340 of the Revised Code;

An educational service center;

A county board of development disabilities;

A community-based mental health treatment provider;

A board of health of a city or general health district;

A county department of job and family services;

A nonprofit organization with experience serving children;

A public hospital agency.

Adopted August 30, 2021

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At the end of each school year, the School shall submit a report to the Ohio Department of Education, describing the initiative or initiatives on which the School's student wellness and success funds were spent during the school year.

Ohio: R.C. 3317.26.

Policy No. **2290**

Animals on School Property

Service animals shall be permitted on School property in accordance with state and federal law, as well as this policy. Other live animals are prohibited from being brought onto School property by students, staff, or members of the community unless specifically permitted by the Head Administrator in accordance with this policy.

Licensing and Health Requirements

Any animals on School property, whether on a temporary basis, such as for an approved educational program or to conduct searches for illegal substances by local authorities, or on a regular basis, such as a service animal for a student or employee with disabilities or a classroom pet, are subject to local licensing and registration requirements, as well as local animal control or public health/veterinary requirements set forth in local and state law.

Service Animals

Definition

A service animal is any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition.

The work or tasks performed by a service animal must be directly related to the individual's disability. Examples of work or tasks include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing non-violent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.

The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition.

Under federal regulations, a miniature horse may be a service animal, if the miniature horse has been individually trained to do work or perform tasks for the benefit of the individual with a disability. The School will allow for the use of a miniature horse as a service animal and/or make modifications to buildings in accordance with federal law.

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Documentation/Permission

Service animals for students

The Head Administrator shall ensure that a service animal's presence on School property is preceded by proper documentation including a current IEP or Section 504 Plan stating that the use of a service animal is required, and a current, certified health certificate or report from a veterinarian in compliance with local and state public health and vaccination requirements.

If an individual other than the student is required to handle the service animal on School property, the handler shall complete, on an annual basis, a satisfactory criminal background check under Policy **6120** before being permitted on School grounds. The students/parent should be provided with a copy of this policy.

Service animals for employees

An employee may request the use of a service animal as a reasonable accommodation for a disability under the ADA, and the School and employee shall engage in the interactive process as mandated by law. Approval of the accommodation shall be memorialized in writing.

Prior to the service animal's presence on School property, the employee shall present to the Governing Authority a current, certified health certificate or report from a veterinarian in compliance with local and state public health and vaccination requirements. The employee should be provided with a copy of this policy.

Service animals for others

Individuals with disabilities may be accompanied by their service animals in all areas of the School's facilities where members of the public; participants in services, programs, or activities; vendors; or invitees may go. In situations where an individual with a disability who is not a student or employee of the School enters School property with a service animal and it is not obvious that the dog is a service animal, staff may ask only two specific questions: (1) is the dog a service animal required because of a disability? and (2) what work or task has the dog been trained to perform? Staff may not request any documentation for the dog, require that the dog demonstrate its task, or inquire about the nature of the person's disability.

Transportation

The Head Administrator and appropriate transportation personnel shall meet with a student to be transported by the School, the student's parent(s), and, as pertinent, the service animal's handler prior to the service animal gaining access to transportation. At the meeting, the parties shall determine whether the service animal will be secured by tether or harness and will identify commands for daily interaction and emergency situations. The service animal will participate in emergency evacuation drills with the student.

The service animal shall be excluded from transportation vehicles if the student/handler is unable to control the service animal's behavior, posing a direct threat to the health or safety of others, or if the service animal urinates or defecates in the vehicle.

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When a service animal is excluded from transportation, the transportation services required by a student's IEP or Section 504 Plan shall remain the School's responsibility.

Removal

If admitting service animals would fundamentally alter the nature of the educational program, service animals may be prohibited. In addition, if a service animal is out of control and the handler does not take effective action to control it, or if it is not housebroken, that animal may be excluded from School property by the Head Administrator. Should a service animal be excluded under this policy, the School will permit the individual with a disability to have the opportunity to participate in the service, program, or activity without having the service animal on the premises.

Allergies/Fear of Animals

Allergies and fear of dogs are not valid reasons for denying access or refusing service to people using service animals. If a person is at documented risk of a significant allergic reaction to an animal, the School shall determine, on a case-by-case basis, a way to accommodate both the individual using the service animal and the individual with the allergy.

Responsibility/Liability

A service animal shall be under the control of its handler. A service animal shall have a harness, leash, or other tether, unless either the handler is unable because of a disability to use a harness, leash, or other tether, or the use of a harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case the service animal must be otherwise under the handler's control (e.g., voice control, signals, or other effective means).

A service animal is the personal property of the owner (including the student and/or parent). The School does not assume responsibility for the handling, training, daily care, health, or supervision of any service animal. The School does not assume liability for any losses, damages, injuries, claims, actions, legal proceedings, judgments, and/or expenses in any way arising out of or in connection with the presence or use of service animals on School property or at School-sponsored activities, including while being transported to/from such activities. The owner of the service animal assumes all such responsibility and liability.

Non-Service Animals

An employee may request permission from the Head Administrator to have a non-service animal in the classroom for an identified purpose related to the curriculum. The staff member receiving such permission shall: (1) provide a current, satisfactory health certificate or report from a licensed veterinarian for the animal; (2) treat the animal humanely and ensure that students do the same; (3) provide appropriate housing (such as a tank, cage, or hutch) that is secure and cleaned regularly; (4) ensure that students wash their hands immediately after handling the animal; (5) keep the rest of the classroom as affected by the animal in a clean and sanitary condition and restrict the animal from any area where food is prepared or served; and (6) take any precautions necessary to protect the health and safety of students and staff.

Permission for a non-service animal shall not be granted where the documented allergy of a student or staff member cannot be accommodated.

Adopted August 30, 2021

General Health and Safety Policies

2300

Adopted August 30, 2021

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Hand Washing Requirements

The School recognizes that hand washing is a simple and effective way to decrease the spread of illness and disease. By decreasing the spread of illness and disease, the School can more effectively protect and educate its students. Accordingly, the following rules, guidelines, and procedures apply to all School members. Food service operators and any employee or other individual who participates in food preparation or service are subject to additional rules stated in this policy.

Hand Washing Stations

Hand washing is only permitted in designated hand washing stations. A waste container shall be provided directly near the hand washing station or, if the hand washing station is in a restroom, near the restroom door.

Hand Washing Technique and Requirements

The proper hand washing technique is as follows:

1. rinse hands and forearms under warm, clean running water (at least 100° F);
2. apply soap and scrub all surfaces of the hands, fingers, and forearms vigorously for at least fifteen (15) to twenty (20) seconds, paying particular attention to the area under the fingernails and between fingers;
3. rinse thoroughly with clean, warm running water (at least 100° F) for five (5) to twenty (20) seconds;
4. thoroughly dry the hands and forearms either by using a single-use paper towel or placing hands under heated-air hand-drying device for at least thirty (30) seconds; and
5. use a paper towel to turn off the faucet and open the restroom door as you leave.

Hands shall be washed:

- after using the toilet;
- before and after eating;
- after changing a diaper-wash the diaper-wearer's hands, too;
- after touching animals or animal waste;
- before and after preparing food, especially before and immediately after handling raw meat, poultry, or fish;
- after blowing your nose;
- after coughing or sneezing into your hands;
- before and after treating wounds or cuts;
- before and after touching a sick or injured person;
- after handling garbage;
- before inserting or removing contact lenses;
- entering a food preparation area;
- after any cleanup activity;
- putting on clean, single-use gloves for working with food and between glove changes;
- handling soiled dishes, equipment, or utensils;

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- touching bare human body parts other than clean hands and forearms (e.g. hair, face);
- handling money; and
- any other activity that contaminates the hands.

Hand Sanitizers

With the one exception indicated below, hand sanitizers shall not be used to replace effective hand washing but may be used in addition to proper hand washing to further inhibit the spread of disease and illness. Hand sanitizers shall be used in the manner prescribed by the manufacturer, and only those hand sanitizers that are approved by a Food Contact Substance Notification shall be permitted for use.

If soap and water are not readily available, and hands are not visibly soiled, hand sanitizer gel or wipes may be used instead of proper hand washing techniques.

Food Service Operators/Preparation

All individuals who prepare or serve food shall be trained in the proper hand washing technique. This training shall demonstrate the proper hand washing technique, and may be presented as a video, live demonstration, or in any other effective manner.

Hand washing stations shall be made available to food service employees at all times. All food service individuals shall only use designated hand-washing stations and shall wash their hands in use food preparation, utility, and dishwashing sinks.

A hand washing sign, in a language understood by all food service employees, shall be posted at each hand washing station, restroom, or food preparation area. The sign shall remind food service employees to wash their hands and should include information on the proper hand washing technique. A sample hand washing sign is included herein as Form No. **2310.1**.

The Head Administrator or the contracted food service operator may designate an individual as hand washing monitor. This individual shall be responsible for ensuring that hand washing stations are fully equipped and properly functioning at all times. The monitor shall also be responsible for ensuring that all food service employees wash their hands at all appropriate times using the appropriate hand washing technique.

If a food service employee is seen not washing their hands at the required time or using the appropriate technique, the employee will be asked to wash or re-wash their hands using the appropriate technique. Refusal or failure to adhere with this Policy may result in disciplinary action, up to and including termination.

Cross Reference: Policy No. **2110**, Food Services Program; Policy No. **2130**, Wellness Policy; Policy No. **2420**, Communicable Diseases; Form No. **2310.1**, Hand Washing Sign.

Adopted August 30, 2021

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Hand Washing Sign

Sign adopted from the Center for Disease Control. The sign is available at:
<https://www.cdc.gov/handwashing/pdf/wash-your-hands-poster.pdf>

Adopted August 30, 2021

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Stop Germs! Stay Healthy! Wash Your Hands

WHEN?

- Before, during, and after preparing food
- Before eating food
- Before and after caring for someone who is sick
- Before and after treating a cut or wound
- After using the toilet
- After changing diapers or cleaning up a child who has used the toilet
- After blowing your nose, coughing, or sneezing
- After touching an animal, animal feed, or animal waste
- After handling pet food or pet treats
- After touching garbage

Keeping hands clean is one of the most important things we can do to stop the spread of germs and stay healthy.

HOW?

- **Wet** your hands with clean, running water (warm or cold), turn off the tap, and apply soap.
- **Lather** your hands by rubbing them together with the soap. Be sure to lather the backs of your hands, between your fingers, and under your nails.
- **Scrub** your hands for at least 20 seconds. Need a timer? Hum the "Happy Birthday" song from beginning to end twice.
- **Rinse** hands well under clean, running water.
- **Dry** hands using a clean towel or air dry them.



For more details on handwashing, visit CDC's Handwashing Website at www.cdc.gov/handwashing



U.S. Department of Health and Human Services
Centers for Disease Control and Prevention

CS245253A

Adopted August 30, 2021

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Personal Safety

The guidelines and procedures listed below shall be adhered to by all students, Staff members, and other employees of the School.

- When working with or near machinery, individuals no loose clothing, rings, or other jewelry shall be worn, all scarves or neckties shall be securely attached to the body, and all hair shoulder-length or longer shall be tied back or otherwise effectively contained in a hat or hair net.
- When performing a task or activity for which hand protection is necessary or advisable, appropriate gloves or other hand protection may be obtained from the Staff member or Head Administrator.
- When working on a task or in an area that involves the risk of falling debris or other items, appropriate head protection shall be worn at all times.
- Appropriate face protection and industrial quality eye protective devices that complies with applicable state and federal laws and regulations shall be worn at all times while participating in or observing any activity involving exposure to:
 - 1) Hot molten metals or other molten materials;
 - 2) Milling, sawing, drilling, turning, shaping, cutting, grinding, buffing, or stamping of any solid materials;
 - 3) Heat treatment, tempering, or kiln firing of any metal or other materials;
 - 4) Gas or electric arc welding or other forms of welding processes;
 - 5) Repair or servicing of any vehicle;
 - 6) Caustic or explosive materials, hot liquids or solids, injurious radiations, or other hazards.

Such devices may be furnished for all students, teachers and visitors to the classroom, or they may be purchased and sold at cost to students and teachers, or made available for a moderate rental fee, and shall be furnished for all visitors to such shops and laboratories.

- When working on a task or in an area involving caustic or corrosive substances, chemicals, or other irritants, face shields, aprons, gloves, and chemical-resistant footwear shall be provided by the School and worn at all times.

The procedures and guidelines listed below apply specifically to Staff members and other employees.

- Appropriate shoes should be worn in all situations, including steel-toed and/or slip-resistant shoes where necessary to protect feet and/or secure footing.
- Staff members who require prescription glasses and who regularly work on tasks or in areas requiring eye protection may request prescription safety glasses through the Head Administrator. Such prescription safety glasses will be provided at the expense of the School.
- Staff members who work in conditions where the noise level regularly meets or exceeds eighty (80) decibels may obtain noise mufflers or other noise protection from the Head Administrator. The School shall also provide these employees with yearly hearing tests.

Adopted August 30, 2021

Cross Reference: Policy No. **2330**, Equipment Safety; Policy No. **2500**, Environmental Safety; Policy No. **5720**, Communicable Disease Prevention and Safety.

Policy No. **2330**

Equipment Safety

As an active learning environment, the School relies on a variety of Equipment to aid in educating students and to maintain the School's facilities. To ensure the safety of everyone in the School and to further the School's educational mission, all equipment must be properly maintained and used with caution. Additionally, all equipment should be use efficiently to prevent unnecessary use of resources.

The School requires all Staff members to be familiar with the appropriate ways to use School equipment and shall handle all equipment with care so as to avoid potential damage. Upon determining that equipment that is broken or otherwise malfunctioning, an employee shall be informed. The employee shall immediately report the damage to the Head Administrator.

Electrical equipment poses a particular set of hazards. All students and Staff members who use or otherwise come into contact with portable electrical equipment shall abide by the following rules and procedures:

- prior to using, an employee shall inspect the equipment, including attached cords and plugs, shall be inspected both internally and externally;
- electrical cords shall not be used as handles to raise, lower, or otherwise direct the movement of the attached electrical equipment;
- electrical cords shall not be stapled, nailed, or otherwise treated in any manner which would involve a risk of damaging the outer jacket;
- portable grounding equipment shall not be used without an equipment grounding conductor built into the electrical cord;
- protective equipment shall be used in situations where contact with an electrical cord or equipment could form or complete a dangerous conducting path; and
- portable equipment and accompanying electrical cords shall not be used in any particularly conductive circumstances, such as near water or wet surfaces, unless the use of such equipment in this area has been approved by the Head Administrator.

Cross Reference: Policy No. **1753**, School Asset Policy; Policy No. **5443**, Reporting Accidents and Treating Injuries; Policy No. **5453**, School Equipment – Use and Return.

Adopted August 30, 2021

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[NOTE: This draft policy will require editing before adoption.]

Face Coverings to Reduce the Spread of COVID-19

The novel coronavirus known as SARS-CoV-2 (COVID-19) spreads mainly from person to person through respiratory droplets produced when an infected person coughs, sneezes, talks, or raises their voice (e.g., while shouting, chanting, or singing). The Centers for Disease Control and Prevention (CDC) states that a significant portion of individuals with COVID-19 lack symptoms, and that even those who eventually develop symptoms can transmit the virus to others before showing symptoms.

To reduce the spread of COVID-19 in schools, the CDC recommends the implementation of multiple mitigation strategies (e.g., social distancing, cloth face coverings, hand hygiene, and use of cohorting). The Ohio Department of Health has ordered students in Kindergarten through grade 12, faculty, and staff to wear face coverings at school. The School adopts this policy, upon consideration of all ODH orders and available science, to require all employees, K-12 students, and other individuals entering School buildings to wear face coverings, except as indicated herein.

In recognition of the ongoing and dynamic nature of the COVID-19 pandemic, the Head Administrator shall retain the authority to review and adjust this policy in light of new developments and government or health department guidance. At minimum, the Head Administrator shall ensure that this Policy complies with all applicable laws and health department regulations.

A “face covering” is a cloth or disposable face covering that covers the nose, mouth, and chin, such as mask or neck gaiter. The face covering need not be a medical-grade mask. It should fit snugly around the side of the face without gaps, but not create difficulty breathing. The final decision as to the appropriateness of face coverings will be made by the building principal. () *Bandanas are not adequate and not permitted. () Respirators and gas masks are not permitted.*

A “face shield” is a clear plastic shield that covers the forehead, extends below the chin, and wraps around the sides of the face.

The Head Administrator shall communicate to students, parents, and staff: “Be careful not to touch your eyes, nose, and mouth while wearing face coverings or face shields to prevent potential contamination. Do not remove the face covering or shield to cough or sneeze. Wash your hands thoroughly before putting on a face covering or shield. Remove your face covering or shield carefully and wash your hands thoroughly after removing. Wash the face covering or shield after each use. Wearing a face covering or shield does not replace the need to continue frequent hand washing, avoiding touching the face, practicing social distancing, and staying home if you are ill.”

Adopted August 30, 2021

The Head Administrator will determine the need for a supply of disposable face coverings in School Buildings and ensure that a supply is maintained.

() *The Governing Authority will provide disposable face coverings to students and staff upon request. (NOTE: This will depend on how your School wishes to handle this in terms of providing and/or paying for disposable face coverings.)*

Students

All students in Kindergarten through grade 12 shall wear a face covering at all times when:

- (1) In any indoor location including, but not limited to, classrooms, gymnasiums, offices, locker rooms, hallways, cafeteria, and/or locker bays;
- (2) Outdoors on school property and unable to consistently maintain a distance of six feet or more from individuals who are not members of their household;
- (3) Waiting for a school bus outdoors and unable to maintain a distance of six feet or more from individuals who are not members of their household; or
- (4) Riding a school bus.

Students may be exempt from wearing a face covering when:

- (1) The student has a medical condition including respiratory conditions that restricts breathing, mental health conditions, or a disability that contraindicates the wearing of a facial covering (documentation of the condition or disability from a health care provider is required);
- (2) The student is communicating or seeking to communicate with someone who is hearing impaired or has another disability, where an accommodation is appropriate or necessary;
- (3) The student is actively participating in outdoor recess and/or physical activity where students are able to maintain a distance of six feet or more or athletic practice, scrimmage or competition that is permitted under a Department of Health Order;
- (4) The student is seated and actively consuming food or beverage;
- (5) Students and staff can maintain distancing of at least six feet and removal of the facial covering is necessary for instructional purposes, including instruction in foreign language, English language for non-native speakers, and other subjects where wearing a facial covering would prohibit participation in normal classroom activities, such as playing an instrument;
- (6) Students are able to maintain a distance of six feet or more and a mask break is deemed necessary by the educator supervising the educational setting;

Adopted August 30, 2021

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- (7) The student is alone in an enclosed space, such as an office; or
- (8) An established, sincerely held religious requirement exists that does not permit a facial covering.

The use of face shields, physical barriers, and/or social distancing are suitable alternatives, if appropriate, when face coverings are excused. School employees will work to reduce any social stigma for a student who is exempt under this policy from wearing a face covering.

Face coverings must be in compliance with, and are, subject to Policy No. **4420** – Dress and Grooming, and the Code of Conduct. Students wearing face coverings determined to be in violation of the Dress Code or this Policy will be provided with a disposable face covering.

Students in violation of this Policy may be subject to discipline, up to and including, exclusion from on-site instruction.

Employees and Volunteers

All employees and volunteers must wear face coverings while on School property and in School facilities, and while employees are performing work-related duties off of School property (including, but not limited to, athletic coaching, job coaching, and transporting students).

Employees may be excused from wearing a face covering when:

- (1) The individual has a medical condition including respiratory conditions that restricts breathing, mental health conditions, or a disability that contraindicates the wearing of a facial covering (documentation of the condition or disability from a health care provider is required);
- (2) The individual is communicating or seeking to communicate with someone who is hearing impaired or has another disability, where an accommodation is appropriate or necessary;
- (3) The individual is actively participating in outdoor recess and/or physical activity where students are able to maintain a distance of six feet or more or athletic practice, scrimmage, or competition that is permitted under a Department of Health Order;
- (4) The individual is seated and actively consuming food or beverage;
- (5) Where students and staff can maintain distancing of at least six feet and removal of the facial covering is necessary for instructional purposes, including instruction in foreign language, English language for non-native speakers, and other subjects where wearing a facial covering would prohibit participation in normal classroom activities, such as playing an instrument;

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- (6) The individual is alone in an enclosed space, such as an office; or
- (7) An established, sincerely held religious requirement exists that does not permit a facial covering.

The use of face shields, physical barriers, and/or social distancing will be required as alternatives, if appropriate, when face coverings are excused. The School must provide written justification to local health officials, upon request, explaining why an employee is not required to wear a facial covering in the School.

School nurses or other staff members who care for individuals with symptoms must use current, appropriate personal protective equipment (PPE) provided by the School in accordance with Occupational Safety and Health Administration standards.

Face coverings must be in compliance with and are subject to Policy No. **5411**, Dress and Grooming. Employees who refuse to wear appropriate face coverings and are not subject to one of the listed exceptions will be subject to discipline. Volunteers who refuse to wear appropriate face coverings will be excused from volunteer duties and instructed to remain off School grounds.

Visitors

All visitors (parents, community members, vendors, etc.) who have permission to enter School grounds and facilities must wear face coverings consistent with this Policy, or face shields, as permitted by the Head Administrator in advance.

Adopted August 30, 2021

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(This form must be edited before adoption.)

Form No. **2340.1**

COVID-19 Student Face Covering Exemption Request Form

In connection with the COVID-19 pandemic and compliance with the Ohio Department of Health (ODH) Director's Order dated August 13, 2020, the School requires all K-12 students to wear facial coverings (masks) in any indoor location, outdoors on school property when at least six feet distance between individuals cannot be maintained, and while riding in a school bus or van.

Universal Exemptions. The following exemptions will be applied to all students without request:

1. The student is actively participating in physical education or recess, and at least six feet distance can be maintained between individuals; or is participating in an activity that is permitted by a separate ODH order (e.g., interscholastic athletics).
2. The student is seated and actively consuming food or beverage.
3. Students and staff can maintain at least six feet of distance from each other and the removal of facial coverings is necessary for instructional purposes.
4. Students and staff can maintain at least six feet distance from each other, and a mask break is deemed necessary by the educator supervising the students.
5. The student is alone in an enclosed space.

Exemptions that must be requested. The exemptions in this section must be requested, and the exemption must be approved by District administration.

I, _____ (parent/custodian) request an exemption for _____ (student) because:

___ My child has a medical condition (including a respiratory condition) that restricts breathing.

You **must** submit with this Form documentation from your child's health care provider who made the diagnosis.

___ My child has a mental health condition, or a physical or mental disability, that contraindicates the wearing of a facial covering.

You **must** submit with this Form documentation from your child's health care provider who made the diagnosis.

Adopted August 30, 2021

___ My child is a child with a disability, and my child's IEP team or Section 504 team has been excused him or her from wearing a facial covering because of my child's identified disability.

You *may* submit a copy of your child's IEP or Section 504 plan containing the exemption. If you do not submit a copy, District administration will contact your child's team for a copy.

___ My child is subject to an established, sincerely held, religious requirement that does not permit a facial covering to be worn.

You **must** submit with this Form all documentation and/or information you have documenting that your child is subject to an established, sincerely held, religious requirement prohibiting a facial covering.

() If your child is granted an exemption to wearing a facial covering, your child will be provided with a plastic, transparent face shield that () must be worn, unless a similar reason exists for an exemption to wearing a face shield () may be worn in lieu of a face covering.

Parent signature: _____

Date: _____

This section for school use only

Name of administrator: _____

Date: _____

Title: _____

___ I deny the request for exemption to the facial covering requirement.

___ I grant the request for exemption to the facial covering requirement.

___ I modify the facial covering requirement for student as follows: _____

(Note: The modification is intended to reflect the recommendation from the student's health care provider or IEP/Section 504 team that a face covering may be worn in limited circumstances.)

Adopted August 30, 2021

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Emergency and Other Medical Policies

2400

Adopted August 30, 2021

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Student Medical Emergencies

If any student is seriously ill or injured or sees a student or Staff member who is or may be seriously ill or injured, a Staff member shall be immediately notified. Any Staff member who is so notified or otherwise becomes aware of a student or fellow Staff member who is or may be seriously injured shall follow the foregoing procedure:

- contact the Head Administrator and request medical assistance, providing the name and the physical location of the individual who is or may be seriously ill or injured, the main symptoms observed, and whether or not an Emergency Medical Squad is necessary;
- if necessary, call 9-1-1;
- ensure that, if the Emergency Medical Squad is called, someone is posted at the School entrance to direct the Squad to the ill or injured person;
- stay with the ill or injured person until medical assistance of the Emergency Medical Squad arrives; and
- clear the area of unnecessary third parties and observers.

Before medical treatment is administered to a student, reasonable efforts should be made contact the student's legal parent or guardian for permission. If attempts to contact the parent or legal guardian are unsuccessful, medical treatment decisions shall be made in accordance with the information provided in the student's Emergency Medical Authorization Form.

For each student, the School shall maintain an Emergency Medical Authorization Form. The Emergency Medical Authorization Form provides instructions regarding what to do and who to contact in the event of an emergency. The Emergency Medical Authorization Form shall be provided to each student prior to October 1st of each school year, or within thirty (30) days after entry of the student. Forms may be changed or replaced upon request by authorized parents.

The School shall use Form No. **2410.1**, Emergency Medical Authorization Form. Completed Emergency Medical Authorization Forms shall be kept by the Head Administrator in a file or folder that is stored separately from other records and is easily accessible in the case of an emergency. Emergency Medical Authorization Forms shall remain on file until replaced with an updated form the following year.

If a parent does not wish to give written permission, the parent shall indicate in the proper place on the form the procedure the parent wishes school authorities to follow. Even if a parent gives written consent for emergency medical treatment, when a student becomes ill or is injured and requires emergency medical treatment while under school authority, or while engaged in an extra-curricular activity authorized by the appropriate school authorities, the School shall make reasonable attempts to contact the parent before treatment is given.

In the event of a medical emergency involving a student, Staff members shall:

- exercise appropriate safety precautions;
- follow the School's Emergency Medical Procedures outlined above;
- attempt to contact the students parent or legal guardian;

Adopted August 30, 2021

- follow all instructions provided in the Emergency Medical Authorization Form; and
- refrain from following orders or directives contained in a Do Not Resuscitate (DNR) Order unless otherwise required by a court of law.

When a student leaves School property pursuant to a School-sponsored activity, event, or program (field trips, student competitions, etc.), the Staff member that is in charge of the off-site event or activity shall be responsible for obtaining the students Emergency Medical Authorization Form from the Head Administrator, keeping it in an accessible place throughout the duration of the off-site activity, and promptly returning it to the Head Administrator upon return to School property.

Ohio: R.C. 3313.712.

Cross Reference: Policy No. **2230**, Medication Administration; Policy No. **2250**, Known Food Allergies; Policy No. **4630**, School-Sponsored Trips; Form No. **2410.1**, Emergency Medical Authorization Form; Policy No. **5443**, Reporting Accidents and Treating Injuries.

Adopted August 30, 2021

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Emergency Medical Authorization Form

Student Name: _____
 Address: _____ City: _____ State: _____ Zip: _____
 Telephone Number: _____
 School: _____ Grade: _____

Purpose – To enable parents and guardians to authorize the provision of emergency treatment for children who become ill or injured while under School authority, when parents or guardians cannot be reached.

Residential Parent or Guardian

Mothers Name: _____ Daytime Phone: _____

Fathers Name: _____ Daytime Phone: _____

Others Name: _____ Daytime Phone: _____

Relative or Childcare Provider

Name: _____ Relationship: _____

Address: _____ Phone: _____

PART I OR II MUST BE COMPLETED**PART I-TO GRANT CONSENT**

I hereby give consent for the following medical care providers and local hospital to be called:

Doctor: _____ Phone: _____

Dentist: _____ Phone: _____

Medical Specialist: _____ Phone: _____

Local Emergency Room: _____

Hospital: _____ Phone: _____

In the event reasonable attempts to contact me have been unsuccessful, I hereby give my consent for (1) the administration of any treatment deemed necessary by above-named doctor, or, in the event the designated preferred practitioner is not available, by another licensed physician or dentist; and (2) the transfer of the child to any hospital reasonably accessible.

This authorization does not cover major surgery unless the medical opinions of two other licensed physicians or dentists, concurring in the necessity for such surgery, are obtained prior to the performance of such surgery.

Facts concerning the child's medical history including allergies, medications being taken, and any physical impairments to which a physician should be alerted: _____

Parent/Guardian Signature: _____ Date: _____

Address: _____

PART II – REFUSAL TO CONSENT

I do NOT give my consent for emergency medical treatment of my child. In the event of illness or injury requiring emergency treatment, I wish the School authorities to take the following action:

Parent/Guardian Signature: _____ Date: _____

Address: _____

Adopted August 30, 2021

Communicable Diseases

The School is committed to providing a safe, healthy, educational environment for all students, and the uncontrolled spread of communicable diseases can make it difficult to achieve this goal. Accordingly, the Governing Authority hereby adopts the following Policy for the purpose of preventing, controlling, and containing communicable diseases in the School.

A “communicable disease” is defined as any infections or contagious disease which is transmitted directly or indirectly to a person from an infected person or animal, or any other disease designated as such by federal or state health laws and regulations.

The School shall adhere with all duties and responsibilities imposed by federal and state laws and regulations relating to communicable diseases (e.g. prevention strategies, reporting requirements, etc.). The responsibilities imposed under this Policy serve to supplement, not to replace, the existing statutory and regulatory obligations.

Staff members shall receive general instruction regarding the prevention of disease and shall be provided sufficient training to enable the Staff member to recognize and identify the symptoms of a communicable disease.

Under Ohio law, whenever a student, teacher, or other school employee is found to be ill or suffering from tuberculosis in a communicable stage or other communicable disease, the School physician shall promptly send such student, teacher, or other school employee home, with a statement, in the case of a student, to the student’s parents or guardian, briefly setting forth the discovered facts, and advising that the family physician be consulted. School physicians shall keep accurate card-index records of all examinations and records. If the parent or guardian of any student or any teacher or other school employee, after notice from the Governing Authority furnishes within two (2) weeks thereafter the written certificate of any reputable physician that the student, teacher, or other school employee has been examined, in such cases the service of the school physician shall be dispensed with, and such certificate shall be furnished by such parent or guardian, as required by the Board of Education.

The results of any and all medical examinations, as well as any written certificate sent home with an ill individual as indicated above, shall not be open to the public. The information shall be maintained in a separate, confidential file, and shall be made available for examination by Department of Public Health personnel and the Head Administrator.

Ohio: R.C. 3313.71.

Cross Reference: Policy No. **2310**, Hand Washing Requirements; Policy No. **2430**, Direct-Contact Communicable Diseases; Policy No. **2440**, Bodily Fluid Exposure Control; Policy No. **2450**, Head Lice.

Adopted August 30, 2021

Direct-Contact Communicable Diseases

The School is committed to providing a safe, healthy, educational environment for all students, and recognizes that direct-contact communicable diseases although serious, are often misunderstood.

A “direct-contact communicable disease” is defined as one which only spread through direct contact with bodily fluids and excretions such as blood, vomit, feces, and urine. This definition includes: human immunodeficiency virus (HIV); acquired immune deficiency syndrome (AIDS); AIDS-related complex (ARC); Hepatitis A (HAV); Hepatitis B (HBV); Hepatitis C (HCV); and any other disease or illness defined as such by the Ohio Health Department.

Policy No. **2420**, Communicable Diseases, provides general guidelines for controlling the spread of communicable diseases among students and Staff. Direct-contact communicable diseases, however, are not spread through air-borne pathogens, but rather are only spread through direct contact with contaminated bodily fluids.

Individuals who have contracted a direct-contact communicable disease may experience no symptoms, and, in fact, may even be unaware that they have the disease. Nonetheless, the disease can still be transmitted from person to person through direct contact with bodily fluids. A large body of research has demonstrated that Direct-Contact Communicable diseases are not transmitted in casual contact settings, such as a school.

The Governing Authority hereby adopts the following rules and guidelines regarding direct-contact communicable diseases, and authorizes the Head Administrator to develop and implement any necessary respective administrative policies:

- The School shall implement programs to students and Staff members which will enable understanding of the manner in which these diseases can be prevented and how they are transmitted.
- Students who have been diagnosed with a direct-contact communicable disease shall be assured that their medical diagnosis and status is confidential. A student’s confidentiality and civil rights shall be protected in accordance with applicable federal and state law.
- If a student cannot attend School because of the disease or illness, the School shall offer alternative accommodations in accordance with federal and state law and these Policies.
- If a Staff member is determined to be in a position in which he/she is at a high risk for exposure to direct-contact communicable diseases on a regular basis, legal counsel shall be consulted to assist in developing appropriate procedures.
- The School will strive to maintain a respectful climate and prohibits any physical or verbal harassment of any individual with a direct-contact communicable disease

Cross Reference: Policy No. **2420**, Communicable Diseases; Policy No. **2440**, Bodily Fluid Exposure Control; Policy No. **2450**, Head Lice.

Adopted August 30, 2021

Bodily Fluid Exposure Control

All School Staff members and other employees should take proper precautions when exposed to bodily fluids. It should be assumed that all bodily fluids are potentially infectious. Accordingly, when dealing with all bodily fluids and excrements, such as vomit, blood, feces, and urine, the following procedures should be adhered to at all times:

- Staff members, cleaning personnel, and other employees shall wear disposable latex gloves at all times when coming into contact with bodily fluids.
- Any Staff member or other employee who is pregnant or may be pregnant shall wear a surgical face mask when coming into contact with bodily excrement.
- Staff members and employees shall wash their hands thoroughly after coming into contact with bodily fluids, even if disposable latex gloves were worn at all times.
- All cuts, sores, and other skin lesions shall be covered at all times.
- After removing bodily fluids from a hard surface, the surface should be scrubbed with soap and water and then disinfected using a proper disinfectant formula (either MATAR or a solution with similar ingredients) and in accordance with the manufacturer's instructions.
- When cleaning bodily fluids, disposable materials should be whenever possible. When finished cleaning, such disposable materials (gloves, paper towels, etc.) shall be double-bagged and properly disposed of as a hazardous waste. All re-usable materials, such as mops and towels, shall be soaked and rinsed in a disinfecting solution.

After any incident involving exposure to a bodily fluid, a Bodily Fluid Exposure Report, included as Form No. **2440.1**, shall be completed and returned to the Head Administrator as soon as possible.

Cross Reference: Policy No. **2430**, Direct-Contact Communicable Diseases.

Bodily Fluid Exposure Report

Note: This report shall be completed by any Staff member who is exposed to bodily fluids.

Individuals Involved

Staff Member	Name: _____
Source of Bodily Fluid	Name: _____
	Status: <input type="checkbox"/> Student <input type="checkbox"/> Staff <input type="checkbox"/> Other _____
	Phone Number: _____

Event Details

Location: _____	Date: _____	Time: _____ am / pm
Type of Bodily Fluid(s) Involved: _____		
Description of the Event: _____		

Witnesses

Name: _____	Phone Number: _____
Name: _____	Phone Number: _____

Signature: _____ Date: _____

This Form should be completed and returned to the Head Administrator.

Adopted August 30, 2021

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Head Lice

If evidence of a head lice infestation is found on any student, the student's parent shall be instructed to pick the student up. The student shall be excluded from the School.

Until the parent arrives at the School, the student shall be excused from any activities that may result in head-to-head contact. When picking the child up, the School shall provide the parent with an informative letter detailing the reason for the student's exclusion and suggesting treatment methods. A sample letter is included as Form No. **2450.1**. Parents should be advised, in the letter and in person (or phone if the parent is unable to pick the child up), of the following:

- when searching for nits, parents should examine the scalp behind the ears and at the nape of the neck;
- shampooing should be done in strict accordance with the instructions;
- seven (7) to ten (10) days after the initial shampooing, the process should be repeated to eliminate any still-existing nits or lice; and
- the student will only be admitted after all lice and nits have been removed from the hair and scalp.

For precautionary purposes, the School shall examine every student that is in the same class as the excluded student and any siblings of the excluded student. If three (3) or more cases of head lice occur in the same class, a letter shall be sent to the parents of every child in the class notifying the parents of the head lice infestation and providing information about identifying and treating head lice. The letter is found in Form No. **2450.2**, Head Lice Class Notification.

A student with lice may return to the School when the student is free of lice and nits. Upon returning to School, the excluded student shall first be examined for the presence of lice or nits. If any lice or nits are found, the student shall not be re-admitted into School, but rather shall be sent back home with another letter found in Form No. **2450.3**, Re-Admission Denial Letter.

Cross Reference: Form No. **2450.1**, Parental Notification and Treatment Letter; Policy No. **2450.2**, Head Lice Class Notification; Policy No. **2450.3**, Re-Admission Denial Letter.

Parental Notification and Treatment Letter

Dear Parent:

Your child was examined today and found to have head lice. This is an easily treated condition that is not associated with any serious medical complications. This letter is adopted from the Ohio Department of Health and will acquaint you with the nature of this infestation and what you can do to help get rid of it.

In the United States, head lice infestation is most common in children attending child care and elementary school. Head lice is not a sign of poor hygiene, and all socioeconomic groups are affected. Head lice infestation is not influenced by hair length, frequency of shampooing, hair brushing, or frequency of bathing. Head lice are not a health hazard, because they are not responsible for spreading disease.

Head lice are small, elongated insects about this long (--) and are yellowish white to greyish white with dark margins. LICE DO NOT JUMP OR FLY, NOR DO THEY STAY ALIVE FOR LONG PERIODS OFF THE HUMAN HEAD. They can move very quickly once on the head, however, and therefore are difficult to find.

Because head lice are good at hiding in the hair, an infestation is usually diagnosed by finding the nits (eggs). Nits are teardrop-shaped, about the size of a typewritten comma, and vary in color from yellowish-brown to white. Head lice attach each nit to a hair shaft at the scalp with a waterproof, cement-like substance. Thus, nits cannot be washed or brushed out of the hair like dandruff or other debris resembling nits. Nits are most commonly found on hairs at the nape of the neck and behind the ears, where they are protected from extreme light and temperatures. However, clusters of nits can be found in any area of the hair, requiring examination of the entire head.

It is necessary to inspect and treat the infested individual and his/her contacts, including family members who are also infested, using the following steps:

- 1) Obtain head louse shampoo from your pharmacy, physician or local health department. Several medications are available without a prescription: A-200 Pyrinate, RID, NIX, etc. Other medications are available with a physician's prescription.
- 2) Apply the shampoo according the manufacturer's directions: DO NOT OVER TREAT!! Do not allow children to apply the shampoo to themselves. Be sure that the product gets to the scalp and remains there the recommended length of time.
- 3) Have your child put on clean clothing after treatment.
- 4) Manually remove all nits from your child's hair. Most kits come with a nit comb but should not be solely relied upon. Using fingertips and fingernails is the most efficient method of nit removal. Nits may be disposed of by dipping the nit comb or the fingers with the nits into a small jar of rubbing alcohol or warm soapy water. Adequate lighting is essential to aid in detecting nits for removal. Nit removal is time consuming but is extremely important for elimination of the infestation. Your child may not be allowed to attend school until he/she is nit free. Wash your hands thoroughly after completing nit removal.

Adopted August 30, 2021

5) Repeat treatment with the shampoo after 7-10 days as directed by the manufacturer.

Since heat kills lice and their eggs, many personal articles can be disinfested by machine-washing in **HOT** water and/or drying on the **HOT** cycle for at least 20 minutes. Both nits and adults are killed in 10-20 minutes at 125 degrees Fahrenheit. Home hot water heaters keep water at or above this temperature when the heat selector is set on medium or higher.

Articles of clothing and bedding that cannot be washed or dried should be dry cleaned or placed in tightly sealed plastic bags for 14 days. Combs, brushes, and similar items can be disinfested by soaking them in a pan of 150oF water for 5-10 minutes.

Carpets, furniture, mattresses, etc. do not require special treatment, as lice live only about 24 hours off the head. Instead, you should thoroughly vacuum these items and then seal and discard the vacuum bag outside of the home. **APPLICATION OF PESTICIDES OR FUMIGATION IS NOT NECESSARY!** Animals such as dogs and cats do not carry these lice; there is no need to treat family pets.

Babysitters and parents of your child's closest friends must be notified that they and their children might also be infested. This is particularly important if the children have slept near each other or participated in activities involving direct hair-to-hair contact, such as athletics, dance classes, etc. If the friend becomes infested while playing with your child and is not treated, your child might become reinfested from the friend. This also applies to all family members. **TREATMENT DOES NOT PREVENT REINFESTATION.**

Your child may return to the School the day following treatment provided there are no more head lice or nits. If any nits are found upon reinspection, however, your child will be denied admission to School and must return home for more treatment.

If you have any questions or concerns, please do not hesitate to contact _____ during School hours.

Thank you in this matter.

Adopted August 30, 2021

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Head Lice Class Notification

Dear Parent or Guardian:

At least three cases of head lice have been identified in your child, _____'s, classroom. Please do your part to prevent the spread of this condition. Check your child(ren) daily for the next few weeks and on a regular basis thereafter.

Head lice are transmitted through close personal contact with an infested individual. Occasionally, transmission occurs by sharing combs, brushes and other grooming aids; through sharing coats, scarves, hats, caps, wigs, etc.; or through commingling of these items at home, the homes of friends, school, church or other public places.

Most people have the impression that only unclean persons become infested with head lice. This is not true. Frequent bathing will neither prevent head lice nor eliminate the infestation once it has become established.

If you should find head lice or their nits on your child(ren), or have questions or need assistance, please contact _____ at the School.

Thank you for your cooperation.

Head Administrator

Adopted August 30, 2021

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Re-Admission Denial Letter

Dear Parent:

Your child was denied re-admission to School today because an inspection of your child's scalp revealed existing evidence of head lice (lice and/or nits). Unfortunately, your child cannot be re-admitted to school until all evidence of head lice is completely gone.

Please follow the instructions provided in the first letter to remove all lice and nits from your child's scalp. Your child will be permitted to re-enter School only when an inspection of your child's scalp reveals no evidence of head lice, including lice and nits, whether dead or alive.

If you have any additional questions or concerns, you should either contact your family physician or call the School nurse at _____ during normal school hours.

Thank you in this matter.

Adopted August 30, 2021

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Administration of Naloxone

A School employee, volunteer, or contractor shall be authorized to administer naloxone to individuals who are apparently experiencing an opioid-related overdose, in accordance with the following policy.

To be eligible to authorize naloxone administration, a physician or board of health must establish a written protocol for administering naloxone. The protocol must include the following: (1) A description of the clinical pharmacology of naloxone; (2) Precautions and contraindications concerning the administration of naloxone; (3) Any limitations concerning the individuals to whom naloxone may be administered; (4) The naloxone dosage that may be administered and any variation in the dosage based on circumstances specified in the protocol; (5) Labeling, storage, record-keeping, and administrative requirements; and (6) Training requirements that must be met before an individual can be authorized to administer naloxone. See Form No. **2460.1** Protocol for the Administration of Naloxone. An authorized School employee, volunteer, or contractor must be approved to administer naloxone by the physician or board of health that established the written protocol contained in Form No. **2460.1**, obtain the naloxone from the School, comply with the protocol contained in Form No. **2460.1**, and summon emergency services as soon as practicable either before or after administering the naloxone.

A School employee, volunteer, or contractor, acting in good faith, who administers naloxone in accordance with this policy to an individual who is apparently experiencing an opioid-related overdose, is immune from criminal prosecution for unauthorized practice of medicine or violation of Ohio drug laws. Additionally, school resource officers are immune from civil liability for any injury, death, or loss to person or property that allegedly arises from obtaining, maintaining, accessing, or administering the naloxone.

A School employee, volunteer, or contractor is not liable for damages in any civil action or subject to prosecution in any criminal proceeding or professional disciplinary action for any act or omission associated with procuring, maintaining, accessing, or using naloxone under this policy and Ohio law, unless the act or omission constitutes willful or wanton misconduct. This immunity does not eliminate, limit, or reduce any other immunity or defense to which a School employee, volunteer, or contractor may be entitled under the Revised Code or Ohio's common law.

R.C. 2625.61, 3707.562, 4729.514, 4731.943.

Adopted August 30, 2021

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Protocol for the Administration of Naloxone

The School shall follow the protocol for the administration of Naloxone set forth by the State of Ohio Board of Pharmacy. A handout with information can be found here:

<http://pharmacy.ohio.gov/Documents/Pubs/Naloxone/Pharmacist/Patient%20Counseling%20Brochure.pdf>

Adopted August 30, 2021

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Off-Site/Remote Access Work During an Emergency

In the case of an emergency, such as a natural or man-made disaster, health crisis or quarantine, weather emergency, statewide or nationally declared emergency, an employee may be assigned, at the discretion of the Head Administrator or his/her designee, to home or to a specified off-campus location and expected to perform work remotely during school hours.

Board employees assigned to work from home remain subject to and are expected to follow all adopted policies and procedures, including, but not limited to, policies regarding the confidentiality of student records, acceptable use of Board-owned or operated technology, and staff ethics.

Equipment provided by the Governing Authority for remote-access work will be owned and maintained by the Board. Such equipment shall be used only for school purposes, and the employee shall be fully responsible for its safe-keeping and return. The Board will not be responsible for any costs associated with the setup of the employee's workspace, including the setup or purchase of internet/Wi-Fi services. Equipment provided by the employee will be maintained by the employee. The Governing Authority accepts no responsibility for damage or repairs to employee-owned equipment.

Employees are responsible for ensuring that their home or off-campus work location is secure and safe, meets all applicable building, fire, electrical, and zoning codes, and that no hazardous materials are present. In accordance with Board Policy, any employee of the Board who suffers a job-related injury during the course and scope of his/her employment shall report the injury and its circumstances to their job supervisor, as appropriate, as soon as possible following the occurrence of the injury, and may file a claim with the Bureau of Workers' Compensation. Any claims filed will be handled in accordance with the Board's normal procedures for Workers' Compensation claims.

The decision to assign an employee to work from home or a specified off-campus location may be modified or discontinued at any time. The Head Administrator or his/her designee will make reasonable efforts to provide an employee with at least twenty-four hours' notice of such change.

Adopted August 30, 2021

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[This policy must be edited before adoption.]

COVID-19 Case Reporting

The Ohio Department of Health has ordered, beginning Tuesday, September 8, 2020, parents/guardians and school staff to notify the School within 24 hours of receiving a positive test or a clinical diagnosis of COVID-19.

Within 24 hours after receiving notification that a student, teacher, staff member, or coach has tested positive or been diagnosed with COVID-19, the School will notify parents/guardians of the existence of that case in writing, providing as much information as possible without releasing protected health information.

Written notification of a positive test or case shall be sent to parents/guardians of all students who share a classroom space or have participated in a school activity during the COVID-19 infections period of the student, teacher, staff member, or coach. ***[Note: Personally identifiable information of a student shall not be disclosed in the written notification, except where, on a case-by-case basis, School officials have determined that such a disclosure is absolutely necessary to protect the health or safety of students or other individuals, taking into account the totality of the circumstances, including the needs of such students or other individuals to have such information in order to take appropriate protective action(s) and the risks presented to the health or safety of such students or other individuals.]***

The School will notify parents/guardians via email or the School website of a positive test or case at the school building the student attends.

The School will also notify the County health department of positive cases within 24 hours, in accordance with the order from ODH.

To facilitate the reporting of case information, the Governing Authority designates the following individual as the COVID-19 Coordinator:

[Name]

[Contact information]

Adopted August 30, 2021

Environmental Safety

2500

Adopted August 30, 2021

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Compliance with Federal and State Safety Programs

The Governing Authority seeks to protect the safety of all students, Staff members, and School visitors. Accordingly, the School will hereby comply with all applicable federal and state statutes and regulations designed to ensure the health and safety of students, Staff members, and visitors.

Occupational Safety and Health Administration (OSHA)

The Head Administrator shall develop, implement, and maintain sufficient guidelines and standards to prevent accidents and to limit their effects. The Head Administrator shall designate an employee or Staff member to do routine health and safety checks in compliance with the Federal OSHA standards adopted by the State of Ohio. Any health or safety violations that are discovered during these routine, periodic safety checks shall be reported to the Head Administrator and corrected immediately. In the case of an inspection by an OSHA representative, the Head Administrator shall report the results, as received by the School, at the next regularly scheduled Governing Authority meeting.

Public Employees Risk Reduction Advisory Commission (PERRAC)

The Head Administrator shall ensure that all students and Staff members are aware of their right to be in an educational and work environment free from safety hazards. Necessary safety devices and equipment shall be readily available, and students and Staff members shall be properly trained in safety techniques and methods. The Head Administrator is responsible for ensuring that, in accordance with PERRAC regulations, administrative rules are developed and maintained, and proper records are kept and maintained. In the case of an inspection by a PERRAC representative, the Head Administrator shall report the results, as received by the School, at the next regularly scheduled Governing Authority meeting.

Ohio: R.C. 4167.01, R.C. 4167.04, R.C. 4167.05.

Cross Reference: Policy No. **2520**, Chemical Hazard Communication Program; Policy No. **2530**, OSHA Exposure Control Plan; Policy No. **2540**, Asbestos Hazards; Policy No. **2550**, Lead Poisoning Prevention; Policy No. **2560** Chemical Hygiene; Policy No. **2570**, Hazard Review and Inspection.

Adopted August 30, 2021

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Chemical Hazard Communication Program

The Governing Authority recognizes that it is important to know the hazards and chemicals they are exposed to when working or learning. This knowledge will allow Staff members to take steps to reduce exposures, substitute less hazardous materials, and establish proper work practices. To facilitate this knowledge in a clear and effective manner, the School shall adopt a Chemical Hazard Communication Program. The School's Chemical Hazard Communication Program shall be developed, implemented, and maintained in accordance with this Policy. A copy of this Policy shall be made available to Staff members at all times.

Labeling Hazardous Chemicals

The Head Administrator shall designate a Toxic Hazard Preparedness Officer (THP Officer). The THP Officer shall be responsible for ensuring that all containers of hazardous chemicals are appropriately labeled prior to being used. A container will not be released for use until an appropriate label is affixed to the container.

For hazardous chemicals stored in the manufacturer's original container, the THP Officer must verify that the following information is legibly and prominently displayed on the label: the identity of the substance, an appropriate hazard warning; and the name and address of the manufacturer. If the label is incorrect, the THP Officer shall notify the manufacturer or supplier.

For hazardous chemicals that are not stored in the manufacturer's original container, but rather a secondary container, the THP Officer must verify that either a copy of the original manufacturer's label is applied to the container, or verify that the label correctly states the identity of the substance, an appropriate hazard warning, and the name and address of the manufacturer.

The THP Officer is responsible for ensuring that, if this required information is changed that such changes or alterations appear on the respective labels.

Material Safety Data Sheets

Material Safety Data Sheets (MSDSs) provide detailed information about each hazardous chemical, including its potential hazardous effects, its physical and chemical characteristics, and recommendations for appropriate protective measures. It is crucial that Staff members have access to MSDSs for every hazardous chemical used. The THP Officer is responsible for developing and implementing administrative rules and policies to assure the following:

- the School maintains a comprehensive list of all chemicals used or stored within the School;
- an updated MSDS for each chemical used or stored is accessible and on file in the School office; and
- an updated MSDS for each chemical used or stored is accessible and maintained in an accessible file where the chemical is used.

The THP Officer shall review each MSDS for accuracy and completeness. A product will not be released for use until a completed MSDS is on file. If a new chemical is used for which an MSDS is unavailable or is otherwise not on file with the School, the THP Officer shall be immediately

Adopted August 30, 2021

notified. If any changes are made to an MSDS, the THP Officer shall assure that the appropriate changes are reflected on each copy of the respective MSDS throughout the School. If it is discovered that a MSDS is incomplete or missing, the THP Officer shall request a new copy from the manufacturer.

Staff Information and Training

Prior to starting work with hazardous substances, each Staff member will be trained regarding the handling of chemicals. This initial training shall provide the following information:

- regulations contained within the Hazard Communication Regulation, and an explanation of the School's policies;
- where MSDS is are located;
- how to read and interpret MSDSs;
- physical and health hazards of the substances in their work area and the steps the School has taken to eliminate or reduce the risks of exposure to hazardous chemicals; and
- the ways the Staff members can protect themselves, through protective equipment and safe work habits.

When a new hazardous chemical is introduced for use by an existing Staff member, the THP Officer shall be responsible for ensuring for training and informing the appropriate Staff members.

When a Staff member is required to perform a non-routine task which involves the risk of exposure to a new or additional hazardous chemical, the THP Officer shall ensure that the Staff member is provided with the following information:

- specific hazards to which the Staff member may be exposed;
- ways in which the Staff member can protect himself against this risk of exposure, including protective equipment and safe work habits; and
- steps the School has taken to eliminate or reduce the hazards, including adequate ventilation, breathing devices, emergency procedures, and the presence of another Staff member.

Federal: 42 U.S.C. 9601 et seq., 29 C.F.R. 1910.1200.

Cross Reference: Policy No. **2320**, Personal Safety; Policy No. **2510**, Compliance with Federal and Safety Programs; Policy No. **2530**, OSHA Exposure Control Plan; Policy No. **2540**, Asbestos Hazards; Policy No. **2550**, Lead Poisoning Prevention; Policy No. **2560**, Chemical Hygiene; Policy No. **2570**, Hazard Review and Inspection; Policy No. **5443**, Reporting Accidents and Treating Injuries..

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Integrated Pest Management Policy

School Pest Management Policy Statement

Pests can pose significant problems to people, property, and the environment. Pesticides pose similar risks. Children spend a great deal of time in school and face potential for health effects resulting from pest and pesticide exposure. By reducing reliance on pesticides and incorporating low-risk control options, Integrated Pest Management (IPM) reduced both pests and pesticide risks. It is therefore the policy of the School to use IPM procedures for controlling pests.

Pest Management

Pests are living organisms that interfere with use of the facility by students and staff. Strategies for managing pest populations will be based on the pest species and whether that species poses a threat to people, property, or the environment.

IPM Coordinator

The school shall appoint an IPM Coordinator who shall have primary responsibility for ensuring that this policy is carried out. The IPM Coordinator will manage pest control contractors and staff to ensure implementation of pest prevention measures; communicate with school administration to carry out posting and notification, recordkeeping, and education requirements; provide information to the school community (including parents) and answer questions on IPM topics; and present an annual report evaluating the progress of the IPM program.

Integrated Pest Management Procedures

IPM procedures will determine when to control pests and whether to use mechanical, physical, cultural, biological or chemical methods. Applying IPM principles prevents unacceptable levels of pest damage by the most economical means and with the least possible hazard to people, property, and the environment.

In each situation staff shall consider the full range of management options, including no action at all. Non-pesticide pest management methods are to be used whenever possible. The choice of using a pesticide shall be based on a review of all other available options and a determination that these options are not effective or not reasonable. When it is determined that a pesticide must be used, low impact pesticides and methods are preferred and shall be considered for use first.

The application of pesticides is subject to school policies and procedures, EPA regulations, OSHA regulations, and federal, state and local regulations.

This school/facility recognizes and adheres to the following procedures:

1. Integrated Pest Management programs are designed prevent pest problems whenever possible, via monitoring, regular inspections, high standards of sanitation and pest proofing measures, or modification of environmental conditions leading to pest problems.

Adopted August 30, 2021

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2. The school/facility will establish pest tolerance thresholds for common pests. These thresholds will serve as an indicator for pest population levels and the point at which control measures will be undertaken. Control measures will not be undertaken if pest populations are below threshold levels. In such cases, managers will use preventive measures such as improved sanitation, clutter reduction and exclusion of pests.
3. When pests do exceed tolerance thresholds, non-chemical pest control measures will be practiced where possible.
4. Pesticides will be used when appropriate, along with other management practices or when other non-chemical measures have failed. When a pesticide must be used, the smallest amount that will meet pest management goals will be used.
5. Insecticides will be used in containerized baits, or for spot treatments targeted to insect infestations or problem areas. Rodent baits shall not be used unless in childproof bait boxes. Bait boxes shall be inaccessible to children and tethered when appropriate.
6. Pesticide Use. To ensure the safety of students and staff, the management will use the following criteria to ensure that the least hazardous method of control is utilized:
 - a. No use of any pesticide classified as highly acutely toxic by the U.S. EPA.
 - b. The school/facility shall not use any pesticide unless all ingredients have been evaluated by the EPA and found to include no possible, probable, known, or likely human carcinogens; no reproductive toxicants; no known, probable or suspected endocrine disruptors; and no nervous system toxicants.
 - c. All ingredients in pesticides used shall have a soil half-life of 30 days or less.
 - d. Properly applied gel bait or tamper-resistant containerized bait can be exempted from 6a, 6b, and 6c if it is the least hazardous treatment option.
7. Pesticide Applications. The School must approve pesticide applications in advance; antimicrobial agents and insecticide and rodenticide baits, because they pose less risk to human health, are exempt from approval. Pesticides will be applied only when no one is present in the building or the grounds of the school to be treated.

Education

Students and parents or guardians will be provided information on this policy and instructed on how they can contribute to the success of the IPM program. Staff, students, pest managers, and the public will be educated about potential school pest problems and the IPM policies and procedures to be used to achieve the desired pest management objectives.

1. Parents will be informed annually about the IPM policy;
2. Staff will receive information and/or training on their role in pest management.

Record Keeping

Records of pesticide use shall be maintained on site to meet the requirements of the state regulatory agency and the school board. Records shall also include, but are not limited to, pest surveillance data sheets and other non-pesticide pest management methods and practices utilized.

Notification

The School shall notify the school staff, students, and parents of upcoming pesticide treatments via parent handout, mail, email, or listserv, or any other method approved by the governing authority. Antimicrobial agents, such as sanitizers and insecticide and rodenticide baits, are

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exempt from notification requirements. Exemptions from prior notification shall include emergency situations and applications of bait pesticides and/or container-delivery systems.

Facility Management will see to the following:

1. All parents and staff will be notified of a pesticide application **at least three business days** prior to any pesticide applications, with the exception of exempt applications. Parents should be notified each time a non-exempt pesticide is applied. Neighbors immediately adjacent to the school property will be notified at least two business days in advance of outdoor pesticide applications.
2. Applications exempt from prior notification are, antimicrobial agents, insecticide and rodenticide baits; container-delivery systems; emergency situations.
3. In situations where pesticides must be applied on an emergency basis, notification to parents and school staff will occur within two business days following the application.
4. Contractors: The School will provide written notification to all pest control, construction and landscape contractors of the IPM policy. Pest control contractors will be expected to provide recommendations for structural improvements or repairs, and sanitation measures required to reduce or prevent recurrence of pest problems.
5. Posting: Signs will be posted at least three business days in advance of pesticide use. These signs will include the pesticide used; date and time of application; warning statements from product label; and a contact phone number for those seeking additional information. Outdoor applications will be cordoned off and flagged. Signs shall remain in place for one week, or as specified by the pesticide label.

Pesticide Purchase

Pesticides will be stored and disposed of in accordance with the EPA-registered label directions and state regulations. Pesticides must be stored in an appropriate, secure site not accessible to students or unauthorized personnel.

Pesticide Applicators

Pesticide applicators must be educated and trained in the principles and practices of IPM and the use of pesticides approved by this School. Applicators must follow regulations and label precautions.

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OSHA Exposure Control Plan

The School shall adopt an Exposure Control Plan (ECP) to eliminate or minimize personal exposure to bloody bodily fluids. “Personal exposure to bloody bodily fluids” is defined to mean contact with blood, bloody body fluids, or bloody cleaning products through the eye, the mouth, or any cut or break in the skin such as a cut or other injury.

The Head Administrator is responsible for developing and implementing the administrative policies, guidelines, and trainings necessary to implement the ECP.

The ECP shall conform to the Occupational Safety and Health Administration (OSHA) standards and all other applicable laws. The plan shall contain:

- guidelines for maintaining a safe, health school environment;
- exposure determinations for all applicable employees;
- provisions of protective materials and equipment to all applicable employees;
- procedures for cleaning up bloody/bodily fluids;
- communicating hazards to Employees through education and training;
- record keeping of any incidents of exposure to bloody/bodily fluids.
- Records of input from applicable employees.

The ECP shall be reviewed and updated on an annual basis and as necessary to reflect new or modified tasks and procedures. The School shall also solicit input from non-managerial employees responsible for direct patient care who are potentially exposed to injuries from contaminated sharps in identifying, evaluating and selecting effective work practice controls.

Disseminating the Exposure Control Plan

The School shall ensure that a copy of the Exposure Control Plan is accessible to staff members.

Federal: 29 C.F.R. 1910.1030.

Cross Reference: Policy No. **2320**, Personal Safety; Policy No. **2440**, Bodily Fluid Exposure Control; Policy No. **2510**, Compliance with Federal and Safety Programs; Policy No. **2520**, Chemical Hazard Communication Program; Policy No. **2540**, Asbestos Hazards; Policy No. **2550**, Lead Poisoning Prevention; Policy No. **2560**, Chemical Hygiene; Policy No. **2570**, Hazard Review and Inspection; Policy No. **5443**, Reporting Accidents and Treating Injuries.

Adopted August 30, 2021

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Asbestos Hazards

The Governing Authority is concerned for the safety of the students and Staff members and, accordingly, will comply with all federal and state statutes and regulations to protect them from hazards caused by asbestos materials used in previous construction.

Asbestos Hazards

The School, in compliance with the law, has adopted the following rules to protect students and staff members from exposure to asbestos. The School shall:

- inspect all School buildings for the existence of asbestos or asbestos-containing materials;
- take appropriate action based on the inspections;
- re-inspect asbestos-containing material every three (3) years;
- establish a program for dealing with friable asbestos, if found;
- develop, maintain, and update an asbestos management plan;
- comply with EPA regulations governing the transportation and disposal of asbestos and asbestos-containing material; and
- provide custodial staff with asbestos-awareness training.

The School's Head Administrator shall designate a Staff Member to develop and implement the Asbestos Management Plan. This individual will be responsible for ensuring the School complies with federal and state laws and regulations, and appropriately instructs students and Staff members. A Model Asbestos Management Plan, designed to assist the School in complying with all federal regulations, is included as Form No. **2540.1**.

The Head Administrator shall also verify that, when conducting asbestos abatement projects, each contractor employed by the School is appropriately licensed pursuant to the Ohio Department of Health Regulations.

Nothing in this Policy shall be construed, in any way, as an assumption of liability by the Governing Authority for any death, injury, or illness that is the consequence of an accident or equipment failure or negligence or deliberate act beyond the control of the School, the Governing Authority, its officers, or staff members.

Federal: 40 C.F.R. 763.92, 15 U.S.C. 2641, 20 U.S.C. 4011, 42 U.S.C. 9601, et seq.

Cross Reference: Policy No. **2320**, Personal Safety; Policy No. **2510**, Compliance with Federal and State Safety Programs; Policy No. **2530**, OSHA Exposure Control Plan; Form No. **2540.1**, Model Asbestos Management Plan.

Adopted August 30, 2021

Model Asbestos Management Plan

The Model Asbestos Management Plan found below is adopted from the Environmental Protection Agency (EPA). The PDF version of the Plan is available at:
<http://www.epa.gov/asbestos/pdf/modelamp.pdf>.

The EPA has more information regarding Asbestos Management Plans at:
https://www.epa.gov/sites/production/files/2013-12/documents/modelamp_0.pdf

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Model AHERA Asbestos Management Plan for Local Education Agencies



Learn more at <http://www.epa.vfschools>

Model AHERA Asbestos Management Plan for Local Education Agencies

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Introduction

Under the Asbestos Hazard Emergency Response Act (AHERA) of 1986, EPA published on October 30, 1987, the Asbestos-Containing Materials in Schools rule (hereinafter referred to as the AHERA rule), 40 CFR Part 763, Subpart E. The AHERA rule became effective on December 14, 1987 and applies to all non-profit elementary and secondary schools nationwide, both public and private. Local Education Agencies (LEAs) are responsible for ensuring compliance with the AHERA rule and are required, among other things, to develop and maintain an up-to-date Asbestos Management Plan (AMP), conduct training, inspections, and sampling related to asbestos, manage asbestos properly and provide yearly notification to parents, teachers and employee organizations about the AMP and any asbestos-related activities.

LEAs are also responsible for designating a contact person known as the Designated Person (DP) to oversee asbestos-related activities in the school and ensure that the AHERA responsibilities of the LEA are met. The quality of a school's asbestos program depends heavily upon the dedication and work of the DP with the support of the LEA. The LEA and the DP work together to ensure that each school is in compliance with federal, state and local asbestos regulations and that there are no uncontrolled releases of asbestos fibers in the school which could pose a health threat to children and school workers.

Even though the AHERA rule has been in place for years, EPA and the states have found that compliance issues remain, particularly in the area of schools maintaining and updating their AMPs to reflect current reinspection information, operation and maintenance activities, periodic surveillance and response/post-response actions. An up-to-date compliant AMP is key to the success of a school's asbestos program and the protection of children's and school workers' health. In order to enhance compliance, EPA Region 2 has developed an AHERA Asbestos Management Plan Self-Audit Checklist for Designated Person's and this companion guidance document, a **Model AHERA Asbestos Management Plan for Local Education Agencies**. It is recommended that the Checklist be reviewed first in order to quickly identify any potential deficiencies in the school's AMP.

The AHERA Asbestos Management Plan Self-Audit Checklist for Designated Person's is designed to help the DP determine whether or not the school has an up-to-date compliant AMP. The Checklist is divided into six sections: General Information, Inspections and Reinspections, Response Actions, Operations and Maintenance, Periodic Surveillance and Notification. Each section of the Checklist contains questions to guide the DP through a detailed compliance assessment of the school's AMP with check boxes for Yes, No or Not Applicable. Supporting regulatory citations are provided on the Checklist along with spaces for the DP to make notes. Following the Checklist is a Glossary and a list of Acronyms.

This companion guidance document a Model AHERA Asbestos Management Plan for Local Education Agencies@ provides step-by-step instructions for developing an AMP utilizing a suggested standard format. This document contains suggested forms for including in the schools

AMP and tracks the format of the Checklist: General Information, Inspections and Reinspections, Response Actions, Operations and Maintenance, Periodic Surveillance and Notification. Following the forms is a Glossary and a list of Acronyms. For convenience, tips are included in the Checklist which note the corresponding suggested forms that should be completed in the Model AHERA AMP.

Please note that the EPA Region 2 Model AMP forms and Checklist are not a substitute for the applicable legal requirements, are not regulations themselves, and are not required to be used/completed under AHERA. Rather, they are provided by EPA as guidance to enhance schools' compliance with EPA AHERA regulations regarding the required documentation that must be included in the AMP. These documents do not impose legally binding requirements on any party, including EPA, states, or the regulated

community, and are not intended and cannot be relied upon to create any rights, substantive or procedural, enforceable by any party in litigation with the United States. Please contact your state asbestos coordinator for information on any applicable state regulations/AMP forms.

If you have any questions on these guidance documents, please call Deborah Craig, EPA Region 2 Asbestos Outreach Coordinator, at (212) 637-**3521** or e-mail her at craig.deborah@epa.gov. These guidance documents are available on the EPA website at:

http://www.epa.gov/asbestos/pubs/asbestos_in_schools.html. For additional asbestos information, please contact the EPA Region 2 Asbestos Coordinator Gaetano LaVigna by phone at (212) 637-4069 or by e-mail at lavigna.gaetano@epa.gov. The EPA Region 2 Caribbean Asbestos Contact, Carlos M. Rivera, can be reached by phone at (787) 977-5846 or by e-mail at rivera.carlos@epa.gov.

For any additional asbestos information, please contact your state/EPA asbestos coordinator or call EPA's Toxic Substances Control Act (TSCA) Hotline at (202) 554-1404 or the EPA Asbestos Ombudsman at (800) 368-5888, or visit EPA's website at http://www.epa.gov/asbestos/pubs/asbestos_in_schools.html. A list of state/EPA asbestos coordinators is provided on the EPA website.

Asbestos Management Plan Preparation Instructions

The following information provides step-by-step instructions for developing a school's Asbestos Management Plan (AMP) utilizing a suggested standardized format. The Model AMP forms are not a substitute for the applicable legal requirements, are not regulations themselves, and are not required to be used/completed under AHERA. Rather, they are provided by EPA Region 2 as guidance to enhance schools' compliance with EPA AHERA regulations regarding the required documentation that must be included in the AMP. These Model AMP forms do not impose legally binding requirements on any party, including EPA, states, or the regulated community, and are not intended and cannot be relied upon to create any rights, substantive or procedural, enforceable by any party in litigation with the United States.

Please contact your state Asbestos Coordinator for any applicable state regulations/AMP forms. Under 40 CFR 763.93(a)-(b) of EPA's Asbestos-Containing Materials in Schools regulations, the initial AMPs were required to be submitted to the state for review and your state may require you to submit subsequent changes to your AMP.

Please be sure to read the instructions for each of the Model AMP forms. The information requested on the Model AMP forms is generally self-explanatory, however explanations have been provided in the instructions below for those items which may require further clarification. You may also wish to refer to the AHERA definitions provided in the Glossary, Appendix A, or the list of Acronyms provided in Appendix B.

AMP FORM 1 - CONTACT INFORMATION

Provide the requested contact information for the Local Education Agency (LEA) and the school.

Provide the Designated Person's (DP) name, address, telephone number and the course names, dates, and hours of asbestos-related training courses taken by the DP to carry out his or her duties. This information is required under 40 CFR 763.93(e)(4) to be included in the AMP. Although not required, EPA suggests that the name of the training agency be provided on this form and that copies of the DP's training certificates be attached to this form.

Provide the requested contact and accreditation information for each Management Planner who contributed to the AMP. Under 40 CFR 763.93(e)(12)(i)-(ii), the consultant's name and a statement that he/she is accredited under the state accreditation program or another state's accreditation program or an EPA-

approved course must be included in the AMP. Although not required, EPA suggests that the name of the training agency and the course name and date be provided on this form and that a copy of the accreditation certificate for each Management Planner be attached to this form.

AMP FORM 2 - SCHOOL BUILDING LIST

Provide the name and address of each building used as a school building for this school (e.g., on-site administration building, maintenance building, storage building and any off-site building used for classrooms). Place an X in the appropriate column to note whether the building has friable asbestos-containing material (ACBM), non-friable ACBM, friable and non-friable suspected ACBM assumed to be asbestos-containing material (ACM), or no ACBM (i.e., no ACBM at the time of construction). If there is no ACBM in the building as a result of a removal action, note "removal" and insert the date (e.g., removal - 2/10/04) in the no ACBM column.

All of the aforementioned information is required to be included in the AMP under 40 CFR 763.93(e)(1) except for the "no ACBM" related information which EPA suggests including in the AMP for clarification. Although not required, EPA also suggests that the following information be included on this form: original date of the building construction and the date of any new additions. The suggested additions to the School Building List will provide an enhanced "snapshot" overview of the status changes that have occurred in the school buildings over time.

Note, as required under 40 CFR 763.93(a)(1)-(2), the AMP developed for each school must include all of the buildings that are owned, leased or otherwise used by the LEA as school buildings for that school. Therefore, the School Building List must include all of these buildings even if they are located off-site from the main school campus.

AMP FORM 3 - DESIGNATED PERSON ASSURANCES

Provide the name of the DP and have the DP sign and date this form which lists the LEA's general responsibilities under 40 CFR 763.84. Under 40 CFR 763.93(i), the AMP must contain a true and correct statement signed by the DP which certifies that the LEAs general responsibilities under 40 CFR 763.84 have been or will be met.

AMP FORM 4 - EVALUATION OF RESOURCES

Describe the resources needed (e.g., financial, personnel and equipment) to complete response actions successfully and carry out reinspection, operations and maintenance activities, periodic surveillance, and training. This evaluation of resources is required to be included in the AMP under 40 CFR 763.93(e)(11).

AMP FORM 5 - TRAINING RECORD FOR MAINTENANCE & CUSTODIAL STAFF Provide the following training information for maintenance and custodial staff required to be included in the AMP under 40 CFR 763.93(h) and 763.94(c): person=s name and job title, date training was completed, location of training and number of hours completed. Although not required, EPA suggests that the name of the training agency and the course name be provided on this form and that a copy of the training certificate be attached to this form.

Under 40 CFR 763.92(a)(1), every member of the maintenance and custodial staff who works in a building that contains ACBM must receive awareness training of at least 2 hours whether or not they are required to work with ACBM. Under 40 CFR 763.92(a)(2), maintenance and custodial staff who conduct any activities that will result in the disturbance of ACBM must receive an additional 14 hours of training.

AMP FORM 6 - INSPECTION COVER SHEET

If your school is comprised of more than one building, each building inspection or reinspection should be

summarized on a separate form. (Note, under 40 CFR 763.85(b)(1), a reinspection must be conducted at least once every three years after a management plan is in effect.) Provide the requested cover sheet information about the accredited inspector(s) and the inspection or reinspection of each school building. Although not required by EPA, it is suggested that the name of the training agency and the course name and date be provided on this form and that a copy of the accreditation certificate for each inspector be attached to this form.

If this inspection report cover sheet is not used for the AMP, ensure that the inspection report for each inspection or reinspection includes the following information as required under 40 CFR 763.93(e)(3)(i): date of the inspection, and the name, signature, state of accreditation, and, if applicable, the accreditation number of each accredited inspector performing the inspection. Attach a copy of the signed inspection report.

A copy of the signed inspection report, along with other related documentation, must be provided to the DP and included as a record in the AMP within 30 days of the inspection under 40 CFR 763.85(a)(4)(vi) or reinspection under 40 CFR 763.85(b)(3)(vii). See these sites and 40 CFR 763.93(e)(3) for details on required AMP documentation. For inspections conducted before December 14, 1987 (i.e., the effective date of the October 30, 1987 EPA Asbestos-Containing Materials in Schools rule), see also 40 CFR 763.93(e)(2)(i)-(v).

The AMP instructions/forms for inspections and reinspections are as follows: Form 6 - Inspection Cover Sheet, Form 7- Room/Functional Space Assessment, Form 8 - Homogeneous Area/Bulk Sample Summary and Form 9 - Homogeneous Area/Bulk Sample Diagram.

AMP FORM 7 - ROOM/FUNCTIONAL SPACE ASSESSMENT

Written assessments are required to be made for each inspection and reinspection under 40 CFR 763.88 of all ACBM and suspected ACBM assumed to be ACM in a building by an accredited inspector. This form may be used to provide the assessment information for an inspection or reinspection. The inspector must sign and date the written assessment, provide his or her state of accreditation, and, if applicable, accreditation number, and provide a copy of the assessment to the DP for inclusion in the AMP within 30 days of the assessment (40 CFR 763.88(a)(2) and 763.93(e)(3)(v)). Although not required, EPA suggests that the name of the training agency and the course name and date be provided on this form and that a copy of the accreditation certificate for the inspector be attached to this form.

Fill out a separate form for each specific type of ACBM or suspected ACBM assumed to be ACM for each room/functional space. For example, if a room/functional space contains two types of thermal system insulation, one type of surfacing material, and one miscellaneous material (requiring four unique homogeneous area numbers), then four separate forms should be completed for that particular room/functional space. Homogeneous area (HA) numbers should be assigned to each specific homogeneous material identified as ACBM or suspected ACBM assumed to be ACM within a building. These HA numbers can be used to identify homogeneous materials on a blueprint or diagram.

Identify the type of material as thermal, surfacing, or miscellaneous by checking the appropriate box and then describe the material in the space provided. Be sure to include such factors as color, texture, thickness, and method of application, if applicable (e.g., sprayed on or towed on). The amount of each material should be recorded, both in total quantity and as a percentage of the functional space (40 CFR 763.88(c)(1)). For example, if there are 200 linear feet of various pipe runs in a room with 50 linear feet covered by air cell insulation, it should be noted that there are 50 linear feet of that particular homogeneous material in a room and that it covers 25% of the area (50/200).

Complete the “Damage Assessment” section for all friable materials. The amount of each specific type of damage should be noted. Information regarding the causes and severity of damage should be recorded in the comment section (40 CFR 763.88(c)(2)(i)-(ii) and (c)(5)).

Note if there is an accumulation of powder/dust/debris similar in appearance to the material being assessed and its location (e.g., beneath the pipe, boiler, or duct). This information can be used as evidence to confirm damage.

Note if the material is in a supply or a return air plenum. If asbestos fibers are released from the ACM into the ventilation air stream they have the potential to be transported to locations where people are present. The location of any asbestos fibers in a supply air plenum is usually more significant than in a return plenum since the distance of transport to the occupied room/functional space is typically shorter and the dilution by makeup air is less significant.

Note the extent or spread of damage over large areas or large percentages of the homogeneous area (40 CFR 763.88(c)(2)(iii)).

Complete the “Potential for Contact with the Material” section and note whether or not the material is accessible (40 CFR 763.88(c)(3)).

Note the potential for disturbance of this material (40 CFR 763.88(c)(4)). The potential for disturbance can be directly related to accessibility or other factors such as proposed renovations, vibrations, air erosion, etc.

Circle the appropriate classification from the “Assessment Category” and give the reason for the classification (40 CFR 763.88(b)).

Note the preventative measures which might eliminate the reasonable likelihood of undamaged ACM from becoming significantly damaged (40 CFR 763.88(c)(6)).

AMP FORM 8 - HOMOGENEOUS AREA/BULK SAMPLE SUMMARY

Provide the requested homogeneous area/bulk sample summary information for each inspection or reinspection and fill out a separate form for each school building.

For each inspection and reinspection conducted under 40 CFR 763.85 the AMP must include a blueprint, diagram, or written description of each school building that identifies clearly each location and approximate square or linear footage of homogeneous areas where material was sampled for ACM, the exact location where each bulk sample was collected, date of collection, homogeneous areas where friable suspected ACM is assumed to be ACM, and where nonfriable suspected ACM is assumed to be ACM. In addition, a description of the manner used to determine sampling locations must be included in the AMP. See 40 CFR 763.93(e)(3)(ii)-(iii) for these inspection/reinspection requirements and for inspections conducted before December 14, 1987 (i.e., the effective date of the October 30, 1987 EPA Asbestos-Containing Materials in Schools rule), see also 40 CFR 763.93(e)(2)(ii)). For details on how to collect bulk samples, see 40 CFR 763.86.

For each inspection and reinspection conducted under 40 CFR 763.85 the AMP must also include the following information about the accredited inspector that collected the samples: name, signature, state of accreditation and, if applicable, the accreditation number of the inspector, as required under 40 CFR 763.93(e)(3)(iii). Although not required, EPA suggests that the name of the training agency and the course name and date be provided on this form and that a copy of the accreditation certificate for the inspector be

attached to this form.

To provide a blueprint or diagram in lieu of the aforementioned written description, see Form 9 - Homogeneous Area/Bulk Sample Diagram. Note, a written description and a blueprint or diagram may be provided but is not required by EPA.

AMP FORM 9 - HOMOGENEOUS AREA/BULK SAMPLE DIAGRAM

For each inspection and reinspection conducted under 40 CFR 763.85 provide one blueprint or diagram for each HA that identifies clearly each location and approximate square or linear footage of homogeneous areas where material was sampled for ACM. See also the instructions for Form 8 - Homogeneous Area/Bulk Sample Summary for further details regarding the required documentation of homogeneous areas/bulk samples in the AMP and the supporting regulatory cites for inspections/re-inspections.

As also discussed in the instructions for Form 8, a blueprint or diagram may be included in the AMP in lieu of a written description of the homogeneous areas where material was sampled for ACM. Note, a written description and a blueprint or diagram may be provided but is not required by EPA.

AMP FORM 10 - PLAN FOR REINSPECTION

Under 40 CFR 763.93(e)(9), a plan for reinspection under 40 CFR 763.85 must be included in the AMP. Use this form to provide the plan. Note, at least once every three years after a management plan has been in effect, a reinspection must be made by an accredited inspector of all friable and nonfriable known or assumed ACBM in each school building that the LEA leases, owns, or otherwise uses as a school building (40 CFR 763.85(b)(1)-(2)).

AMP FORM 11 - RECOMMENDED RESPONSE ACTIONS

Provide the requested information about the recommendations made by the accredited Management Planner to the LEA regarding response actions.

Under 40 CFR 763.93(e)(5), the AMP must include the recommendations made by the accredited Management Planner to the LEA regarding response actions under 40 CFR 763.88(d) along with the following information about the Management Planner: name, signature, state of accreditation, and, if applicable, the accreditation number for each accredited Management Planner making the recommendations. Under 40 CFR 763.88(d), the Management Planner(s) must sign and date the recommendation, provide the aforementioned accreditation information and submit a copy of the recommendation to the DP for inclusion in the AMP. Although not required, EPA suggests that the name of the training agency and the course name and date be provided on this form and that a copy of the accreditation certificate for each Management Planner be attached to this form.

In addition, under 40 CFR 763.93(e)(6), the AMP must include a detailed description of preventive measures and response actions to be taken, including methods to be used, for any friable ACBM, the locations where such measures and action will be taken, reasons for selecting the response action or preventive measure, and a schedule for beginning and completing each preventive measure and response action.

AMP FORM 12 - IMPLEMENTATION OF RESPONSE ACTIONS

Provide the requested information regarding the response actions taken that were approved by the LEA.

Under 40 CFR 763.94(b)(1), the AMP must include a detailed written description of each preventive measure and response action taken for friable and nonfriable ACBM and friable and nonfriable suspected ACBM assumed to be ACM, including: methods used, location where the measure or action was taken,

reasons for selecting the measure or action, start and completion dates of the work, names and addresses of all contractors involved and, if applicable, their state of accreditation and accreditation numbers, and if ACBM is removed, the name and location of the storage or disposal site of the ACM. Although not required, EPA suggests that copies of accreditations for personnel conducting any abatement activities be attached to this form.

AMP FORM 13 - DESCRIPTION/DIAGRAM OF ACBM TO REMAIN

Provide the requested information regarding ACBM to remain.

Under 40 CFR 763.93(e)(8), the AMP must include a detailed description in the form of a blueprint, diagram, or written description of any ACBM or suspected ACBM assumed to be ACM that remains in the school once response actions are undertaken under 40 CFR 763.90 and the description must be updated as response actions are completed. Note, a written description and a blueprint or diagram may be provided but is not required by EPA.

AMP FORM 14 - PLAN FOR OPERATIONS AND MAINTENANCE ACTIVITIES

Under 40 CFR 763.93(e)(9), the plan for operations and maintenance activities required under 40 CFR 763.91 must be included in the AMP. Use this form to provide the plan and include the following elements: worker protection under 40 CFR 763.91(b) (e.g., training, respiratory protection, and medical surveillance program), cleaning procedures/equipment/accreditation under 40 CFR 763.91(c), operations and maintenance procedures, work practices and equipment under 40 CFR 763.91(d), use of accredited personnel to design and conduct response actions for any maintenance activities disturbing friable ACBM (other than small-scale, short duration maintenance activities) under 40 CFR 763.91(e), procedures for minor and major fiber release episodes under 40 CFR 763.91(f), and use of accredited personnel to design and conduct response actions for any major fiber release episodes under 40 CFR 763.91(f)(2)(iii).

AMP FORM 15 - OPERATIONS AND MAINTENANCE ACTIVITIES

Provide the requested information on operations and maintenance activities conducted under 40 CFR 763.91(d) and, under 40 CFR 763.94(g), any major asbestos activity conducted under 40 CFR 763.91(e).

Under 40 CFR 763.94(f) and (g), a record of the following information must be provided in the AMP regarding the aforementioned activities: name of each person performing the activity, for a major activity, the name, signature, state of accreditation and, if applicable, the accreditation number of each person performing the activity; the start and completion dates of the activity, the locations where such activity occurred, a description of the activity including preventive measures used, and if ACBM is removed, the name and location of the storage or disposal site of the ACM. Although not required, EPA suggests that copies of accreditations for personnel be attached to this form.

AMP FORM 16 - CLEANING RECORD

Provide the requested information regarding the initial cleaning after an inspection (i.e., before the initiation of a response action other than operation and maintenance activities or repair) and any additional cleaning recommended by the Management Planner. Complete one form for each activity.

Under 40 CFR 763.94(e), the AMP must include a record of each cleaning conducted under 40 CFR 763.91(c), including the following information: name of each person performing the cleaning, date of the cleaning, locations cleaned, and the methods used to perform the cleaning.

AMP FORM 17 - MAJOR/MINOR FIBER RELEASE EPISODE

Provide the requested information regarding major and minor fiber release episodes.

Under 40 CFR 763.94(h), for each major and minor fiber release episode occurring as a result of operations and maintenance activities under 40 CFR 763.91(f), the AMP must include a record of the following information: date and location of the episode, method of repair, preventive measure or response action taken, and if ACBM is removed, the name and location of the storage and disposal site of the ACM.

AMP FORM 18 - PERIODIC SURVEILLANCE PLAN/REPORT

Provide the requested information regarding the periodic surveillance plan and report (i.e., the two periodic surveillance inspections per school year).

Under 40 CFR 763.93(e)(9), a plan for periodic surveillance under 40 CFR 763.92 must be included in the AMP. At least once every 6 months after the AMP has been in effect, a periodic surveillance must be conducted in each building that the LEA leases, owns, or otherwise uses as a school building that contains ACBM or is assumed to contain ACBM. The periodic surveillance report under 40 CFR 763.92 (b)(2) must include a record of the person's name performing the surveillance, the date of the surveillance and any changes in the condition of the material.

AMP FORM 19 - PLAN TO INFORM

Provide the requested notification information about the AMP and any asbestos-related activities.

Under 40 CFR 763.93(g)(4), at least once each school year, the LEA must notify in writing parent, teacher, and employee organizations of the availability of the AMP and must include in the AMP, a description of the steps taken to notify such organizations, and a dated copy of the notification. In the absence of any such organizations for parents, teachers, or employees, the LEA must provide written notice to that relevant group of the availability of the AMP and must include in the AMP a description of the steps taken to notify such groups, and a dated copy of the notification.

Under 40 CFR 763.93(e)(10), the AMP must include a description of the steps taken to inform workers and building occupants, or their legal guardians, about inspections, re-inspections, response actions, and post-response action activities, including periodic reinspection and surveillance activities that are planned or in progress. Under 40 CFR 763.84(c), the LEA must inform them about these activities at least once each school year.

AHERA Asbestos Management Plan

School Name:

School Address:

A complete, up-to-date copy of this Asbestos Management Plan must be maintained in both the Local Education Agency's administrative office and the school's administrative office (40 CFR 763.93(g)(2)-(3)). For more information, please contact the Designated Person for this school.

LEA NAME:

SCHOOL NAME:

(Number ___ of ___, make copies as necessary)

AMP FORM 1 - CONTACT INFORMATION

Local Education Agency and School Information	
Local Education Agency:	Telephone Number:
Address:	
Name of School:	Telephone Number:
Address:	County:

Designated Person Information			
Name of Designated Person:		Telephone Number:	
Address:			
Course Name:	Training Agency:	Date:	Hours of Training:

Management Planner(s)		
The following management planner(s) has developed/contributed to this plan and is accredited under the state accreditation program or another state's accreditation program or an EPA-approved course.		
Name:	Telephone Number:	
Firm:		
Address:		
State of Accreditation/Accreditation Number:		
Course Name:	Date:	Training Agency:
Name:	Telephone Number:	
Firm:		
Address:		
State of Accreditation/Accreditation Number:		
Course Name:	Date:	Training Agency:

ATTACHMENTS	
<ul style="list-style-type: none">• Copy of Designated Person's asbestos-related training certificates suggested, but not required by EPA• Copy of accreditation certificate for Management Planner(s) suggested, but not required by EPA	

LEA NAME:

SCHOOL NAME:

(Number ___ of ___, make copies as necessary)

AMP FORM 2 - SCHOOL BUILDING LIST

List each building used as a school building for this school (e.g., on-site administration building, maintenance building, storage building and any off-site building used for classrooms, etc.). List the date of the original construction and any subsequent additions. Place an "X" in the appropriate column to note whether the building has friable ACBM, non-friable ACBM, friable and non-friable suspected ACBM assumed to be ACM or no ACBM (i.e., no ACBM at the time of construction). If there is no ACBM in the building as a result of a removal action, note "removal" and insert the date (e.g., removal - 2/10/04) in the "No ACBM" column.

Name of Building	Address	Construction Date(s)	Friable ACBM*	Non-Friable ACBM	Friable and Non-Friable Suspected ACBM Assumed to be ACM**	No ACBM

*ACBM - Asbestos-Containing Building Material

**ACM - Asbestos-Containing Material

DATE: _____

ATTACHMENT

- If a new school building was constructed after October 12, 1988 and is asbestos-free, attach a signed statement from an architect or project engineer responsible for the construction of the building, or by an accredited inspector, indicating that no ACBM was specified as a building material in any construction document for the building, or, to the best of his or her knowledge, no ACBM was used as a building material. Provide a copy of this statement to the EPA Regional Office. This information is required under 40 CFR § 763.99 (a)(7)). Provide the state/license number for the architect/project engineer or, for the inspector, provide the state of accreditation, and, if applicable, the accreditation number for the inspector. Although not required, EPA suggests attaching to this statement a copy of the licensing document for the architect/project engineer, or for the inspector, a copy of the inspector's accreditation certificate.

LEA NAME:

SCHOOL NAME:

AMP FORM 3 - DESIGNATED PERSON ASSURANCES

In accordance with 40 CFR § 763.93(i) of the Environmental Protection Agency Asbestos-Containing Material in Schools regulation, the undersigned Local Education Agency (LEA) Designated Person (DP) hereby certifies that the following general responsibilities of the LEA under 40 CFR § 763.84 have been or will be met:

1. Ensure that the activities of any persons who perform inspections, reinspections, and periodic surveillance, develop and update management plans, and develop and implement response actions, including operations and maintenance, are carried out in accordance with Part 763, Subpart E.
2. Ensure that all custodial and maintenance employees are properly trained as required by Part 763, Subpart E and other applicable Federal and/or State regulations (e.g., the Occupational Safety and Health Administration asbestos standard for construction, the EPA worker protection rule, or applicable State regulations).
3. Ensure that workers and building occupants, or their legal guardians, are informed at least once each school year about inspections, response actions, and post-response action activities, including periodic reinspection and surveillance activities that are planned or in progress.
4. Ensure that short-term workers (e.g., telephone repair workers, utility workers, or exterminators) who may come in contact with asbestos in a school are provided information regarding the locations for Asbestos-Containing Building Materials (ACBM) and suspected ACBM assumed to be Asbestos-Containing Materials (ACM).
5. Ensure that warning labels are posted in accordance with § 40 CFR 763.95.
6. Ensure that management plans are available for inspection and notification of such availability has been provided as specified in the management plan under § 40 CFR 763.93(g).
7. Designate a person to ensure that requirements under § 763.84 are properly implemented and ensure that the designated person receives adequate training to perform duties assigned under § 763.84. Such training shall provide, as necessary, basic knowledge of: health effects of asbestos; detection, identification, and assessment of ACM; options for controlling ACBM; asbestos management programs; relevant Federal and State regulations concerning asbestos, including those in Part 763, Subpart E and those of the Occupational Safety and Health Administration, U.S. Department of Transportation and the U.S. Environmental Protection Agency.
8. Consider whether any conflict of interest may arise from the inter-relationship among accredited personnel and whether that should influence the selection of accredited personnel to perform activities under Part 763, Subpart E.

Name of Designated Person:	
Designated Person's Signature:	Date:

Note

- The AMP must also include, as required under 40 CFR § 763.93 (e)(7), one of the following statements for the person or persons who inspected for ACBM and who will design or carry out response actions, except for operations and maintenance, with respect to the ACBM: a statement that he/she is accredited under the state accreditation program, or that the LEA has used or will use persons accredited under another state's accreditation program or an EPA-approved course.

LEA NAME:

SCHOOL NAME:

(Number __ of __, make copies as necessary)

AMP FORM 4 - EVALUATION OF RESOURCES

DATE: _____

LEA NAME:

SCHOOL NAME:

(Number __ of __, make copies as necessary)

AMP FORM 5 - TRAINING RECORD FOR MAINTENANCE AND CUSTODIAL STAFF

Every member of the maintenance and custodial staff who works in a building that contains ACBM must receive awareness training of at least 2 hours whether or not they are required to work with ACBM. Maintenance and custodial staff who conduct any activities that will result in the disturbance of ACBM must receive an additional 14 hours of training (total 16 hours of training). A record of the aforementioned training is required to be included in the AMP under 40 CFR §§ 763.93(h) and 763.94(c) of the EPA Asbestos-Containing Materials in Schools regulation, 40 CFR Part Subpart E.

Employee Name (Please Print)	Job Title	Course Name	Training Agency	Date	Location of Training	Number of Hours Completed

ATTACHMENT

- Copies of training certificates suggested, but not required by EPA

LEA NAME:

SCHOOL NAME:

(Number __ of __, make copies as necessary for each building inspected)

AMP FORM 6 - INSPECTION COVER SHEET

Type of Inspection: <input type="checkbox"/> Initial Inspection <input type="checkbox"/> Reinspection	
Date of Inspection:	
Building Assessed:	Telephone Number:
Address:	
Date of Original Building Construction:	

Provide the date, description, and location of additions/renovations for this building e.g., new structural additions or application of surfacing material or fireproofing insulation. (Provide all heating system information in next section.)

Type of heating system:
Has any part of the heating system, including boiler(s), hot water pipes, water heater, etc., been renovated or replaced? <input type="checkbox"/> Yes <input type="checkbox"/> No
Provide date, description and location of heating system renovations/replacements for this building:

The following inspector(s) conducted the inspection and is accredited under the state accreditation program, or another state's accreditation program or an EPA-approved course.

1	Name	State of Accreditation/Acc. No.	Signature	Date
	Firm	Address	Telephone Number	
	Course Name	Date	Training Agency	
2	Name	State of Accreditation/Acc. No.	Signature	Date
	Firm	Address	Telephone Number	
	Course Name	Date	Training Agency	

ATTACHMENTS

- Copy of inspection report
- Copy of inspector's accreditation certificate suggested, but not required by EPA

LEA NAME:

SCHOOL NAME:

(Number ___ of ___, make copies as necessary for each room/functional space)

AMP FORM 7- ROOM/FUNCTIONAL SPACE ASSESSMENT*

Type of Inspection: <input type="checkbox"/> Initial Inspection <input type="checkbox"/> Reinspection	
Date of Inspection:	
Building Assessed/Address:	
Room/Functional Space:	Date of Original Building Construction:
Date and description of additions or renovations for this room/functional space:	

Type of Material (Check only one type of material - fill out additional copies of this form for other types of materials in this room/functional space): <input type="checkbox"/> Surfacing <input type="checkbox"/> Thermal <input type="checkbox"/> Miscellaneous		
Material: <input type="checkbox"/> Friable <input type="checkbox"/> Non-Friable		
Description:		
Amount of Material (Note Linear or Square Feet)	Percent of Area	Homogeneous Area No.

Damage Assessment				
Type of Damage	YES	NO	Amount of Material (Note Linear or Square Feet)	Comments (Severity, Cause)
Deterioration (e.g., crumbled, blistered, or loss of adhesion)				
Physical Damage (e.g., scrape or gouge)				
Water Damage (e.g., water stains)				
Air Erosion (e.g. elevator shaft, fan room, or ventilator air stream)				
Vibration (e.g., music room, motor/engine, or ducts vibrating but no fan in area)				
Other				

Is powder, dust or debris present?	Location:
Is this material in a supply or return air plenum?	
Note the extent or spread of damage over large areas or large percentages of the homogeneous area:	

*Form 7 continued on next page

LEA NAME:

SCHOOL NAME:

(Number __ of __, make copies as necessary for each room/functional space)

AMP FORM 7 CONTINUED - ROOM/FUNCTIONAL SPACE ASSESSMENT

Potential for Contact with Material	
<p>Accessibility</p> <p>[] High - Workers in vicinity more than once/week or material is in a public area accessible to building occupants (e.g., hallway or auditorium)</p> <p>[] Moderate - Workers in vicinity once/month - once/week or material is in a room/office accessible to building occupants</p> <p>[] Low - Workers in vicinity less than once/month or material is visible but not within reach of building occupants</p>	Comments

Note the potential for disturbance of the material:

Assessment Category (Circle One)	
<p>1. Damaged/Significantly damaged TSI</p> <p>2. Damaged friable SURFACING ACBM</p> <p>3. Significantly damaged friable SURFACING ACBM</p> <p>4. Damaged or significantly damaged friable MISCELLANEOUS ACBM</p>	<p>5. ACBM with potential for damage</p> <p>6. ACBM with potential for significant damage</p> <p>7. Any remaining friable ACBM or friable suspected ACBM</p>
Reason for classification:	

Preventative measures which might eliminate the reasonable likelihood of undamaged ACM from becoming significantly damaged:

The following inspector conducted the assessment and is accredited under the state accreditation program, or another state's accreditation program or an EPA-approved course			
Name	State of Accreditation/Acc. No.	Signature	Date
Firm	Address	Telephone Number	
Course Name	Date	Training Agency	

ATTACHMENT

- Copy of inspector's accreditation certificate suggested, but not required by EPA

LEA NAME:

SCHOOL NAME:

(Number __ of __, make copies as necessary)

AMP FORM 8 - HOMOGENEOUS AREA/BULK SAMPLE SUMMARY

Type of Inspection: <input type="checkbox"/> Initial Inspection <input type="checkbox"/> Reinspection
Date of Inspection:
Building Assessed/Address:

Location Homogeneous Area (HA) (HA No. & Room/Functional Space)	HA Linear or Square Ft. (L or S)	Material Type (T, S, M)*	Friable or NonFriable (F or NF)	Sampled or Assumed ACBM (S or A)	Exact Sample Location	Inspector's Sample No.	Date Collected

*Material Type: T - Thermal System Insulation, S - Surfacing, and M - Miscellaneous

Manner used to determine sampling locations:

The following inspector conducted the sampling and is accredited under the state accreditation program, or another state's accreditation program or an EPA-approved course.			
Name	State of Accreditation/Acc. No.	Signature	Date
Firm	Address	Telephone Number	
Course Name	Date	Training Agency	

ATTACHMENTS

- Copy of inspector's accreditation certificate suggested, but not required by EPA
- Lab report, including a copy of bulk sample analyses (and any other lab report pertaining to the analyses), name and address of lab, date of analysis, name and signature of person performing analysis, and a statement that the lab meets the applicable requirements of 40 CFR § 763.87(a) as required under 40 CFR § 763.93(e)(2)(iii) and (3)(iv)). Copy of the NIST NVLAP lab accreditation certificate for PLM method suggested, but not required by EPA.

LEA NAME:

SCHOOL NAME:

(Number ____ of ___, make copies as necessary)

AMP FORM 9 - HOMOGENEOUS AREA/BULK SAMPLE DIAGRAM

Type of Inspection: <input type="checkbox"/> Initial Inspection <input type="checkbox"/> Reinspection	
Date of inspection:	
Building Assessed/Address:	
Room/Functional Space:	
Prepared by:	Date:

LEA NAME:

SCHOOL NAME:

(Number __ of __, make copies as necessary)

AMP FORM 10 - PLAN FOR REINSPECTION

LEA NAME:

SCHOOL NAME:

(Number __ of __, make copies as necessary)

AMP FORM 11 - RECOMMENDED RESPONSE ACTIONS

Building Assessed/Address:

Room Functional Space:

Provide a detailed description of the recommended preventive measures and response actions to be taken, including methods to be used for any friable ACBM, and the locations (list all HA's) where measures and actions will be taken:

Provide the reason for selecting the preventive measure or response action:

Provide the projected schedule for beginning and completing each preventive measure and response action:

Management Planner

The following management planner has provided the aforementioned recommended response actions and is accredited under the state accreditation program or another state's accreditation program or an EPA-approved course.

Name	State of Accreditation/Acc. No.	Signature	Date
Firm	Address	Telephone Number	
Course Name	Date	Training Agency	

ATTACHMENT

- Copy of accreditation certificate for Management Planner suggested, but not required by EPA

LEA NAME:

SCHOOL NAME:

(Number __ of __, make copies as necessary)

AMP FORM 12 - IMPLEMENTATION OF RESPONSE ACTIONS

Building Assessed/Address:

Room Functional Space:

Provide a detailed description of each preventive measure and response action taken for friable and nonfriable ACBM and friable and nonfriable suspected ACBM assumed to be ACM, including methods used, and the location (list all HA's) where the measure or action was taken:

Provide the reason for selecting the preventative measure or response action:

Provide the actual start and completion dates for each preventative measure and response action:

Provide the names and addresses of all contractors involved and, if applicable, their state of accreditation and accreditation numbers:

If ACBM is removed, provide the name and location of the storage or disposal site of the ACM:

ATTACHMENTS

- Copy of accreditation suggested, but not required by EPA
- Air sampling documentation required under 40 CFR § 763.94(b)(2) at the completion of certain response actions specified under 40 CFR § 763.90(i): name and signature of person collecting any air sample required to be collected, locations where samples were collected, date of collection, name and address of the lab analyzing the samples, date of analysis, results of analysis, method of analysis, name and signature of the person performing the analysis, and a statement that the lab meets the applicable requirements of 40 CFR § 763.90(i)(2)(ii). Copy of the NIST NVLAP lab accreditation certificate for the TEM method suggested, but not required by EPA. Where the PCM method is permitted, under 40 CFR § 763.90(i)(2)(ii), a lab enrolled in the American Industrial Hygiene Association Proficiency Analytical Testing Program must be used.

SCHOOL NAME:

AMP FORM 13 - DESCRIPTION/DIAGRAM OF ACBM TO REMAIN

Provide detailed description of any ACBM or suspected ACBM assumed to be ACM that remains in the school once response actions are undertaken and update the description as response actions are completed:

Blueprint or diagram of any ACBM or suspected ACBM assumed to be ACM that remains in the school once response actions are undertaken under 40 CFR § 763.90 and an updated description as response actions are completed may be provided in the AMP in lieu of the above written description (see instructions for Form 13). A written description and a blueprint or diagram may be included in the AMP, but is not required by EPA.

LEA NAME:

SCHOOL NAME:

(Number __ of __, make copies as necessary)

AMP FORM 14 - PLAN FOR OPERATIONS AND MAINTENANCE ACTIVITIES

LEA NAME:

SCHOOL NAME:

(Number __ of __, make copies as necessary)

AMP FORM 15 - OPERATIONS AND MAINTENANCE ACTIVITIES

Building Assessed/Address:

Room/Functional Space:

Provide the description of the activity, including preventive measures used, and the location where the activity occurred for those operation and maintenance activities specified under 40 CFR § 763.91(d) and, under 40 CFR § 763.94(g), for any major asbestos activity conducted under 40 CFR § 763.91(e):

Provide the start and completion dates of the activity:

Provide the name of each person performing the activity and for a major asbestos activity, provide the name, signature, state of accreditation and, if applicable, the accreditation number of each person performing the activity:

If ACBM is removed, provide the name and location of the storage or disposal site of the ACM:

ATTACHMENT

- Copy of accreditation suggested, but not required by EPA

LEA NAME:

SCHOOL NAME:

(Number __ of __, make copies as necessary)

AMP FORM 16 - CLEANING RECORD

Cleaning: ☐ Cleaning after initial inspection ☐ Additional cleaning approved by the LEA and conducted as part of an O&M program

Date of Cleaning:

Location Cleaned:

Cleaning methods used:

Names of persons performing the cleaning:

ATTACHMENT

- Copy of accredited Management Planner's recommendation for additional cleaning under 40 CFR § 763.91(c)(2), as part of an O&M program, and the response of the LEA to that recommendation. This information is required to be included in the AMP under 40 CFR § 763.93(c)(9).

LEA NAME:

SCHOOL NAME:

(Number __ of __, make copies as necessary)

AMP FORM 17 - MAJOR/MINOR FIBER RELEASE EPISODE

Type of episode: ☐ Major Fiber Release ☐ Minor Fiber Release

Date of episode:

Describe the fiber release episode, including the location, type of ACBM, method of repair, and preventive measure or response action taken:

Provide the names of each person performing the work:

If ACBM is removed, the name and location of the storage and disposal site for the ACM:

LEA NAME:

SCHOOL NAME:

(Number __ of __, make copies as necessary)

AMP FORM 18 - PERIODIC SURVEILLANCE PLAN/REPORT

Periodic Surveillance Plan: At least once every six months after the AMP is in effect, periodic surveillance will be conducted in each building that the LEA leases, owns, or otherwise uses as a school building that contains ACBM or is assumed to contain ACBM. At a minimum, surveillance is planned to be conducted during the fall and spring (insert alternate time frames and other details, as needed). Each person performing periodic surveillance must: visually inspect all areas that are identified in the AMP as ACBM or assumed ACBM, record the date of the surveillance, his or her name, and any changes in the condition of the materials, and submit a copy of the record to the DP for inclusion in the AMP.

			1 st six months Date _____	2 nd six months Date _____	
HA No.	Description of ACBM	Area Inspected	ACBM Condition*	ACBM Condition*	Date ACBM Removed

* If no change in condition, write N/C

Surveillance Inspector's Name	Surveillance Inspector's Signature	Date

LEA NAME:

SCHOOL NAME:

(Number ___ of ___, make copies as necessary)

AMP FORM 19 - PLAN TO INFORM

ATTACHMENT

- Dated copies of all management plan availability notifications distributed to parents, teachers and employee organizations (e.g., letter, newsletter). This information is required under 40 CFR § 763.93(e)(10).

Appendix A - Glossary

Unless otherwise noted with an asterisk (*), the following definitions contained in this Glossary can be found under 40 CFR § 763.83:

Act means the Toxic Substances Control Act (TSCA), 15 U.S.C. 2601, et seq.

Accessible when referring to asbestos-containing material (ACM) means that the material is subject to disturbance by school building occupants or custodial or maintenance personnel in the course of their normal activities.

Accredited or *accreditation* when referring to a person or laboratory means that such person or laboratory is accredited in accordance with section 206 of Title II of the Act.

Air erosion means the passage of air over friable asbestos-containing building material (ACBM) which may result in the release of asbestos fibers.

Asbestos means the asbestiform varieties of: Chrysotile (serpentine); crocidolite (riebeckite); amosite (cummingtonite-grunerite); anthophyllite; tremolite; and actinolite.

Asbestos-containing material (ACM) when referring to school buildings means any material or product which contains more than 1 percent asbestos.

Asbestos-containing building material (ACBM) means surfacing ACM, thermal system insulation ACM, or miscellaneous ACM that is found in or on interior structural members or other parts of a school building.

Asbestos debris means pieces of ACBM that can be identified by color, texture, or composition, or means dust, if the dust is determined by an accredited inspector to be ACM.

Damaged friable miscellaneous ACM means friable miscellaneous ACM which has deteriorated or sustained physical injury such that the internal structure (cohesion) of the material is inadequate or, if applicable, which has delaminated such that its bond to the substrate (adhesion) is inadequate or which for any other reason lacks fiber cohesion or adhesion qualities. Such damage or deterioration may be illustrated by the separation of ACM into layers; separation of ACM from the substrate; flaking, blistering, or crumbling of the ACM surface; water damage; significant or repeated water stains, scrapes, gouges, mars or other signs of physical injury on the ACM. Asbestos debris originating from the ACBM in question may also indicate damage.

Damaged friable surfacing ACM means friable surfacing ACM which has deteriorated or sustained physical injury such that the internal structure (cohesion) of the material is inadequate or which has delaminated such that its bond to the substrate (adhesion) is inadequate, or which, for any other reason, lacks fiber cohesion or adhesion qualities. Such damage or deterioration may be illustrated by the separation of ACM into layers; separation of ACM from the substrate; flaking, blistering, or crumbling of the ACM surface; water damage; significant or repeated water stains, scrapes, gouges, mars or other signs of physical injury on the ACM. Asbestos debris originating from the ACBM in question may also indicate damage.

Damaged or significantly damaged thermal system insulation ACM means thermal system insulation ACM on pipes, boilers, tanks, ducts, and other thermal system insulation equipment where the insulation has lost its structural integrity, or its covering, in whole or in part, is crushed, water-stained, gouged, punctured, missing, or not intact such that it is not able to contain fibers. Damage may be further illustrated by occasional punctures, gouges or other signs of physical injury to ACM; occasional water damage on the protective coverings/jackets; or exposed ACM ends or joints. Asbestos debris originating from the ACBM in question may also indicate damage.

Designated Person means a person appointed by the Local Education Agency (LEA), under 40 CFR § 763.84 (g), who is trained to ensure the proper implementation of AHERA in school buildings. *

Encapsulation means the treatment of ACBM with a material that surrounds or embeds asbestos fibers in an adhesive matrix to prevent the release of fibers, as the encapsulant creates a membrane over the surface (bridging encapsulant) or penetrates the material and binds its components together (penetrating encapsulant).

Enclosure means an airtight, impermeable, permanent barrier around ACBM to prevent the release of asbestos fibers into the air.

Fiber release episode means any uncontrolled or unintentional disturbance of ACBM resulting in visible emission.

Friable when referring to material in a school building means that the material, when dry, may be crumbled, pulverized, or reduced to powder by hand pressure, and includes previously nonfriable material after such previously nonfriable material becomes damaged to the extent that when dry it may be crumbled, pulverized, or reduced to powder by hand pressure.

Functional space means a room, group of rooms, or homogeneous area (including crawl spaces or the space between a dropped ceiling and the floor or roof deck above), such as classroom(s), a cafeteria, gymnasium, hallway(s), designated by a person accredited to prepare management plans, design abatement projects, or conduct response actions.

High-efficiency particulate air (HEPA) refers to a filtering system capable of trapping and retaining at least 99.97 percent of all monodispersed particles 0.3 µm in diameter or larger.

Homogeneous area means an area of surfacing material, thermal system insulation material, or miscellaneous material that is uniform in color and texture.

Local education agency (LEA) means: (1) Any local educational agency as defined in section 198 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 3381). (2) The owner of any nonpublic, nonprofit elementary, or secondary school building. (3) The governing authority of any school operated under the defense dependent's education system provided for under the Defense Dependents' Education Act of 1978 (20 U.S.C. 921, et seq.).

Miscellaneous ACM means miscellaneous material that is ACM in a school building.

Miscellaneous material means interior building material on structural components, structural members or fixtures, such as floor and ceiling tiles, and does not include surfacing material or thermal system insulation.

Nonfriable means material in a school building which when dry may not be crumbled, pulverized, or reduced to powder by hand pressure.

Operations and maintenance program means a program of work practices to maintain friable ACBM in good condition, ensure clean up of asbestos fibers previously released, and prevent further release by minimizing and controlling friable ACBM disturbance or damage.

Phase contrast microscopy (PCM) refers to the procedure outlined in NIOSH Method 7400 for the evaluation of fibers in air samples.*

Polarized light microscopy (PLM) refers to the method outlined in 40 CFR § 763, Appendix E to Subpart E, for the identification of asbestos in bulk samples.*

Potential damage means circumstances in which: (1) Friable ACBM is in an area regularly used by building occupants, including maintenance personnel, in the course of their normal activities. (2) There are indications that there is a reasonable likelihood that the material or its covering will become damaged, deteriorated, or delaminated due to factors such as changes in building use, changes in operations and maintenance practices, changes in occupancy, or recurrent damage.

Potential significant damage means circumstances in which: (1) Friable ACBM is in an area regularly used by building occupants, including maintenance personnel, in the course of their normal activities. (2) There are indications that there is a reasonable likelihood that the material or its covering will become significantly damaged, deteriorated, or delaminated due to factors such as changes in building use, changes in operations and maintenance practices, changes in occupancy, or recurrent damage. (3) The material is subject to major or continuing disturbance, due to factors including, but not limited to, accessibility or, under certain circumstances, vibration or air erosion.

Preventive measures means actions taken to reduce disturbance of ACBM or otherwise eliminate the reasonable likelihood of the material's becoming damaged or significantly damaged.

Removal means the taking out or the stripping of substantially all ACBM from a damaged area, a functional space, or a homogeneous area in a school building.

Repair means returning damaged ACBM to an undamaged condition or to an intact state so as to prevent fiber release.

Response action means a method, including removal, encapsulation, enclosure, repair, operations and maintenance, that protects human health and the environment from friable ACBM.

Routine maintenance area means an area, such as a boiler room or mechanical room, that is not normally frequented by students and in which maintenance employees or contract workers regularly conduct maintenance activities.

School means any elementary or secondary school as defined in section 198 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 2854).

School building means: (1) Any structure suitable for use as a classroom, including a school facility such as a laboratory, library, school eating facility, or facility used for the preparation of food. (2) Any gymnasium or other facility which is specially designed for athletic or recreational activities for an academic course in physical education. (3) Any other facility used for the instruction or housing of students or for the administration of educational or research programs. (4) Any maintenance, storage, or utility facility, including any hallway, essential to the operation of any facility described in this definition of "school building" under paragraphs (1), (2), or (3).

(5) Any portico or covered exterior hallway or walkway. (6) Any exterior portion of a mechanical system used to condition interior space.

Significantly damaged friable miscellaneous ACM means damaged friable miscellaneous ACM where the damage is extensive and severe.

Significantly damaged friable surfacing ACM means damaged friable surfacing ACM in a functional space where the damage is extensive and severe.

State means a State, the District of Columbia, the Commonwealth of Puerto Rico, Guam, American Samoa, the Northern Marianas, the Trust Territory of the Pacific Islands, and the Virgin Islands.

Surfacing ACM means surfacing material that is ACM.

Surfacing material means material in a school building that is sprayed-on, troweled-on, or otherwise applied to surfaces, such as acoustical plaster on ceilings and fireproofing materials on structural members, or other materials on surfaces for acoustical, fireproofing, or other purposes.

Thermal system insulation (TSI) means material in a school building applied to pipes, fittings, boilers, breeching, tanks, ducts, or other interior structural components to prevent heat loss or gain, or water condensation, or for other purposes.

Thermal system insulation ACM means thermal system insulation that is ACM.

Transmission electron microscopy (TEM) refers to the method outlined in 40 CFR § 763, Appendix A to Subpart E, for the identification of asbestos in air samples.*

Vibration means the periodic motion of friable ACBM which may result in the release of asbestos fibers.

Appendix B - Acronyms

ACM - Asbestos-containing material

ACBM - Asbestos-containing building material

AHERA - Asbestos Hazard Emergency Response Act

DOT - Department of Transportation

DP - AHERA Designated Person

EPA - U.S. Environmental Protection Agency

HEPA - High-efficiency particulate air

LEA - Local Education Agency

NIOSH - National Institute for Occupational Safety and Health

NIST - National Institute of Standards and Technology

NVLAP - National Voluntary Laboratory Accreditation Program

O&M - Operations and maintenance

OSHA - Occupational Safety and Health Administration

PCM - Phase contrast microscopy

PLM - Polarized light microscopy

TEM - Transmission electron microscopy

TSI - Thermal system insulation

Lead Poisoning Prevention

The School shall avoid the use of any materials or techniques which would result in lead exposure. If lead-based materials were previously used in the School's construction, the Head Administrator shall develop and implement procedures for the monitoring and properly maintaining the materials.

The Head Administrator shall designate a staff member to be responsible for developing and implementing a parent-outreach program, designed to educate parents and legal guardians about the dangers of lead poisoning in children. As part of this outreach program, the Head Administrator may find it helpful to distribute an informational brochure. A brochure developed by the EPA is provided in Form No. **2550.1**, Lead Poisoning Prevention Brochure.

Ohio: R.C. 3742.

Cross-Reference: Form No. **2550.1**, Lead Poisoning Prevention Brochure.

Adopted August 30, 2021

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Lead Poisoning Prevention Brochure

The Lead Poisoning Prevention Brochure found below is from the Ohio Department of Health.

The Brochure may be linked to by visiting:

https://odh.ohio.gov/wps/wcm/connect/gov/14f674bf-b392-4a70-8dc1-9181fdb0590/Childhood-Lead-Poisoning-Brochure-optimized.pdf?MOD=AJPERES&CONVERT_TO=url&CACHEID=ROOTWORKSPACE.Z18_M1HGGIK0N0JO00QO9DDDDM3000-14f674bf-b392-4a70-8dc1-9181fdb0590-nio6BJC

Adopted August 30, 2021

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Prevent Childhood Lead Poisoning



Ohio Department of Health
246 N. High St
Columbus, OH 43215
877-532-3723
www.odh.ohio.gov



Adopted August 30, 2021

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Lead was used in house paint until 1978, and any house built before that year could have lead paint. More than 67% of all housing units in Ohio were built before 1980 and are likely to contain some lead-based paint on interior and/or exterior surfaces.

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Keep Your Child Safe from Lead Poisoning

Your child may not look or act sick. Problems from lead may not show up until later, but can have long term effects:

- Learning problems such as lowered attention span
- Behavioral problems including hyperactivity
- Hearing loss

Most children get poisoned in their homes. Even a small amount of lead dust can poison your child.

Children under age 3 are at the greatest risk of lead poisoning because they:

- are still growing.
- absorb lead more easily than adults.
- are more likely to put their hands or objects in their mouth.



Lead enters the body when children:

- put their hands or other items with lead dust in their mouths.
- breathe in lead dust.

The most common lead hazards are:

- chipping and peeling paint and dust in homes built before 1978.
- lead dust created during home remodeling or from use of windows and doors.

Other places where lead is found:

- Soil or dirt
- Water (uncommon in public water)
- Children's toys and jewelry
- Jobs such as construction or manufacturing, or hobbies such as hunting and fishing
- Foods and candies made outside of the U.S.
- Folk remedies and imported cosmetics (such as kohl, greta, surma and azarcon)
- Ceramics, crystal, and stained glass
- Older painted furniture

Other steps you can take to keep your child safe include:

- leaving shoes at the door to avoid spreading any lead dust from outside or employment.
- keeping regularly scheduled doctors' appointments.
- showering and changing clothes before touching your child if your job exposes you to lead.

Why Your Child Needs a Lead Test

Most children have no symptoms or may have symptoms that are mistaken for other illnesses.

Possible symptoms include:

- Stomachaches
- Headaches
- Tiredness
- Low iron levels



When is your child at risk?

1. Is the child on Medicaid?
2. Does the child live in a high-risk ZIP Code?
3. Does the child live in or regularly visit a home, child care facility or school built before 1950?
4. Does the child live in or regularly visit a home, child care facility or school built before 1978 that has deteriorated paint?
5. Does the child live in or regularly visit a home built before 1978 with recent, ongoing, or planned renovation/remodeling?
6. Does the child have a sibling or playmate that has or did have lead poisoning?
7. Does the child frequently come in contact with an adult who has a hobby or works with lead? Examples are construction, welding, pottery, painting, and casting ammunition.
8. Does the child live near an active or former lead smelter, battery recycling plant or other industry known to generate airborne lead dust?

There is no safe level of lead in a child's blood.

Ask your doctor for a blood test! Only a blood test will let you know if your child is lead poisoned.

- Current law requires all children who are on Medicaid be tested for lead at 1 and 2 years of age.
- It is also required that all children who live in a high-risk ZIP Code be tested for lead at 1 and 2 years of age. To find if you live in a high-risk ZIP Code, contact your local health department or online at www.odh.ohio.gov.
- Other risk factors (previous page) may indicate a need for a blood lead test.
- Lead levels should be confirmed with a venous sample test when high ($\geq 5 \mu\text{g/dL}$) and the first test is from a capillary sample (finger/heel stick).

YOUR CHILD HAD A BLOOD LEAD TEST

Date of blood lead test _____ Level _____

To be confirmed on/by _____ Level _____

Retest on/by _____ Level _____

What does it mean?

- **<5 micrograms per deciliter ($\mu\text{g/dL}$):** Any exposure to lead can be harmful to a child. Even if your child's blood lead level is less than $5 \mu\text{g/dL}$, your child could be exposed to lead somewhere in his/her environment. Call the state or local health department for information about possible sources of lead.
- **5-9 $\mu\text{g/dL}$:** At levels of $5 \mu\text{g/dL}$ or higher, there are many things you can do to reduce or keep the lead level from increasing. These include frequently washing hands, wet cleaning all surfaces, and providing nutritious meals. Lead can cause permanent damage

Why Your Child Needs a Lead Test (*continued*)

and your child's level is likely to increase unless you take steps to reduce his/her exposure. Health department staff will help determine the possible sources of lead exposure.

- **10-44 µg/dL:** If your child has a confirmed blood lead level of 10 µg/dL or higher, you will be contacted by your local or state childhood lead poisoning prevention program. A lead risk assessor will schedule a public health lead investigation. An inspection may take place in your home or somewhere else where your child spends time (e.g. child care center, babysitter's or relative's home). They will assist you in determining the source of lead exposure and provide prevention strategies. Local lead case managers are available to answer your questions either by phone or during a home visit.
- **≥45 µg/dL:** If your child has a confirmed blood lead level of 45 µg/dL or higher, this requires immediate medical intervention. Consult your physician immediately and follow his/her instructions. A lead risk assessor will contact you to schedule a public health lead investigation as soon as possible. Follow all previous guidance for lower lead levels.



Whole House Cleaning to Control for Lead Dust

Supply checklist:

- Plastic or rubber gloves
- Plastic trash bags
- Lint-free disposable rags
- Spray bottle filled with water
- Two plastic buckets
- Mop with washable or disposable cloths
- Water and detergent
- Professional HEPA vacuum (many household vacuums will spread dust into the air). You can contact your local health department for more information on the HEPA vacuum free loaner program or call 614-466-1450.

Prepare the area:

- Wearing gloves, pick up large paint chips found on floors, porches, and other areas around the home
- Place the chips in a plastic bag
- Remove smaller paint chips by spraying them with water before sweeping them up with a broom. Dry sweeping will spread lead dust around.
- Seal the plastic bag
- Place the bag in the garbage

Whole House Cleaning to Control for Lead Dust (*continued*)

Wash all surfaces with the detergent:

- Fill one bucket with water and detergent
- Fill the other bucket with water only
- Wearing gloves, clean from the ceiling to the floor with rags. Start at the farthest corner of the room and work toward the door.
- Change detergent water and rags frequently
- Pour used water and detergent down the toilet. Avoid throwing in sinks, bathtubs, and yards.
- Mop one area in a room at a time by using detergent followed by fresh rinse water
- Change both rinse and detergent water often
- Change mop cloth with each room change

Carpets and vacuuming:

- Use a professional HEPA vacuum (other vacuums may distribute lead dust around the home)
- Clean from top to bottom, vacuum furniture and drapes first
- Slowly vacuum carpeting and area rugs
- Flip rugs over and vacuum the other side as well
- Throw rugs may be separately washed in a washing machine
- Change vacuum cleaner bags/canisters outside the home

If possible, remove carpeting. Hard floor surfaces are easier to keep clean.

Pets can track in lead from outside in the yard or on the porch. It can be on their fur and paws. Wipe paws and fur before your pets enter the house.

If unable to complete a whole house cleaning, start with the areas in rooms where children spend time. Some of the most common areas to find lead dust are around windows and doors.

Cleaning up lead dust is a short-term safety method. Careful cleaning of areas that contain lead is very important. Lead dust collects on window sills, floors, walls, and toys.

Removing the source of the lead dust is needed to keep your family safe from lead dangers.



Lead-Safe Remodeling

Test your house for lead before:

- Removing paint
- Remodeling

If your home, a relative's home or a child care location was built before 1978 and is being renovated or remodeled, do not let your child play near the dust, paint chips, or any debris from the construction. Lead paint was most likely used in the building, and disturbing the paint can cause lead poisoning.

When remodeling:

- Get expert help. Call your health department for help finding a licensed individual or visit www.odh.ohio.gov for more information.
- Avoid dry sanding paint.
- Avoid using a heat gun to remove old lead paint.
- Use baby gates or shut doors to keep children away from the area.
- Remove all furniture, area rugs, curtains, food, clothing, and other household items until cleanup is complete.
- Items that cannot be removed from the work area should be tightly wrapped with plastic sheeting and sealed with tape.
- Cover floors with plastic sheeting.
- If working on a larger job cover entrances and exits with plastic sheeting and create an airlock.
- Turn off forced-air heating and air conditioning systems. Cover vents with plastic sheeting and tape the sheeting in place with tape.
- Close all windows in the work area.
- Spray water on lead-painted surfaces to keep dust from spreading.
- Use wet cleaning methods (pages 10 and 11) to thoroughly clean area after work is completed.

Help Reduce Lead with a Healthy Diet

Foods high in iron, calcium, and vitamin C are very important to children. The body can mistake lead for any of these nutrients. Children who do not have enough of these nutrients will absorb lead more easily than children who do.

Iron

- Iron-deficient children or children with anemia are more at risk, and can absorb up to 50 percent more lead.
- Most cereals and bread have added iron in them (fortified).
- Lean meat, green leafy vegetables, oatmeal, prunes and raisins are excellent sources of iron.

Calcium

- Eating foods rich in calcium can help keep lead from entering the bloodstream.
- Milk, cheese, broccoli, spinach, yogurt, kale, and turnip greens are all good sources of calcium.

Vitamin C

- Vitamin C may act as a protective agent against lead.
- Oranges, grapefruits, tomatoes, potatoes, broccoli, and berries are excellent sources of Vitamin C.

Help Reduce Lead with a Healthy Diet (continued)

To make sure your child practices good nutritional habits, the following is recommended:

- Do not skip meals; empty stomachs more easily absorb lead.
- Wash your child's hands well and often, especially before eating.
- Limit the amount of fat and sugar in your child's diet.
- Offer fruits and vegetables instead of chips and candy.
- Offer healthy snacks between meals.
- Wash fresh food properly.
- Do not store or heat food in containers not intended for cooking, such as cans or glazed pottery.
- Do not allow your child to eat food that has dropped on the floor.

Keep in mind that good nutrition cannot fully prevent exposure to lead, but is very important to your child's overall health and wellness. For further information on preparing nutritious meals and snacks, please visit www.choosemyplate.gov.



Lead and Pregnancy

You and your unborn baby can both be harmed by lead.

Your child could be affected if you are exposed to lead while you are pregnant.

Lead can cause your baby to be born:

- Too small
- Too soon

You could also have a higher than normal chance of having a miscarriage.

Eat healthy, well-balanced meals rich in iron and calcium.

Keep regular prenatal doctor visits.

Protect yourself if your job exposes you to lead.

Never put non-food items in your mouth (sometimes pregnant women may have an urge to eat things that are not food). Some examples include corn starch, crushed pottery, and dirt. If you have the urge to eat non-food items, discuss this with your doctor.

Pregnant women must NOT clean up lead dust. Also keep other children away from the cleaning area.

If you are pregnant, or thinking of becoming pregnant, talk to your doctor and learn how to prevent lead poisoning.



Prenatal Risk Assessment for Lead

If yes to questions 1-7, blood lead testing is recommended

1. Do you or others who live with you work with lead at your job?
(See list below of jobs that may have lead exposure)

Ammunition/ explosives production	Bridge, tunnel and elevated highway/subway construction	Glass recycling, stained glass and glass manufacturing	Manufacturing and installation of plumbing components	Occupations using firearms	Rubber manufacturing
Automotive repair shops	Cable/wire stripping, splicing or production	Lead abatement	Manufacturing of industrial machinery and equipment	Plastics manufacturing	Sandblasting, sanding, scraping, burning or disturbing lead paint
Battery manufacturing and recycling	Ceramic manufacturing	Lead production or smelting	Metal scrap yards and other recycling operations	Pottery making	Use of lead based paints
Brass, bronze, copper or lead foundries	Firing range work	Machining or grinding lead alloys	Motor vehicle parts and accessories	Production and use of chemical preparations	Welding or torch cutting painted metal

2. Do you or others who live with you have any hobbies or activities that
involve lead? (See list below of activities that may have lead exposure)

Making stained glass or painting on stained glass	Making pottery and ceramic ware with lead glazes and paints	Jewelry making with lead solder	Glassblowing with leaded glass	Hunting and target shooting
Copper enameling	Casting ammunition, fishing weights or lead figurines	Electronics with lead solder	Printmaking and other fine arts	
Bronze casting	Collecting, painting or playing games with lead figurines	Furniture refinishing	Liquor distillation	

3. Do you have children in your home with lead poisoning?
4. Do you have a history of lead poisoning?
5. Have you in the past five years, or are you currently, fixing a home built before 1978 for your job, hobby, or personal use?
6. Sometimes pregnant women have the urge to eat things that are not food, such as clay, soil, plaster, or paint chips. Do you ever eat or chew on non-food items?
7. Were you born or have you spent any time outside of the United States?

If you answered YES to any question 1-7, a blood lead test is recommended.

8. To your knowledge, has your home been tested for lead in the water, and if so, were you told that the level was high (≥ 15 parts per billion)?
9. Do you use any traditional folk remedies or cosmetics that are not sold in a regular drug store or are homemade, which may contain lead? (For example: kohl, kajal, surma, greta, azarcon, bali goli, payloo-ah, and ghazard.)
10. Do you use homemade pottery or leaded crystal for eating or drinking?
11. Do you live in, or regularly visit, a house built before 1978 that either has chipped or peeling paint, or has been remodeled or renovated in the past five years?

If you answered YES to any questions 8-11, risk reduction counseling/education is recommended.

Online Brochures and Resources for Childhood Lead Poisoning

Ohio Department of Health (ODH)

www.odh.ohio.gov

1-877-LEAD SAFE

Centers for Disease Control and Prevention (CDC)

www.cdc.gov/nceh

American Academy of Pediatrics

<http://aap.org>

(search keyword = lead poisoning)

Ohio Department of Medicaid

<http://medicaid.ohio.gov/>

National Center for Healthy Housing

www.healthyhousing.org

U.S. Department of Housing and Urban Development (HUD)

www.hud.gov/program_offices/healthy_homes/leadinfo

U.S. Environmental Protection Agency (EPA)

<https://www.epa.gov/lead>



Adopted August 30, 2021

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Chemical Hygiene

As part of a continued effort to maintain a safe environment for all students and Staff members, the School is committed to managing chemical safety and hygiene.

The Head Administrator is ultimately responsible for the development, implementation, and annual review of a Chemical Hygiene Plan, although some or all of these duties may be delegated to a Chemical Hygiene Officer appointed by the Head Administrator. The Chemical Hygiene Plan applies to students, Staff members, and administrators, and shall contain information about potential chemical hazards and proper rules and procedures to be followed when encountering these hazards.

Each employee shall be provided with a copy of the Chemical Hygiene Plan and, upon receipt, shall sign an acknowledgement form, included herein as Form No. **2560.2**, Acknowledgement of Receipt of Chemical Hygiene Plan. The Chemical Hygiene Plan shall be made readily available to all Staff members and other School employees.

A sample Chemical Hygiene Plan is included as Form No. **2560.1**, Chemical Hygiene Plan.

Federal: 29 C.F.R. 1910.1450.

Cross Reference: Policy No. **2320**, Personal Safety; Policy No. **2510**, Compliance with Federal and State Safety Programs; Policy **2530** No. OSHA Exposure control Plan; Policy No. **2570**, Hazard Review and Inspection; Form No. **2560.1**, Chemical Hygiene Plan; Form No. **2560.2**, Acknowledgment of Receipt of Chemical Hygiene Plan; Policy No. **5443**, Reporting Accidents and Treating Injuries.

Chemical Hygiene Plan

In compliance with the Federal Laboratory Standard, the Governing Authority realizes its responsibility for protecting its students, Staff members, and other employees. To protect all School members the School shall adopt a Chemical Hygiene Plan (the “Plan”). The Plan shall set forth operating procedures and work policies designed to control chemical hazards.

The School hereby appoints the Head of the Science Department to serve as the School’s Chemical Hygiene Officer. The Chemical Hygiene Officer has the knowledge and the authority to make needed decisions regarding this Plan in order for it to remain effective and current. The School realizes, however, that the success of the Plan rests with all Staff members and students. Therefore, the ultimate responsibility for this Plan rests with the Head Administrator.

Responsibilities

Head Administrator. The Head Administrator is responsible for enforcement of all federal, state, and local health, safety, and environmental regulations and policies, including this Plan.

Chemical Hygiene Officer. The Chemical Hygiene Officer is responsible for fully implementing the provisions contained within this Plan. Accordingly, the Chemical Hygiene Officer is responsible for:

- being familiar with all aspects of the Plan;
- ensuring that this Plan is distributed to all Staff members and is available at all times in the School office;
- developing and implementing employee training programs;
- inspect the School every three (3) months for compliance with this Plan, and documenting the results of each inspection;
- maintaining copies of chemical inventories and all necessary MSDSs;
- ensuring that the School has an emergency medical plan in place with regards to chemical spills or other accidents;
- coordinating pick-up and disposal of unwanted chemicals from the School; and
- maintaining records of all employee exposures to hazardous chemicals and all submitted accident reports.

The Chemical Hygiene Officer shall annually review the Plan, and this policy, and make any necessary changes.

Teachers/Staff Members. Teachers and staff members are responsible for ensuring that this Plan is implemented in their classrooms and adhered to at all times. Accordingly, each Staff member is responsible for:

- understanding the obligations imposed by this Plan, by attending all training offered by the School and requesting additional information or training when necessary;
- ensuring that all necessary safety equipment or personal protective equipment is available and in working order;
- being familiar with the hazards associated with each experiment conducted;
- inspecting all chemicals for proper labeling prior to use;

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- maintaining a personal awareness of the location and proper use of MSDSs;
- ensuring that students are aware of applicable chemical hazards and safety procedures, including the proper use of personal protective equipment;
- ensuring that all safety rules are followed, all chemicals are properly disposed of, and all spills are promptly cleaned;
- reporting all accidents to the Head Administrator or Chemical Hygiene Officer; and
- using and modeling good chemical hygiene habits.

Students. Students shall adhere to safety procedures and practice good chemical hygiene habits. They should report all accidents or unsafe conditions to the appropriate Staff member and shall maintain an awareness of health, safety, and emergency procedures. A student shall not begin any experiment unless and until the student is familiar with the procedures to be used as well as the hazards associated with the chemicals being used. Students shall listen to and follow the Staff members instructions at all times.

Standard Operating Procedures

General Safety Rules and Procedures. The following general laboratory rules shall be adhered to at all times by students and Staff members:

- The Head Administrator will be contacted when any accident occurs.
- Appropriate eye protection shall be worn at all times. Chemical splash goggles must be worn anytime chemicals, glassware, or heat are used in the laboratory.
- Pants and closed-toed shoes shall be worn at all times in the laboratory. Loose clothing and jewelry shall not be worn in the laboratory. Scarves and long hair shall be tied back or otherwise secured.
- Never work alone in the laboratory, chemical prep, or storage areas.
- Only procedures and experiments that are authorized by a Staff member shall be performed in the laboratory.
- Emergency phone numbers shall be posted in the chemical storage area.
- Emergency plans shall be posted in the laboratory and practiced regularly.
- Double-check all chemical labels prior to use and know the hazards associated with each chemical that is being used.
- Do not use chipped, etched, or cracked glassware. Dispose of all such glassware in appropriate waste containers.
- Keep all aisles clear and do not block fire exits.
- Do not run in the laboratory.
- No unlabeled products should be stored anywhere in the science facility.
- Chemical spills should be cleaned up immediately or as soon as safely possible.
- Chemicals shall not be removed from the laboratory.

Personal Chemical Hygiene Guidelines. Personal hygiene with respect to chemicals decreases the chances of exposure. Accordingly, the following rules and procedures shall be adhered to:

- Do not apply cosmetic or smoke, eat, chew gum, or drink in the laboratory.
- Do not smell or taste chemicals.
- Do not drink from lab glassware or other lab vessels.
- Do not pipette by mouth – always use a pipet bulb or other appropriate suction device.

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- Wash thoroughly after any chemical exposure and before leaving the laboratory.
- Never smell chemicals directly; if instructed to smell chemical, the odors should be wafted using the hands.
- Never bring food into the laboratory.

Protective Equipment Requirements

The following rules ensure that that proper protective equipment is available and properly functioning at all times:

- Eye goggles and aprons shall be made available at all times. Goggles and aprons shall be inspected prior to each to ensure that they are clean and in working order.
- All laboratories shall have proper ventilation. Fume hoods shall be inspected annually to ensure effective performance.
- All laboratories shall have safety showers which shall be inspected annually.
- All laboratories shall have a fire blanket easily accessible in case of an accident.
- All laboratories shall have an eyewash station capable of treating both eyes continuously for fifteen (15) minutes. Eyewash stations shall be tested each week by running them continuously for three (3) minutes and checking for continuous, copious water flow.
- Fire extinguishers of the appropriate type (ABC) shall be available and properly functioning at all times. Fire extinguishers shall be checked in accordance with established standards.

Housekeeping Rules

To keep a laboratory clean and safe:

- Keep chemicals in the chemical prep and storage areas. If chemicals are moved to the classroom for lab, they must be returned to their proper storage location at the end of the day's laboratory periods.
- Waste shall be stored and disposed of in properly labeled containers. Wastes shall not be poured down the drain or disposed of in the normal trash can.
- Items shall not be stored in the fume hood. The storage of items in the fume hood is a fire hazard and decreases the efficiency of the fume hood.
- All chemicals, including solutions, shall be labeled with the names of the contained chemical(s) and the associated hazard(s).
- Exits and emergency equipment should be easily accessible at all times.
- All spills shall be cleaned up promptly.
- Work areas and floors should be cleaned regularly and kept free of clutter.
- After an experiment is completed, all materials, chemicals, and equipment shall be cleaned and stored appropriately. Unused chemicals shall not be returned to the original containers, but rather shall be disposed of properly.

Spill and Accident Procedures

If a spill is minor and can be easily cleaned up, the student shall immediately clean the spill in accordance with the safety procedures established in this Plan. With respect to any large or hazardous spills, or any other accident occurring in the laboratory, the following procedures shall be adhered to:

- The appropriate Staff member shall be notified of the accident or spill immediately.

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- All students and unnecessary Staff members shall be evacuated from the area.
- Individuals who were exposed to the chemical or other hazardous material shall be tended to immediately to minimize the exposure to attendant effects.
- Spills should be cleaned up immediately and thoroughly, using all necessary safety equipment and procedures. All materials and chemicals, including disposable gloves, shall be disposed of in accordance with this Plan.
- After the spill is appropriately cleaned or the accident otherwise dealt with, a detailed accident report shall be filled out and submitted to the Head Administrator.

Chemical Procurement, Distribution, and Storage Rules and Procedures

It is important that Staff members store all chemicals appropriately and in accordance with the following rules and guidelines:

- All chemicals shall be stored in a separate and secure area which, if possible, shall have two (2) separate exits. A clear entranceway to and from the storage area shall be maintained. Students shall never be permitted in the chemical storage area.
- Chemicals shall be stored in chemically compatible families.
- An updated chemical inventory shall be maintained, including information about all chemicals, their amounts, and their location.
- Stored chemicals shall be examined annually for replacement, deterioration, and chemical integrity.
- All chemicals and chemical solutions shall be labeled with the identity of the contents, the purchase or mixture date, the date the container was first opened, the concentration, applicable hazard information, and the responsible Staff member. Where appropriate, the container shall also be labeled with the disposal date. (e.g. Peroxide forming chemicals shall be disposed of within 6 months of opening, or sooner if periodic testing reveals the presence of peroxides.)
- Only the minimum amount of chemicals needed shall be maintained in storage.
- Do not store chemicals under a fume hood.
- The storage area and cabinets should be labeled as to identify the hazardous nature of the products stored within. This will allow fire department officials to quickly see a potentially hazardous area.
- Shelving sections should be secured to walls or floor to prevent tipping of entire sections. Shelves should be equipped with lips to prevent containers from rolling off. Shelving above any work area, such as a sink, should be free of chemicals or other loose miscellany. Avoid storing chemicals on shelves above eye level.
- Chemicals should not be stored on the floor except in approved shipping containers.
- Upon receipt, all chemical labels shall be checked for special storage instructions.
- Flammable chemicals shall only be stored in a refrigerator if it is of explosion-proof or explosion-safe design. Never store food in a laboratory refrigerator.
- Corrosives shall be stored in appropriate corrosive cabinets.
- Flammable materials shall be stored in an approved flammable storage cabinet or in safety cans.
- Store all poisons in a locked cabinet.
- Chemical exposure to heat or direct sunlight should be avoided.

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- The chemical storage are shall be ventilated appropriately to ensure that chemical emissions do not spread to any other part of the School.
- Neutralizer for both acids and bases should be available in the chemical storage room in case of a chemical spill.

Employee Training Program

The School shall provide ongoing training for Staff members and employees. This training shall include information about:

- Awareness and location of this Plan and the OSHA Lab Standard;
- The location and availability of chemical Material Safety Data Sheets (MSDSs) and other chemical safety reference materials;
- Potential hazards involved in using chemicals;
- The location, proper use, and maintenance of safety and protective equipment, as well as information about proper work habits and safety procedures;
- Signs and symptoms associated with overexposure to chemicals;
- Observation techniques and other methods used to detect potentially harmful exposures before such exposure occurs;
- Information about the Threshold Limit Values (TLVs) and Permissible Exposure Limits (PELs).

Exposure Investigation

It is the School's policy to investigate all suspected overexposures to chemicals in a prompt and timely fashion.

In the event of a possible overexposure, the initial information included in the complaint, as well as the School's decision to investigate or not to investigate the complaint, shall be recorded. If the complaint is not investigated, the reasoning for this decision shall be documented. If the complaint is investigated, the following information shall be recorded:

- information obtained from the victim about the circumstances of the possible exposure and the chemicals involved;
- a comparison of the symptoms experienced by the victim and the overexposure symptoms described in the respective MSDSs;
- information about the use of safety equipment and personal protective equipment; and
- the results of air testing or monitoring.

This information obtained in the course of an investigation shall be used to change safety practices and further improve lab safety. The files shall be maintained in a way that is accessible to all employees.

Medical Evaluations

It is the School's policy to make medical consultation and examination available to all Staff members and employees whenever an overexposure is suspected, such as:

- when an employee presents any sign or symptom of overexposure (nausea, dizziness, skin rash, etc.);
- when a chemical container is accidentally broken or cracked; and
- when a hazardous chemical splashes into the eyes or onto the skin of a Staff member.

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The medical consultation and examination will be free-of-charge to the employee or Staff member and shall not result in a loss of pay. The physician or medical professional consulted will be provided with the name of the chemical(s) to which overexposure is suspected. Medical records shall be kept in accordance with applicable laws and regulations. All employees working under the same conditions shall be notified of the suspected overexposure.

Mandatory Signs and Labels

Signs shall be posted throughout the laboratory as follows:

- all laboratory refrigerators shall be labeled “No Food”;
- all containers, including waste disposal receptacles, shall be labeled appropriately;
- The location of all safety equipment (eye wash station, fire blanket, fire extinguisher, etc.) shall be clearly labeled;
- all exits shall be clearly identified and labeled as such;
- phone numbers for emergency personnel, local hospitals, administrative employees, and the responsible Staff member shall be posted in a conspicuous location; and
- any specific locations or equipment posing a particular hazard or danger shall be labeled appropriately.

Federal: 29 C.F.R. 1910.1450.

Cross-Reference: Policy No. **2520**, Chemical Hazard Communication Program; Policy No. **2560**, Chemical Hygiene; Form No. **2560.2**, Acknowledgement of Receipt of Chemical Hygiene Plan; Policy No. **5443**, Reporting Accidents and Treating Injuries.

Acknowledgement of Receipt of Chemical Hygiene Plan

Do not sign and return this Acknowledgement until you have received and read the School's Chemical Hygiene Plan.

I, _____, hereby acknowledge that I have received a copy of the School's Chemical Hygiene Plan. I have read and understand my obligations under this Plan and was given an opportunity ask questions. I hereby accept the obligations responsibilities imposed upon me through this Plan.

Signature: _____ Date: _____

Hazard Review and Inspection

The Governing Authority shall periodically review its Policies and procedures to ensure that students, Staff members, and other persons using the School building are safe from any known hazards in the School building or on School grounds that, in the judgment of the Governing Authority, pose an immediate risk to health or safety. The Governing Authority shall further ensure that its policies and procedures comply with all federal laws and regulations regarding health and safety applicable to School buildings.

In accordance with state law, the local health department shall inspect all School buildings for sanitary conditions. This inspection shall be conducted at least semi-annually, but may be conducted more often if, in the opinion of the local health department, it is necessary. This inspection will be conducted according to standards established by the local health department. If the local health department finds any condition that is detrimental to health or well-being, the local health department may serve upon the School an order for the abatement of such nuisance or condition. When the School receives such an order, the respective nuisances shall be abated, or the detrimental conditions corrected within a reasonable time as specified on the order.

Ohio: R.C. 3313.86, R.C. 3707.03, R.C. 3707.26.

Cross Reference: Policy No. **2320**, Personal Safety; Policy No. **2510**, Compliance with Federal and State Safety Programs; Policy **2520**, Chemical Hazard Communication Plan; Policy No. **2530**, OSHA Exposure Control Plan; Policy No. **2540**, Asbestos Hazards; Policy No. **2550**, Lead Poisoning Prevention; Policy No. **2560**, Chemical Hygiene; Policy No. **5443**, Reporting Accidents and Treating Injuries.

School Calamity

Prior to August 1st of each school year, the Head of School is authorized to adopt a plan to require students to access and complete classroom lessons posted on the School's web site in order to make up hours in that school year on which it is necessary to close the School due to disease epidemic, hazardous weather conditions, law enforcement emergencies, inoperability of school buses or other equipment necessary to the school's operation, damage to a school building, or other temporary circumstances due to utility failure rendering the school building unfit for school use (collectively referred to as "School Calamity"), so that the School is in compliance with the minimum number of hours required under Ohio law.

A plan adopted by the School shall provide for making up any number of hours due to a School Calamity, up to a maximum of the number of hours that are the equivalent of three school days.

Prior to November 1 of each school year, each classroom teacher shall develop enough lessons for each course taught by the teacher that school year to cover the number of make-up hours specified in the plan. The teacher shall designate the order in which the lessons are to be posted on the School's web site in the event of a closure.

As soon as practicable after a closure, a School employee responsible for web site operations shall make the designated lessons available to students on the School's site. A lesson shall be posted for each course that was scheduled to meet on the day or hours of the closure.

Each student enrolled in a course for which a lesson is posted on the portal or site shall be granted a two-week period from the date of posting to complete the lesson. The student's classroom teacher shall grade the lesson in the same manner as other lessons. The student may receive an incomplete or failing grade if the lesson is not completed on time.

In addition to posting classroom lessons online, the School may include in the plan distribution of "blizzard bags," which are paper copies of the lessons posted online.

If the School opts to use blizzard bags, teachers shall prepare paper copies in conjunction with the lessons to be posted online and update the paper copies whenever the teacher updates the online lesson plans.

The School shall specify in the plan, the method of distribution of blizzard bag lessons, which may include, but not be limited to, requiring distribution by a specific deadline or requiring distribution prior to anticipated school closure as directed by the head of school.

If the School implements a blizzard bag plan in accordance with this Policy, then it shall not be considered to have failed to comply with the minimum number of hours required under Chapter 3314. of the Revised Code with respect to the number of make-up hours specified in the plan.

If a student does not have access to a computer at the student's residence and the plan does not include blizzard bags, the student shall be permitted to work on the posted lessons at School after

the School reopens. If the lessons were posted prior to the reopening, the student shall be granted a two-week period from the date of the reopening, to complete the lessons. The School may provide the student access to a computer before, during, or after the regularly scheduled school day or may provide a substantially similar paper lesson in order to complete the lessons.

ORC Ann. 3313.482; R.C. 3314.08.

Building Security

2600

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Building and Grounds Security

In order to fulfill the School's educational mission, the School must take all necessary steps to protect the School's buildings, grounds, and equipment from damage, vandalism, theft, and destruction.

The Head Administrator is hereby vested with the responsibility for developing and implementing a program that will serve to ensure the security of School property. The program may, in the discretion of the Head Administrator, involve the use of security cameras. If a system of security cameras is used, a Policy shall be developed and implemented to assure the security of students and Staff members and comply with applicable statutes and regulations.

Staff members are asked to report all damage, vandalism, theft, or destruction of School property. The School will take all steps necessary to ensure the School property is either replaced or repaired at the expense of the responsible individual(s).

The School may offer and pay a reward to a person other than a Governing Authority Member, School official, School employee, or a member of the immediate family of the Member, official, or employee for information leading to the arrest and conviction of any person who damages, vandalizes, steals, or destroys School property.

If the damage, vandalism, theft, or destruction of School property rises to such a level that it is considered serious by the Head Administrator, the Governing Authority and the proper law enforcement authorities shall be notified.

Ohio: R.C. 3313.173.

Cross Reference: Policy No. **2670**, Public Conduct on School Property; Policy No. **4460**, Assembling & Disorder; Policy No. **4490**, Search and Seizure; Policy No. **5453**, School Equipment – Use and Return; Policy No. **6110**, Visitors; Policy No. **6120**, Volunteers; Policy No. **6130** Relations with Law Enforcement Agencies; Policy No. **6220**, Crisis Media Management.

School Safety/Emergency Management Plan

The School recognizes that it can best protect its students by planning for unlikely contingencies. The Head Administrator is hereby directed to develop, adopt, and implement a comprehensive emergency management plan, or “School Safety Plan” (the “Plan”) for each school building, facility, program, or center.

In developing the Plan, the Head Administrator shall examine the environmental conditions and operations of the School building to determine potential hazards to the safety of students and Staff members and propose changes necessary to prevent these identified hazards. The Head Administrator shall involve local law enforcement and safety officials, students’ parents, Staff members, and other employees in developing the Plan. Remediation strategies shall be incorporated into the Plan where documented safety problems have occurred.

The following information shall be incorporated into the Plan:

- A protocol for addressing serious threats to the safety of School property, students, Staff members, administrators, or other employees;
- A protocol for responding to any emergency events that do occur and that compromise the safety of School property, students, Staff members, administrators, or other employees (including, but not limited to: fire, tornado, bomb threat, chemical threat, individuals with weapons, terrorist threat, other life-threatening evacuation). This protocol must include a floor plan unique to each building, a site plan that includes all building property and surrounding property, and an emergency contact information sheet;
- By March 2023, a threat assessment plan developed in accordance with R.C. 5502.263, which may be the model threat assessment plan developed by the Department of Public Safety; and
- By March 2023, a protocol for school threat assessment teams established pursuant to R.C. 3319.669.

Each protocol shall include procedures deemed appropriate by the Governing Authority for responding to threats and emergency events, respectively, including such things as notification of appropriate law enforcement personnel, procedures to be followed by staff and students, calling upon specified emergency response personnel for assistance, and informing the parents of affected students. Prior to the opening day of each school year, the Governing Authority shall inform each enrolled student and the student’s parents of the parental notification procedures included in the protocol.

Once the Plan is developed and adopted, the administrator shall file a copy of it and a building blueprint with each law enforcement agency that has jurisdiction over the School building and, upon request, the fire department and/or emergency medical service organization that serves the political subdivision in which the school building is located, and/or the county emergency management agency for the county where the building is located.

The administrator shall submit an electronic copy of the Plan to the Ohio Director of Public Safety not less than once every three years, whenever a major modification to the building requires

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changes in the procedures outlined in the Plan, and whenever information on the emergency contact information sheet changes

Not later than July 1 each year, the administrator shall review the Plan and certify its accuracy to the Director of Public Safety. Whenever the Plan is updated, the administrator shall file copies of the amended Plan not later than the tenth day after the revision is adopted to the Director of Public Safety and to any law enforcement agency, fire department, or emergency management organization or agency holding a copy of the Plan.

All copies of the Plan and the School floor plans and blueprints shall be kept in a secure location.

At least once annually, the administrator shall prepare and conduct an emergency management test which is a regularly scheduled drill, exercise, or activity designed to assess and evaluate the Plan, in accordance with rules adopted by the Director of Public Safety. Failure to comply with such rules may result in discipline pursuant to R.C. 3319.31.

The School shall grant access to each school building under its control to law enforcement personnel to enable the personnel to hold training sessions for responding to threats and emergency events affecting the building, provided that the access occurs outside of student instructional hours and an employee of the Governing Authority is present in the building during the training sessions.

After the occurrence of an emergency triggering the Plan, a written report shall be submitted to the Governing Authority, including, but not limited to: the date and time of the emergency and any actions taken to secure the safety of the students and Staff Members.

Ohio: R.C. 5502.262, 5502.263, R.C. 3314.01(A)(11)(d).

Cross Reference: Policy No. **2610**, Building and Grounds Security; Policy No. **2630**, Crisis Management and Response Plan; Policy No. **2640**, Emergency Evacuation Drills; Policy No. **6220**, Crisis Media Management.

The School's crisis management and response plan has been created in consultation with local community emergency response agencies and other appropriate individuals and groups that would likely be involved in the event of a school district emergency. It is designed so that each building administrator can tailor a building-specific crisis management plan to meet that building's specific situation and needs.

Schools are safe environments, but violence or any other type of crisis and/or crisis situation can happen anytime and anywhere. The School's Crisis Management and Response Plan is focused around three central foundational principles, Readiness, Response and Recovery.

The **READINESS** component includes:

- Analyzing our facilities for safety, security, equipment capabilities and other areas of operational and functional ability.
- Research and preplanning to determine the most probable scenarios that could adversely affect our staff and the community we serve.
- Training for our staff members so they can act as a team to mitigate a threat or minimize the impact to our children when a natural or man-made disaster occurs.
- Constant vigilance to make necessary changes when protocols or actions need to be modified.

The **RESPONSE** component includes:

- Recognizing a crisis or disaster early and communicating initial actions to co-workers, students and parents.
- Early notification of public safety officials when appropriate (911, Police, Fire, Rescue, Sheriff)
- Staff implementing actions that follow a predetermined plan to mitigate a threat or minimize the impact to our students when a natural or man-made disaster occurs.
- Staff working seamlessly with public safety officers when they arrive to maximize positive outcomes.

The **RECOVERY** component includes:

- Having predetermined programs in place to provide counseling services to staff, students and parents when a situation and/or need arises.
- Having the ability to continue operations or the capacity to restore basic services quickly and effectively.
- Maintaining a fiscally sound and financially conservative business model so the School has a "rainy-day" funding mechanism.
- Utilize "hot-wash" methodology (immediate review of the response to the situation), so we can continue to reinforce the readiness process.

By March 2023, each school building serving grades six through twelve shall be served by a threat assessment team. Upon appointment and once every three years thereafter, team members will

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complete an evidence-based, threat assessment training program from an approved list maintained by the Ohio Department of Public Safety.

A School Safety/Emergency Management Plan is developed to assist the School with preparation, communication and education. This Plan is available to all staff members at each facility and provides a step-by-step procedure to follow for most of the predictable scenarios the School may experience.

Critical Steps for Effective Crisis Management

1. Assess the situation.
2. Call 911 or other crisis numbers as appropriate.
3. Secure the building for the safety of students and staff. Take initial actions as provided by the School Safety/Emergency Management Plan.
4. Notify the Superintendent and other appropriate personnel.
5. Refer media inquiries to the designated Crisis Media Management representative.
6. Notify families of the students and/or people involved.
7. Mobilize the building and/or School Crisis Management Team.
8. Keep a log of all activity.

Communications

All staff shall be given a copy of the School's School Safety/Emergency Management Plan, including all building-specific plans, as well as periodic training on plan implementation. Students and parents shall be made aware of the school district's crisis management policy and relevant tailored crisis management plans for each school building. Each school district's building-specific crisis management plan shall set forth how students and parents are made aware of the district and school-specific plans. Students shall receive specific instruction on plan implementation and shall participate in the required number of drills and practice sessions throughout the school year.

Internal Direct Response to Crisis Situations – Communications are established between all sites of the School and the appropriate public safety agencies. There are several public safety entities which may be involved, depending on the location of the situations or event. These agencies are:

- Local Police and Fire Departments
- County Sherriff and Crisis Management
- Ohio State Patrol
- Ambulance Services
- Local Hospitals and Local and County Health Department
- Poison Control Center
- County and State Emergency Management Agencies
- Local Public Works Departments and Utility Companies

External Direct Response – School personnel will communicate information and procedures to the public in the event of a crisis situation involving the School. Things that may be communicated include:

- Crisis situation information
- Dismissal procedures
- Family unification procedures

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If school must be canceled or dismissed early due to weather conditions or other emergencies, an announcement will be made through School website, area television and radio stations, and other media sources (direct parent messaging, twitter, blogs, etc.).

Warning and Notification Systems

1. Maintenance of the School Warning System. The School shall maintain a warning system designed to inform students, parents, staff, and visitors of a crisis or emergency. This system shall be maintained on a regular basis.
2. Notification of the District Warning System to Staff, Parents, and Students. The School shall inform students, parents, and employees of the warning system and the means by which the system is used to identify a specific crisis or emergency situation.

Cross Reference: Policy No. **2620**, School Safety/Emergency Management Plan; Policy No. **2640**, Emergency Evacuation Drills; Policy No. **6220**, Crisis Media Management.

Emergency Evacuation Drills

Ohio law mandates that certain emergency drills are conducted throughout the school year. Drills ensure that all students, Staff members, and administrators are prepared in the case of a fire, tornado, or other emergency. The Head Administrator shall be responsible for planning, conducting, and reporting emergency evacuation drills in accordance with the respective requirements imposed in this Policy and any other requirements imposed by law.

Fire Drills

Frequency. Fire drills shall be conducted nine (9) times per school year. One fire drill shall be conducted each month, unless a safety drill is also conducted in that month, in which case the fire drill may be rescheduled. The first fire drill must be conducted within the first ten (10) days of school. The first fire drill may be announced ahead of time.

Procedures. All fire drills/alarms shall be treated seriously. When the fire alarm is sounded, all students, Staff, employees, and visitors shall exit the School in accordance with the fire evacuation plan established and implemented by the Head Administrator. Staff members shall take attendance at the designated meeting spot. Any unaccounted for students shall be immediately reported to the Head Administrator. Upon receiving the “all clear” sign, students and Staff members can re-enter the building. Upon returning to the classroom or other work site, the students shall again be accounted for by the appropriate Staff member.

Fire Extinguishers. Twice each year, the Head Administrator shall check all fire extinguishers located in the School to assure that they are in working order. Upon making such assurance, the Head Administrator shall date and initial the card attached to each fire extinguisher.

Records. After each fire drill, the following information shall be recorded: identity of the person conducting the drill; date and time of the drill; notification method used; Staff members participating in the drill; number of occupants evacuated; special conditions; problems encountered; weather conditions; and time required to accomplish complete evacuation. A form developed by the State Fire Marshall designated for this purpose is included as Form No. **2640.1**, Record of Emergency Evacuation Drills. Such records shall be submitted to the State Fire Marshall twice per year.

Tornado Drills

Frequency. Tornado drills shall be conducted at least once each month whenever School is in session during the tornado season. Tornado season extends from the first day of April to the last day of July.

Initial Tornado Drill Notice. The first tornado drill shall be announced ahead of time so Staff Members may share Tornado procedure instructions.

Procedures. All tornado drills shall be treated with seriously. When the tornado siren is sounded, all students, Staff, employees, and visitors shall leave their current classroom and, in accordance with policies and procedures established by the Head Administrator, shall gather in the established

tornado drill area, where attendance shall be taken by the responsible Staff members. Any unaccounted for students shall be immediately reported to the Head Administrator. Upon completing the drill, Staff members can then return with their students to their classrooms. The students shall again be accounted for by the appropriate Staff member.

Records. After each tornado drill, the following information must be recorded: the date and time of the tornado drill, the number of individuals evacuated to the tornado drill area, and the weather conditions. A form developed by the State Fire Marshall designated for this purpose is included as Form No. **2640.1**, Record of Emergency Evacuation Drills. Such records shall be submitted to the State Fire Marshall twice per year.

Safety Drills

A safety drill must be performed on or before December 1 of each school year. The safety drill shall be performed in accordance with rules and procedures established by the Head Administrator. The date, time, and length of each safety drill shall be reported to the State Fire Marshall twice per year. A form developed by the State Fire Marshall designated for this purpose is included as Form No. **2640.1** (Record of Emergency Evacuation Drills).

Ohio: R.C. 3737.73, OAC 1301:7-7-04.

Cross Reference: Policy No. **2620**, School Safety/Emergency Management Plan; Policy No. **2630**, Crisis Management and Response Plan; Policy No. **6220**, Crisis Media Management.

Record of Emergency Evacuation Drills

Adopted from the Ohio Department of Commerce Division of State Fire Marshal.

The Record of Emergency Evacuation Drills may be accessed by visiting:

<https://saferschools.ohio.gov/sites/default/files/HB178-TB15-001%20-%20Instruction%20Sheet-Log%20-%20final.pdf>

The PDF of the Form may be accessed by visiting

https://www.com.ohio.gov/documents/fire_RecordofEmergencyEvacuationDrills.pdf

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Adopted from the Ohio Department of Commerce Division of State Fire Marshal

School Name: _____ Address: _____
City: _____ State: _____ Zip: _____
Principal: _____ First Day of School: _____
Fire Department: _____ Last Day of School: _____

EMERGENCY EVAUCATION DRILLS

- ❖ One Emergency Evacuation Drill shall be conducted during the first ten days of the new school year (Ohio Fire Code 408.3.2)
- ❖ At least nine Emergency Evacuation Drills shall be conducted during the school year (Ohio Revised Code 3737.73 (A))
- ❖ The Record of Emergency Evacuation Drills shall be submitted to the State Fire Marshal twice a year: at the middle point and again at the end of a schools operation during each school year (Ohio Fire Code 405.1.1.1)
- ❖ An Emergency Evacuation Drill is not required during the same month that a school safety drill is conducted, but that drill must be made up prior to the end of the school year (Ohio Revised Code 3737.73 (A) and 3737.73 (D)(1))

The laws/rules regarding Emergency Evacuation Drills can be found at the following links:

<http://codes.ohio.gov/orc/3737.73> and <http://www2.iccsafe.org/states/ohiofire>

Month	Person conducting evacuation	Date	Time	Notification method used	Staff members on duty	No. of occupants evacuated	Special conditions simulated	Problems encountered	Weather conditions	Time to complete evacuation
August										
September										
October										
November										
December										
January										
February										
March										
April										
May										
June										

TORNADO DRILLS - Tornado drills shall be conducted at least once a month whenever school is in session during the tornado season. The “tornado season” is the period from the first day of April to the last day of July (OFC 409.2)

Month	Date	Hour	Time	No. evacuated	Weather
April					
May					
June					
July					

SCHOOL SAFETY DRILLS – School safety drills shall be conducted on or before each first day of December to provide students with instruction in the procedures to follow in situations where students must be secured in the school building, such as a threat to the school involving an act of terrorism; a person possessing a deadly weapon or dangerous ordnance on school property; or other act of violence (Ohio Revised Code 3737.73 (D))

Month	Date	Hour	Time	Length

Signature of Responsible Person: _____ Date: _____

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Bomb Threats

The Governing Authority recognizes that bomb threats represent a danger to the safety and welfare of students and Staff members and to the integrity of School property. All bomb threats received by the School shall be considered valid and this Policy must be followed. All Staff members have a responsibility to understand and observe this policy.

Bomb threats received by telephone. When a Staff member or other employee receives a bomb threat by telephone, the Staff member shall treat the threat as valid. The Staff member shall proceed as follows.

- Ask if the caller would speak with the Head Administrator. If the caller refuses, stay on the line, do not antagonize the caller. Engage the caller to learn as much information as possible.
- Take written notes about what is said. Use Form No. **2650.1**, Bomb Threat Call Checklist, if possible.
- Try to get a response to the following questions:
 - Where is the bomb?
 - When is the bomb going to go off?
 - What type of bomb is it?
 - What does it look like?
 - Did you place the bomb & why?
 - What is your name and call back number?
 - Where are you?
- Signal a nearby employee for assistance. If this is not possible use another phone to call for assistance.
- Keep the caller on the line as long as possible. This will increase the chances the police can track the call's origins.
- Contact the Head Administrator as quickly as possible.

Bomb Threats by Letter or Message. Bomb Threats received by letter, message, e-mail, or otherwise shall be immediately forwarded to the Head Administrator.

Suspicious Items. Suspicious items that could be a bomb shall be reported immediately to the Head Administrator. Do not attempt to move or touch the suspicious item.

Evacuation

Upon receiving a bomb threat, the Head Administrator has the authority to decide whether the School should be evacuated. The School shall follow evacuate pursuant to the plan established in Policy No. **2620**, School Safety/Emergency Management Plan.

For safety purposes, all interior doors, windows, skylights, etc. shall be left open upon evacuating.

When evacuating, Staff members shall mentally note all suspicious items in the hallways but shall not attempt to touch or move any suspicious items. Upon reaching a safe location, report the location of the suspicious item to the Head Administrator or Police.

Staff Members shall account for all students and report any missing students to the Head Administrator and emergency responders.

Review of Policy

This policy should be reviewed on a regular basis and following every evacuation of the School.

Cross Reference: Policy No. **2620**, School Safety/Emergency Management Plan; Policy No. **2630**, Crisis Management and Response Plan; Policy No. **2640**, Emergency Evacuation Drills; Policy No. **2660**, Weapons; Policy No. **4490** Search and Seizure; Policy No. **6220**, Crisis Media Management; Form No. **2650.1**, Bomb Threat Call Checklist.

Bomb Threat Call Checklist**Instructions:**

Be courteous, listen, and do not antagonize the caller. Do not hang up. Signal to someone nearby to contact the Head Administrator and call 9-1-1. Gather as much information as possible. If the building is evacuated, bring this form with you.

Date: ___/___/___ **Call Began:** _____ am / pm **Call Ended:** _____ am/ pm

Callers Exact Words: _____

Questions to Ask Caller:

- ▶ When is the bomb going to explode? _____
- ▶ Where is the bomb now? _____
- ▶ What type of bomb is it? _____
- ▶ What does it look like? _____
- ▶ Did you place the bomb & why? _____
- ▶ What is your name and call back number? _____
- ▶ Where are you? _____

Try to Determine the Following:

Caller Is: ___Male ___Female ___Adult ___Juvenile ___Child (age/years): _____

Voice: ___Loud ___Soft ___Low ___High ___Raspy ___Intoxicated
 ___Familiar Voice: _____
 ___Other (describe): _____

Accent: ___Local
 ___Regional (describe): _____
 ___Foreign (country/region): _____

Speech: ___Fast ___Slow ___Distinct ___Distorted ___Stutter ___Nasal
 ___Excellent ___Good ___Fair ___Poor ___Foul ___List
 ___Other (describe): _____

Manner: ___Calm ___Angry ___Rational ___Irrational ___Coherent ___Incoherent
 ___Deliberate ___Emotional ___Righteous ___Other (describe): _____

Background Noises: ___Traffic ___Trains ___Planes ___Voices ___Music
 ___Machines ___Quiet ___Other (describe): _____

To be Completed After Phone Call Ends:

Your Name: _____ Position: _____

Location Where Phone Call was Answered: _____

Weapons Policy

The School prohibits all weapons in the School Safety Zone. The School Safety Zone is defined as all school buildings, school grounds, school buses, school activities, and school-sponsored events. This policy applies to all persons, whether or not they are affiliated with the School. The only persons excluded from this policy are state and/or federal officers, agents, or employees who are authorized by the Governing Authority to carry deadly weapons and are acting within the scope of their duties.

“Weapons” is defined broadly to include all definitions of weapons under local, state or federal law.

Objects Indistinguishable from Weapons. This policy extends to an individual that possesses an object in a School Safety Zone where the object is (1) indistinguishable from a firearm, whether or not the object is capable of being fired and (2) the person indicates that the person possesses the object and that it is a firearm, or the person knowingly displays or brandishes the object and indicates that it is a firearm. This policy does not apply if the indistinguishable object is used for legitimate, approved purposes (e.g. ceremonial activities, plays, dramatic presentations, ROTC activities) or the weapon is used under the direction of the an authorized school official.

Exceptions to General Policy. This policy does not apply to individuals with either a valid license or temporary emergency license to carry a weapon in two limited situations. First, the policy does not apply if the individual is a driver or passenger in a motor vehicle, the individual does not enter into a school building or onto school premises, is not at a school activity, and does not realize he/she is in a prohibited area. Second, the policy does not apply if the individual is in the school safety zone while immediately in the process of picking up or dropping off a child and the gun is handled according to Ohio R.C. 2923.16.

Required Posting. To enforce this policy, the School shall post a sign banning all weapons on the School’s property. See Form No. **2660.1**, Notice Prohibiting Guns.

Enforcement

Offenders of the policy may be subject to disciplinary action up to and including discharge and criminal prosecution, as provided for in Ohio R.C. 2923.122.

Any student who is determined to have brought a weapon shall be expelled for not less than one year, subject to reduction of this term by the Head Administrator on a case-by-case basis.

The School may conduct a search for a weapon in accordance with Policy No. **4490**, Search and Seizure.

Federal: 20 U.S.C. 7151.

Ohio: R.C. 2923.12, R.C. 2923.122, R.C. 2923.16.

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Cross-Reference: Policy No. **2670**, Public Conduct on School Property, Policy No. **4490**, Search and Seizure; Form No. **2660.1**, Notice Prohibiting Guns.

Form No. **2660.1**

Notice Prohibiting Weapons

NOTICE

**IT IS ILLEGAL TO CARRY
A FIREARM, DEADLY
WEAPON, OR
DANGEROUS
ORDNANCE ANYWHERE
ON THESE PREMISES**

Under the Ohio Revised Code, no person shall knowingly possess, have under the person's control, convey or attempt to convey a firearm, deadly weapon, or dangerous ordnance in the School Safety Zone.

POSTED PURSUANT TO O.R.C. 2923.12; O.R.C. 2923.122; O.R.C. 2923.16.

Adopted August 30, 2021

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Public Conduct on School Property

All persons on school grounds will be expected to abide by applicable laws, local ordinances, School policies and building regulations.

No person on school property will assault, strike, threaten, menace or use improper, indecent or obscene language towards any student, Staff member, or other employee.

No person will disrupt, disturb or interfere with the teaching of any class of students or any other activity conducted in a school building or upon the campus or grounds.

Whoever violates the above policy and building regulations will be asked to leave the property by Head Administrator. Should that person refuse, the police may be called. The School will cooperate in any prosecution pursuant to the criminal law of the State of Ohio and local ordinances.

Cross Reference: Policy No. **2610**, Building and Grounds Security; Policy No. **2660**, Weapons; Policy No. **2680**, Public Conduct on School Property; Policy No. **4460**, Assembling & Disorder.

Transportation

Transportation of students is the responsibility of each student's public school district of residence, to the extent required by state law, unless the Governing Authority has entered into an agreement with the school district of residence to provide transportation, and that agreement is certified by the Ohio Superintendent of Public Instruction. The School shall establish start and end times for the school year by April 1st of the prior school year and shall provide those times to its students' school district of residence. The school districts must use those start and end times to develop a transportation plan for the School's students whom the districts are required to transport within 60 days after receiving the information. If the School provides those times from April 2-July 1 of the prior school year, then the school districts of residence must attempt to provide a transportation plan to the School by August 1 of the school year. For any student who enrolls in the School after July 1, the districts of residence must develop a transportation plan within 14 business days after receiving a request for transportation services from the student's parent or guardian.

For students in grades K-8, the school district of residence is prohibited from transporting the School's students using mass transit vehicles unless the school district of residence enters into an agreement with School which is approved by both the school district of residence and the School.

For student in grades 9-12, if the school district of residence elects to transport the School's students using vehicles operated by a mass transit system, then the school district of residence must ensure that a student's route does not require more than one transfer.

The school districts of residence are required to transport the School's student to and from school each day the school is open for instruction, regardless of whether the school district of residence's buildings are similarly open.

The School may request from the resident school district, a list of its enrolled students names and addresses for whom the resident school district is providing transportation.

ODE shall deduct a portion of the school districts of residence state transportation funding if ODE determined that the district has consistently, or for a prolonged period, been noncompliant with certain statutory obligations regarding student transportation.

Ohio law and regulations of the Department of Education shall govern any question not covered by this policy or the certified agreement.

Pursuant to the certified agreement, the Board shall furnish transportation to all enrolled students in grades K-8 who live more than two miles from school. A "payment in lieu" procedure applies for transportation which the community school has determined to be "impractical" in accordance with certain criteria set forth in state law. The School shall make a determination regarding whether to provide payment in lieu of transportation for a student not later than 30 calendar days prior to the first day of school. For students who enroll within the 30 day period or later, the School must make the determination within 14 calendar days of a student's enrollment. Also, the head of school

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is authorized to make the determination but said authorization must be formalized at the next Governing Authority meeting. Additionally, the School must issue a letter to a student's parent or guardian and the State Board, providing a detailed description of the reasons why the payment in lieu determination was made. The parent or guardian of a student may authorize the School to act on the student's behalf for purposes of determining payment in lieu of transportation and any related mediation proceedings. The annual payment in lieu amount shall not be less than 50% but not more than the average cost of pupil transportation for the previous school year, as determined by ODE. The School may provide or arrange transportation for any other enrolled student who is not entitled to free transportation and may charge such student a fee up to the actual cost of the service. The Governing Authority shall provide or arrange transportation free of any charge for any disabled student enrolled in the School whose individualized education program developed under Chapter 3323. of the Revised Code specifies transportation as a related service.

The Board authorizes the installation and use of video recording devices in the school buses to assist the drivers in providing for the safety and well-being of the students while on a bus.

The School holds that busing is a privilege, not a right, which may be removed from any student who violates the rules of the district or who conducts himself/herself in a manner which is considered dangerous to persons or property or a threat to the safe operation of the school bus. Students may be suspended from the bus and not be suspended from school. It will be the parent's responsibility to transport during the suspension.

The Board shall report to the department of education the number of students transported or for whom transportation is arranged under this section in accordance with rules adopted by the state board of education.

The Board shall annually report the following information to the Ohio department of education:

- 1) The number of students enrolled in kindergarten through grade twelve in the School who are not receiving special education and related services pursuant to an individual education plan.
- 2) The number of students enrolled in grades kindergarten one through grade twelve in the School who are receiving special education and related services pursuant to an individual education plan.
- 3) The number of enrolled preschool handicapped students receiving special education services in a state-funded unit.
- 4) The School's base formula amount as defined in division R.C. 3314.03(A)(15).
- 5) The city, exempted village, or local school district in which the School is located.
- 6) The poverty-based assistance reduction factor that applies to the School for the school year.
- 7) The school district each student is entitled to attend pursuant to R.C. 3313.64-.65.
- 8) If any student does not attend the School on a full-time basis, the number of days enrolled per year and the percentage of the school day enrolled for each less-than-full-time student.
- 9) The number of limited-English proficient students enrolled in the community school.
- 10) The full-time equivalent number of students enrolled in career-technical education programs or classes described in divisions (A) and (B) of R.C. 3317.014 provided by the community school.

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- 11) The number of students receiving transportation services from the community school pursuant to R.C. 3314.091.
- 12) The first and last day of the school year for the community school.
- 13) The number of days and hours the school is in session and the total hours or days of learning opportunities offered to a student attending for the entire school year.
- 14) If the school offers all-day kindergarten.

R.C. 3314.091; R.C. 3327.01; OAC Ann 3301-83, et. seq.

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General Transportation Rules

The driver shall use the established route and make stops only at points designated by the Governing Board or the administrator who is authorized to designate such stops. The Governing Board shall establish and document a routing plan for all routine routes. The driver shall operate the bus on the approved time schedule and shall wait for pupils if ahead of schedule.

Identified route hazards shall be documented and provided to school bus drivers whose routes are affected. Drivers should report any such regular pedestrian or vehicular concerns as the following: (1) construction sites; (2) areas of poor visibility; (3) restricted sight distances; (4) railroad crossings; and (5) other route hazards as noted by the driver.

All buses shall be kept clean on the inside and on the outside. Front and rear windows, lights and mirrors should be clean and all markings clearly visible. The school bus driver shall use the seat belt whenever the bus is in motion.

The Governing Board will equip all buses with emergency assistance cards which list three telephone numbers to call. The cards shall provide space for describing the location of the school bus and the type of emergency.

The following equipment may be installed in a school bus: broom, snow brush, ice scraper, and trash container. All equipment must be properly secured. Equipment such as music instruments, athletic uniforms, etc., which cannot be held by passengers in their seats, shall be stored in the rear of the bus; however, the placement of such items in the rear of the bus shall not displace students. When it is necessary to transport such equipment concurrently with pupils, space shall be provided to comply with this rule without having standees in the bus. Equipment required in the assistance of preschool and special needs children shall be safely and properly secured. A clear aisle to the exit door must be maintained at all times.

Medically necessary oxygen may be transported provided it is properly secured. The oxygen must be housed in portable units less than fifteen pounds total weight each. Guidelines for transporting oxygen shall comply with rules adopted by the Ohio department of education.

The school bus driver shall operate the bus for not more than ten hours in any one twenty-four hour period. Operation means on-road driving. Lay-over time does not count as operating time.

Except in cases of extreme-emergency, cellular telephones, including hands-free and wireless devices, or other portable communication devices shall not be used by the driver while the school bus is in motion or while the driver is supervising the loading or unloading of students.

Buses shall not be fueled while the engine is running and/or with students on board. Smoking shall not be permitted while fueling.

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Districts shall adopt engine idling time policies that minimize the amount of time diesel engines shall be left idling. Diesel engine idling in excess of five minutes in school loading zones shall not be permitted unless the operation of a wheelchair lift is required.

The use of alcohol, tobacco, and non-prescribed drugs is prohibited on the school bus. Firearms, ammunition, weapons, explosives or other dangerous materials or objects are also prohibited. Animals are prohibited with the exception of animals pre-approved by the principal or designee for special needs assistance in accordance with the law.

Ohio: R.C. 3301.07; 3327.01; 4511.76
A.C. 3301-83-20

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School Bus Inspections

The Governing Board is responsible for the pre-inspection, repair, and preparation of each school bus it owns, operates, or leases. All school buses owned, operated, or leased by the Governing Board must be presented to the Ohio state highway patrol for the annual safety inspection.

Daily inspection

It is the responsibility of each school bus driver to complete and document a daily pre-trip inspection of the school bus before transporting students. The Governing Board may designate another qualified individual to complete and record portions of the stationary inspection in lieu of the school bus driver. The Governing Board will provide each driver with all inspection forms for reporting purposes, which include the following:

1. A stationary inspection
 - a. Pre-starting inspection:
 - i. Observe the bus for evidence of oil, fuel, or coolant leaks and vandalism.
 - ii. Raise the hood and check the safety latch or hinges, then check oil and water - check belts, hoses and wiring for frayed, cracked and/or deteriorated conditions.
 - b. Walk around inspection: Place the transmission in neutral and set the parking brake. Start the engine and check the following:
 - i. Tires: underinflated, flat, excessive wear or damaged.
 - ii. Wheels: loose or missing nuts, excessive corrosion, cracks or other damage, and sanders if installed, and splash guards.
 - iii. Battery compartment.
 - iv. Suspension system check for damage.
 - v. Brake system secure - no damage.
 - vi. Drive shaft secure - no damage.
 - vii. Frame of bus - check for cracks.
 - viii. Fuel tank secure - no leaks, and fuel cage secure - no damage.
 - ix. Fluid leaks: evidence of oil on wheels and tires.
 - x. All school bus windows should be clean.
 - xi. All outside mirrors: clean and mounted securely.
 - xii. Warning systems: headlights, backup lights, clearance and marker lights, all signals and signs, reflectors, turn signals, stop lights and warning flashers clean and working properly.
 - xiii. Exhaust system: check for sagging exhaust pipes, short and leaky tailpipes and defective mufflers.
 - xiv. Exits: check service and emergency doors for ease of operation.
 - xv. Check wheelchair lift operation, if installed.
 - c. Inside safety check:
 - i. Check driver's seat and seat belt adjustments.
 - ii. With the engine running check or inspect the following instruments and controls:

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- (a) Air pressure gauge or hydraulic brake warning lights.
- (b) Oil pressure gauge.
- (c) Warning lights, if installed:
 - i. Oil pressure warning light.
 - ii. Service brake warning light.
 - iii. Alternator/generator warning light.
 - iv. Amp meter and/or voltmeter.
 - v. Water temperature gauge or warning light.
- (d) Dome lights.
- (e) Horn.
- (f) Heaters, fans and defrosters.
- (g) Mirrors properly adjusted and sunshade mounted and not broken.
- (h) Wipers and washers.
- (i) Indicator lights.
 - i. Head light high beam.
 - ii. Panel lights.
 - iii. Left and right turn signal indicators.
 - iv. Hazard indicators.
 - v. Amber warning light.
 - vi. Red warning light.
 - vii. Red over-ride switch.
 - viii. Strobe indicator light.
- (j) Brake system for leaks
 - i. Storage tanks - 2 psi, one minute.
 - ii. Service brake - 3 psi, one minute.
 - iii. Low air pressure light and buzzer - 60 psi.
 - iv. Emergency brake - 20-40 psi.
 - v. Hydraulic - pump three times hold five seconds.
- (k) Check passenger seats, frames, emergency exits, windows, and adaptive equipment required for the transportation of pre-school and special needs students.
- (l) Check emergency equipment: fusees, fuses, first-aid kit, fire extinguisher and emergency reflectors.

2. An operation inspection

A planned road pre-check when driving between storage and first pupil pickup enables the driver to evaluate the steering, suspension, clutch, transmission, driveline, engine and brakes. The following items shall be checked and, if found in need of repair, a written report shall be submitted to the Governing Authority:

- a. Parking brake: check by slowly engaging the drive train while the parking brake is on. (In air brake systems, the parking brake will remain applied if there is a partial or complete air pressure loss in the service brakes.)
- b. Transmission operation: an automatic transmission should not slip, and a manual transmission should allow for easy and smooth gear changes throughout the entire shifting range.

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- c. Clutch: the clutch should engage easily and smoothly without jerking, slipping excessively or "chattering." A properly adjusted clutch should have some "free play" when the pedal is fully released.
- d. Service brakes: test at low speeds and bring the bus to a complete stop. The bus should stop in a straight line without skidding, swerving or pulling to one side.
- e. Engine: listen for unusual engine noises.
- f. Steering: check for any unusual handling characteristics.
- g. Suspension: check for any unusual ride or handling characteristics.

3. A post trip check

At the conclusion of each route or trip, the driver should ensure all passengers have left the bus by visually inspecting each seat position.

Ohio: R.C. 3301.07; 4511.76
A.C. 3301-83-11

School Bus Emergency and Evacuation Procedures

Emergencies

The Governing Board has developed this policy in conjunction with all those whose services would be required in the event of emergencies. The transportation director/supervisor, school administrators, teachers, drivers, maintenance and service personnel, and students shall be provided instruction in the procedures to be followed in the event of:

Accident

(The procedure shall describe how to protect the accident scene; evacuate and control students; evaluate the need for medical assistance; notify the responsible law enforcement agency, school officials and emergency services; collect and record data essential to the preparation of required reports; and communicate with parents and/or guardians.)

Medical emergencies of pupils

(Procedures for handling situations in the event of illness, injury, or disability of a student shall be included in the policy.)

Disability of driver

(Procedures for handling situations in the event of illness, injury, or disability of the bus driver shall be included in the policy.)

School bus failure

(The policy shall describe procedures for securing the bus, disposing of and controlling passengers, notifying school officials, securing alternate equipment, and repairing and recovering the disabled school bus.)

Inclement weather conditions

(The pre-emergency policy shall provide instruction as to school closings, delayed take-ups and/or early dismissals.)

Tornado

(The policy shall provide procedures for drivers and students in the event of tornado sightings and/or warnings.)

Dangerous and/or threatening situations

(The policy should provide procedures for drivers and students in the event of a dangerous or threatening situation such as weapons, assaults, unauthorized attempted boardings, and impeding the movement of the bus.)

No school bus driver shall transport students unless the driver has received training in the above procedures.

Adopted August 30, 2021

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Evacuation

The Chief Academic Officer or designee shall organize and conduct three emergency exit drills for all students who ride school buses to and from school. Each of the following three emergency procedures shall be conducted at least once annually: (1) Everyone exits through the front entrance door; (2) Everyone exits through the rear emergency door; and (3) Front half exits through the front door and rear half exits through the rear door.

All drills shall be arranged and scheduled by the transportation director/supervisor in cooperation with building principals. The drills shall be supervised by at least one staff person other than the driver assigned to the route.

Drills shall be held on school property when possible and not on the bus route.

The driver shall stay in the bus during evacuation drills. The parking brake must be set, ignition turned off, and transmission in gear or park.

Children shall not take lunch boxes, books, etc., when they leave the bus.

Students shall assemble at a distance of at least one hundred feet from the bus in an “emergency drill” and remain there until given further directions.

Emergency evacuation drills of preschool and special needs children may require modification of these procedures as required by law and shall be communicated to the driver.

Ohio: R.C. 4511.76
A.C. 3313-83-15

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Transportation Code of Conduct

Transportation is a privilege and should not be abused. Safe, efficient transportation service requires teamwork from parents, students, bus drivers, school staff members and administrators. Without such teamwork, there exists an increased risk of injury or death.

Bus stops:

- A bus stop is where students wait for the bus; the bus does not wait for the students.
- Students should be at their bus stops, ready to load, not waiting in vehicles, 5 minutes before pick-up time and waiting 10 minutes after the bus pick-up time for the bus. Buses will only pick up students standing at designated bus stops.
- Inclement weather, ice and snow, and traffic tie-ups can delay the bus arrival time at stops.
- Once the bus door is closed and the bus is in motion, the bus will not stop for students who are late.
- Parents are responsible for supervising students at bus stops.
- Students are picked up and returned to the same bus stop to ensure their safety.
- Parents should accompany kindergarten and first-grade students to the bus stop in the morning and meet them in the afternoon. If an adult does not meet the afternoon bus, students will be transported back to school.
- At the beginning of the school year, young students should wear name tags pinned to their clothing - with their name, address, phone number and school - to ensure they are dropped off at the correct location.
- Stops are established according to state laws and regulations and are approved by the School.
- We recommend you know your child's school, bus number and bus driver's name. For the safety of students on the bus, adults are not permitted to board the bus.

Bus conduct:

- Safety of students is the first concern of the driver. Students must obey driver's instructions at all times.
- Students will locate their seat and remain seated for the entire ride.
- State law prohibits any food or beverage being consumed on the bus at any time.
- Cell phone use on the bus is strictly prohibited.
- Pupil behavior that distracts the driver is a hazard and jeopardizes the safety and welfare of all passengers.
- To ensure that a student understands that bus rules have been violated, the bus driver will first issue a verbal warning to the misbehaving student.
- Continued misbehavior will be written on a School Bus Incident Report and given to the school principal. Schools will notify parents of a student's misconduct and disciplinary action.
- Misbehavior or irresponsible actions are sufficient reason to suspend transportation services to those students.
- If a student's transportation is suspended, the student is still expected to attend school.
- Buses may return to the school if students cannot control their behavior.

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Section III: Instructional Duties and Obligations

3100 Federal Program Compliance

3110 Equal Educational Opportunity

3120 Title IX Compliance

3120.1 Title IX Sexual Harassment Incident Reporting Form

3130 Title I Compliance

3130.1 Sample Title I Grievance Procedure **(Form)**

3130.2 Title I/Title IX Complaint **(Form)**

3140 Title V Required Cooperation

3200 Curriculum Standards

3210 General Curriculum Standards

3220 School Reform Standards

3230 Qualified Educators

3240 Reading Standards

3300 Parental Involvement

3310 Parental Involvement and Participation

3320 Title I Parental Involvement Policy

3320.1 Model School-Parent Compact **(Form)**

3330 Parent's Right-to-Know

3330.1 Parent's Right-to-Know Letter **(Form)**

3330.2 Parent's Notification Regarding Your Student's Teacher
(Form)

3340 Parental Rights under the Protection of Pupil Rights Amendment (PPRA)

3340.1 Notification of Rights - Protection of Pupil Rights
Amendment **(Form)**

3400 School and Program Assessment

3410 Charter Contract Accountability and Assessment

3420 Annual Reporting Requirements

3430 Annual School Report Card

3440 National Assessment of Educational Progress

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3450 Financial Needs Assessment

3460 Internet School Policy

3500 Admission, Retention, and Graduation

3510 Enrollment

3511 Admission Procedure

3511.1 Enrollment Information **(Form)**

3512 Kindergarten Admission

3512.1 Early Entrance to Kindergarten **(Form)**

3513 Required Community School Notice

3513.1 Required Community School Notice **(Form)**

3514 Address Verification

3514.1 Monthly Proof of Residency Verification **(Form)**

3515 Required Documents upon Admission

3515.1 Grandparent Power of Attorney **(Form)**

3515.2 Caretaker Authorization Affidavit **(Form)**

3515.3 Records Request of Certain Students **(Form)**

3515.4 Records Request of Transferring Students **(Form)**

3516 Homeless Children and Youth Placement

3516.1 Identification of Homeless Children and Youth Form
(Form)

3516.2 Appeal of School's Enrollment Decision **(Form)**

3520 School Assessments

3521 Assessing Student Progress

3522 Grading Policy

3530 State Assessments

3531 State Assessments and Support

3532 State Assessments Security & Ethics

3533 Standards for the Ethical Use of Tests

3533.1 Standards for Ethical Use of Tests **(Form)**

3540 Promotion and Retention of Students

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- 3550** Core Curriculum Requirements
 - 3550.1** Ohio Core Curriculum Requirements - Notification **(Form)**
- 3551** Criteria for Awarding a Diploma with Honors
- 3552** Ohio Means Jobs Readiness Seal
- 3563** Academic Acceleration, Early Entrance To Kindergarten and Early High School Graduation
- 3570** Released Time Courses in Religious Instruction
 - 3570.1** Released Time Consent Form

3600 Specialized Instruction Programs

- 3610** Program to Prevent Dropouts and Promote Reentry
- 3620** Credit Flexibility Plan
- 3630** School-to-Work Program
- 3640** Migrant Student Program
- 3650** Assisting English Language Learners and Immigrant Students
 - 3650.1** Guidelines for the Identification and Assessment of Limited English Proficient Students **(Form)**
- 3660** Advanced Placement Program
- 3670** College Credit Plus
 - 3670.1** College Credit Plus Program Counseling **(Form)**
 - 3670.2** College Credit Plus Enrollment Program Counseling **(Form)**
- 3680** Career Advising
 - 3680.1** Resolution for College and Career Readiness and Financial Literacy **(Form)**
 - 3680.2** Student Success Plan **(Form)**
- 3690** Gifted Education and Identification

3700 Individuals with Disabilities

- 3710** Rights of Individuals with Disabilities
 - 3710.1** Special Education Policies and Procedures **(Form)**
 - 3710.2** Independent Education Evaluation
- 3720** Section 504 of the Rehabilitation Act of 1973
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- 3730** Alternate State Assessments for Students with Disabilities
 - 3730.1** Alternate Assessment for Students with Cognitive Disabilities Manual **(Form)**
- 3740** Child Find Responsibilities
 - 3740.1** Child Find Notice **(Form)**
- 3800** Miscellaneous Policies
 - 3810** Communicating the School’s Suspension & Expulsion Policy
 - 3810.1** Notice of Emergency Removal Form **(Form)**
 - 3810.2** Notice of Intent to Suspend **(Form)**
 - 3810.3** Notice of Suspension Form **(Form)**
 - 3810.4** Notice of Suspension Letter **(Form)**
 - 3810.5** Notice of Intent to Expel **(Form)**
 - 3810.6** Notice of Expulsion from School **(Form)**
 - 3810.7** Certification **(Form)**
 - 3820** Resolving Issues with Attendance
 - 3820.1** Parental Notification Regarding Automatic Withdrawal of a Student **(Form)**
 - 3820.2** Attendance Corrective Action Plan **(Form)**
 - 3830** Records Policies
 - 3831** Student Records and Release of Information
 - 3831.1** Family Educational Rights and Privacy Act (“FERPA”) Notice for Directory Information **(Form)**
 - 3831.2** Request and Consent for Release of Records **(Form)**
 - 3832** Confidential and Public Records
 - 3833** Tracking Missing Children
 - 3833.1** Missing Children Report “Marking” Form **(Form)**
 - 3840** Controversial Topics
 - 3841** Religion and Prayer
 - 3842** Sexual Education and Contraceptives
 - 3843** Obscene Materials

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- 3850** Displaying Mottos of the United States and Ohio
- 3860** Boy Scouts and Patriotic Youth Groups
- 3870** Constitution Day

Adopted August 30, 2021

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Federal Program Compliance

3100

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Equal Educational Opportunity

The School shall provide all students with equal educational opportunities. The School shall not discriminate on the basis of race, color, creed, religion, sex, handicap, economic status, national origin, ancestry, or any other legally protected status in its Policies and programs.

Cross Reference: Policy No. **3120**, Title IX Compliance; Policy No. **3710**, Rights of Individuals with Disabilities; Policy No. **3720**, Section 504 of the Rehabilitation Act of 1973.

**** This document must be edited before adoption. ****

Title IX Compliance and Grievance Procedure

Title IX of the Education Amendments Act of 1972 provides:

No persons in the United States shall on the basis of sex be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving financial assistance.

Title IX Compliance

The School shall comply with this law and accompanying regulations at all times and does not discriminate on the basis of sex (including sexual orientation or gender identity) in its education programs, activities, or employment. To ensure compliance and resolve any complaints, the Governing Authority has designated the following individual as the School's Title IX Coordinator:

[Position
Address
Telephone
Email]

[Note: The contact information for the Title IX Coordinator must be prominently displayed on the School's website and must include the Title IX Coordinator's name. This policy may list only the position so that it need not be altered when there is a change in personnel. A new employee taking the position designated as the Title IX Coordinator must be promptly trained under this policy.]

[Position
Address
Telephone
Email]

[Note: While not required by law, the Governing Authority should consider designating more than one Title IX Coordinator, one male and one female.]

Inquiries relating to Title IX may be referred to the School's Title IX coordinator of the federal Office for Civil Rights, or both.

Any person may report sex discrimination, including sexual harassment, in person, by mail, by telephone, or by e-mail, using the contact information listed for the Title IX Coordinator above, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report.

Adopted August 30, 2021

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The Title IX Coordinator shall have full authority to coordinate compliance with the law, including responding to inquiries, investigating any alleged violations, and implementing the School's Grievance Procedure found in Form No. **3120.1**, Title IX Grievance Procedure.

Definitions

"Sexual harassment" means conduct on the basis of sex that satisfies one or more of the following:

- (1) An employee of the School conditioning the provision of an aid, benefit, or service of the School 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 School's education program or activity; or
- (3) "Sexual assault," "dating violence," "domestic violence," or "stalking" as each term is defined in federal law:
 - a. "Sexual assault" means any sexual act directed against another person, without the consent of the victim, including instances where the victim is incapable of giving consent. Sexual assault includes rape, fondling, incest, and statutory rape.
 - i. *Rape* is penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim.
 - ii. *Fondling* is the touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental incapacity.
 - iii. *Incest* is sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.
 - iv. *Statutory Rape* is sexual intercourse with a person who is under the statutory age of consent.
 - b. "Domestic violence" includes felony or misdemeanor crimes of violence committed by:
 - A current or former spouse or intimate partner of the victim;
 - A person with whom the victim shares a child in common;
 - A person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner;

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- A person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction in which the crime occurred; or
 - Any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction in which the crime occurred.
- c. "Dating violence" means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship shall be determined based on consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.
- d. "Stalking" means engaging in a course of conduct directed at a specific person that would cause a reasonable person to (1) fear for the person's safety or the safety of others or (2) suffer substantial emotional distress.

"Unwelcome conduct" may include, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal (e.g., slurs, jokes, name-calling) or physical harassment of a sexual nature. It can also include offensive remarks about a person's sex (including sexual orientation or gender identity).

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

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

"Formal complaint" means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the School investigate the allegation of sexual harassment. At the time of filing a formal complaint with the School, a complainant must be participating in or attempting to participate in the School's education program or activity. "Document filed by a complainant" means a document or electronic submission (such as by electronic mail or through an online portal that the School provides for this purpose) that contains the complainant's physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint. Where the Title IX Coordinator signs a formal complaint, the Title IX Coordinator is not a complainant or otherwise a party to the formal complaint and must not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

"Supportive measures" means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the School's education program or activity without unreasonably burdening the other party, including measures designed

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to protect the safety of all parties or the School's educational environment, or deter sexual harassment. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures. Supportive measures may include:

- (1) counseling;
- (2) extensions of deadlines or other course-related adjustments;
- (3) modifications of work or class schedules;
- (4) campus escort services;
- (5) mutual restrictions on contact between the parties;
- (6) changes in work locations;
- (7) leaves of absence;
- (8) increased security and monitoring of certain areas of the campus; and
- (9) other similar measures.

"Education Program or Activity" includes locations, events, and circumstances over which the Governing Authority exercises substantial control over both the respondent and the context in which the sexual harassment occurs. It includes admission/enrollment.

"Eligible Student" means a student who has reached eighteen (18) years of age or is attending an institution of postsecondary education.

"Day(s)," unless expressly stated otherwise, means business day(s) (i.e., a day that the Governing Authority's office is open, and employees are working).

"Actual Knowledge" means notice of sexual harassment or allegations of sexual harassment to the Title IX Coordinator, any School official who has authority to institute corrective measures on behalf of the School, or any employee of the Governing Authority. The mere ability or obligation to report sexual harassment or to inform a student about how to report sexual harassment, or having been trained to do so, does not qualify an individual as one who has authority to institute corrective measures on behalf of the School. "Notice" includes, but is not limited to, a report of sexual harassment to the Title IX Coordinator. This standard is not met when the only School official with actual knowledge is the respondent.

Emergency Removal

Notwithstanding any other provision of this policy, the School may remove a respondent from an education program or activity on an emergency basis, if, following the completion of an individualized safety and risk analysis, the School 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.

The School's right to impose an emergency removal under these circumstances may not modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

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Training

The Title IX Coordinator, investigators, decision makers, and any person who facilitates an informal resolution process shall receive training on:

1. the definition of sexual harassment under federal Title IX regulations;
2. the scope of the School's education program or activity;
3. how to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes, as applicable; and
4. how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias.

Decision makers at any stage of the grievance process must receive training on any technology to be used at a live hearing (if conducted) and 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.

Anyone conducting investigations under Title IX must also receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.

Any materials used to train Title IX Coordinators, investigators, decision makers, and any person who facilitates an informal resolution process must not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints of sexual harassment.

Training materials will be posted on the School's website and maintained by the School for seven years after they were presented.

Records

For a period of seven years, the School shall retain the following records: (1) each sexual harassment investigation, including any determination regarding responsibility and any audio or audiovisual recording or transcript required (if a hearing is conducted), any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant; (2) any appeal and the result; (c) any informal resolution and the result; and (4) all materials used to train Title IX Coordinators, investigators, decision makers, and any person who facilitates an informal resolution process.

The School shall both 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 School must document the basis for its conclusion that its response was not deliberately indifferent to the report or formal complaint, and document that it has taken measures designed to restore or preserve equal access to the School's education program

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or activity. If the School does not provide a complainant with supportive measures, the School will document the reasons why such a response was not clearly unreasonable in light of the known circumstances.

Confidentiality

Any supportive measures provided to the complainant or respondent will be kept confidential, to the extent that maintaining such confidentiality would not impair the ability of the School to provide supportive measures.

The School will 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 complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by FERPA, 20 U.S.C. 1232g, or related regulations, 34 CFR part 99, 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 from the hearing. Complaints alleging retaliation may be filed according to the grievance procedures in Form No. **3120.1**, Title IX Grievance Procedure.

Retaliation

Retaliation against any individual for exercising Title IX rights will not be tolerated. The exercise of rights protected under the First Amendment does not constitute retaliation. Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding under policy does not constitute retaliation, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

Title IX Grievance Procedure

The School is committed to complying with Title IX. The School's response to allegations of sexual harassment will treat complainants and respondents equitably, including providing supportive measures to the complainant and respondent, as appropriate, and following this Grievance Process before imposition of any disciplinary sanctions or other actions that are not supportive measures against the respondent. The Title IX Coordinator, along with any investigator, decision maker, or any person designated to facilitate an informal resolution, shall not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

The following procedures have been developed to handle complaints dealing with Title IX programs, services, and staff members.

Step 1: Reporting Sexual Discrimination/Harassment

Any person who has a complaint of alleged sex discrimination shall attempt promptly to resolve the complaint by discussion with the Title IX Coordinator, either in person, by mail, by telephone,

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or by electronic mail, using the Title IX Coordinator's contact information listed above, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. **Governing Authority employees are required, and Governing Authority members, students, parents, community members, and third parties are encouraged, to report allegations of sex discrimination or sexual harassment promptly to the/a Title IX Coordinator or to any School employee, who in turn will promptly notify the/a Title IX Coordinator.**

Such a report may be made at any time (including during non-business hours), by using the telephone number or electronic mail address, or by mail to the office address, listed for the Title IX Coordinator.

The Complainant shall describe the alleged discrimination in as much detail as possible. The Title IX Coordinator shall investigate the alleged discrimination and discuss the results of the investigation with the student or employee.

A student may file criminal charges simultaneously with filing a Title IX complaint. A student does not need to wait until the Title IX investigation is completed before filing a criminal complaint. Likewise, questions or complaints relating to Title IX may be filed with the U.S. Department of Education's Office for Civil Rights at any time.

Because the School is considered to have actual knowledge of sexual harassment or allegations of sexual harassment if any School employee has such knowledge, and because the School must take specific actions when it has notice of sexual harassment or allegations of sexual harassment, a School employee who has independent knowledge of or receives a report involving allegations of sex discrimination and/or sexual harassment must notify the/a Title IX Coordinator within two (2) days of receiving the report. The School employee must also comply with his/her mandatory reporting responsibilities pursuant to R.C. 2151.412, if applicable. If the School employee's knowledge is based on another individual bringing the information to the School employee's attention and the reporting individual submitted a written complaint to the School employee, the employee must provide the written complaint to the Title IX Coordinator.

When a report of sexual harassment is made, the Title IX Coordinator shall promptly (i.e., within two (2) days of the Title IX Coordinator's receipt of the report of sexual harassment) contact the complainant (including his/her parent/guardian if the complainant is under 18 years of age or under guardianship) 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. The Title IX Coordinator shall provide the complainant with an emailed or hard copy of this Policy.

The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures. Any supportive measures provided to the complainant or respondent shall be maintained as confidential, to the extent that maintaining such confidentiality will not impair the ability of the School to provide the supportive measures.

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Step 2: Filing a Formal Complaint of Sexual Harassment

The Complainant can submit a formal written complaint to the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information set forth above.

A sample written complaint form is included as Form No. **3130.2**. The written complaint shall state when the grievance occurred, the factual details of the grievance, and the relief sought. If the Complainant is a student, the Title IX Coordinator shall assist the student in writing the complaint and assuring that it is submitted in time.

When the Title IX Coordinator receives a formal complaint or signs a formal complaint, the School will follow its Grievance Process and Procedures, as set forth herein. Specifically, the School will undertake an objective evaluation of all relevant evidence – including both inculpatory and exculpatory evidence – and provide that credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

The complainant(s), the respondent(s), and any witnesses are prohibited from knowingly making false statements or knowingly submitting false information during the grievance process.

The respondent is presumed not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

The School will seek to conclude the grievance process, including resolving any appeals, within sixty (60) days of receipt of the formal complaint. If the Title IX Coordinator offers informal resolution processes, the informal resolution processes may not be used by the complainant or respondent to unduly delay the investigation and determination of responsibility. This timeframe, however, may be subject to a temporary delay of the grievance process or a limited extension for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action.

Within 2 days of receipt of a formal complaint, the Title IX Coordinator will provide written notice of the following to the parties who are known:

- (1) Notice of the School's grievance process, including any informal resolution process;
- (2) Notice of the allegations of misconduct that potentially constitutes sexual harassment as defined in this policy, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident(s), if known. The written notice must:
 - a. include a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made at the conclusion of the grievance process;

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- b. inform 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 evidence.
- c. inform the parties of any provision in the School's code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

If, in the course of an investigation, the Title IX Coordinator decides to investigate allegations about the complainant or respondent that are not included in the original notice provided to the parties, the Title IX Coordinator will provide notice of the additional allegations to the parties whose identities are known.

A complainant's wishes with respect to whether the school investigates allegations of sexual harassment should be respected unless the Title IX Coordinator determines that signing a formal complaint to initiate an investigation over the wishes of the complainant is not clearly unreasonable in light of the known circumstances.

Step 3 Informal Resolution

Under no circumstances shall a complainant be required as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, to waive his/her right to an investigation and adjudication of a formal complaint of sexual harassment. Similarly, no party shall be required to participate in an informal resolution process.

If a formal complaint is filed, the Title IX Coordinator may offer to the parties an informal resolution process. If the parties mutually agree to participate in the informal resolution process, the Title IX Coordinator shall designate a trained individual to facilitate an informal resolution process, such as mediation, that does not involve a full investigation and adjudication. The informal resolution process may be used at any time prior to the decision maker(s) reaching a determination regarding responsibility.

If the Title IX Coordinator is going to propose an informal resolution process, the Title IX Coordinator shall provide to the parties a written notice disclosing:

- (1) the allegations;
- (2) 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; and
- (3) any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

Any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint.

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Before commencing the informal resolution process, the Title IX Coordinator shall obtain from the parties their voluntary, written consent to the informal resolution process.

The informal resolution process is not available to resolve allegations that an employee sexually harassed a student.

In conducting the investigation of a formal complaint and throughout the grievance process, the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility is on the School, not the parties.

In making the determination of responsibility, the decision maker(s) is(are) directed to use the preponderance of the evidence standard.

Pursuant to law, the School is not permitted to access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the party provides the School with voluntary, written consent to do so; if a party is not an eligible student, the School must obtain the voluntary, written consent of a parent.

Similarly, the investigator(s) and decision maker(s) may not require, allow, rely upon or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

As part of the investigation, the parties have the right to:

- (1) present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence; and
- (2) have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney. The School may not limit the choice or presence of an advisor for either the complainant or respondent in any meeting or grievance proceeding.

Neither party shall be restricted in their ability to discuss the allegations under investigation or to gather and present relevant evidence.

The School will provide to a party whose participation is invited or expected written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate. The investigator(s) and decision maker(s) must provide a minimum of 4 days' notice with respect to hearings and 2 days' notice with respect to investigative interviews and other meetings

Both parties shall have an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint, including the evidence upon which the School does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation.

Prior to completion of the investigative report, the Title IX Coordinator will 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, and the parties will have at least ten (10) calendar days to submit a written response that the investigator will consider prior to completion of the investigative report.

At the conclusion of the investigation, the investigator shall create an investigative report that fairly summarizes relevant evidence and send the report to each party and the party's advisor, if any, for their review and written response. The investigator will send the investigative report in an electronic format or a hard copy, at least ten (10) calendar days prior to the decision maker(s) issuing a determination regarding responsibility.

Determination of Responsibility: The Title IX Coordinator shall appoint a decision maker(s) to issue a determination of responsibility. The decision maker(s) cannot be the same person(s) as the Title IX Coordinator(s) or the investigator(s).

After the investigator sends the investigative report to the parties and the decision maker(s), and before the decision maker(s) reaches a determination regarding responsibility, the decision maker(s) 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. The decision maker(s) must explain to the party proposing the questions any decision to exclude a question as not relevant.

Determination regarding responsibility: The decision maker(s) will issue a written determination regarding responsibility. To reach this determination, the decision maker(s) must apply the preponderance of the evidence standard.

The written determination will include the following content:

- (1) Identification of the allegations potentially constituting sexual harassment pursuant to this policy;

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- (2) A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, [and] methods used to gather other evidence,
- (3) Findings of fact supporting the determination;
- (4) Conclusions regarding the application of the applicable code of conduct to the facts;
- (5) A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the decision maker(s) is recommending that the School impose on the respondent(s), and whether remedies designed to restore or preserve equal access to the School's education program or activity will be provided by the School to the complainant(s); and
- (6) The procedures and permissible bases for the complainant(s) and respondent(s) to appeal.

If the decision maker(s) determines the respondent is responsible for violating this policy, the decision maker(s) written determination should include steps to end the sex discrimination/sexual harassment, eliminate the hostile environment, prevent its recurrence, and remedy its effects. In addition to imposing disciplinary sanctions/consequences on the respondent, the decision maker may also order further supportive measures along with following individual and global remedies, on a case-by-case basis:

- (1) Provide medical, counseling, and academic support services to the complainant and/or respondent;
- (2) Re-arranging schedules at the complainant's request;
- (3) Afford the complainant extra time to complete or retake classes without academic penalty;
- (4) Review any disciplinary proceedings against the complainant;
- (5) Train or re-train employees;
- (6) Develop materials on sexual harassment;
- (7) Conduct sexual harassment prevention programs; and/or
- (8) Conduct climate checks.

Disciplinary sanctions/consequences imposed on a student may include suspension, expulsion, and any other sanction authorized by the student code of conduct. If the decision maker(s) makes a determination of responsibility and recommends the suspension and/or expulsion of the respondent, the Title IX Coordinator will notify the Head Administrator so the applicable due

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process procedures in Policy No. **4530**, Suspension and Expulsion, can be implemented. Discipline of a student must comply with the applicable provisions of the Individuals with Disabilities Education Improvement Act (IDEA) and/or Section 504 of the Rehabilitation Act of 1972, and their respective implementing regulations. See also, Policy Nos. **4540** and **4550**.

Disciplinary sanctions/consequences imposed on an employee may include written reprimands, unpaid suspension, termination, and any other sanction authorized by any applicable codes of conduct or collective bargaining agreement. If the decision maker(s) makes a determination of responsibility and recommends the imposition of disciplinary action, the Title IX Coordinator will notify the Head Administrator so applicable due process procedures, whether statutory or contractual, can be implemented.

Discipline of an employee must be implemented in accordance with Federal and State law, Governing Authority policy, and applicable provisions of relevant collective bargaining agreements.

The decision maker(s) will provide the written determination to the Title IX Coordinator who will provide the written determination to the parties simultaneously.

The determination regarding responsibility becomes final either on the date that the Title IX Coordinator 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.

The Title IX Coordinator is responsible for effective implementation of any remedies.

Appeals

Both parties may appeal from a determination regarding responsibility, or from a dismissal of a formal complaint or any allegations therein, on the following bases: (1) a procedural irregularity that affected the outcome of the matter; (2) newly discovered evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made that could affect the outcome of the matter; and/or (3) the Title IX Coordinator, investigator(s), or decision maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

The decision maker(s) hearing the appeal may not be the same person(s) as the decision maker(s) that reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator(s). The decision maker(s) for the appeal shall not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent and shall receive the same training as required of other decision makers.

The parties' written statements in support of, or challenging, the determination of responsibility must be submitted within five (5) days after the Title IX Coordinator provides notice to the non-appealing party of the appeal.

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The decision maker(s) for the appeal shall issue a written decision describing the result of the appeal and the rationale for the result. The written decision will be provided to the Title IX Coordinator who will provide it simultaneously to both parties. The written decision will be issued within five (5) days of when the parties' written statements were submitted.

The decision maker(s) for the appeal's (or the original decision-maker's(s')) if there is no appeal) decision shall be final.

The Title IX Coordinator is responsible for effective implementation of any remedies. If the complainant is still dissatisfied, the complainant may submit, within 180 days of the alleged discrimination, a written complaint to the Office for Civil Rights, located at:

**Office of Civil Rights
U.S. Department of Education
600 Superior Ave. East, Suite 750
Cleveland, Ohio 44114-2611**

Federal: 20 U.S.C. 1681 et seq., Title IX of the Education Amendments
of 1972 (Title IX)
34 C.F.R. Part 106

Cross Reference: Policy No. **3110**, Equal Educational Opportunity

Adopted August 30, 2021

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Title IX Sexual Harassment Incident Reporting Form

The Board is committed to maintaining an education and work environment that is free from all forms of unlawful harassment, including sexual harassment. The Board prohibits sexual harassment that occurs within its education programs and activities and will take appropriate action when an individual is determined to be responsible for the sexual harassment of a student or staff member.

If you have experienced, or if you have knowledge of, any unlawful sexual harassment, you are encouraged to complete this form. The School's Title IX Coordinator can assist you with completing this form and with any questions about the application of Title IX and its implementing regulations.

Retaliation against a person making a report of sexual harassment, filing a formal complaint of sexual harassment, or participating in a Title IX investigation is strictly prohibited and can result in disciplinary sanctions/consequences.

Please complete all sections of this form. You may attach additional pages as needed if your answers do not fit in the space provided. Return completed forms to the School's Title IX Coordinator:

[Name]

[Address/Building/Office number]

[Phone number]

[E-mail address]

SECTION 1: REPORTER INFORMATION	
Part 1a: Your Contact Information	
Your Name: _____	
Address: _____	
Phone: _____	E-mail: _____
School Building: _____	
Part 1b: Reporter Classification (Select the appropriate box below)	
<input type="checkbox"/> I am a School student <input type="checkbox"/> I am the parent/guardian of a School student <input type="checkbox"/> I am a School employee <input type="checkbox"/> Other (please explain) _____	
Part 1c: Relationship to Alleged Victim (Select the appropriate box below)	
<input type="checkbox"/> I am the victim of the reported conduct (Continue to Section 2) <input type="checkbox"/> I am filing this report on the victim's behalf (Complete the information below) Name of alleged victim: _____ The alleged victim is: <input type="checkbox"/> My child <input type="checkbox"/> Another School student <input type="checkbox"/> A School employee	

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☐ Other (*please explain*) _____

SECTION 2: RESPONDENT INFORMATION

Part 2a: Name(s) of Individual(s) Responsible for Incident

Name(s) of person(s) you believe are responsible: _____

Part 2b: Respondent Classification (*Select the appropriate box below*)

The individual(s) named above is a/are: ☐ School student(s) ☐ School employee(s)

☐ Other (*please explain*) _____

SECTION 3: INCIDENT INFORMATION

Part 3a: Date(s) of Incident(s)

Date(s): _____

Part 3b: Location(s) of Incident(s) (*Select the appropriate box below*)

The reported conduct occurred:

☐ on School property (*specify building or location*) _____

☐ off of School property (*please explain*) _____

Part 3c: Description of Incident(s)

Please provide a description of the incident(s) describing the reported conduct in as much detail as possible, and explain how the reported conduct has affected you or the alleged victim:

Part 3d: Witnesses to Incident(s)

If possible, please provide the name(s) of any other person(s) who were present during the reported conduct: _____

If possible, please provide the name(s) of any other person(s) who may have knowledge of the reported conduct: _____

Adopted August 30, 2021

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Part 3e: Prior Reporting (*Select the appropriate box below*)

Before filing this Report:

☐ I reported the conduct to a School employee (*please provide the name(s) of the employee(s) with whom you discussed the reported conduct*): _____

☐ I have not reported the conduct to a School employee prior to completing this form.

Signature of Reporter

Date

***Note:** For purposes of Title IX sexual harassment, this Incident Report Form serves initially as an informal report, not a formal complaint of Sexual Harassment under Title IX. If a Title IX complaint ensues you will be asked to sign a formal complaint.*

Depending on the circumstances, there may be additional policy and/or student code of conduct violations implicated.

The School will use all reasonable efforts to respect the confidentiality of the Complainant, the individual(s) against whom the complaint is filed, and any witnesses, consistent with the Board's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations. All records generated shall be maintained as confidential to the extent permitted by law. Confidentiality, however, cannot be guaranteed. All Complainants proceeding through the formal investigation process will be advised that their identities may be disclosed to the Respondent.

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Title I Compliance

The School seeks to help all students reach their potential and meet the School's academic standards. In an effort to help students who need support in meeting high academic standards, the School shall participate in the federal Title I of the Amendments in the Elementary and Secondary School Improvement Act of 1965.

The School shall develop a Comprehensive Plan for delivering Title I services. The Plan shall be developed by the Head Administrator and affected employees, parents, and students (if the plan relates to secondary school). The Plan shall then be submitted to the Department of Education. The Plan shall include all provisions required by law, including, but not limited to, the following:

- *Identifying Eligible Students.* Once per year, the School shall assess the educational needs of students who qualify by law for Title I assistance. The assessment process shall include all processes and techniques mandated by the Department of Education and additional processes and techniques chosen by Staff members selected for the purpose of diagnosing or teaching the eligible and participating students.
- *Appropriating Resources.* The School shall determine whether it will use the funds for a School-wide renovation of the educational program and/or will use the funds specifically to develop or enhance educational programs specifically for students in particular need of assistance. The scope of the proposed program shall comply with federal requirements.
- *Parental Involvement.* The plan shall provide for and promote parental involvement to the extent required by federal law. See Policy No. **3320**, Title I Parental Involvement Policy.
- *Funds as Supplement.* Title I funds shall not be used in a manner that supplants state and local funds. Title I funds shall be used as a supplement.
- *Simultaneous Services.* In accordance with federal law, the School may simultaneously serve other students with similar needs.
- *Professional Development.* The School shall also provide training to Staff members that will be involved in the Title I program. When possible, the School may consolidate and cooperate with other schools and institutions for purposes of this training and may combine and consolidate among other Federal or state programs.

The School appoints the Head Administrator as the School's Title I Compliance Officer. The Title I Compliance Officer shall be responsible for coordinating compliance; responding to inquiries, investigating any alleged violations, and implementing the School's Grievance Procedure found in Form No. **3130.1**, Sample Title I Grievance Procedure.

Federal: 20 U.S.C. § 6314, 34 C.F.R. 104.7.

Cross Reference: Policy No. **3320**, Title I Parental Involvement Policy; Form No. **3130.1**, Sample Title I Grievance Procedure.

Title I Grievance Procedure

The School is committed serving its students through Title I programs and services. The School is aware, however, that disagreements may arise regarding Title I programs. The following procedures have been developed to handle complaints dealing with Title I programs, services, and staff members. Unless granted an exemption by the Ohio Department of Education for extenuating circumstances, all complaints shall be resolved with thirty (30) days.

Step 1

A written complaint shall be submitted to the Head Administrator. The complaint may be submitted using Form No. **3130.2**. Upon receipt of the written complaint, the Head Administrator, in his/her role as Compliance Officer, shall investigate the allegations. If additional information is needed, such information shall be requested within ten (10) days of the receipt of the complaint. Upon completing the investigation, the Head Administrator shall attempt to resolve the issue.

Step 2

If, after fifteen (15) days of submitting the complaint to the Head Administrator, the complainant is dissatisfied with the investigation, then the complainant may appeal to the Governing Authority. The Governing Authority, upon notice of such an appeal, shall appoint a panel to hear the complaint. The panel shall consist of the Head Administrator, the President of the Governing Authority, and either another Governing Authority Member or a representative of the Managing Company, if one exists.

The complainant shall be given an opportunity to present evidence to the panel on his/her behalf and question the individuals involved. The panel is vested with the responsibility for investigating the allegations and clarifying the precise issues involved. Records shall be maintained for all formal hearings occurring throughout this process. Once the panel has reached a decision regarding the issue or its resolution, the Head Administrator shall notify the complainant, in writing, of the decision.

Step 3

If the complainant, after receipt of the panel's decision, is still dissatisfied, then the complainant may appeal the decision to the Ohio Department of Education. The appeal must be submitted within thirty (30) days of receipt of the panel's decision or resolution.

All expenses incurred by the School as a result of this process may be included in the budget for Title I funds, so long as they are incurred in accordance with School Policies. Budgeted expenses must be approved by the Governing Authority.

Title I/Title IX Complaint

Name: _____

Address: _____

Phone Number: _____ Date: _____

Status: Student ☐ Parent ☐ Teacher ☐ Other: _____

Details of Incident: _____

Do Not Write Below This Line

Date Received: _____ Date Resolved: _____

Details of Resolution: _____

Title V Required Cooperation

Title V requires the School to contact local, non-profit private schools to offer those schools to participate in the School's programs and services that receive Title V funding.

The Head Administrator shall ensure that the School adheres to all requirements and that notice is provided on an annual basis.

Federal: 20 U.S.C. 7201, et seq.

Curriculum Standards

3200

Adopted August 30, 2021

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General Curriculum Standards

In an effort to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments, the School program and accompanying curriculum shall be developed and implemented so as to achieve the following goals as required pursuant to the receipt of Title I, Part A funding:

- Ensuring that high-quality academic assessments, accountability systems, teacher preparation and training, curriculum, and instructional materials are aligned with challenging State academic standards so that students, teachers, parents, and administrators can measure progress against common expectations for student academic achievement.
- Closing the achievement gap between high- and low-performing children, especially the achievement gaps between minority and nonminority students and between disadvantaged children and their more advantaged peers.
- Improving and strengthening accountability, teaching, and learning by using State assessment systems designed to ensure that students are meeting challenging State academic achievement and content standards and increasing achievement overall, but especially for the disadvantaged.
- Providing greater decision-making authority and flexibility to teachers in exchange for greater responsibility for student performance.
- Ensuring access to effective, scientifically-based instructional strategies and challenging academic content.
- Affording parents substantial and meaningful opportunities to participate in the education of their children.

Federal: 20 U.S.C. §6301.

Cross Reference: Policy No. **3120**, Title IX Compliance; Policy No. **3550**, Core Curriculum Requirements.

School Reform Standards

Title I, Part F funds are provided to schools for the purpose of developing comprehensive school reforms, based on scientifically based research and effective practices that include an emphasis on basic academics and parental involvement, so that children can meet challenging State academic content and academic achievement standards. Accordingly, if the School elects to receive funding pursuant to Title I, Part F, school reform shall be developed and implemented so as to achieve the following goals:

- Using proven strategies and methods for student learning, teaching, and School management that are based on scientifically based research and effective practices that have been replicated successfully in other schools;
- Integrating a comprehensive design for effective School function, including instruction, assessment, classroom management, professional development, parental involvement, and school management, Such a design shall align the School's curriculum, technology, and professional development into a comprehensive School reform plan for School-wide change and enable all students to meet challenging State content and student academic achievement standards and addresses needs identified through a School needs assessment.
- Providing high quality and continuous development for teachers and other Staff members.
- Developing use of measurable goals for student academic achievement and benchmarks for meeting such goals
- Permitting and encouraging meaningful involvement of parents and the local community while planning, implementing, and evaluating school activities pursuant to this plan.
- Evaluating the implementation of school reforms and the student results that were achieved on an annual basis.

The School's reform plan shall be supported by and shall provide support for all teachers, other Staff members, and other School employees.

Federal: 20 U.S.C. 6511, 20 U.S.C. 6216.

Qualified Educators

In order to ensure that the appropriate curriculum goals are developed and implemented, and to comply with the requirements of the Every Student Succeeds Act, all educators who are currently teaching, as well as educators newly hired, shall conform with the qualifications established in the Every Student Succeeds.

The School shall assure that all teachers hired by the School are considered “certified or licensed” as defined within the Every Student Succeeds.

The School shall assure that all paraprofessionals currently working for the School or hired by the School meet the qualifications established in the Every Student Succeeds Act.

The School may use funds received pursuant to the Every Student Succeeds Act to support ongoing training and professional development to help teachers and paraprofessionals obtain the necessary qualifications.

The contents of this Policy are subject to the regulations, rules, and guidelines established by appropriate governmental agencies and authorities.

Federal: 20 U.S.C. § 6319.

Ohio: R.C. 3319.074.

Cross Reference: Policy No. **3330**, Parent’s Right-to-Know; Policy No. **5110**, General Employment Eligibility; Policy No. **5130**, Teacher Requirements; Policy No. **5150**, Educational Assistants; Policy No. **5160**, Other Employees; Policy No. **5600**, Employee Development.

Reading Standards

As a condition of receipt of Title I, Part B funding, the School shall develop and implement curriculum and programs so as to achieve the following goals regarding reading:

- establish reading programs for students in kindergarten through third grade that are based on scientifically-based reading research and are designed to ensure that every student can read at grade level or above not later than the end of third grade;
- effectively prepare all teachers, through professional development programs and other support, so that they can identify specific reading barriers facing their students and have the necessary tools and skills to effectively help their students learn to read; and
- select or develop effective instructional materials, programs, learning systems, and strategies to implement methods that have been proven to prevent or remediate reading failure.

Federal: 20 U.S.C. § 6361.

Cross Reference: Policy No. **3530**, State Assessments.

Adopted August 30, 2021

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Dyslexia Screenings and Multi-Sensory Structured Literacy Certification

The School recognizes the importance of early detection of dyslexia in children. “Dyslexia” means a specific learning disorder that is neurological in origin and that is characterized by unexpected difficulties with accurate or fluent word recognition and by poor spelling and decoding abilities not consistent with the person's intelligence, motivation, and sensory capabilities, which difficulties typically result from a deficit in the phonological component of language.

The School will comply with the Ohio Dyslexia Committee’s guidebook regarding the best practices and methods for universal screening, intervention, and remediation for children with dyslexia or children displaying dyslexic characteristics and tendencies using a multi-sensory structured literacy program.

Team

The (Building Head Administrator) (Chief Executive Officer) shall establish a multi-disciplinary team to administer screening and intervention measures and analyze the results of the measures. The team shall include trained and certified personnel and a stakeholder with expertise in the identification, intervention, and remediation of dyslexia.

Screenings

The School will select reliable, valid, universal, and evidence-based screening and intervention measures that evaluate the literacy skills of students using a multi-sensory structured literacy programs as identified by the Ohio Department of Education and the Ohio Dyslexia Committee.

For the 2022-2023 school year, the School will administer a tier one dyslexia screening measure to students enrolled in kindergarten (after January 1, 2023, but prior to January 1, 2024) through grade three, and any student enrolled in grades four through six whose parent/guardian/custodian requests that the screening measure be administered to the student, or whose classroom teacher requests that the screening measure be administered and the student's parent/guardian/custodian grants permission.

Beginning with the 2022-2023 school year and thereafter, the School will administer a tier one dyslexia screening measure to:

- (1) each kindergarten student that transfers into the School midyear during the School's regularly scheduled screening of the kindergarten class or within 30 days after the student's enrollment if the screening already has been completed; and
- (2) each student in grades one through six that transfers into the School midyear within thirty days after the student's enrollment.

Any such transfer student who has been identified as at-risk for dyslexia following a tier one screening shall receive a tier two screening measure in a timely manner.

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Beginning in the 2023-2024 school year and thereafter, the School will screen all students for dyslexia who are either enrolled in kindergarten, or who are enrolled in grades one through six and whose parent/guardian/custodian requests a screening, or whose classroom teacher makes the request and the parent/guardian/custodian gives permission for the screening.

Identification

The multi-disciplinary team will identify each student that is at risk of dyslexia based on the student's results on the tier one screening measure and notify the student's parent that the student has been identified as being at risk.

The School will monitor the progress of each at-risk student toward attaining grade-level reading and writing skills for up to six weeks. Specifically, progress shall be checked on at least the second week, fourth week, and sixth week after the student is identified as being at risk. If no progress is observed during the monitoring period, the School shall notify the parent of the student and administer a tier two dyslexia screening measure to the student. Tier two screening results must be provided to the student's parent.

If the student is identified as having dyslexia tendencies, the student's parent must be provided with information about reading development, risk factors for dyslexia, and descriptions for evidence-based interventions. If a student demonstrates markers for dyslexia, the student's parent will be provided with a written explanation of School's multi-sensory structured literacy program.

In lieu of initial monitoring, the School may administer a tier two dyslexia screening measure following a tier one screening measure.

The results of screening measures shall be reported to ODE.

In addition to screening, the School will comply with the Ohio Dyslexia Committee's guidebook with respect to intervention and remediation for children with dyslexia or children displaying dyslexic characteristics and tendencies.

Certification

The Governing Authority shall establish a teacher certification process that complies with the Ohio Dyslexia Committee's (ODC) guidebook. The list of online or classroom courses that fulfill the professional development requirements described below are maintained by the Ohio Department of Education (ODE), in collaboration with the ODC.

Beginning with the 2022-2023 school year, the Governing Authority shall establish a multi-sensory structured literacy certification process for teachers employed by the School providing instruction for students in grades kindergarten through three.

Not later than the beginning of the 2023-2024 school year, each teacher who provides instruction for students in kindergarten and first grade, including those providing special education

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instruction, shall complete the number of instructional hours in approved professional development courses required by the ODE/ODC.

Not later than the beginning of the 2024-2025 school year, each teacher who provides instruction for students in grades two and three, including those providing special education instruction, shall complete the number of instructional hours in approved professional development courses required by the ODE/ODC.

Not later than the beginning of the 2025-2026 school year, each teacher who provides special education instruction for students in grades four through twelve shall complete a professional development course approved as identified by the ODE/ODC.

Any professional development coursework that is included on the ODE/ODC-approved course list, and completed by a teacher prior to April 13, 2021, will count towards the required number of dyslexia-related instructional hours.

Ohio: R.C. §§3319.077, 3319.078, 3323.251

Parental Involvement

3300

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Parental Involvement and Participation

The School recognizes that family involvement plays a key role in the academic success of students. The term “family” and “families” is used to include parents as well as children's primary caregivers, who are not their biological parents, such as foster parents and caregivers, grandparents, and other family members. The School shall afford family meaningful opportunities to participate in the education of their children. These opportunities shall be based on the most current research that meets the highest professional and technical standards and shall be geared towards lowering barriers to greater participation by family.

Parent Involvement in the Student’s Education

The School shall seek to create an environment that is accessible to family. The School shall also provide a meaningful range of opportunities for family to volunteer to be involved with the School’s activities.

The School shall also assist family by providing them with training, materials, and information regarding techniques, strategies, and skills to use at home to support the student’s academic efforts at school and the student’s future as a responsible adult member of society. The School shall strive to create engagement activities that respect the various cultures, languages, practices and customs of the students.

Increasing Communication

This policy shall be designed to build consistent and effective communication between family of students enrolled in the district and the teachers and administrators.

The School shall provide family with information regarding their child’s education, health, and safety. This information shall be communicated regularly and in a clear, open, and understandable manner. The School strives to promote consistent and effective two-way communication between all students' family, family members and school personnel.

The School shall also provide families with information on Ohio's academic standards, state and local assessments, and legal requirements so that they can make informed decisions about their children's academic future. These legal requirements include Title I, Section 1118, parent participation rights under IDEA, and gifted students under ORC 3324.04 and 3324.06.

Collaboration with Community Programs

The School shall collaborate with community-based programs, including health and human service providers, to ensure that the families have the resources they need to be involved in their children's education, growth and development, including such programs as Head Start, Reading First, Early Reading First, Home Instruction Programs for Preschool Youngsters, Parents as Teachers Programs, preschool, special education, gifted students' services, and parent resource centers.

Implementing the Parental and Family Involvement Plan

The School, via the Head Administrator, shall develop a comprehensive family and community engagement plan, based on family, student and school needs, with defined outcomes,

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measurements, strategies and activities grounded in research and logically linked to academic achievement. This plan shall be evaluated at least annually with input from families, students, school staff and community members. Special attention shall be given to support strategies for low-achieving students.

The School shall designate a Parent and Family Coordinator, whose role is to coordinate family and community engagement strategies.

Federal: 20 U.S.C. §6310(12), 20 U.S.C. § 6311(d).

Ohio: R.C. 3313.472.

Cross Reference: Policy No. **2130**, Wellness Policy; Policy No. **3320**, Title I Parental Involvement Policy; Policy No. **3330**, Parent's Right-to-Know; Policy No. **3340**, Parental Rights under the Protection of Pupil Rights Amendment; Policy No. **3550**, Core Curriculum Requirements.

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Title I Parental Involvement Policy

As a condition of receipt of Title I funds, the School shall develop a Parental Involvement Plan (the “Plan”) for involving parents of participating children in Title I fund programs and activities.

As used herein, the term “participating children” means all students who are participating in the programs, activities, and services funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA).

Components of the Parental Improvement Plan

- involve the parents of participating students in the development, review, and improvement of Title I programs and activities;
- provide the coordination, technical assistance, and other support necessary to enable the School to plan and implement effective parental involvement activities;
- coordinate and integrate parental involvement strategies for Title I programs with parental involvement strategies under other federally-funded programs (e.g. Head Start Reading First, Even Start, etc.);
- build the School’s and parents’ capacity for strong parental involvement;
- conduct an annual evaluation with parents to evaluate this policy and this policy’s effectiveness by (1) identifying barriers prohibiting greater parental involvement, (2) using the evaluation to design strategies to generate more effective parental involvement, and (3) revising the School’s parental involvement policies;
- schedule parent meetings throughout the year in a manner which promotes attendance, such as offering meetings at flexible times and offering childcare, transportation, or other needed assistance;
- offer, if requested, additional opportunities;
- involve parents in the activities of the School by providing them with timely information about the programs offered pursuant to Title I funds;
- assure that, to the extent possible, full participation opportunities are provided to parents with limited English proficiency, parents with disabilities, and parents of migratory children;
- assure that, to the extent possible, all reports, notices, and other information given to parents is provided in a language that they can read and in a manner they can understand;
- assist parents in understand such topics as the State’s academic content standards, State assessments, and how to monitor a child’s progress to improve achievement;
- provide materials and training to parents to work with their children to improve their children’s achievement (e.g. literacy training, technology, etc.);
- provide timely responses to parents’ questions, concerns, suggestions, etc.;
- educate teachers and other Staff members about the importance of parent involvement, and in how to reach out to, communicate with, and work with parents as equal partners in the implementation and coordination of parent involvement programs; and
- fulfill all other obligations as imposed by applicable laws, regulations, or guidelines.

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Although not required, the Parental Involvement Policy may also include provisions intended to accomplish the following:

- Involve parents in the training for teachers, principals, and other educators;
- Pay provide and pay the associated reasonable expenses for services provided for the purpose of enabling parents to participate in School-related meetings and training sessions;
- Train parents to enhance the involvement of other parents;
- Establish a parent advisory Governing Authority to provide advice on all matters related to parental involvement in programs funded by Title I.
- Develop appropriate roles for community-based organizations and businesses in parent involvement activities.

The Parental Involvement Policy shall be annually reviewed and revised as necessary to eliminate any barriers that may be preventing effective parental involvement. The most current Parental Involvement Policy shall be distributed annually to the parents of participating students and shall be made available to the local community.

School-Parent Compact

Pursuant to the receipt of Title I funds, the School shall jointly develop, with parents of all participating children, a School-Parent Compact that outlines how the School staff and participating students and parents will share the responsibility for improved student academic achievement and the means by which the School and the parents will build and develop a partnership to help children achieve the State's highest standards. Such a Compact shall, at a minimum:

- describe the School's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating students to meet the State's student academic achievement standards,
- describe the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and
- address the importance of communication between teachers and parents on an ongoing basis including, but not limited to: 1) annual parent-teacher conferences in elementary schools; 2) frequent reports to parents detailing the student's progress; and 3) reasonable access to staff, opportunities to volunteer and participate in the child's class, and opportunities to observe classroom activities.

The School-Parent Compact, as approved by the Governing Authority, shall be submitted to all parents participating in programs receiving Title I funds.

A model School-Parent Compact is included as Form No. **3320.1**.

Federal: 20 U.S.C. § 6318.

Cross Reference: Policy No. **2130**, Wellness Policy; Policy No. **3310**, Parental Involvement and Participation; Policy No. **3330**, Parent's Right-to-Know; Policy No. **3340**, Parental Rights under the Protection of Pupil Rights Amendment (PPRA); Form No. **3320.1**, Model School-Parent Compact.

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Model School-Parent Compact

The School and the parents of students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (“participating children”), agree that this Compact outlines how the parents, the entire School staff, and the students will share the responsibility for improved student academic achievement and the means by which the School and the parents will build and develop a partnership that will help children achieve the State’s high standards.

This School-Parent Compact is in effect during the _____ school year.

School Responsibilities

The School hereby agrees to:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the Participating Children to meet the State’s student academic achievement standards as follows:

[Describe how the School will provide high-quality curriculum and instruction and do so in a supportive and effective learning environment.]

- Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child’s achievement. Specifically, those conferences will be held:

[Describe when the parent-teacher conferences will be held.]

- Provide parents with frequent reports on their children’s progress. Specifically, the School will provide reports as follows:

[Describe when and how the School will provide reports to parents.]

- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

[Describe when, where, and how staff will be available for consultation with parents.]

- Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities, as follows:

[Describe when and how parents may volunteer, participate, and observe classroom activities.]

- Treat students, parents, legal guardians, and other members of the educational community in a respectful manner at all times.

- Establish clear classroom rules, and enforce them in a fair, consistent manner.

Adopted August 30, 2021

- Maintain familiarity with State educational standards and the respective content of the School curriculum.

Parent Responsibilities

I, as a parent, recognize the importance of parental participation in the overall success of my child's education, and therefore agree to support my child's education in the following ways:

- Treat teachers, administrators, and other members of the educational community in a respectful manner at all times.
- Ensuring that my child attends School on a regular basis and in accordance with the School attendance Policy. This includes all mandated educational programs occurring outside of normal school hours, such as after-school tutoring.
- Making sure that homework is completed.
- Understanding the School rules and policies, including the Zero-Tolerance Policy, and cooperating in their enforcement.
- Monitoring the amount of television that my child watches and promoting a positive use of my child's extracurricular time.
- Taking an active role in ensuring that my child adheres to applicable School policies, including, but not limited to, the School Dress Code.
- Actively participating, as appropriate, in decisions related to my child's education.
- Attending, whenever reasonably possible, all scheduled meetings with teachers and administrators, including, but not limited to, Report Card Meetings, IEP meetings, and other meetings focused on my child's academic performance and success.
- Staying informed about my child's education and communicating with the School by promptly reading all notices received from the School and responding as appropriate, and promptly informing the School of any change in address, telephone number, etc.
- Volunteering, to the extent possible, in classroom projects, extracurricular programs, or other School activities, whenever possible and appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the School Improvement Tea, the Title I Policy Advisory Committee, or any other advisory or policy groups.

Student Responsibilities

I, as a student, agree to share in the responsibility for improving my academic achievement and meeting State standards. Specifically, I agree to:

- Do my homework every day and ask for help when I need it.
- Read at least 30 minutes per day outside of school.
- Give to my parents or legal guardian all notices and other information received from my teachers or the School.
- Treat my parents and teachers, as well as other School employees, in a respectful manner at all times.

School Representative: _____ Date: _____

Parent: _____ Date: _____

Adopted August 30, 2021

Student: _____ Date: _____

Policy No. **3330**

Parent's Right-to-Know

As a condition of receipt of Title I funds, the School is required to communicate certain information listed below. All notices and information shall be provided in an understandable and uniform format and, to the extent practicable, provided in a language that parents can understand.

Right to Know Notice

The School shall annually notify all parents of their right to request information about the qualifications of the student's classroom teachers. The notice shall indicate that parents may request information regarding:

- whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- whether the teacher is teaching under emergency or other provisional status through which the State qualification or licensing criteria have been waived;
- whether the teacher's undergraduate degree and any other graduate certification or degree including the field of discipline of the certification or degree); and
- whether the child is provided services by paraprofessionals and, if so, their qualifications.

The annual notification is available at Form No. **3330.1**, Parent's Right-to-Know Letter.

Upon receiving an informational request from a parent, the School shall respond in a timely manner.

Automatic Notice

The School shall also automatically provide each parent with written notice of the following:

- information on the level of achievement of the child in Ohio's academic assessments; and
- timely notice that the parent's child has been assigned, or, has been taught for more than four (4) consecutive weeks, by a teacher who is not certified and licensed, as defined in 20 USC § 6311. Notice may be provided using Form No. **3330.2**, Parent's Notification Regarding Your Student's Teacher.

Federal: 20 U.S.C. § 6311.

Ohio: R.C. 3319.074.

Cross Reference: Policy No. **3230**, Qualified Educators; Policy No. **3310**, Parental Involvement and Participation; Policy No. **3320**, Title I Parental Involvement Policy; Form No. **3330.1**, Parent's Right-to-Know Letter; Form No. **3330.2**, Parent's Notification Regarding Your Student's Teacher Letter.

Adopted August 30, 2021

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Parent's Right-to-Know Letter

Dear Parent/Guardian,

At _____, we are very proud of our teachers and are confident they will ensure your child receives a high-quality education. Federal law allows you to learn more about the education your child will receive. As a parent of a student at the School, you have the right to learn more about your child's teachers' training and credentials, including the following:

- whether the teacher met the Ohio Department of Education's qualification and certification requirements for the grade level and subject he/she is teaching;
- whether special circumstances permitted the teacher to receive an emergency or conditional certificate;
- the Teacher's undergraduate and/or graduate degrees (including graduate certificates and additional degrees, and major(s) or area(s) of concentration); and
- whether the child is provided services by paraprofessionals and, if so, their qualifications.

If you have any questions about your child's assignment to a teacher or paraprofessional, please feel free to contact me.

Sincerely,

Head Administrator

Adopted August 30, 2021

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Parent Notification Regarding Your Student's Teacher

Dear Parent:

The federal Every Child Succeeds Act requires all schools to notify parents or guardians if their child has been assigned to or has been taught for four consecutive weeks by a teacher who is not considered “highly qualified” for that specific subject area. While there are a variety of ways in which a teacher can demonstrate that he or she is “certified and licensed” in a given subject, the requirement is considerably more difficult to meet for a teacher who is responsible for teaching several core subject areas. Special education teachers and bilingual education teachers in particular are affected by this requirement.

The purpose of this letter is to notify you as required that Mr./Ms. _____ is not currently considered “certified and licensed” in one or more subjects being taught to your son or daughter.

Please be assured that this does not mean this teacher is not qualified for this assignment. Mr./Ms. _____ does meet the Ohio requirements for this position. Given his/her professional experience and local reputation, we believe that your child is receiving a high-quality education in his/her class.

If you have any concerns regarding this information, you have a right as a parent to review the qualifications of your child's teachers. Please feel free to contact me with any questions or concerns.

Sincerely,

Head Administrator

Adopted August 30, 2021

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Parent Rights under the Protection of Pupil Rights Amendment (PPRA)

Through the Protection of Pupil Rights Amendment (PPRA), the School seeks to protect the student's privacy rights and promote parental involvement in the student's education.

As required by federal law, the Head Administrator shall annually notify parents of their rights under the PPRA. A sample parental notification is included as Form **3340.1**. The notification shall be distributed at the beginning of each school year to the student's parent or guardian. Additional notifications pursuant to specific events and activities shall be provided as required below.

A parent's rights under PPRA transfer to the student when the student turns 18 years old, or is an emancipated minor, under Ohio law. If the student has obtained these rights, all communication shall be sent to the student.

Right to Inspect Instructional Materials

The parents of each student have the right to inspect, upon their reasonable request, any Instructional Material used as part of their child's educational curriculum.

"Instructional Material" is defined as instructional content that is provided to a student, regardless of its format, printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). Instructional Material does not include academic tests or academic assessments.

Responses to requests shall be made in a reasonable time and shall provide reasonable access.

Notification of Invasive Physical Exams or Screenings

On an annual basis, the School shall directly notify the parent of a student of the specific or approximate dates during the School year when any nonemergency, invasive physical exam or screening is scheduled that is:

- required as a condition of attendance;
- administered by the School and scheduled by the School in advance; and
- not necessary to protect the immediate health and safety of the student or of other students.

Upon receiving notice of invasive physical exams, the parent may opt the student out of the screening or exam. This Policy does not apply to any screenings or exams that are permitted or mandated under existing Ohio law.

"Invasive Physical Exam" is defined as any medical examination that involves the exposure of private body parts, or any act during examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.

Parental Rights Regarding Student Surveys

Third-Party Surveys. Before a School official or a Staff member administers or distributes a survey or evaluation created by a third party, the student's parent or guardian may inspect the

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survey or evaluation, upon request. This provision applies to every survey that is created by a person or entity, regardless of whether the student answering questions can be identified and regardless of the subject matter of the questions.

The Head Administrator shall assure that parents receive annual notification of these rights by distributing Form No. **3340.1**, Notification of Rights – Protection of Pupil Rights Amendment.

Surveys Requesting Personal Information. The School must obtain prior written consent before the School requests or discloses the identity of any student who completes any survey or evaluation (created by any person or entity, including the School), that contains one or more of the following items:

- political affiliations or beliefs of the student or the student’s parent or guardian;
- mental or psychological problems suffered by the student or the student’s family;
- behavior or attitudes about sex;
- illegal, anti-social, self-incrimination, or demeaning behavior;
- critical appraisals of other individuals with whom students have close family relationships;
- legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers;
- religious practices, affiliations, of beliefs of the student or the student’s parent or guardian; and
- income other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.

The School shall provide advance notice of any proposed student survey or evaluation asking about the protected information. The student may only participate in the survey or evaluation if the student’s parent or guardian provides written consent.

Selling or Marketing Student Information

Prior to administering any survey or evaluation designed to collect a student’s personal information to be sold or marketed, the School shall notify parents of the right to inspect and/or opt-out of the survey or evaluation. If the parent requests an opportunity to inspect the survey or evaluation, such an inspection shall be provided within a reasonable time period.

“Personal information” is defined as a student or parent’s first and last name, a home or other physical address, a telephone number, or a Social Security number.

This provision does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions, such as the following:

- college or other postsecondary education recruitment, or military recruitment;
- book clubs, magazines, and programs providing access to low-cost literacy products;
- curriculum and instructional materials used by elementary schools and secondary schools;
- tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students and the subsequent analysis and public release of the aggregate data;
- the sale by students of products or services to raise funds for School-related or education-related programs; and

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- student recognition programs.

Federal: 20 U.S.C. § 1232h.

Cross Reference: Policy No. **3310**, Parental Involvement and Participation; Policy No. **3320**, Title I Parental Involvement Policy; Policy No. **3330**, Parent's Right-to-Know; Policy No. **3831**, Student Records and Release of Information; Policy No. **3832**, Confidential and Public Records; Form No. **3340.1**, Notification of Rights - Protection of Pupil Rights Amendment (PPRA).

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Notification of Rights - Protection of Pupil Rights Amendment (PPRA)

Dear Parent or Guardian,

The Protection of Pupil Rights Amendment (PPRA) affords parents certain rights regarding their child(ren)'s participation in certain surveys, analyses, or evaluations. These include the right to:

- *Consent/ Before Students are Required to Participate in a Survey That is Funded by the U.S. Department of Education (ED), if the Survey, Analysis or Evaluation One or More of the Following Protected Areas:*
 1. Political affiliations or beliefs of the student or student's parents;
 2. Mental or psychological problems of the student or student's family;
 3. Sex behavior or attitudes;
 4. Illegal, anti-social, self-incriminating, or demeaning behavior;
 5. Critical appraisals of others with whom respondents have close family relationships;
 6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 7. Religious practices, affiliations, or beliefs of the student or parents; or
 8. Income, other than as required by law to determine program eligibility.
- *Notice/Opt Out/Receive Notice and the Opportunity to Opt a Student Out of:*
 1. Any other protected information survey, regardless of funding;
 2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the School or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
 3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
- *Inspect/Upon Request and Before Administration or Use, a Parent May Inspect:*
 1. Protected information surveys of students;
 2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
 3. Instructional material used as part of the educational curriculum.

These rights transfer to from the parents to a student who is 18 years old or an emancipated minor under Ohio law.

The School has adopted Policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The School will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. The School will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. The School will make this notification

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to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Attached are a schedule of activities that require parental notice and consent for the upcoming year.

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School and Program Assessment

3400

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Charter Contract Accountability and Assessment

The School is responsible for providing services as outlined in the Charter Contract. Accordingly, the Head Administrator shall develop and implement procedures to assess the School on an annual basis. The Annual Assessment shall analyze the School's curriculum, goals and mission.

The School shall identify whether the curriculum is meeting the needs of the students. The School shall analyze whether the School is meeting identified goals. The School shall identify how if it is achieving its mission as it pertains to all its constituencies: students, staff, and parents.

The Head Administrator shall be responsible for reporting the results of the Annual Assessment to the Governing Authority.

Cross Reference: Policy No. **1720**, Monitoring Compliance with Sponsor Contract; Policy No. **3420**, Annual Reporting Requirements; Policy No. **3430**, Annual School Report Card; Policy No. **3440**, National Assessment of Educational Progress; Policy No. **3450**, Financial Needs Assessment.

Annual Reporting Requirements

The Head Administrator is directed to develop, implement, and oversee policies and procedures to ensure that the School complies with all reporting requirements required by state or federal laws or regulations or the provisions of the Charter Contract.

State Reporting Requirements

On an annual basis, the Head Administrator shall prepare and present an annual report to the Governing Authority. The Governing Authority shall submit the report to the state, the Sponsor, and the parents of all students enrolled. The report shall contain information about the following:

- the School's activities;
- how the School has done in terms of meeting the goals and performance standards required under R.C. 3314.03; and
- the School's financial status.

In a separate document or report, the Head Administrator shall also provide the Governing Authority with all of the statistics and other information that the Governing Authority must annually report to the State pursuant to section 3314.08 of the Revised Code.

Federal Reporting Requirements

If the School is receiving Title I funds, the Head Administrator shall annually review the School's progress using State academic assessments too determine whether the School is making adequate yearly progress.

The report shall be publicized and disseminated to parents, teachers, administrators, and the community so that the teachers, administrators, and School staff can continually refine, in an instructionally useful manner, the educational program.

Federal: 20 U.S.C. § 6316(a)(1)(A), 20 U.S.C. §6316(a)(1)(C).

Ohio: R.C. 3314.03, R.C. 3314.08.

Cross Reference: Policy No. **1730**, Duty to Report Certain School Information; Policy No. **3410**, Charter Contract Accountability and Assessment; Policy No. **3420**, Annual Reporting Requirements.

Annual School Report Card

After the School has been in operation for two (2) full years, and every year thereafter, the Ohio Department of Education will issue an annual report card for the School.

The annual report cards will be distributed to the parents of all students in the School, to the members of the board of education of the school district in which the School is located, and to any other person who requests one from the Ohio Department of Education. All information shall be disseminated in an understandable and uniform format.

Federal: 20 U.S.C. § 6311(h)(2)(E).

Ohio: R.C. 3314.012, R.C. 3314.012.

Cross Reference: Policy No. **3410**, Charter Contract Accountability and Assessment; Policy No. **3420**, Annual Reporting Requirements.

National Assessment of Educational Progress

Pursuant to federal law, annual and biennial academic assessments will be conducted by the Commissioner for Education Statistics for the purpose of providing a fair and accurate measurement of student academic achievement in reading, mathematics, and other subject areas.

All participation is voluntary. Parents of children selected to participate in any assessment authorized under 20 U.S.C. § 9622 shall be informed prior to the administration of any authorized assessment that their child may be excused from participation for any reason, is not required to finish any assessment, and is not required to answer any test question.

Except for redactions of personally identifiable information, parents and other members of the public shall have access to all assessment data, questions, and instruments used in the assessment. The School shall make reasonable efforts to inform parents and members of the public of this right of access.

Federal: 20 U.S.C. § 9622 (c)(1)(a), 20 U.S.C. § 9622 (d).

Cross Reference: Policy No. **3340**, Parental Rights under the Protection of Pupil Rights Amendment (PPRA).

Financial Needs Assessment

Upon initial application for a Comprehensive Continuous Improvement Plan (“CCIP”) Grant, the School shall develop a needs assessment. Such a needs assessment shall be a unified, comprehensive plan which takes into consideration all programs, available funding, future plans, and expected funding including, but not limited to, federal grants, title funds, state grants, and local funding. To the extent reasonably possible, students, parents, administrators, Staff members, and other members of the community shall be included in the development of the needs assessment through the formation and utilization of a committee. This needs assessment shall be reviewed and revised on a regular basis.

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Internet-Based School Policy

The School shall:

- Maintain affiliation with at least one full-time licensed teacher of record.
- Assign each child at least one teacher of record.
- Assure that no teacher of record be primarily responsible for more than 125 students.
- Use "filtering device" to protect against internet content that is obscene or harmful to juveniles.
- Have plan for teacher visitations.
- Provide one computer for each child enrolled in the same residence unless parents' consent to lesser number.
- Not count a student as "enrolled" for state funding purposes unless all computer hardware and software is in place and fully operational.
- Provide each student with a physical location within 50 miles of the student's residence for the student to complete the statewide achievement and diagnostic **assessments**.
- Comply with standards developed by **International Association for K-12 Online Learning**.
- Offer a student orientation course and shall notify each student who enrolls in that school of that student's opportunity to participate in the student orientation course as required by ORC 3314.271.

Additionally:

- Internet- and computer-based community schools are subject to a number of specific accountability provisions which do not apply to other types of community schools.
- Any student in an internet- or computer-based community school who, without a lawful excuse, fails to take the prescribed achievement or graduation tests applicable to his or her grade level for two consecutive years must be withdrawn (dismissed) from the School. The student can continue to be enrolled only upon the payment of tuition to the community school.
- If the School is sponsored by the same school district where a student in grades 7-12 is entitled to attend school free, such student must be permitted to participate in the

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extracurricular activities of the traditional school to which the student would otherwise be assigned or any other district schools serving the same grade level. The district may, at its option, require students to enroll in at least one academic course in order to participate in extracurricular activities. Students must meet the same requirements for participation that apply to students in the traditional school, and must pay any applicable fees, not to exceed the fees charged to other students. An internet- or computer-based community school student who participates in the extracurricular activities of his home district may not be declared ineligible for interscholastic competition by any school district or organization that regulates interscholastic competition.

- It should be noted that internet- or computer-based community schools do not receive some of the supplemental forms of state aid received by other community schools. These include, most notably, the subsidies for vocational education, poverty-based assistance, and parity aid.
- Like start-up community schools, internet- or computer-based community schools have periodically been subject to moratoria or other limitations as to their number. The School's enrollment limit for each school year shall be the applicable prescribed rate of growth as calculated by the Ohio Department of Education.
- The School shall maintain accurate records of student participation in learning opportunities each day. This information shall be submitted upon request to the Ohio Auditor of State, the Ohio Department of Education, and/or any other government agency authorized to receive such information.

Cross Reference: Policy No. **3510**, Enrollment; Policy No. **3530**, State Assessments; Policy No. **4430** Internet & Technology Acceptable Use; Policy No. **4440** Use of Mobile Electronic Devices.

Admission, Retention, and Graduation

3500

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Enrollment

3510

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Admission Procedure

Admission is open to any individual between the ages of five (5) and twenty-two (22) who, pursuant to state law, is entitled to attend school. In making admission decisions, the School shall not discriminate on the basis of race, color, creed, sex, or disabling condition. Upon admission of any student with a disability, the School will comply with all federal and state laws regarding the education of students with disabilities.

The School shall not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, or athletic ability. The School shall not offer attempt to give any monetary payment or in-kind gift to any student or student's family as an incentive for the student to enroll in the School.

The Parent or Guardian of the Student or Student (age 18 or over), shall notify the School when there is a change in the Parent/Guardian or Student's primary residence.

The School shall restrict admission to all of Ohio.

If the number of applicants exceeds the capacity restrictions of the School, students will be admitted based on a lottery system, with the following students given preference:

- students who attended the School the previous year;
- siblings of students attending the School the previous year;
- students who are the children of full-time staff members employed by the School, provided the total number of students receiving this preference is less than 5% if the School's total enrollment; and
- students who reside in the district in which the School is located.

The lottery system adopted by the School functions as described below.

- Each applicant exceeding the capacity of the School shall be assigned a number.
- A neutral third party will randomly select numbers, and as each number is selected, the respective student is placed on the permanent waiting list. Once placed on the permanent waiting list, the student retains the position from year-to-year unless the student is no longer an eligible student, is no longer interested in admission, or is selected for admission and thereby removed from the permanent waiting list.
- The School may, in its sole discretion, decide to institute one lottery system and permanent waiting list, or may decide to institute separate lottery systems and permanent waiting lists for each age or grade.

*Ohio: R.C. 3314.06; R.C. 3313.98; R.C. 3314.03(A)(11)(32) and (33). Cross Reference: Policy No. **3512**, Kindergarten Admission.*

Enrollment Information

Admission and Enrollment

If your child is between six and 18 years of age, or if your child is under age six but has been enrolled in kindergarten, he or she is "of compulsory school age" in Ohio.

Admission to _____ ("the School") is open to any individual between the ages of five and 22 who is entitled to attend school under state law. To attend kindergarten at the School, a child must be five years old by August 1 or September 30 of the year of admission. Children under the age of five may be admitted under certain circumstances provided under Ohio law. If your child is not five years old by August 1 or September 30, your child may be admitted if he or she has been recommended in accordance with the School's acceleration policy. The child shall be evaluated for early admittance upon referral by the child's parent or guardian, an educator employed by the School, a preschool educator who knows the child, or a pediatrician or psychologist who knows the child. The School's referral form is available at Form No. **3512.1**, Early Entrance to Kindergarten.

The School will not deny a transferring student admission, based on the student's age, if the student had been admitted to kindergarten by another school.

In making admission decisions, the School shall not discriminate on the basis of race, color, creed, sex, or disabling condition. The School will comply with all federal and state laws regarding the education of students with disabilities.

The School does not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, or athletic ability. The School will not offer or give any monetary payment or in-kind gift to any student or student's family as an incentive for the student to enroll in the School.

The School restricts admission to students who reside in Ohio. The Parent or Guardian of the Student or Student (age 18 or over), shall notify the School when there is a change in the Parent/Guardian or Student's primary residence.

If the number of applicants exceeds the capacity restrictions of the School, students will be admitted based on a lottery system, with the following students given preference:

- students who attended the School the previous year;
- siblings of students attending the School the previous year;
- students who are the children of full-time staff members employed by the School, provided the total number of students receiving this preference is less than 5% of the School's total enrollment; and
- students who reside in the district in which the School is located.

The lottery system adopted by the School functions as described below.

- Each applicant exceeding the capacity of the School shall be assigned a number.

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- A neutral third party will randomly select numbers, and as each number is selected, the respective student is placed on the permanent waiting list. Once placed on the permanent waiting list, the student retains the position from year-to-year unless the student is no longer an eligible student, is no longer interested in admission, or is selected for admission and thereby removed from the permanent waiting list.
- The School may, in its sole discretion, decide to institute one lottery system and permanent waiting list, or may decide to institute separate lottery systems and permanent waiting lists for each age or grade.

Records and Documentation

Upon admission into the School, all students shall be required to provide the following:

- any records from the public or nonpublic elementary or secondary school the student most recently attended;
- if issued and applicable, a certified copy of an order or decree, or modification of such an order or decree, allocating parental rights and responsibilities for the care of a child and designating a residential parent and legal custodian of the child²;
- a copy of a power of attorney or caretaker authorization affidavit, if either has been executed with respect to the child; and
- a birth certificate or one of the following comparable documents: (1) a certification of birth; (2) Passport or attested transcript of a passport filed with a registrar of passports at a point of entry of the United States showing the date and place of birth of the child; (3) An attested transcript of the certificate of birth; (4) An attested transcript of the certificate of baptism or other religious record showing the date and place of birth of the child; (5) An attested transcript of a hospital record showing the date and place of birth of the child; (6) A birth affidavit.

Upon enrolling a student, the School will request records within 24 hours from the school your student most recently attended. If the records are not received within seven days, a second request will be made, and the Head Administrator shall directly contact the school.

You or your student must notify the School if the student is under the care of a shelter for victims of domestic violence at the time of initial enrollment. Upon being so informed, the School will inform the elementary or secondary school from which it requests the student's records of that fact.

If the school your student claims to have most recently attended indicates that it has no record of the student's attendance or the records are not received within 14 days of the date of request, or if the student does not present a birth certificate or comparable document (listed above), the Head Administrator shall notify the law enforcement agency having jurisdiction in the area where the student resides of this fact and of the possibility that the student may be a missing child.

A student who has been discharged or released from the custody of the department of youth services under R.C. 5139.51 just prior to requesting admission to the School will not be admitted

² After enrollment, whenever there is a modification of any order or decree allocating parental rights and responsibilities for the care of a child and designating a residential parent and legal custodian of the child that has been submitted to the School, the residential parent shall provide the School with a certified copy of the order or decree that makes the modification.

until the records described in R.C. 2152.18 (D)(4)(a) to (d) have been received by the Head Administrator.

The School will not deny admission to a protected child placed in a foster home or residential facility (as defined in the Ohio Revised Code) solely because the protected child does not present a birth certificate or comparable document. However, the protected child or the protected child's parent, custodian, or guardian shall present a birth certificate or comparable document (listed above) within 90 days after the protected child's entry to the School.

The School will comply with all records requests within two business days, make copies of the student's records, and keep the records on file.

If an order or decree allocating parental rights and responsibilities for the care of a child and designating a residential parent and legal custodian of the child, including a temporary order, is issued resulting from an action of divorce, alimony, annulment, or dissolution of marriage, and the order or decree pertains to a child enrolled in the School, the residential parent of the child shall provide the School with a certified copy of the order or decree.

School Performance Notification

As part of the admissions process, you are entitled to receive the enclosed copy of the most recent report card for the School.

Ohio: R.C. 3313.6411, R.C. 3313.672, R.C. 3314.06, R.C. 3321.01.

Kindergarten Admission

In order to attend kindergarten a child must be 5 years old by September 30 of the year of admission, although the School may establish the earlier cut-off date of August 1.

Exception for Recommended Admittance

A child that does not meet the age requirements may be admitted if the child has been recommended in accordance with the School's acceleration policy. The child shall be evaluated for early admittance upon referral by the child's parent or guardian, an educator employed by the School, a preschool educator who knows the child, or a pediatrician or psychologist who knows the child. The School's referral form is available at, Form No. **3512.1**, Early Entrance to Kindergarten.

Exception for Transfer Student Admission

The School will not deny a transferring student admission, based on the student's age, if the student had been admitted to kindergarten by another school.

Ohio: R.C. 3314.06, R.C. 3314.08, R.C. 3321.01.

Cross Reference: Policy No. **3511**, Admission Procedure; Form No. **3512.1**, Early Entrance to Kindergarten.

Early Entrance To Kindergarten

Adopted from the Ohio Department of Education Referral Form

REFERRAL FOR:

Child Name _____

Address _____

Phone _____ Email _____

The child I am referring will be 5 years old before August 1: Yes _____ No _____

Children who will benefit from early entrance may not exhibit all of the characteristics listed below; however, strong candidates will exhibit more of these characteristics than other children.

What to look for in the areas of ability/achievement/aptitude/behavior?

My child seems advanced beyond other children his/her age in these ways:

- Understands the meanings and use of words better than other children his/her age;
- Is curious about many things and asks questions often;
- Is very good at working puzzles or solving problems;
- Has a great sense of humor and understands jokes more than other children his/her age;
- Has a good memory and remembers details of conversations or stories;
- Is interested in difficult concepts such as time and space;
- Concentrates on certain activities much longer than other children his/her age;
- Reads (and understands text) in picture books or chapter books;
- Figures out math-related problems better than other children his/her age.

What are some important school and academic factors?

My child:

- Enjoys learning new information or skills;
- Participates in community-sponsored activities such as sports, dance, gymnastics, library and museum programs;
- Believes he/she is capable of succeeding at new tasks.

What are some important developmental factors?

My child has the following developmental characteristics;

- He/she has average fine and large motor coordination (i.e., holding a pencil, skipping);
- He/she is able to use the computer to play games or find information.

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What are some important interpersonal skills for entering school?

My child:

- Thoughtfully considers feedback and criticism and modifies behavior appropriately;
- Often behaves in a way that is positive and effective;
- Has good interpersonal skills with age-mates, as well as with both older and younger children and with adults;
- Has excellent interpersonal relationships with adults in a teaching role.

What are some important attitudes and supports necessary for success in school?

My child is enthusiastic about going to kindergarten or first grade.

As a parent or guardian I understand that a child's success in school depends on support provided at home. I am able to give my child additional support to help in his/her transition to a new setting with much higher academic demands than he/she encountered in preschool.

Some considerations:

My child:

- Has one or more older siblings in the grade in which he/she will be placed if admitted by early entrance which may cause social/emotional issues in the family. In which case, acceleration may not be advisable.
- Often did not want to attend preschool or missed preschool often because of illness or family issues.

I believe that my child exhibits a number of the characteristics listed above that indicate he/she might benefit by entering Kindergarten. I have reviewed the considerations and do not feel they would negatively impact my child's success in school. I request evaluation for my child for possible early entrance to kindergarten.

Name: _____ Relationship to Child: _____

Signature: _____ Date _____

The referral request will be processed, and parents will receive the final determination for early entrance in 45-60 days from the date the referral is received.

School Representative Receiving Referral _____

School _____

Date _____

Adopted August 30, 2021

Required Community School Notice

The School shall distribute Form No. **3516.1**, Required Community School Notice, in writing to parents of students of the School upon the student's enrollment in the School. The Head Administrator shall be responsible for assuring that Form No. **3516.1** is distributed.

Ohio: R.C. 3314.041.

Cross Reference: Form No. **3513.1**, Required Community School Notice.

Required Community School Notice

Under R.C. 3314.041, the governing authority of each community school and any operator of such school shall distribute to parents of students of the school upon their enrollment in the school the following statement in writing:

The Coshocton Opportunity School is a community school established under Chapter 3314 of the Revised Code. The school is a public school and students enrolled in and attending the school are required to take proficiency tests and other examinations prescribed by law. In addition, there may be other requirements for students at the school that are prescribed by law. Students who have been excused from the compulsory attendance law for the purpose of home education as defined by the Administrative Code shall no longer be excused for that purpose upon their enrollment in a community school. For more information about this matter contact the school administration or the Ohio Department of Education.

Adopted August 30, 2021

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Address Verification

For purposes of reporting which school districts the enrolled students are entitled to attend, the School may require each previously enrolled student to submit a signature verification form provide by the School, to verify their home address. For newly enrolled students, one of the following documents shall be provided to verify their home address:

- a deed, mortgage, lease, current homeowner's or renter's insurance declaration page, or current real property tax bill;
- a utility bill or receipt of utility installation issued within ninety days of enrollment;
- a paycheck or paystub issued to the parent or student within ninety days of the date of enrollment that includes the address of the parent's or student's primary residence;
- the most current available bank statement issued to the parent or student that includes the address of the parent's or student's primary residence; or
- any other official document issued to the parent or student that includes the address of the parent's or student's primary residence.

On a monthly basis, the Governing Authority shall review student residency records of students enrolled in the School. This process may include a monthly reminder to parents to update addresses and/or a random selection of students to verify primary resident addresses. The process for verification will be defined by the School. If a student's address has changed, the school shall request verification of the address using one the of the acceptable documents as identified above. The School will verify the district of residence and report the appropriate district of residence using the method and timeline specified by the Ohio Department of Education.

A Student's district of residence shall be verified upon initial enrollment, and thereafter on an annual basis. Parents, guardians, or independent students age 18 and over shall notify the community school in which they are enrolled when a change in the location of their primary residence occurs.

For purposes of making the determinations required under this Policy, the district in which a parent or student resides is the location the parent or student has established as the primary residence and where substantial family activity takes place.

If a district's determination differs from the School's determination, then the School shall provide the district with documentation of the student's residency and shall make a good faith effort to accurately identify the correct residence of the student.

This Policy supersedes any contrary or additional requirements imposed by the respective public-school district of residence.

Ohio: R.C. 3314.11; 3314.03(A)(11)(32) and (33).

Cross Reference: Policy No. **3515**, Required Documents upon Admission.

Adopted August 30, 2021

Monthly Proof of Residency Verification

NAME OF SCHOOL: _____ NAME OF REVIEWER: _____

DATE OF REVIEW: _____ DATE REVIEWED WITH BOARD: _____

Each month choose 1% or a minimum of four student files at random. Check to ensure that the Proof of Residency Documentation is valid. The POR must be dated within 12 months of the review date and must match the Addresses Section in POWER SCHOOL/DASL.

If the POR is not the primary parent or guardian 'name, an Affidavit of Residency must also be on file along with the POR.

Random Student 1: _____

As of the date above, this student's Proof of Residency Documentation is:

☐

Valid

☐

Not Valid

➤ New POR Documentation (and/or Affidavit of Residency) has been requested.

○ Describe how request was made: _____

○ Date updated: _____

Random Student 2: _____

As of the date above, this student's Proof of Residency Documentation is:

☐

Valid

☐

Not Valid

➤ New POR Documentation (and/or Affidavit of Residency) has been requested.

○ Describe how request was made: _____

○ Date updated: _____

Random Student 3: _____

As of the date above, this student's Proof of Residency Documentation is:

☐

Valid

☐

Not Valid

➤ New POR Documentation (and/or Affidavit of Residency) has been requested.

○ Describe how request was made: _____

○ Date updated: _____

Random Student 4: _____

As of the date above, this student's Proof of Residency Documentation is:

☐

Valid

☐

Not Valid

➤ New POR Documentation (and/or Affidavit of Residency) has been requested.

○ Describe how request was made: _____

○ Date updated: _____

Adopted August 30, 2021

Required Documents Upon Admission

The School and Ohio law require certain documents, records, and other information be provided upon the student's enrollment in the School. The Head Administrator is hereby directed to develop and implement rules and procedures as necessary to ensure that the School complies with this Policy and all other applicable laws.

Records and Documentation

Upon admission into the School, all students shall be required to provide the following:

- any records from the public or nonpublic elementary or secondary school the student most recently attended,
- if issued and applicable, a certified copy of an order or decree, or modification of such an order or decree allocating parental rights and responsibilities for the care of a child and designating a residential parent and legal custodian of the child,
- if executed and applicable, a copy of a power of attorney or caretaker authorization affidavit, if either has been executed with respect to the child, and
- a birth certificate or Comparable Document, as defined below.

Upon enrolling a student, the School shall make a request for records within twenty-four (24) hours from the school the student most recently attended. If the records are not received within seven (7) days, a second request will be made, and the Head Administrator shall directly contact the school.

If the school the student claims to have most recently attended indicates that it has no record of the student's attendance or the records are not received within fourteen (14) days of the date of request, or if the student does not present a birth certificate or other Comparable Document, the Head Administrator shall notify the law enforcement agency having jurisdiction in the area where the student resides of this fact and of the possibility that the student may be a missing child.

A Comparable Document is defined to include any of the following: (1) a certification of birth; (2) Passport or attested transcript of a passport filed with a registrar of passports at a point of entry of the United States showing the date and place of birth of the child; (3) An attested transcript of the certificate of birth; (4) An attested transcript of the certificate of baptism or other religious record showing the date and place of birth of the child; (5) An attested transcript of a hospital record showing the date and place of birth of the child; (6) A birth affidavit.

Protected Child Admission

For purposes of this Policy, a Protected Child is defined as a child placed in a Foster Home or Residential Facility, as defined in the Revised Code.

The School shall not deny a Protected Child admission to the School solely because the Protected Child does not present a birth certificate or Comparable Document. However, the Protected Child or the Protected Child's parent, custodian or guardian shall present a birth certificate or Comparable Document within ninety days after the Protected Child's entry to the School

Receiving Records Requests

The School shall comply with all records requests within two (2) business days. The School shall make copies of the student's records and keep the records on file.

Grandparent Caretaker Requirements

A child who is living with and being cared for by grandparents may enroll in and attend the School, so long as the Grandparents/caretaker provide the documents and records above and all of the following documents:

- *Power of Attorney.* Under Ohio law, A child's parent, guardian, or custodian may create a power of attorney that grants to the grandparent with whom the child is residing any of the parent's, guardian's, or custodian's rights and responsibilities regarding the care, physical custody, and control of the child, including the ability to enroll the child in school, to obtain from the school district educational and behavioral information about the child, to consent to all school-related matters regarding the child, and to consent to medical, psychological, or dental treatment for the child. The power of attorney does not affect the rights of the parent, guardian, or custodian of the child in any future proceeding concerning custody of the child or the allocation of parental rights and responsibilities for the care of the child and does not grant legal custody to the attorney in fact. To create a Power of Attorney, an individual must use Form No. **3515.1**, Grandparent Power of Attorney.
- *Caretaker Authorization Affidavit.* A caretaker authorization form, included as Form No. **3515.2**, is a document that authorizes the grandparent to exercise care, physical custody, and control of the child, including, but not limited to, the authority to enroll the child in school, the discuss with the school the child's educational progress, to consent to all school-related matters regarding the child, and to consent to medical, psychological, or dental treatment for the child. Such a form can only executed by grandparent if the grandparent has made reasonable attempts to locate or contact the child's parents but has been unable to do so. To create a Caretaker Authorization Affidavit, an individual must use Form No. **3515.2**, Caretaker Authorization Affidavit.

The Power of Attorney and/or Caretaker Authorization Affidavit are terminated if (1) revoked in writing and notice is provided; (2) the child ceases to reside with the grandparent; (3) court order; (4) the child's death; or (5) the grandparent's death.

Ohio law prohibits individuals from executing the Power of Attorney or the Caretaker Authorization Affidavit if the purpose is to enroll the child in the School so that the child may participate in academic or interscholastic activities offered by the School. Power of Attorney or Caretaker Authorization Affidavits submitted for this reason are void and are punishable as a misdemeanor of the first degree.

Ohio: R.C. 3313.672, R.C. 3109.52, R.C. 3109.65, R.C. 3109.80, R.C. 3109.78.

Cross Reference: Policy No. **3833**, Tracking Missing Children; Form No. **3515.1**, Grandparent Power of Attorney; Form No. **3515.2**, Caretaker Authorization Affidavit.

Grandparent Power of Attorney

Ohio requires this form be used as it is identical to R.C. 3109.53

I, the undersigned, residing at _____, in the county of _____, state of _____, hereby appoint the child's grandparent, _____, residing at _____, in the county of _____, in the state of Ohio, with whom the child of whom I am the parent, guardian, or custodian is residing, my attorney in fact to exercise any and all of my rights and responsibilities regarding the care, physical custody, and control of the child, _____, born _____, having social security number (optional) _____, except my authority to consent to marriage or adoption of the child _____, and to perform all acts necessary in the execution of the rights and responsibilities hereby granted, as fully as I might do if personally present. The rights I am transferring under this power of attorney include the ability to enroll the child in school, to obtain from the school district educational and behavioral information about the child, to consent to all school-related matters regarding the child, and to consent to medical, psychological, or dental treatment for the child. This transfer does not affect my rights in any future proceedings concerning the custody of the child or the allocation of the parental rights and responsibilities for the care of the child and does not give the attorney in fact legal custody of the child. This transfer does not terminate my right to have regular contact with the child.

I hereby certify that I am transferring the rights and responsibilities designated in this power of attorney because one of the following circumstances exists:

- 1) I am: (a) Seriously ill, incarcerated or about to be incarcerated, (b) Temporarily unable to provide financial support or parental guidance to the child, (c) Temporarily unable to provide adequate care and supervision of the child because of my physical or mental condition, (d) Homeless or without a residence because the current residence is destroyed or otherwise uninhabitable, or (e) In or about to enter a residential treatment program for substance abuse;
- 2) I am a parent of the child, the child's other parent is deceased, and I have authority to execute the power of attorney; or
- 3) I have a well-founded belief that the power of attorney is in the child's best interest.

I hereby certify that I am not transferring my rights and responsibilities regarding the child for the purpose of enrolling the child in a school or school district so that the child may participate in the academic or interscholastic athletic programs provided by that school or district.

I understand that this document does not authorize a child support enforcement agency to redirect child support payments to the grandparent designated as attorney in fact. I further understand that to have an existing child support order modified or a new child support order issued administrative or judicial proceedings must be initiated.

If there is a court order naming me the residential parent and legal custodian of the child who is the subject of this power of attorney and I am the sole parent signing this document, I hereby certify that one of the following is the case:

Adopted August 30, 2021

- 1) I have made reasonable efforts to locate and provide notice of the creation of this power of attorney to the other parent and have been unable to locate that parent;
- 2) The other parent is prohibited from receiving a notice of relocation; or
- 3) The parental rights of the other parent have been terminated by order of a juvenile court.

This POWER OF ATTORNEY is valid until the occurrence of whichever of the following events occurs first: (1) I revoke this POWER OF ATTORNEY in writing and give notice of the revocation to the grandparent designated as attorney in fact and the juvenile court with which this POWER OF ATTORNEY was filed; (2) the child ceases to reside with the grandparent designated as attorney in fact; (3) this POWER OF ATTORNEY is terminated by court order; (4) the death of the child who is the subject of the power of attorney; or (5) the death of the grandparent designated as the attorney in fact.

WARNING: DO NOT EXECUTE THIS POWER OF ATTORNEY IF ANY STATEMENT MADE IN THIS INSTRUMENT IS UNTRUE. FALSIFICATION IS A CRIME UNDER SECTION 2921.13 OF THE REVISED CODE, PUNISHABLE BY THE SANCTIONS UNDER CHAPTER 2929. OF THE REVISED CODE, INCLUDING A TERM OF IMPRISONMENT OF UP TO 6 MONTHS, A FINE OF UP TO \$1,000, OR BOTH.

Witness my hand this _____ day of _____, _____.

Parent/Custodian/Guardian's signature

Parent's signature

Grandparent designated as attorney in fact

State of Ohio)
) ss:
County of _____)

Subscribed, sworn to, and acknowledged before me this _____ day of _____, _____.

Notary Public

Adopted August 30, 2021

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Notices Regarding Grandparent Power of Attorney

1. A power of attorney may be executed only if one of the following circumstances exists: (1) The parent, guardian, or custodian of the child is: (a) Seriously ill, incarcerated or about to be incarcerated; (b) Temporarily unable to provide financial support or parental guidance to the child; (c) Temporarily unable to provide adequate care and supervision of the child because of the parent's, guardian's, or custodian's physical or mental condition; (d) Homeless or without a residence because the current residence is destroyed or otherwise uninhabitable; or (e) In or about to enter a residential treatment program for substance abuse; (2) One of the child's parents is deceased and the other parent, with authority to do so, seeks to execute a power of attorney; or (3) The parent, guardian, or custodian has a well-founded belief that the power of attorney is in the child's best interest.
2. The signatures of the parent, guardian, or custodian of the child and the grandparent designated as the attorney in fact must be notarized by an Ohio notary public.
3. A parent, guardian, or custodian who creates a power of attorney must notify the parent of the child who is not the residential parent and legal custodian of the child unless one of the following circumstances applies: (a) the parent is prohibited from receiving a notice of relocation in accordance with section 3109.051 of the Revised Code of the creation of the power of attorney; (b) the parent's parental rights have been terminated by order of a juvenile court pursuant to Chapter 2151. of the Revised Code; (c) the parent cannot be located with reasonable efforts; (d) both parents are executing the power of attorney. The notice must be sent by certified mail not later than five days after the power of attorney is created and must state the name and address of the person designated as the attorney in fact.
4. A parent, guardian, or custodian who creates a power of attorney must file it with the juvenile court of the county in which the attorney in fact resides, or any other court that has jurisdiction over the child under a previously filed motion or proceeding. The power of attorney must be filed not later than five days after the date it is created and be accompanied by a receipt showing that the notice of creation of the power of attorney was sent to the parent who is not the residential parent and legal custodian by certified mail.
5. A parent, guardian, or custodian who creates a second or subsequent power of attorney regarding a child who is the subject of a prior power of attorney must file the power of attorney with the juvenile court of the county in which the attorney in fact resides or any other court that has jurisdiction over the child under a previously filed motion or proceeding. On filing, the court will schedule a hearing to determine whether the power of attorney is in the child's best interest.
6. This power of attorney does not affect the rights of the child's parents, guardian, or custodian regarding any future proceedings concerning the custody of the child or the allocation of the parental rights and responsibilities for the care of the child and does not give the attorney in fact legal custody of the child.
7. A person or entity that relies on this power of attorney, in good faith, has no obligation to make any further inquiry or investigation.

Adopted August 30, 2021

8. This power of attorney terminates on the occurrence of whichever of the following occurs first: (1) one year elapses following the date the power of attorney is notarized; (2) the power of attorney is revoked in writing by the person who created it; (3) the child ceases to live with the grandparent who is the attorney in fact; (4) the power of attorney is terminated by court order; (5) the death of the child who is the subject of the power of attorney; or (6) the death of the grandparent designated as the attorney in fact.
9. If this power of attorney terminates other than by the death of the attorney in fact, the grandparent who served as the attorney in fact shall notify, in writing, all of the following:
 - (a) Any schools, health care providers, or health insurance coverage provider with which the child has been involved through the grandparent;
 - (b) Any other person or entity that has an ongoing relationship with the child or grandparent such that the other person or entity would reasonably rely on the power of attorney unless notified of the termination;
 - (c) The court in which the power of attorney was filed after its creation; and
 - (d) The parent who is not the residential parent and legal custodian of the child who is required to be given notice of its creation. The grandparent shall make the notifications not later than one week after the date the power of attorney terminates.
10. If this power of attorney is terminated by written revocation of the person who created it, or the revocation is regarding a second or subsequent power of attorney, a copy of the revocation must be filed with the court with which that power of attorney was filed.

Additional information:

To the grandparent designated as attorney in fact:

1. If the child stops living with you, you are required to notify, in writing, any school, health care provider, or health care insurance provider to which you have given this power of attorney. You are also required to notify, in writing, any other person or entity that has an ongoing relationship with you or the child such that the person or entity would reasonably rely on the power of attorney unless notified. The notification must be made not later than one week after the child stops living with you.
2. You must include with the power of attorney the following information:
 - (a) The child's present address, the addresses of the places where the child has lived within the last five years, and the name and present address of each person with whom the child has lived during that period;
 - (b) Whether you have participated as a party, a witness, or in any other capacity in any other litigation, in this state or any other state, that concerned the allocation, between the parents of the same child, of parental rights and responsibilities for the care of the child and the designation of the residential parent and legal custodian of the child or that otherwise concerned the custody of the same child;
 - (c) Whether you have information of any parenting proceeding concerning the child pending in a court of this or any other state;
 - (d) Whether you know of any person who has physical custody of the child or claims to be a parent of the child who is designated the residential parent and legal custodian of the child or to have parenting time rights with respect to the child or to be a person other than a parent of the child who has custody or visitation rights with respect to the child.

Adopted August 30, 2021

- (e) Whether you previously have been convicted of or pleaded guilty to any criminal offense involving any act that resulted in a child being an abused child or a neglected child or previously have been determined, in a case in which a child has been adjudicated an abused child or a neglected child, to be the perpetrator of the abusive or neglectful act that was the basis of the adjudication.

To school officials:

1. Except as provided in section 3313.649 of the Revised Code, this power of attorney, properly completed and notarized, authorizes the child in question to attend school in the district in which the grandparent designated as attorney in fact resides and that grandparent is authorized to provide consent in all school-related matters and to obtain from the school district educational and behavioral information about the child. This power of attorney does not preclude the parent, guardian, or custodian of the child from having access to all school records pertinent to the child.
2. The school district may require additional reasonable evidence that the grandparent lives in the school district.
3. A school district or school official that reasonably and in good faith relies on this power of attorney has no obligation to make any further inquiry or investigation.

To health care providers:

1. A person or entity that acts in good faith reliance on a power of attorney to provide medical, psychological, or dental treatment, without actual knowledge of facts contrary to those stated in the power of attorney, is not subject to criminal liability or to civil liability to any person or entity, and is not subject to professional disciplinary action, solely for such reliance if the power of attorney is completed and the signatures of the parent, guardian, or custodian of the child and the grandparent designated as attorney in fact are notarized.
2. The decision of a grandparent designated as attorney in fact, based on a power of attorney, shall be honored by a health care facility or practitioner, school district, or school official.

Adopted August 30, 2021

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Caretaker Authorization Affidavit

Use of this affidavit is required and authorized by sections 3109.65 to 3109.73 of the Ohio Revised Code. Completion of items 1-7 and the signing and notarization of this affidavit is sufficient to authorize the grandparent signing to exercise care, physical custody, and control of the child who is its subject, including authority to enroll the child in school, to discuss with the school district the child's educational progress, to consent to all school-related matters regarding the child, and to consent to medical, psychological, dental treatment for the child.

The child named below lives in my home, I am 18 years of age or older, and I am the child's grandparent.

1. Name of child: _____
2. Child's date and year of birth: _____
3. Child's social security number (optional): _____
4. My name: _____
5. My home address: _____
6. My date and year of birth: _____
7. My Ohio driver's license number or identification card number: _____
8. Despite having made reasonable attempts, I am either:
 - a. Unable to locate or contact the child's parents, or the child's guardian or custodian; or
 - b. I am unable to locate or contact one of the child's parents and I am not required to contact the other parent because paternity has not been established; or
 - c. I am unable to locate or contact one of the child's parents and I am not required to contact the other parent because there is a custody order regarding the child and one of the following is the case:
 - i. The parent has been prohibited from receiving notice of a relocation; or
 - ii. The parental rights of the parent have been terminated.
9. I hereby certify that this affidavit is not being executed for the purpose of enrolling the child in a school or school district so that the child may participate in the academic or interscholastic athletic programs provided by that school district.

I understand that this document does not authorize a child support enforcement agency to redirect child support payments. I further understand that to have an existing child support order modified or a new child support order issued administrative or judicial proceedings must be initiated.

Adopted August 30, 2021

WARNING: DO NOT SIGN THIS FORM IF ANY OF THE ABOVE STATEMENTS ARE INCORRECT. FALSIFICATION IS A CRIME UNDER SECTION 2921.13 OF THE REVISED CODE, PUNISHABLE BY THE SANCTIONS UNDER CHAPTER 2929. OF THE REVISED CODE, INCLUDING A TERM OF IMPRISONMENT OF UP TO 6 MONTHS, A FINE OF UP TO \$1,000, OR BOTH.

I declare that the foregoing is true and correct:

Signed: _____ Date: _____
Grandparent

State of Ohio)
) ss:
County of)

Subscribed, sworn to, and acknowledged before me this ____ day of, ____, ____.

Notary Public

Adopted August 30, 2021

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Notices of Caretaker Authorization

1. The grandparent's signature must be notarized by an Ohio notary public.
2. The grandparent who executed this affidavit must file it with the juvenile court of the county in which the grandparent resides or any other court that has jurisdiction over the child under a previously filed motion or proceeding not later than five days after the date it is executed.
3. This affidavit does not affect the rights of the child's parents, guardian, or custodian regarding the care, physical custody, and control of the child, and does not give the grandparent legal custody of the child.
4. A person or entity that relies on this affidavit, in good faith, has no obligation to make any further inquiry or investigation.
5. This affidavit terminates on the occurrence of whichever of the following occurs first: (1) the child ceases to live with the grandparent who signs this form; (2) the parent, guardian, or custodian of the child acts to negate, reverse, or otherwise disapprove an action or decision of the grandparent who signed this affidavit, and the grandparent either voluntarily returns the child to the physical custody of the parent, guardian, or custodian or fails to file a complaint to seek custody within fourteen days (3) the affidavit is terminated by court order; (4) the death of the child who is the subject of the affidavit; or (5) the death of the grandparent who executed the affidavit.

A parent, guardian, or custodian may negate, reverse, or disapprove a grandparent's action or decision only by delivering written notice of negation, reversal, or disapproval to the grandparent and the person acting on the grandparent's action or decision in reliance on this affidavit.

If this affidavit terminates other than by the death of the grandparent, the grandparent who signed this affidavit shall notify, in writing, all of the following:

- (a) Any schools, health care providers, or health insurance coverage provider with which the child has been involved through the grandparent;
- (b) Any other person or entity that has an ongoing relationship with the child or grandparent such that the person or entity would reasonably rely on the affidavit unless notified of the termination;
- (c) The court in which the affidavit was filed after its creation.

The grandparent shall make the notifications not later than one week after the date the affidavit terminates.

6. The decision of a grandparent to consent to or to refuse medical treatment or school enrollment for a child is superseded by a contrary decision of a parent, custodian, or guardian of the child,

Adopted August 30, 2021

unless the decision of the parent, guardian, or custodian would jeopardize the life, health, or safety of the child.

Additional information:

To caretakers:

1. If the child stops living with you, you are required to notify, in writing, any school, health care provider, or health care insurance provider to which you have given this affidavit. You are also required to notify, in writing, any other person or entity that has an ongoing relationship with you or the child such that the person or entity would reasonably rely on the affidavit unless notified. The notifications must be made not later than one week after the child stops living with you.
2. If you do not have the information requested in item 7 (Ohio driver's license or identification card), provide another form of identification such as your social security number or medicaid number.
3. You must include with the caretaker authorization affidavit the following information:
 - (a) The child's present address, the addresses of the places where the child has lived within the last five years, and the name and present address of each person with whom the child has lived during that period;
 - (b) Whether you have participated as a party, a witness, or in any other capacity in any other litigation, in this state or any other state, that concerned the allocation, between the parents of the same child, of parental rights and responsibilities for the care of the child and the designation of the residential parent and legal custodian of the child or that otherwise concerned the custody of the same child;
 - (c) Whether you have information of any parenting proceeding concerning the child pending in a court of this or any other state;
 - (d) Whether you know of any person who has physical custody of the child or claims to be a parent of the child who is designated the residential parent and legal custodian of the child or to have parenting time rights with respect to the child or to be a person other than a parent of the child who has custody or visitation rights with respect to the child;
 - (e) Whether you previously have been convicted of or pleaded guilty to any criminal offense involving any act that resulted in a child's being an abused child or a neglected child or previously have been determined, in a case in which a child has been adjudicated an abused child or a neglected child, to be the perpetrator of the abusive or neglectful act that was the basis of the adjudication.
4. If the child's parent, guardian, or custodian acts to terminate the caretaker authorization affidavit by delivering a written notice of negation, reversal, or disapproval of an action or decision of yours or removes the child from your home and if you believe that the termination or removal is not in the best interest of the child, you may, within fourteen days, file a complaint in the juvenile court to seek custody. You may retain physical custody of the child until the fourteen-day period elapses or, if you file a complaint, until the court orders otherwise.

Adopted August 30, 2021

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To school officials:

1. This affidavit, properly completed and notarized, authorizes the child in question to attend school in the district in which the grandparent who signed this affidavit resides and the grandparent is authorized to provide consent in all school-related matters and to discuss with the school district the child's educational progress. This affidavit does not preclude the parent, guardian, or custodian of the child from having access to all school records pertinent to the child.
2. The school district may require additional reasonable evidence that the grandparent lives at the address provided in item 5 of the affidavit.
3. A school district or school official that reasonably and in good faith relies on this affidavit has no obligation to make any further inquiry or investigation.
4. The act of a parent, guardian, or custodian of the child to negate, reverse, or otherwise disapprove an action or decision of the grandparent who signed this affidavit constitutes termination of this affidavit. A parent, guardian, or custodian may negate, reverse, or disapprove a grandparent's action or decision only by delivering written notice of negation, reversal, or disapproval to the grandparent and the person acting on the grandparent's action or decision in reliance on this affidavit.

To health care providers:

1. A person or entity that acts in good faith reliance on a CARETAKER AUTHORIZATION AFFIDAVIT to provide medical, psychological, or dental treatment, without actual knowledge of facts contrary to those stated in the affidavit, is not subject to criminal liability or to civil liability to any person or entity, and is not subject to professional disciplinary action, solely for such reliance if the applicable portions of the form are completed and the grandparent's signature is notarized.
2. The decision of a grandparent, based on a CARETAKER AUTHORIZATION AFFIDAVIT, shall be honored by a health care facility or practitioner, school district, or school official unless the health care facility or practitioner or educational facility or official has actual knowledge that a parent, guardian, or custodian of a child has made a contravening decision to consent to or to refuse medical treatment for the child.
3. The act of a parent, guardian, or custodian of the child to negate, reverse, or otherwise disapprove an action or decision of the grandparent who signed this affidavit constitutes termination of this affidavit. A parent, guardian, or custodian may negate, reverse, or disapprove a grandparent's action or decision only by delivering written notice of negation, reversal, or disapproval to the grandparent and the person acting on the grandparent's action or decision in reliance on this affidavit.

Adopted August 30, 2021

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Records Request of Certain Students

[DELETE BEFORE SENDING: Only use this letter when the transferring student has had a complaint filed alleging the student is an abused, neglected, or the transferring student has been adjudicated abused, neglected, or dependent]

[Date]

[Name & Address]

Dear _____:

This letter is a request for all the records you have of _____. As you may know, _____ has transferred to [INSERT SCHOOL NAME]. As stated under Ohio Revised Code § 3313.672, we are required to obtain, and you are required by law to transfer, all of the student's official records. We ask that you comply with this request as quickly as possible so we can ensure that _____ is able to continue to receive an education.

As you may know, new law effective October 11, 2013 prohibits you from withholding grades, credits, official transcripts, IEPs, 504 plans, or diplomas for students like _____. R.C. 3313.642. Therefore, we respectfully request that you immediately transfer all of the student's transcripts, records, IEPs, and 504 plans immediately.

Sincerely,

Head Administrator

Records Request of Transferring Students

[DELETE BEFORE SENDING: Use this letter when the transferring student is not subject to special rules stated in Policy **3515**]

[Date]

[Name & Address]

Dear _____:

This letter is a request for all the records you have of _____. As you may know, _____ has transferred to [INSERT SCHOOL NAME]. As stated under Ohio Revised Code § 3313.672, we are required to obtain, and you are required by law to transfer, all of the student's official records. We ask that you comply with this request as quickly as possible so we can ensure that _____ is able to continue to receive an education.

Should we not receive the records from you, we will be required by law to contact the proper law enforcement agencies and notify them that the student may be a missing child. R.C. § 3313.672. Furthermore, to the extent that you are withholding the student's records pursuant to R.C. § 3313.642, the section does not permit you to withhold the student's transcripts, records, IEPs, and 504 plans. Therefore, we respectfully request that you transfer all of the student's transcripts, records, IEPs, and 504 plans immediately.

Sincerely,

Head Administrator

Homeless Children and Youth Placement

In accordance with the McKinney-Vento Homeless Assistance Act and Ohio law, the School believes all homeless children have a right to equal educational opportunities. The School shall provide services to each homeless child or youth that is comparable to services offered to other students in the School.

A “homeless” child or youth is an individual that lacks a fixed, regular and adequate nighttime residence and includes an individual that:

- is “doubling up” or is sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;
- is living in a motel, hotel, trailer park or campground due to the lack of alternative adequate accommodations;
- is living in emergency or transitional shelters;
- is abandoned in a hospital;
- is awaiting foster care;
- has a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
- is living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; or
- is a migratory child as defined by the McKinney-Vento Act and Federal Law.

School Placement & Enrollment

In determining where a homeless child or youth attends school, the School shall place the child according to the child’s best interest. The determination shall be based on the following:

- when a child becomes homeless during the school year or in between school years, the School shall continue the child’s education in the school of origin for the duration of homelessness;
- if the child becomes permanently housed during an academic year, the School shall continue the child’s education in the school of origin for the remainder of the academic year;
- enroll the child or youth in any public school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend; and
- factors a school may consider include: the child’s age, the distance of a commute, personal safety issues, the student’s need for special instruction, length of anticipated in a temporary shelter, time remaining in the school year.

The School shall keep a homeless child or youth in the “school of origin” unless the “school of origin” is contrary to the wishes of the child or youth’s parent guardian. The school of origin is the school the student attended when permanently housed or last enrolled. If the School wishes to send a homeless child to a school other than the school of origin or the school requested, the School must provide a written notice containing an explanation and a statement regarding the right to

appeal the decision. The written notice explanation must be provided to the parent or guardian. The process for resolving disputes is discussed below.

Homeless students should be enrolled immediately. Enrollment shall occur even if the student does not have the enrollment records required by the School. The School shall contact the school last attended by the student to obtain health records and shall immediately refer the homeless child's parent or guardian to the School's homeless liaison so additional documents may be obtained. The School must obtain all records in a timely fashion.

Enrolled homeless students shall be provided services comparable to services offered to other students in the school. Services include, but are not limited to: transportation, programs in vocational and technical education, programs for gifted and talented students, school nutrition programs, and before/after school programs.

Disputes Regarding Placement

Should a dispute arise, the dispute resolution process should follow these guidelines. The dispute resolution process shall be as informal and accessible as possible, allowing for impartial and complete review. Students are to be provided with all services for which they are eligible while the dispute is being resolved. Parents, guardians, and unaccompanied youth should be able to initiate the resolution process directly at the school they choose, as well as at the district LEA homeless liaison's office. Parents, guardians, and unaccompanied youth should be informed that they can provide written or oral documentation to support their views. Written documentation should be complete, as brief as possible, simply stated, and be provided in a language the parent, guardian, or unaccompanied youth can understand.

Should a dispute arise over school selection or enrollment in a school the following procedure is to be followed:

- The Local Education Agency (LEA) shall provide the parent or guardian with a written explanation of the school's decision regarding school selection or enrollment.
- The LEA shall inform the parent or guardian in writing of their right to appeal the decision.
- Should the dispute continue the LEA shall refer the parent or guardian to the local LEA liaison who shall review the complaint and issue an opinion in writing to the parent or guardian.
- Should the dispute continue the LEA liaison shall assist the parties involved in presenting the situation to the Ohio Department of Education homeless education coordinator.
- The homeless education coordinator shall recommend a decision for distribution to the parent, local superintendent and local educational agency liaison.
- Should the dispute continue the final appeal is made to the State Superintendent of Public Instruction for review and disposition.

Liaison for Homeless Children

The Head Administrator shall appoint a Liaison for Homeless Children. The Liaison will perform, coordinate, and collaborate with the State Coordinator for the Education of Homeless Children and Youth and shall work to ensure the School complies with this policy and all applicable law.

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Transportation

The School shall provide transportation, at the request of the parent or guardian (or in the case of an unaccompanied youth, the liaison), to and from the school of origin, if:

- The child continues to live in the area served by the LEA in which the school of origin is located, the child's transportation to and from the school of origin shall be provided or arranged by the local educational agency in which the school of origin is located.
- The homeless child's living arrangements in the area served by the LEA of origin terminate and the child or youth, though continuing his or her education in the school of origin, begins living in an area served by another LEA, the LEA of origin and the LEA in which the homeless child or youth is living shall agree upon a method to apportion the responsibility and costs for providing the child with transportation to and from the school of origin. If the LEAs are unable to agree upon such method, the responsibility and costs for transportation shall be shared equally.

Federal: 42 U.S.C. 11431, et seq.

Identification of Homeless Children and Youth Form

Student Name: _____ Student Social Security Number: _____

Under federal law, the School identifies all homeless children. A “homeless” child or youth is defined as an individual that lacks a fixed, regular and adequate nighttime residence. If your child is not homeless please sign below and do not complete the rest of the form. If you are unsure if your child may be considered homeless, please complete the rest of the form.

Signature: _____ Date: _____

Where is the student currently living?:

(Mark an “X” next to all that apply)

	Motel, hotels, camping grounds, or shelter
	A house with another family
	A house with other family members
	Other: (Please explain)

Please identify all persons the student currently lives with and state their relationship to the Student (parent, relative, friend):

- Adults (Name/Relationship)

- Siblings

INFORMATION BELOW IS TO BE COMPLETED BY THE SCHOOL

School Liaison: _____

Enrollment Decision: _____

INFORMATION BELOW IS TO BE COMPLETED BY THE PARENT/GUARDIAN AFTER THE SCHOOL MAKES AN ENROLLMENT DECISION

By law, you have the right to appeal the School’s Enrollment Decision. If you do appeal, your child will still be permitted to enroll in the school of your choice until the appeal process is completed. Once the appeal is completed, the child will be enrolled in the appropriate school.

I (circle one) DO / DO NOT exercise my right to appeal the School’s Enrollment Decision.

Signature: _____ Date: _____

If you decided to appeal the decision, please complete the appeal form.

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Appeal of School's Enrollment Decision

Please state your reason for appeal:

Please state the school that you choose your child to be enrolled until this appeal is completed:

Is the school identified above, the school your child attended before becoming homeless or where your child was last enrolled?

Circle One: Yes No

TO BE COMPLETED BY HEAD ADMINISTRATOR

Date Notice of Appeal was Received _____. Action must be taken within ten (10) business days after receiving notice of the appeal. Action was taken within ____ business days.

Explain the action taken to resolve the Dispute:

Identify final resolution of the Dispute:

To the parent/guardian. You have the right to appeal this decision to Ohio Department of Education. Appeals may be made by sending an appeal to the following address:

Ohio Department of Education
25 S. Front Street
Columbus, OH 43215-4183

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School Assessments

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Assessing Student Progress

Assessments serve a number of purposes. Assessments give students, parents, teachers and the School feedback as to how the student is progressing and mastering a subject. Assessments also provide teachers guidance for instructional planning. Finally, assessments give guidance as to a courses or occupations a student may pursue further. With these purposes in mind, the School uses a wide range of assessments.

One of the primary ways to assess a student is through a grading system. The Head Administrator shall develop a grading system that accurately reflects a student's level of achievement as it relates to the particular course/program's goals. The system shall clearly communicate to each student what type of work is required and shall be given frequent feedback as to the student's status in achieving the program's goals.

Grades shall be determined by the instructor for a given class. Grades shall be objective, or where subjective, based on clear, consistent standards. Grades may only be changed with the express permission of the Head Administrator or his/her designee.

Procedures for the regular collection of student performance data

The School shall develop procedures for the regular collection of student performance data; a plan for the design of classroom-based intervention services to meet the instructional needs of individual students as determined by the results of diagnostic assessments; and procedures for using student performance data to evaluate the effectiveness of intervention services and, if necessary, to modify such services.

The School shall keep records for each student including the following:

- A. A unique State student identification code or a student data verification code as required in accordance with R.C. 3301.0714(D)(2);
- B. A list or designation of which tests are required, and which tests are not required;
- C. A list or designation of which tests, required or not required, are taken and which are not taken at each test administration period;
- D. Score for each test taken;
- E. Whether each student attained the requisite performance standard designated for each required test;
- F. What if any tests must still be taken;
- G. Whether or not intervention must be provided; and

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- H. For each test required for graduation, the date passed must be recorded on the student's transcript. No information shall be on the student's transcript for a test not passed. When a student who has taken State-mandated tests in one (1) school leaves that school to enroll in another school, the school previously attended shall provide, immediately upon request by a school official from the enrolling school, all applicable records set forth above.

Procedures for using student performance data to evaluate the effectiveness of intervention services and, if necessary, to modify such services

The School shall utilize diagnostic and performance assessments that are nationally- normed and aligned with State-standards to measure student performance data. Data will be collected to determine student performance in reading, math, language arts and life sciences and the effectiveness of intervention services.

The student performance will be measured after each diagnostic and performance assessments and compared with previous assessments to determine gains in each relevant subject category. Intervention and remediation programs may include by way of illustration, one-on-one tutoring, computer-assisted remedial curriculum, small group intervention and/or one-on-one student/teacher interaction will be employed. Subsequent diagnostic and performance assessments will be employed after implementation of intervention and remediation programs to determine efficacy and effectiveness of such programs.

This policy shall be reviewed annually.

Cross Reference: Policy No. **3522**, Grading Policy; Policy No. **3532**, State Assessments Security & Ethics; Policy No. **3540**, Promotion and Retention of Students; Policy No. **3550**, Core Curriculum Requirements.

Grading Policy

[Insert School Policy]

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State Assessments

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State Assessments & Support

In addition to the School's own assessments, the School shall assess each student in accordance with Ohio law and regulations. The State's assessments and diagnostics are designed to ensure that students demonstrate the proper levels of achievement and to assist students if they are not meeting the proper standards.

Administering Diagnostic Assessments

Diagnostic assessments shall be administered as the Governing Authority deems appropriate, but at least once annually. As required by Ohio law, diagnostic assessments should be performed as described below.

- To each student who transferred into the School if the applicable diagnostic assessment was not administered at the Student's previous school. The diagnostic must be conducted thirty (30) days after the date of transfer.
- Each kindergarten student shall take the Kindergarten Readiness Assessment. The assessment must be administered from July 1st through the 20th day of instruction for the school year. The results of the Assessment may not be used to prohibit a student from entering Kindergarten.
- The Third Grade Reading Guarantee diagnostic assessments for students in grades kindergarten through third grade.
- All other diagnostics required by law for students in grades kindergarten through three.

After the administration of any diagnostic assessment, the School shall provide the following information to each parent/guardian: the student's completed diagnostic assessment, the results of the assessment, any other accompanying documents used during the administration of the assessment, and all documents and information in any plan developed for the student.

The School shall submit the results of each assessment as required by law.

Ohio Assessments and Tests

The School shall administer all assessments required by Ohio law. The assessments are to be aligned with the academic standards and model curricula adopted by the state. The tests shall be administered at the designated times.

The School may, for medical reasons or other good cause, excuse a student from taking an assessment administered on the date scheduled, but that assessment shall be administered to the excused student not later than nine (9) days following the scheduled date. The School shall annually report the number of students who have not taken one or more of the required assessments by June 30.

Students receiving special education services may participate in the required testing according to the student's individualized education plan (IEP). If a student is to take an alternate assessment, the method must be approved by the Ohio Department of Education as conforming to federal law. See Policy No. 3730, Alternative Assessments for Students with Disabilities.

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Intervention Services

The School shall provide intervention services as follows:

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

Proficiency and Achievement Tests. The School shall also provide prevention/intervention services in pertinent subject areas to students who score below the proficient level on a reading, writing, mathematics, social studies, or science proficiency or achievement test.

Third Grade Reading Guarantee. The School shall also provide intervention services pursuant to the Third Grade Reading Guarantee, as explained below.

Ohio Graduation Tests. If the School teaches high school, the School may be required to provide intervention under R.C. 3301.0711. The School shall provide intervention services to any student whose results indicate the student is failing to make satisfactory progress toward being able to attain scores at the proficient level on the Ohio Graduation tests. These intervention services shall be provided prior to the end of the school year, during the summer following the ninth grade, and/or in the next succeeding school year.

Third Grade Reading Guarantee; Intervention and Remediation Services

To assist students in meeting the Third Grade Guarantee, all students in grades kindergarten through third shall be given an English Language Arts diagnostic assessment, which shall include items related to dyslexia identification. Such assessments and comparable tools shall include a sufficient number of items to test phonological awareness, phonemic awareness, rapid naming skills, nonsense word fluency, and correspondence between sounds and letters to identify students who may need further measures to determine if the student has dyslexia. Additionally, test vendors utilized by the School shall share student performance data on comparable tools related to dyslexia as described above with each district and community, STEM, and chartered nonpublic school and ODE. The assessment shall identify students who are below their grade level. If the diagnostic assessment indicates the student is “not on track” to be reading at his or her grade level by the end of the year, the School shall provide the parents a written notice. The written notice shall:

- indicate that the School has identified a reading deficiency in their child;
- indicate the current services provided to the student;
- describe proposed supplemental instruction services;
- indicate that the Ohio Achievement Assessment for third grade reading is not the only measure of reading competency; and
- indicate that unless the student attains the appropriate level of reading competency by the end of grade 3, the student will be retained.

Additionally, for each student shown to be “not on track”, the School shall take the following steps: begin reading intervention immediately using research-based reading strategies targeted at

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the student's identified reading deficiencies, assign the student to a Credentialed Teacher, and develop a reading improvement and monitoring plan—as described below.

All reading improvement and monitoring plans must be developed within sixty (60) days of identifying the child's disability and shall:

1. identify the student's specific reading deficiency;
2. describe proposed supplemental instruction services that will target the student's identified reading deficiencies;
3. include opportunities for the parents or guardians to be involved in the instructional services;
4. include a process to monitor the implementation of the student's instructional services;
5. develop a reading curriculum during the regular school hours that assist the student to read at his or her grade level, provide for reliable assessments, and provide ongoing analysis of each student's reading progress; and
6. include a statement that unless the student attains the appropriate level of reading competency by the end of grade three, the student will be retained.

Credentialed Teacher. Each student who is retained or has a reading improvement and monitoring plan must be assigned to a Credentialed Teacher. A Credentialed Teacher is a teacher who has been actively engaged in the reading instruction of students for the previous three (3) years, and who either (1) hold a reading endorsement and has attained a passing score on the corresponding assessment, or (2) has obtained a master's degree with a major in reading. Additionally, until July 1, 2014, a teacher is qualified if the teacher possess a credential earned from a list of reading instruction programs approved the ODE or was rated "above value added" for the last two years. Effective July 1, 2014, a teacher is also qualified if the teacher has a passing score on a State-approved reading instruction test.

Retention Policy. Beginning with students who enter third grade in the 2013 - 2014 school year, the School will retain all students scoring below the designated level on the third grade reading assessment, unless the student qualifies for one of the following exceptions:

1. The student is a limited English-proficient student who has been enrolled in the United States schools for less than two full school years and has less than two years of instruction in English as a second language program;
2. The student is a child with a disability entitled to special education and the student's individualized education program exempts the student from being retained;
3. The student demonstrates an acceptable level of performance on an alternative standardized reading assessment as determined by the Ohio Department of Education;
4. The student is a child with a disability entitled to a special education, the student has taken the third grade English Language Arts achievement assessment, the student's individualized education program or plan shows that the student has received intensive remediation in reading for two school years but still demonstrates a deficiency in reading, and the student previously was retained in any of grades kindergarten through three; and
5. The student received intensive remediation for reading for two school years but still demonstrates a deficiency in reading and was previously retained in any of grades kindergarten through 3. The student shall continue to receive intensive reading

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instruction in grade four. The instruction shall include an altered instructional day that includes specialized diagnostic information and specific research-based strategies for the student that has been successful in improving reading among low-performing readers.

For each student retained in the third grade, the School shall provide Intense Remediation Services until the student is able to read at grade level. The remediation services shall include at least ninety (90) minutes of reading instruction per day and should be targeted to the student's identified reading deficiencies. The remediation services must be provided by a Credentialed Teacher and may include, but are not limited to: small group instruction; Reduced teacher-student ratios; More frequent progress monitoring; Tutoring or mentoring; Transition classes containing third and fourth grade students; Summer reading camp; or Extended school day, week or year.

The School must offer the option for students to receive reading intervention services from one or more providers other than the district. The district will screen and improve any provider offered and paid for by the School.

For each retained student who has demonstrated a proficiency in a specific academic ability field, each district shall provide instruction commensurate with student achievement levels in that specific academic ability field. Academic ability field includes mathematics, science, reading and/or writing, and social studies.

Each retained student may be promoted mid-year if the student demonstrate he or she is reading at or above grade level.

The School must report any information requested by the Ohio Department of Education on the reading improvement and monitoring plan as required by the Ohio Department of Education. The School must submit to the Ohio Department of Education the results of diagnostic assessments and include such information related to the reading assessment and the student's reading and improvement monitoring plan.

Response to Intervention

Response to Intervention (RTI) is a process the School uses to help children who are struggling academically or behaviorally. The purpose of RTI is to meet students where they are and progress them forward in their skills. This process also helps to distinguish between students who need intervention to advance their skills and students who require specially designed instruction as a student with an identified disability.

With RTI, the School shall identify students at risk for not meeting learning outcomes, provide evidence-based interventions, adjust the intensity and nature of those interventions depending on a student's responsiveness, and monitor their progress.

RTI is divided into three tiers. In Tier I, students experiencing learning needs are identified through their performance and provided with small group interventions through the core curriculum in the classroom. The teacher monitors their response to strategies and makes adjustments in the delivery of the curriculum to determine if the student's needs are met or the student needs more intensive

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interventions. The teacher and other staff members who have regular interaction with the student shall make regular reporting of the student's progress.

If the child does not respond to the first level of group-oriented interventions, he or she moves to Tier II. The length of time in Tier II is generally a bit longer than in Tier I, and the level of intensity and individualization of the interventions are increased. Child progress is again closely monitored. The child's teacher will notify the family of their area for concern, how they will intervene with this concern, and how they will track information related to the child's progress. If the child shows adequate progress, then the intervention has been successful and will continue. It is quite possible that, if the problem is caught early enough and addressed via appropriate instruction, the child learns the skills necessary to continue in general education without further intervention.

Students who do not respond to Tier II instruction move into Tier III instruction. At Tier III a building team will convene, including the parents, to share information on the interventions tried and to present the data collected on the child's progress. Through discussions at Tier III, teams will make decisions about whether to change out interventions and continue to monitor progress, or to move towards a referral for an evaluation to determine if special education services are needed. The data gathered on the child's response to interventions in Tiers I, II and III becomes a part of the Evaluation Team Report in making a determination as to whether the child is a child with special needs.

Ohio: R.C. 3301.071, R.C. 3301.079, R.C. 3301.0711, R.C. 3301.0714, R.C. 3301.0715, R.C. 3313.608, R.C. 3313.6012.

Cross Reference: Policy No. **3521**, Assessing Student Progress; Policy No. **3522**, Grading Policy; Policy No. **3532**, State Assessments Security & Ethics; Policy No. **3540**, Promotion and Retention of Students; Policy No. **3550**, Core Curriculum Requirements; Policy No. **3730**, Alternative Assessments for Students with Disabilities; Policy No. 3250 Dyslexia Screenings and Multi-Sensory Structured Literacy Certification

State Assessments Security & Ethics

The School abides by all laws and rules regarding the administration of state assessments. This policy seeks to familiarize all individuals with the general rules regarding all state assessments. Prior to administering any assessment, all School officials must be familiar with and understand this policy and any additional laws and rules.

Administrators

The School's Head Administrator or his/her designee shall serve as the School's Test Coordinator. The Test Coordinator is to ensure that the School complies with all Assessment Security Provisions while Assessment materials are in the School.

The Test Coordinator shall appoint staff members to serve as Examiners.

General Security Rules/Ethics

No person shall reveal, cause to be revealed, release, cause to be released, reproduce, or cause to be reproduced any secure assessment materials through any means or medium, including, but not limited to, electronic, photographic, photocopy, written, paraphrase, or oral reproduction.

No unauthorized person shall be in an assessment room during any assessment session or be permitted to have access to any secure assessment materials at any time these materials are in the School.

These security rules do not apply to practice tests.

Security of the Assessment Materials

To ensure the security of assessment materials, the School has developed the following procedure to protect assessment materials while the materials are in the School.

From the time of receipt and until the time of shipping all the testing materials, the Test Coordinator shall be in charge of tracking, handling, and maintaining the materials. Before, during, and after an assessment administration, the assessment booklets, answer documents, and all other assessment shall be in a secure location. The secure location shall be a locked safe, cabinet, or closet.

During each assessment administration session, Examiners shall ensure that all Assessment Security Provisions are met and shall account for all assessment booklets by serial number, all CDs containing English audio and foreign language translations of the assessments, all answer documents, and all tape recorded student responses from the translation session. Examiners remain in charge of material until the materials are returned to the Test Coordinator. The Test Coordinator shall inventory the test materials and re-secure them in the secure location.

The Test Coordinator shall ship all the testing materials as instructed.

Adopted August 30, 2021

Communicating Security Measures

The Test Coordinator shall communicate this policy in writing and discuss this policy each school year with the School's employees, with all students, and with any other person authorized to be present in an assessment room.

All employees are required to read The Ethical Use of Tests and are required to return Form No. **3553.1**, indicating they have read and will abide by the Ethical use of tests.

Security measures and standards for testing should be reviewed annually.

Security Violations

A Security violation may occur in any of the following circumstances:

- an individual reveals to any student any specific question that the individual knows is part of an assessment or the individual assists a student in any other way to cheat on an assessment;
- an individual uses the tests unethically;
- an individual violate this policy; or
- an individual violates the School's security procedure

Any alleged assessment security violation must be reported to the Head Administrator or his/her designee as soon as it becomes known. The Head Administrator or his/her designee must report the alleged violation as soon as it becomes known. The School shall conduct an investigation into the alleged violation and, upon completing its investigation, provide the Department of Education (ODE) a written report delineating the cause and results of the investigation. The School must report all breaches to the ODE within ten (10) days of any violation.

All employees shall comply with any investigation conducted by the ODE. Prior to taking any action, the ODE shall provide the individual with notice of the allegation and an opportunity to respond and present a defense.

Should a violation be verified, the offending employee may be disciplined. Discipline may include termination. Additionally, the State may seek to suspend the educator's license, and a law enforcement agency may take criminal action.

Cross Reference: Policy No. **3531**, State Assessments and Support; Policy No. **3533**, Standards for the Ethical Use of Tests.

Standards for the Ethical Use of Tests

Each employee of the School must have appropriate knowledge of these standards of ethical assessment practices and shall comply with these standards.

In monitoring practices related to preparing students for a state-wide assessment, the following practices are unethical and/or inappropriate:

- any preparation activity that undermines the reliability and/or validity of an inference made from any result of an assessment;
- any preparation practice that results solely in raising scores or performance levels on a specific assessment without simultaneously increasing a student's achievement level as measured by other tasks and/or assessments designed to assess the same content domain;
- any practice involving the reproduction of any secure assessment materials, through any medium, for use in preparing a student for an assessment;
- any preparation activity that includes a question, task, graph, chart, passage, or other material included in an assessment, and/or material that is a paraphrase or highly similar in content to what is in an assessment;
- preparation for an assessment that focuses primarily on the assessment, including its format, rather than on the objectives being assessed;
- any preparation practice that does not comply with, or has the appearance of not complying with any statutory and/or regulatory provision related to security of an assessment;
- any practice that supports or assists others in conducting unethical or inappropriate preparation activities;
- obtaining prior knowledge of the contents of a state achievement assessment; and
- using prior knowledge of the content of a state achievement assessment to assist students in preparing for the assessment.

The following practices related to administering and/or scoring assessments that are unethical and/or inappropriate:

- any assessment used for purposes other than that for which it was intended;
- any practice that results in a potential conflict of interest or one that exerts undue influence on a person administering and/or scoring an assessment, either making or appearing to make an assessment process unfair to some examinees;
- except for accommodations and/or alternate assessments expressly permitted under Chapter 3301-13 of the Administrative Code, any change in procedures for administering and/or scoring an assessment that results in a nonstandard condition for one or more students;
- any practice that allows a person without sufficient and appropriate knowledge, skills, and/or training to administer and/or score an assessment;
- any administration and/or scoring practice that may produce a result contaminated by a factor not relevant to the purpose(s) of an assessment;
- any practice of excluding one or more students from an assessment solely because a student has not performed well, or may not perform well, on the assessment and/or because the aggregate performance of a group may be affected;

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- any practice immediately preceding and/or during an assessment including, but not limited to, the use a gesture, facial expression, body language, language, or any other action and/or sound that may guide a students' response;
- except for the directions for administration as prescribed by the test developer and/or by the department of education, any practice such as providing to a student, immediately preceding and/or during administration of an assessment, any definition and/or clarification of the meaning of a word or term contained in an assessment;
- any practice that corrects or alters any student's response to an assessment either during and/or following the administration and/or scoring of an assessment; and
- any practice that supports or assists any person in unethical and/or inappropriate practices during administration and/or scoring of an assessment; and
- failing to comply with any rule adopted by the Ohio Department of Education regarding security protocols for a state achievement assessment.

In monitoring practices related to interpreting and/or using any result of an assessment, the following practices are unethical and/or inappropriate:

- providing interpretations of and/or using any result of an assessment in a manner and/or for a purpose that was not intended;
- making false, misleading, or inappropriate statements and/or unsubstantiated claims that may lead to false and/or misleading conclusions about any result of an assessment;
- any practice that permits appropriate staff without the necessary knowledge and skills to interpret and/or use any result of an assessment;
- any practice that violates, or places at risk, the confidentiality of personally identifiable information pursuant to section 3319.321 of the Revised Code;
- any practice that provides an interpretation or suggests a use of any result of an assessment without due consideration of the purpose(s) for the assessment, the limitations of the assessment, an examinee's characteristics, any irregularities in administering and/or scoring the assessment, and/or other factors that may affect any result;
- any practice that supports or leads any person to interpret and/or use any result of an assessment in unethical and/or inappropriate ways; and
- each participating school shall cooperate with the State Board of Education in conducting an investigation of any alleged unethical and/or inappropriate assessment practice as defined in this rule. The State Board, after conducting an investigation, shall take any action (license suspension, revocation, or limitation) that it considers appropriate against the license of a school employee who takes any of the prohibited actions described above, based on the nature and extent of the violation. The State Board must give the employee notice of an allegation regarding cheating on an assessment upon beginning an investigation and an opportunity to respond prior to taking any disciplinary action. Actions prohibited herein are grounds for termination of a teacher contract and for termination of a nonteaching employee.

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Limitations on Time Spent on State or School Testing

Beginning with assessments administered on or after July 1, 2017, the Governing Authority shall make sure that no student is required to do either of the following:

1. Spend a cumulative amount of time in excess of 2 percent of the school year taking state- and School-required assessments combined; and/or
2. Spend a cumulative amount of time in excess of 1 percent of the school year taking practice or diagnostic assessments used to prepare for assessments.

The tests *included* in this limitation are:

All Ohio's State Tests in grades 3-8 for English language arts, mathematics and science (14 different tests, with grade 3 English language arts administered twice for a total of 15 tests) and seven high school end-of-course tests for first-time test takers. It also includes any test that the School administers to all students in a specified content area or grade level.

With regards to the 1% cap for practice tests, this limitation includes practice tests and diagnostic assessments used for preparation for state tests included in the above chart and for tests the district identifies as Schoolwide tests for all students in a specified content area or grade level.

The following tests are *exempt* from this limit:

1. Assessments for students with disabilities;
2. Any related diagnostic tests for students who failed to attain passing scores on the grade 3 English language arts assessment;
3. Substitute exams for high school end-of-course exams (Advanced Placement or International Baccalaureate tests in science and social studies or College Credit Plus course tests); and
3. Any additional tests administered to identify students as gifted.
4. Kindergarten Readiness Assessment (KRA), WorkKeys, or the state-funded ACT or SAT for high school juniors.

The School must plan to include the time for these tests within their 2 percent limit or pass a resolution to exceed the 2 percent limit. The Governing Authority may approve exceeding the limitations by resolution. However, prior to the adoption of this resolution, the Governing Authority must conduct at least one public hearing on the proposed resolution.

The School shall keep accurate records of the total amount of time spent on such tests. Calculations for testing time shall be based upon the number of hours in the School's calendar at each grade level.

Cross Reference: Policy No. **3531**, State Assessments and Support; Policy No. **3532**, State Assessments Security & Ethics; Policy No. **5441**, Staff and Student Boundaries; Policy No. **5540**, Reporting Licensed Employee Misconduct; Form No. **3533.1**, Standards for Ethical Use of Tests.

Standards for the Ethical Use of Tests

The School requires all its employees to read Policy No. **3532**, State Assessments Security and Ethics, and Policy No. **3533**, Standards for the Ethical Use of Tests.

I have read the School's policy on Testing Security and Ethics and agree to abide by all the rules stated.

Name: _____

Signature: _____

Date: _____

Promotion and Retention of Students

The School has developed a curriculum that allows students to learn and develop mentally, physically, socially, and emotionally. The Governing Authority realizes, however, that students develop at different rates and that students learn best when they are engaged in material that is at their developmental stage. The School shall promote and retain students to accomplish these goals and to comply with the law.

Each student's promotion or retention shall be determined individually and according to pre-established documented standards. Whether a student should be promoted or retained is based on several factors, including Ohio law, the student's attendance and performance, and the School's promotion criteria and instructional objectives. The Head Administrator shall further define these factors in writing for each grade. At the beginning of the year, the School shall communicate these standards to students and parents.

Throughout the school year, parents and students shall receive feedback on the student's progress through written progress reports, grade reports, and, and feedback during teacher-parent conference. Final decisions regarding whether to promote or retain a student are to be made by the Head Administrator. In making these decisions, the Head Administrator shall consult with staff, teachers, and parents/guardians.

Statutory Retention

The School will retain students in the Third Grade, as required by law, who attain a score less than the level of achievement on the English Language Arts Assessment, unless the student qualifies in one of the exceptions. The Third Grade Guarantee is further explained in Policy No. **3531**, State Assessments and Support.

The School will also retain a student, as required by law, if the student is truant for at least 10% of the required attendance days and has failed at least two of the required subject areas. The student may still be promoted despite the above if the Head Administrator and the teacher determine the student is academically prepared.

Retention

A student shall be retained if the student does not meet the School's predetermined, written standards prior to making a retention decision, the Head Administrator shall notify the student's parents and discuss the student's status.

Factors in Deciding whether to Promote or Retain

The Head Administrator shall consider the following factors in deciding whether to promote or retain a student:

- the Student's current academic achievement;
- the Student's physical, social, and emotional maturity/disability;
- whether student has met instructional objectives;
- attendance; and/or

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- any additional factors.

The School generally will not consider a student's performance on a state achievement tests. The School, however, (1) is prohibited from promoting a student that does not attain a necessary score in the Third Grade reading test, (2) *may* decide not promote a student who does not take the required achievement test or make-up test and who is not exempted from the test, and (3) may use the student's failure to attain a score in the basic range as a factor in the following state tests:

- 3rd Grade: math achievement test
- 4th Grade: math, reading, writing and social science achievement tests
- 5th Grade: math, reading, writing, and science achievement tests
- 6th Grade: math reading, and social science achievement tests
- 7th Grade: math, reading, and writing achievement tests
- 8th Grade: math, reading, and science achievement tests.

Students with Disabilities

Students with disabilities, including those with individualized education plans (IEPs) and/or are 504 Students shall be promoted/retained based on (1) this policy and (2) the student's IEP.

Cross Reference: Policy No. **3531**, State Assessment and Support; Policy No. **3550** Core Curriculum Requirements.

Core Curriculum Requirements

Core Curriculum. The School shall adopt the core curriculum mandated by the Ohio Revised Code for all high school students. The Core Curriculum requirements are found in Form No. **3550.1**, Core Curriculum Requirements.

Additionally, the English language model curriculum for grades K to 5 instructional materials shall require printed handwriting by grade 3 and the use of cursive by grade 5.

Parental Notification. The School shall notify each student's parents, guardian, or custodian of the student of Ohio's Core Curriculum requirements. The notification shall be in writing and indicate that one consequence of not completing the curriculum is ineligibility to enroll in most state universities in Ohio without further coursework. The Notification is found in Form No. **3550.1**, Ohio Core Curriculum Requirements - Notification.

Ohio: R.C. 3313.603; 3314.03

Cross Reference: Form No. **3550.1**, Ohio Core Curriculum Requirements - Notification.

Ohio Core Curriculum Requirements – Notification

The Ohio Core Curriculum Requirements form is adopted from the Ohio Department of Education. The Notification is available at:

The link below is for graduation requirements for 2018

<http://education.ohio.gov/getattachment/Topics/Ohio-Graduation-Requirements/News/Two-additional-graduation-options-available-for-th/GradReq2018.pdf.aspx>

The link below is for the graduation requirements for 2019 and beyond

<http://education.ohio.gov/getattachment/Topics/Ohio-s-Graduation-Requirements-rev/Earning-an-Ohio-High-School-Diploma-for-the-Cl-1/GradReq2019.pdf.aspx>



What It Takes to Earn an Ohio Diploma

Graduating Classes of 2019 and Beyond

Students must meet both testing requirements and curriculum requirements in order to earn a diploma. These requirements apply to students graduating in the year 2019 and beyond. The first section includes requirements for all students regarding curriculum and required courses. The students must also then fulfill one of the three possible pathways to graduation to earn their diploma.

I. Curriculum Requirements

Complete Courses

Take and earn a state minimum of 20 credits in specific subjects.

Courses	State Minimum
English language arts	4 credits
Health	½ credit
Mathematics	4 credits ¹
Physical education	½ credit ²
Science	3 credits ³
Social studies	3 credits ⁴
Electives	5 credits ⁵

Other Requirements

You also must receive instruction in economics and financial literacy⁶ and complete at least two semesters of fine arts⁶.

Your district may require more than 20 credits to graduate.

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1 **Mathematics** units must include one unit of algebra II or the equivalent of algebra II. Exceptions: a) Algebra II is not a requirement for students following a [career-technical pathway](#). However, students still must have four units in mathematics, and b) A family may decide that their child is not prepared to meet the graduation requirement for a higher level math course. Or, their child may be planning a career that does not require higher level math. Algebra II may not be a requirement for this student. [Here](#) is more information on Curriculum Choices.

2 **Physical education** - School districts may adopt a policy that would exempt students who participate in interscholastic athletics, marching band or cheerleading for two full seasons or an approved Junior Reserve Officer Training Corps (JROTC) program for two years from the physical education requirement. Students must take another course, which cannot be a physical education course, of at least 60 contact hours.

3 **Science** units must include one unit of physical sciences, one unit of life sciences and one unit of advanced study in one or more of the following sciences: chemistry, physics or other physical science; advanced biology or other life science; astronomy, physical geology or other earth or space science. Exception: A family may decide that their student is not prepared to meet the graduation requirement for a higher level science course. Or, their student may be planning a career that does not require higher level science. Higher level science may not be a requirement for this student. [Here](#) is more information on Curriculum Choices.

4 **Social studies** units must include ½ unit of American history and ½ unit of American government in three units required for the classes of 2018 and 2019. The class of 2021 will need ½ unit in world history and civilizations in their required three units as well as American history and American government.

5 **Elective credits** must include one or any combination of foreign language, fine arts, business, career-technical education, family and consumer sciences, technology, agricultural education or English language arts, mathematics, science or social studies courses not otherwise required.

6 **Other state requirements** - All students must receive instruction in economics and financial literacy during grades 9-12 and must complete at least two semesters of fine arts taken any time in grades 7-12. Fine arts is not a requirement for students following a career-technical pathway.

II. Three Pathways to Graduation.

1. Earn at least 18 points on seven end-of-course state tests

END-OF-COURSE EXAMS ARE:

- Algebra I and geometry or integrated math I and II
- Biology (or Physical Science for the class of 2018 only)

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- American history and American government
- English I and English II

For each of the seven end-of-course state tests, a student earns one to five graduation points. Students have the potential to earn a total of 35 points. To meet this graduation pathway, a student must earn a minimum number of 18 points from the seven tests.

This graduation pathway gives a student flexibility in accumulating 18 points. A high score on one test can balance a low score on another test. A student must earn a total of at least four points on English tests, four points on math tests and six points on science and social studies tests.

PERFORMANCE LEVEL	GRADUATION POINTS
Advanced	5
Accelerated	4
Proficient	3
Basic	2
Limited	1

Students may earn graduation points through approved substitute tests

- College Credit Plus (CCP) courses or approved AP/IB tests, in the subject area, will satisfy the end-of-course graduation test requirement for American history, American government, physical science (class of 2018 only) and biology. The college course grade earned under College Credit Plus or AP/IB test score may earn graduation points in place of the end-of-course tests as provided here.
- It is important to note, while students can earn graduation points for CCP coursework and AP/IB test scores in biology, all schools must administer the biology end-of-course tests to all students in order to satisfy federal testing requirements. CCP students may use their course grade and AP/IB students may use their test scores OR the biology end-of-course test score to earn graduation points, whichever is higher. A student completing a CCP course in American history or American government will not need to sit for the end-of-course tests in the subject area and may earn graduation points based on the letter grade in the course.
- There are no CCP/AP/IB substitutions for mathematics or English language arts. Students may use math and English language arts CCP/AP/IB courses to satisfy the graduation curriculum requirements. But schools must administer the end-of-course tests to students to earn graduation points.

GRADUATION POINTS FOR COURSE GRADES PRIOR TO JULY 1, 2015

- The student is in the Graduating Classes of 2018 and beyond. (This is not applicable to students choosing the new OGT options.)

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- The student received credit on their transcript for a course taken prior to July 1, 2015.
- The course didn't have a state end-of-course test available at the time the student was enrolled in the course.
- The student will receive graduation points based on the course grade.³

1 - The following table converts Advanced Placement and International Baccalaureate test scores to graduation points for valid courses. This applies only to American history, American government and science. There are no permitted substitutions for English language arts and mathematics.

AP AND IB CROSSWALK TO GRADUATION POINTS		
ADVANCED PLACEMENT	INTERNATIONAL BACCALAUREATE	GRADUATION POINTS
4 or 5	6 or 7	5
3	4 or 5	4
2	2 or 3	3
Not applicable	Not applicable	2
1	1	1

The Ohio State Board of education approved the following AP and IB substitute tests:

PHYSICAL SCIENCE

- Advanced Placement Physics 1: Algebra-based (only the class of 2018)
- Advanced Placement Physics 2: Algebra-based (only the class of 2018)
- International Baccalaureate Physics Standard Level (only the class of 2018)
- International Baccalaureate Physics Higher Level (only the class of 2018)

BIOLOGY

- Advanced Placement Biology
- International Baccalaureate Biology

AMERICAN HISTORY

- Advanced Placement United States History
- International Baccalaureate History – Route Two – including study of the history of the Americas

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AMERICAN GOVERNMENT

- Advanced Placement United States Government and Politics
- International Baccalaureate Global Politics

2 - The following table is to be used to convert College Credit Plus grades to graduation points for valid courses. This applies only to American history, American government and science. There are no permitted substitutions for English language arts and mathematics.

COLLEGE CREDIT PLUS COURSE GRADE <i>(SOCIAL STUDIES AND SCIENCE SUBSTITUTE COURSES)</i>	OHIO GRADUATION POINTS
A or B	5
C	4
D	3
Not applicable	2
Not applicable	1
F – Fail or drop the course	0

3 - The following conversion chart should be used to determine the number of graduation points a student will receive based on the grade the student receives for high school courses prior to end-of-course tests being available. (This is not applicable to students choosing the new OGT options.)

HIGH SCHOOL GRADE	OHIO GRADUATION POINTS
A	5
B	4
C Earned Credit or Passed Course	3
D	2
Not applicable	1

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THE FOLLOWING PROVIDES THE DATES WHEN END OF COURSE TESTS WERE AVAILABLE FOR THE FIRST TIME		
Fall 2014	Spring 2015	Fall 2015
Algebra I	Physical Science	Biology
Geometry	American History	
English Language Arts I	American Government	
English Language Arts II	Integrated Math I & II	

2. Industry-Recognized Credentials and WorkKeys

In order to qualify for a diploma under the credential option, a student need to do two things:

- Earn a minimum score of 13 on WorkKeys, a work readiness test that many employers use
- Earn an industry-recognized credential or credentials worth 12 credential points.

Information on industry-recognized credentials may be found here:

<http://education.ohio.gov/Topics/Ohio-s-Graduation-Requirements/Industry-Recognized-Credentials-and-WorkKeys/Industry-Recognized-Credentials>

3. College and Career Readiness Test

One of the pathways that students may use to meet the test requirement for graduation is a college and career readiness test. The two tests that meet this pathway are the ACT and SAT. Colleges and universities use the ACT and SAT to determine student readiness for the rigors of higher education. These institutions generally expect that students who earn "remediation-free" scores will be able to succeed in their college courses.

The Ohio Department of Higher Education works with Ohio universities to set the remediation-free scores for the ACT and SAT. Periodically, for a variety of reasons, these scores may be adjusted. State law requires the Ohio Department of Education to use the ACT and SAT remediation-free scores to meet the graduation requirements of the college and career readiness test pathway.

The Ohio Department of Education will communicate the remediation-free scores needed to meet the graduation requirement in spring of the students' junior (grade 11) year before they take the state-sponsored test. For all high school juniors, the remediation-free scores set by Feb.

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1 of their junior year will be used to meet their graduation requirement. Any changes after Feb. 1 each year will affect only future groups of students.

Students must earn “remediation-free” scores in each of the three subscore areas, two in English language arts and one in mathematics.

What are the remediation-free scores?

SUBJECT	ACT	SAT TAKEN PRIOR TO MARCH 1, 2016	SAT TAKEN AFTER MARCH 1, 2016
English Language Arts	English subscore of 18 (or higher)	Writing 430 (or higher)	Evidence-Based Reading and Writing (EBRW) 480 (or higher)
	Entered high school prior to July 1, 2014, reading subscore of 21 (or higher)	Reading 450 (or higher)	
	Entered high school after July 1, 2014, reading subscore of 22 (or higher)		
Mathematics	Mathematics subscore of 22 (or higher)	Mathematics 520 (or higher)	Mathematics 530 (or higher)

Each student may use the highest score in each subscore from multiple administrations of a test to meet the student’s graduation requirement pathway. This would include the state-funded administration, which all Ohio students will take in the spring of their junior year and additional attempts that students take and fund through non-state resources during their academic careers.

Students who meet the remediation-free scores in all three subscore areas under a single test will meet the requirements for graduation under this pathway. These students will receive Ohio diplomas upon completion of the curriculum requirements.

As part of the state and federal reporting requirements, districts are required to submit student scores for the following state end-of-course tests: geometry or math II, English language arts II, biology, American history and American government. Therefore, districts do need to administer these tests to all students.

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Statewide Administration

Districts will select either the ACT or SAT to administer each school year. Here is more information about the state-funded administration of [ACT](#) and [SAT](#).

Source: Ohio Department of Education (Rev. Feb. 21, 2018)

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Criteria for Awarding a Diploma with Honors

The School shall award the Diploma with Honors to any student who has fulfilled the following requirements:

- A. met the course, credit, and other requirements established by the Board or completed the IEP developed for the student.
- B. attained at least the applicable score on the tests required by the State Board of Education for graduation
- C. (I) completes the academic curriculum in the high school and has met at least seven (7) of the following eight (8) criteria:
 - 1. earn four (4) units of English,
 - 2. earn at least four (4) units of Mathematics, which shall include Algebra I, Geometry, Algebra II or equivalent and another higher level course or a four (4) year sequence of courses which contains equivalent content,
 - 3. earn at least four (4) units of Science, including physics and chemistry,
 - 4. earn four (4) units of Social Studies,
 - 5. earn either three (3) units each of one (1) foreign language, or two (2) units each of two (2) foreign languages (must include no less than two (2) units for which credit is sought),
 - 6. earn one (1) unit of fine arts,
 - 7. maintain an overall high school grade point average of at least 3.5 on a 4 point scale up to the last grading period of the senior year, or
 - 8. obtain a composite score of 27 on the American College Testing Program's (ACT) Tests, or an equivalent composite score of 1210 on the Scholastic Assessment Test (SAT).

OR

- (II) completes an intensive career-technical education curriculum in the high school and has met at least seven (7) of the following eight (8) criteria:

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1. earn four (4) units of English,
2. earn at least four (4) units of Mathematics, which shall include Algebra I, Geometry, Algebra II or equivalent and another higher level course or a four (4) year sequence of courses which contains equivalent content,
3. earn at least four (4) units of Science, including physics and chemistry,
4. earn four (4) units of Social Studies,
5. earn four (4) units of Career-Technical education program that leads to an industry-recognized credential, apprenticeship, or be part of an articulated career pathway which can lead to post-secondary credit (Otherwise, the student must achieve the proficiency benchmark established for the applicable Ohio Career-Technical competency assessment of the equivalent.),
6. maintain an overall high school grade point average of at least 3.5 or 4 point scale up to the last grading period of the senior year
7. achieve proficiency benchmark established for appropriate Ohio Career-Technical Competency Assessment or equivalent assessment aligned with State-approved and industry validated technical standards, or
8. obtain a composite score of 27 on the American College Testing Program's (ACT) tests, or an equivalent composite score of 1210 on the Scholastic Assessment Tests (SAT).

Ohio: R.C. 3313.61; R.C. 3314.03(A)(11)(f)

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Ohio Means Jobs Readiness Seal

The School shall affix the Ohio Means Jobs Readiness Seal onto the diploma and transcript of a student enrolled in the School who meets the following requirements:

1. The student must demonstrate and become proficient in each of the 15 identified professional skills.

Proficient means have a deep understanding, can achieve a high standard routinely, takes responsibility for own work, deals with complex situations, makes decisions with confidence, and sees, overall, how individual actions include outcomes.

2. Using the Ohio Means Jobs Readiness Seal Form (See Form **3552.1**) record how he or she demonstrated each essential professional skill in at least two of three environments. The three possible environments are school, work or community.
3. Have each skill validated by a mentor. Three or more mentors must be involved in the validation process and must sign the form. Mentors are experienced advisors the student trusts. By signing the form, the mentor is recommending the student to a prospective employer or higher education provider.

The School shall not charge for the seal. Students can begin earning the seal anytime during high school and can cite experience from any point in their high school career provided the experience is validated by a mentor who supervises the student.

Ohio: R.C. 3313.6112.

Cross reference: Form No. **3552.1** Ohio Means Jobs Readiness Seal Validation Form.

**Academic Acceleration, Early Entrance To Kindergarten,
And Early High School Graduation**

In accordance with the belief that all children are entitled to an education commensurate with their particular needs, students who can exceed the grade-level indicators and benchmarks set forth in the standards must be afforded the opportunity and be encouraged to do so.

The Governing Authority believes that such students often require access to advanced curriculum in order to realize their potential contribution to themselves and society.

All children learn and experience success given time and opportunity, but the degree to which academic content standards are met and the time it takes to reach the standards will vary from student to student. The Governing Authority believes that all students, including advanced learners, should be challenged and supported to reach their full potential. For many advanced learners, this can best be achieved by affording them access to curriculum, learning environments, and instructional interventions more commonly provided to older peers.

This policy describes the process that shall be used for evaluating students for possible accelerated placement and identifying students who should be granted early admission to kindergarten, accelerated in one or more individual subject areas, promoted to a higher grade level than their same-age peers, and granted early graduation from high school.

Referrals and Evaluation

- A. Any student residing in the District may be referred by a teacher, administrator, gifted education specialists, guidance counselor, school psychologists, or a parent or legal guardian of the student to the principal of his/her school for evaluation for possible accelerated placement. A student may refer himself/herself or a peer through a staff member who has knowledge of the referred child's abilities.
- B. Copies of this policy and referral forms for evaluation for possible early entrance, whole-grade acceleration, individual subject acceleration, and early high school graduation shall be made available to staff and parents at each school building. The principal of each school building (or his/her designee) shall solicit referrals of students for evaluation for possible accelerated placement annually, and ensure that all staff s/he supervises are aware of procedures for referring students for evaluation for possible accelerated placement.
- C. The principal (or his/her designee) of the referred students' school shall obtain written permission from the student's parent(s) or legal guardian(s) to evaluate the student for possible accelerated placement. The District shall evaluate all students who are referred for evaluation and whose parent(s) or legal guardian(s) have granted permission to evaluate the student for possible accelerated placement.

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- D. Children who are referred for evaluation for possible accelerated placement sixty (60) or more days prior to the start of the school year shall be evaluated in advance of the start of the school year so that the child may be placed in the accelerated placement on the first day of school. Children who are referred for possible accelerated placement sixty (60) or more days prior to the start of the second semester shall be evaluated for possible accelerated placement at the start of the second semester. In all other cases, evaluations of a referred child shall be scheduled at the student's principal's discretion and placed in the accelerated setting(s) at the time recommended by the acceleration evaluation committee – if the committee determines the child should be accelerated. Pursuant to R.C. 3321.01, all children who will be the proper age for entrance to kindergarten or first grade by the first day of January of the school year for which admission is requested shall be evaluated upon the request of the child's parent or legal guardian. Children who will not yet be the proper age for entrance to kindergarten or first grade by the first day of January of the school year for which admission is requested shall also be evaluated for possible early admittance if referred by an educator within the District, a pre-school educator who knows the child, or pediatrician or psychologist who knows the child. Children who will not yet be the proper age for entrance to kindergarten or first grade by the first day of January of the school year for which admission is requested may also be evaluated for possible early admittance at the discretion of the principal of the school to which the student may be admitted.
- E. A parent or legal guardian of the evaluated student shall be notified in writing of the outcome of the evaluation process within forty-five (45) days of the submission of the referral to the referred student's principal. This notification shall include instructions for appealing the outcome of the evaluation process.
- F. A parent or legal guardian of the referred student may appeal in writing the decision of the evaluation committee to the Chief Academic Officer within thirty (30) days of being notified of the committee's decision. The Chief Academic Officer shall review the appeal and notify the parent or legal guardian who filed the appeal of his/her final decision within thirty (30) days of receiving the appeal. The Chief Academic Officer's decision shall be final. However, the student may be referred and evaluated again at the next available opportunity, if s/he is again referred for evaluation by an individual eligible to make referrals as described in this policy.

Acceleration Evaluation Committee

Composition

- A.
1. A principal or assistant principal from the child's current school.
 2. A current teacher of the referred student (with the exception of students referred for possible early admission to kindergarten).
 3. A teacher at the grade level to which the student may be accelerated (with the exception of students referred for possible early graduation from high school).

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4. A parent or legal guardian of the referred student or a representative designated by a parent or legal guardian of the referred student.
5. A gifted education coordinator or gifted intervention specialist.

If a gifted coordinator or gifted intervention specialist is not available in the District, a school psychologist or guidance counselor with expertise in the appropriate use of academic acceleration may be substituted.

B. The acceleration evaluation committee shall be charged with the following responsibilities:

1. The acceleration evaluation committee shall conduct a fair and thorough evaluation of the student.
 - a. Students considered for whole-grade acceleration and early entrance to kindergarten shall be evaluated using an acceleration assessment process approved by the Ohio Department of Education. The committee shall consider the student's own thoughts on possible accelerated placement in its deliberations.
 - b. Students considered for individual subject acceleration shall be evaluated using a variety of data sources, including measures of achievement based on State academic content standards (in subjects for which the State had approved content standards) and consideration of the student's maturity and desire for accelerated placement. The committee shall consider the student's own thoughts on possible accelerated placement in its deliberations.
 - c. Students referred for possible early high school graduation shall be evaluated based on past academic performance, measures of achievement based on State academic content standards, and successful completion of State mandated graduation requirements. The committee shall consider the student's own thoughts on possible accelerated placement in its deliberations.
2. The acceleration evaluation committee shall issue a written decision to the principal and the student's parent or legal guardian based on the outcome of the evaluation process. If a consensus recommendation cannot be reached by the committee, a decision regarding whether or not to accelerate the student will be determined by a majority vote of the committee membership.
3. The acceleration evaluation committee shall develop a written acceleration plan for students who will be admitted early to kindergarten, whole-grade accelerated, or accelerated in one or more individual subject areas. The parent(s) or legal guardian(s) of the student shall be provided with a copy of the written acceleration plan. The written acceleration plan shall specify:
 - a. placement of the student in an accelerated setting;

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- b. strategies to support a successful transition to the accelerated setting;
 - c. requirements and procedures for earning high school credit prior to entering high school (if applicable); and,
 - d. an appropriate transition period for accelerated placement for early entrants to kindergarten, grade-level accelerated students, and students accelerated in individual content areas.
4. For students the acceleration evaluation committee recommends for early high school graduation, the committee shall develop a written acceleration plan designed to allow the student to complete graduation requirements on an accelerated basis. This may include the provision of educational options in accordance with Ohio Administrative Code 3301-35-06(G), waiving District prerequisite requirements for enrolling in advanced courses, waiving District graduation requirements that exceed those required by the State, and early promotion to sophomore (or higher) status to allow the student to take the Ohio Graduation Test.
 5. The acceleration evaluation committee shall designate a school staff member to ensure successful implementation of the written acceleration plan and to monitor the adjustment of the student to the accelerated setting.

Accelerated Placement

- A. The acceleration evaluation committee shall specify an appropriate transition period for accelerated placement for early entrants to kindergarten, grade-level accelerated students, and students accelerated in individual subject areas.
 1. At any time during the transition period, a parent or legal guardian of the student may request in writing that the student be withdrawn from accelerated placement. In such cases, the principal shall remove the student without repercussions from the accelerated placement.
 2. At any time during the transition period, a parent or legal guardian of the student may request in writing an alternative accelerated placement. In such cases, the principal shall direct the acceleration committee to consider other accelerative options and issue a decision within thirty (30) days of receiving the request from the parent or legal guardian. If the student will be placed in an accelerated setting different from that initially recommended by the acceleration evaluation committee, the student's written acceleration plan shall be revised accordingly, and a new transition period shall be specified.
- B. At the end of the transition period, the accelerated placement shall become permanent. The student's records shall be modified accordingly, and the acceleration implementation plan shall become part of the student's permanent record to facilitate continuous progress through the curriculum.

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Released Time Courses in Religious Instruction

The Governing Authority will excuse students from school to attend an off-campus, “released time” course in religious instruction pursuant to this policy, as authorized by Ohio law. Students will not be considered absent from school for “released time” instruction provided the following conditions are met:

- (1) The student's parent or guardian gives written consent;
- (2) The sponsoring entity maintains attendance records and provides them to the School;
- (3) The sponsoring entity makes provisions for and assumes liability for the student;
- (4) No public funds are expended, and no public school personnel are involved in providing the religious instruction; and
- (5) The student assumes responsibility for any missed schoolwork.

Students may NOT be released from a core curriculum subject course to attend a religious instruction course.

Transportation to and from the place of instruction, including transportation for students with disabilities, is the complete responsibility of the sponsoring entity, parent, guardian, or student. The Governing Authority, its members, and its employees shall not be liable in damages for injury allegedly arising during a student's transportation to or from a place of “released time” instruction under this policy.

The Governing Authority neither promotes nor discourages student participation under this policy, and its decision to excuse students for “released time” religious instruction pursuant to Ohio law shall not constitute an endorsement of religion.

[Optional:]

High school students may earn up to two units of high school credit for the completion of a released time course in religious instruction. In determining whether to award credit for completion of such a course, the Governing Authority shall evaluate the course based on purely secular criteria that are substantially the same criteria used to evaluate similar nonpublic high school courses for purposes of determining whether to award credit for such courses to a student transferring from a nonpublic high school to the School. Secular criteria will include:

- (1) The number of hours of classroom instruction time;*
- (2) A review of the course syllabus that reflects course requirements and materials used;*

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(3) The methods of assessment used in the course; and

(4) The qualifications of the course instructor, which shall be similar to the qualifications of other teachers within the School.

The decision to award credit for a released time course of religious instruction shall be neutral to, and shall not involve any test for, religious content or denominational affiliation. Such high school credit will be awarded pursuant to O.R.C. 3313.603(C)(8).

R.C. 3313.6022

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Consent for Released-Time Courses in Religious Instruction

I, the parent/guardian of _____, give consent for my child to be excused from school to attend a course in religious instruction off school property. I further acknowledge and agree that:

- (1) my child assumes all responsibility for all missed schoolwork;
- (2) the entity sponsoring the religious instruction will provide my child's attendance records to the School;
- (3) the School is not responsible for transporting my child to and from the place of instruction;
- (4) my child will not receive school credit for the course in religious instruction.

[Optional:]

(4) my child may receive high school credit only under the terms of Board policy _____ as applied by school officials.

_____ will be responsible for transporting my child to and from the location of the released time course. _____(initial) My child will transport him/herself to and from the location of the released time course.

I acknowledge and agree that the Governing Authority, its members, and its employees shall not be liable in damages for any injury or damages incurred in connection with my child's attendance and participation in released time religious instruction and/or my child's transportation to or from a place of released time instruction.

Parent/Guardian signature

Student signature

Notice:

The Governing Authority does not encourage or discourage students from participating in released time religious instruction and does not endorse any particular religious practice or religion.

Adopted August 30, 2021

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Specialized Instruction Programs

3600

Adopted August 30, 2021

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Program to Prevent Dropouts and Promote Reentry

To receive Title I, Part H, funding, schools are required to adopt and implement programs to prevent school dropout and promote reentry. Consistent with Federal Law, the School shall adopt and implement programs effective in preventing students from dropping out of school and shall also adopt and implement programs and promoting reentry to school.

Federal: 20 U.S.C. 6552, et seq.

Adopted August 30, 2021

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**** This document must be edited before adoption. ****

Credit Flexibility Plan

Credit flexibility enables students to earn units of high school credit based on a demonstration of subject area competency, instead of, or in combination with completing hours of classroom instruction. Any student who has progressed through the curriculum to the high school level is eligible to be considered for alternative ways of earning high school credit, but students must be capable of meeting the conditions necessary to earn the credits.

Also, students in grades 7 and 8 may meet curriculum requirements based on a demonstration of subject area competency, instead of, or in combination with completing hours of classroom instruction.

Interested students will initiate and submit a request in writing to take an assessment and/or submit an application to earn credit via a Credit Flexibility Plan (CFP).

Students may earn credits through any of the following or a combination thereof:

- a) The completion of courses;
- b) Demonstrating mastery of the course content;
- c) Pursuit of one or more “educational options” such as:
 - a. Distance Learning
 - b. Online Learning
 - c. Independent Study
 - d. Post-Secondary Education option
 - e. Sports

Issuance of credit will be determined locally, by teachers or through the use of:

- a) A multi-disciplinary team
- b) A state performance-based assessment
- c) Grade verification from an accredited institution

Application/Approval Process

Students seeking credit through the Credit Flexibility option must complete an application for a Credit Flexibility Plan (CFP) and submit it to () the guidance counselor () the head administrator by the deadline.

The application will be reviewed by the Credit Flexibility Committee (CFC) comprised of () the guidance counselor, () the head administrator, () the appropriate department head, () one teacher

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from the appropriate department, and () _____. Students may be required to provide additional supporting documentation as determined by the CFC.

The CFC will appoint a highly qualified teacher of record, when required, for the student's CFP. In cases where the student submitting the application has other legally binding education plans (e.g., IEP, 504, WEP), the case manager for that student shall also be a member of the CFC. The CFC will review the application and approve or deny it.

In the event the CFC does not approve the application for a CFP and recommends areas for improvement, students who wish to resubmit their application must do so within two weeks. If this deadline has passed, the student may resubmit his/her application for the next annual deadline. Upon approval of a completed application, the student may then proceed with the learning activity and credit will be awarded when all requirements are completed on time and evaluated.

Awarding Grades and Credit

Grades will be issued and credit awarded through demonstration and mastery of the course competencies. Course credit granted through Credit Flexibility will be recorded the same as other credits and based on the School's grading scale. Grades and credits will be included in your grade point average and reported on your official transcripts. The following standards and guidelines apply for awarding credit:

- The total number of credits that may be awarded is not limited.
- The successful completion of a preapproved course may result in credit being designated as fulfilling either required or elective credit toward graduation requirements.
- In order to receive credit, all CFPs must be aligned to Ohio's Learning Standards, current AP course standards (as necessary), and/or School curriculum requirements.
- Credit from other districts and educational providers, including online providers, may be accepted in accordance with the Ohio Operating Standards.
- The determination of how credit will be awarded must be outlined in the CFP at the time of its approval. A student must demonstrate proficiency through an assessment or exam, performance, or work product as outlined in the CFP and approved by the CFC.
- The CFC and the teacher of record reserve the right to award partial credit if student work does not warrant full credit, or to withhold credit until the student does additional work to warrant the agreed upon credit.
- All senior flexible credits must be completed by May 1st of the intended graduation year. Credit flexibility may be used to warrant early graduation.

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- If a student transfers from another school district and the student has not completed the course requirements to receive credit as approved by the other district, the CFC may consider this a new application for credit. The ☐ head administrator ☐ CFC may assign partial credit for partial completion as deemed appropriate.
 - Credits completed in another district before transfer to the School will count as credits toward fulfilling graduation requirements as awarded by the sending district. The ☐ head administrator ☐ CFC will review the transfer credit to determine equivalency to specific courses offered by the School.
 - ☐ School developed and/or approved tests/assessments used to determine advancement and course credits can be used. To qualify for credit by assessment, the student must show mastery of ☐ 80% or higher ☐ 90% or higher in the subject to receive credit. A student failing to achieve this score may not apply for credit by assessment for the same course credit until four months after the date of the initial assessment. Any credit by assessment for a particular course may only be attempted two times.
 - Credit may be earned simultaneously for academic and career technical experiences; secondary and post-secondary credit, and more than one academic content area/course.
 - Students may be awarded Carnegie Units as approved by the CFC. Units of credit will be awarded in intervals no less than one-half (1/2) credit.
 - The CFC may award flexible credit in the amount approved in advance based upon the equivalence to a 120-hour (Carnegie Unit) course. In preapproved cases, partial credits may be awarded where deemed appropriate.
 - *[Choose one:]* ☐ There are no weighted grades for credits earned through Credit Flexibility.
- or
- ☐ The letter grades given for a course will not be weighted unless the content covered is determined to be significantly advanced and the grade weighting is given prior approval by the CFC in the written plan.
- The supervising teacher of record reserves the right to remove the student from a course (withdrawn with penalty) for issues involving plagiarism and copyright violation.
 - The student must complete all coursework assigned by the supervising teacher on or before the due date or the student may be withdrawn from the course.
 - Should a student transfer to another district, upon request of the student or parent, the School shall forward a copy of the approved application to the new district for their consideration.

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- In cases where students are pursuing learning opportunities from an online service provider, the exact grade issued on that institution's transcript will be the grade posted to the student's transcript.
- Students are not allowed to retroactively receive credit for courses or experiences taken prior to the submission of an application.
- The teacher of record reserves the right to remove the student from a course (withdrawn with penalty) for issues involving violations of academic integrity, including but not limited to plagiarism and copyright violations.
- The final grade must be posted before the credit can count toward graduation, including early graduation.
- If a student fails to complete or make adequate progress on his/her CFP within the time frame approved by the CFC, the credit flexibility application will be voided.
- If a student is unable to complete the CFP due to illness (confirmed through medical documentation) or other valid reason as determined by CFC, the CFC may extend the preapproved timeline or revoke the application without posting a failing grade.

Appeal Process

A student who disagrees with a decision or action by the CFC or head administrator may submit a written appeal to the [REDACTED]. Appeals must be submitted to the [REDACTED]'s office within 30 calendar days of receiving the decision at issue. Prior to making a decision on the appealed matter, the [REDACTED] will review the matter in its entirety including without limitation any relevant information submitted by the student and/or his or her parent(s). The [REDACTED] shall decide whether there was a reasonable, verifiable basis for the determination which is the subject of the appeal and whether any procedural or substantive error occurred. The [REDACTED] will issue a determination on the appeal within 30 days after the appeal was submitted.

Students may submit an appeal of the [REDACTED]'s final determination to the Ohio Department of Education if there is a complaint about having access to or implementation of the Credit Flexibility policy.

Integrity

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To ensure the integrity of the learning experience approved under this program, the student will be required periodically and/or upon request to provide evidence of progress and attendance. The () CFC will be responsible for certifying completion and the award of credits consistent with the School's policies on graduation.

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Athletic Eligibility

Student athletes who wish to participate in the credit flexibility option and athletics must ensure that they continue to meet eligibility requirements as directed by the Ohio High School Athletic Association (OHSAA) bylaws, specifically bylaw 4, Student eligibility. Grades awarded for successfully completed Credit Flexibility Plans will not be factored into OHSAA eligibility requirements. Students wishing to pursue Division I or Division II NCAA athletics eligibility are responsible for ensuring that they will meet the appropriate requirements. The NCAA has determined that they will NOT accept Credit Flexibility as an approved core course.

Fees

The School will require parent(s)/guardians of a student participating in the credit flexibility option not initiated by the School to be responsible for any additional fees associated with participation in that option, as may be legally required.

Communication

The School will communicate the provisions of the Credit Flexibility policy and application process to students and parents using multiple methods, including an annual notice and posting them on the School website.

Performance data including the number of participating students, total credits earned, and extent to which student participation reflects diversity of the student body will be made available to the governing authority, and to the Ohio Department of Education as required by law.

Ohio: R.C. 3313.603; 3314.03

Adopted August 30, 2021

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School to Work Program

The School recognizes the importance of fostering a strong link as students transition from an academic setting to a work or post-secondary setting. As a result, the School, if appropriate, may adopt a program that offers opportunities for its students to participate in a performance-based education and training program that will: enable students to earn portable credentials, prepare students for first jobs in high-skill, high wage careers; and increase opportunities for further education.

Federal: 20 U.S.C. 6212

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Migrant Students Program

To receive Title I, Part H, funding, schools are required to ensure that migrant students receive a proper education and academic support. To comply with these requirements, the School shall ensure that migrant students receive high-quality and comprehensive educational programs, are not penalized by disparities in curriculum, receive appropriate educational services, and receive full opportunities to meet academic standards. Additionally, the School shall design programs to help migratory students overcome facts that inhibit children to do well in school.

Federal: 20 U.S.C. 6391, et seq.

Adopted August 30, 2021

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Assisting English Language Learners and Immigrant Students

To receive Title II funding, schools are required to ensure that all English Language Learners (ELLs) develop English proficiency. To comply with these requirements, the School shall develop a program based on scientifically based research that is taught to limited English proficient children.

The program will enable students to speak, read, write, and comprehend the English language; will enable students to meet Ohio's academic content and student achievement standards; and will not violate any state law regarding the education of limited English proficient children. The program will be taught by teachers who are fluent in the English language.

The program will be developed by a written plan (the "Plan") that shall be submitted to the Ohio Department of Education. The Plan will conform to all the requirements stated above. The Plan will also:

- describe the programs and activities proposed to be developed, implemented, and administered;
- describe how the School will meet all annual measurable achievement objectives required;
- describe how the School will ensure that it holds schools accountable for meeting the objectives, making yearly progress, and annually measuring the English proficiency of limited English proficient children;
- describe how the School will promote parental and community participation in programs for limited English proficient children; and
- describe how the program will ensure that student served by the program develop English proficiency.

The Plan may be developed by referring to Form No. **3650.1**, Guidelines for the Identification and Assessment of Limited English Proficient Students.

Federal: 20 U.S.C. 6825(a).

Cross Reference: Form No. **3650.1**, Guidelines for the Identification and Assessment of Limited English Proficient Students.

Guidelines for the Identification and Assessment of Limited English Proficient Students

The form Guidelines for the Identification and Assessment of Limited English Proficient Students is adopted from the Ohio Department of Education. The guidelines may be accessed online at:

<https://education.ohio.gov/Topics/Other-Resources/English-Learners/Teaching-English-Language-Learners/Guidelines-for-Identifying-English-Learners>

Adopted August 30, 2021

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Guidelines for the Identification and Assessment of Limited English Proficient Students/English Language Learners

Overview of School District Requirements in Serving Limited English Proficient (LEP) Students/English Language Learners (ELL)

In its publication *The Provision of an Equal Education Opportunity to Limited English Proficient Students* (1992), the U.S. Department of Education, Office for Civil Rights, provides guidelines to school districts regarding their legal obligation to language minority students. The following is a summary of the guidelines.

First, school districts must identify all students whose primary or home language is other than English (PHLOTE). The district then needs to assess all PHLOTE students to determine if they are limited English proficient and need special language assistance to participate effectively in the district's instructional program.

After a school district has identified LEP students who need assistance, it must determine what kind of special language service program is to be provided and it must implement the program. Ohio does not prescribe a specific type of intervention program. Thus, school districts have the flexibility to decide on the educational approach that best meets the needs of their LEP/ELL students. Programs must be based on sound theory and best practice. In other words, programs must likely be effective in meeting the educational needs of language minority students. Whatever program is selected, it must provide effective instruction that leads to academic achievement and timely acquisition of proficiency in English. Guidelines and further information about programmatic options for LEP/ELL students are available through the Lau Resource Center of the Ohio Department of Education (see Contact Information at the end of this document).

In implementing their programs, school districts must ensure that staff members are properly trained and that appropriate curricular materials are used. Classroom facilities should be comparable to those used by other students. In addition, school districts have the responsibility to notify national origin minority group parents of school activities which are called to the attention of other parents. Such a notice, to be effective, may need to be in a language other than English.

Once a school district implements a special language program for its LEP students, it must monitor student progress on a regular basis and take steps to modify the program if the students are not making reasonable progress.

Focus of this Document

The focus of this document is the initial identification of students whose home/native language is not English and the subsequent assessment of their English communication skills to determine if the students are LEP. The information and guidelines in the following pages are intended to serve as a resource for personnel of school districts serving language minority students.

On the next page is a sample form that can be adapted by school districts for documenting the identification of students whose home/native language is not English, the assessment of their English language proficiency and the placement of the students in appropriate educational programs. On the subsequent pages are guidelines for the English language assessment of students whose home/native language is not English.

Adopted August 30, 2021

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Home Language Survey

Date: _____

School District: _____

Name of Student: _____
Family Name/First Name/Middle Initial

Date of Birth: _____ Place of Birth: _____
Month/Day/ Year City/State/Country

Name of Parent/Guardian: _____ Family Name/First Name: _____

Home Address: _____

City: _____ State: _____ ZIP Code: _____

Home Phone: _____ Work Phone: _____

For Parents/Guardians:

Please answer the following questions.

1. What language did your son or daughter speak when he or she first learned to talk?

2. What language does your son or daughter use most frequently at home?

3. What language do you use most frequently to your son or daughter?

4. What language do the adults at home most often speak?

5. How long has your son or daughter attended school in the United States?

For School District Personnel:

If the answer to any of the first four questions above is a language other than English, indicate the student's native/home language in EMIS Student Data Element (GI270), and proceed to assess the student's English language proficiency.

Adopted August 30, 2021

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Initial English Language Assessment

Communication Skill			Proficiency Level		
Listening	_____Pre-functional	_____Beginning	_____Intermediate	_____Advanced	_____Proficient
Speaking	_____Pre-functional	_____Beginning	_____Intermediate	_____Advanced	_____Proficient
Reading	_____Pre-functional	_____Beginning	_____Intermediate	_____Advanced	_____Proficient
Writing	_____Pre-functional	_____Beginning	_____Intermediate	_____Advanced	_____Proficient
Comprehension*	_____Pre-functional	_____Beginning	_____Intermediate	_____Advanced	_____Proficient
Composite**	_____Pre-functional	_____Beginning	_____Intermediate	_____Advanced	_____Proficient

*The Comprehension level is derived from Listening and Reading

**The Composite level is derived from Listening, Speaking, Reading, Writing and Comprehension

Assessment instrument(s) used:

Is the student LEP? _____Yes _____No

Indicate the student's status as LEP or not LEP in EMIS Student Data Element (GI230).

If the student has been in U.S. schools for less than three years and the student's reading and writing level is intermediate or below, the student is eligible for additional accommodations.

Is this student eligible? _____Yes _____No

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The English Language Assessment of Students Whose Native or Home Language is Not English

Purposes of English Language Assessment

- To determine if a student is limited English proficient (LEP), that is, the student's level of English proficiency is not adequate to participate effectively in mainstream classroom settings in which English is the only language of instruction
- To determine the appropriate support to be provided for those students identified as LEP
- To help inform instructional decisions relating to the education of LEP students
- To determine if a student who has been enrolled in United States schools for less than three full school years is eligible for additional accommodations when taking certain Ohio statewide assessments.
- To evaluate the progress of LEP students in developing English language proficiency
- To help determine when a student is no longer LEP and is ready to be exited from the district's LEP program
- To help evaluate the effectiveness of the district's LEP program

English Communication Modes to be Assessed

- **Listening:** How well is the student able to understand spoken English in social and grade-level academic settings?
- **Speaking:** How well is the student able to communicate orally in English in both social and academic settings?
- **Reading:** How well is the student able to read age-appropriate written materials in English for both social and academic purposes?
- **Writing:** How well is the student able to produce writing in English for both social and academic purposes?

Proficiency Levels

A number of category systems have been developed to indicate the different stages or levels of second/foreign language proficiency. Category systems include **nine levels:** Novice-Low, Novice-Mid, Novice-High, Intermediate-Low, Intermediate-Mid, Intermediate-High, Advanced, Advanced-Plus, and Superior (American Council of Teachers Foreign Languages); **six levels:** No English, Receptive English Only, Survival English, Intermediate English, Proficient English I, and Proficient English II (*Bilingual Syntax Measure*, The Psychological Corporation) and **five levels:** Beginner Proficiency Level, Elementary Proficiency Level, Low Intermediate Proficiency Level, High Intermediate Proficiency Level, and Advanced Proficiency Level (*Secondary Level English Proficiency Test*, Educational Testing Service).

For the purpose of this guide, five levels are used to categorize LEP students at different stages of English language proficiency: Pre-functional, Beginning, Intermediate, Advanced and Proficient/Trial Mainstream. It should be recognized that within each of these levels, students will represent a certain range of proficiencies (low, mid, high).

On the next page is a description of the five levels of English language proficiency of LEP students. Following the description of the proficiency levels is a chart indicating the five English proficiency levels for each of the four language domains: listening, speaking, reading and writing.

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English Proficiency Levels of LEP Students

Students learning a new language proceed through different stages or levels of proficiency. Ohio has established five proficiency levels to categorize LEP students at different stages of their English language development:

- Pre-functional;
- Beginning;
- Intermediate;
- Advanced;
- Proficient/Trial-Mainstream.

The following are summary descriptions of each of the proficiency levels:

Pre-functional: Students at this level may understand some isolated words (particularly school and social environment vocabulary), some high-frequency social conventions, and simple (single-word or short-phrase) directions, commands and questions. They rely on nonverbal cues such as gestures and facial expressions and require frequent repetition and rephrasing to understand spoken language. In conversations, they may be able to provide some basic information in response to requests and questions. They can ask one- or two-word questions without regard to structure and intonation.

Regarding reading and pre-reading skills, students at this level may demonstrate an understanding of concepts of print (e.g., front-to-back, top to-bottom, left-to-right) and begin to track print. They may be able to distinguish letters from other symbolic representations. They can imitate the act of reading (e.g., holding a book and turning pages); however, they get meaning mainly through pictures. Students at this level participate in writing activities by drawing pictures. They may be able to copy letters or form them from memory and may be able to copy some words. They can imitate the act of writing (e.g., scribbling); however, their text does not transmit a message. They may attempt to apply some writing conventions but do so inappropriately or do so correctly only when copying.

Beginning: As LEP students' oral comprehension increases, they begin to imitate the verbalizations of others by using single words or simple phrases and begin to use English spontaneously. They gradually construct more meaning from the words themselves, but the construction is often incomplete. They are able to generate simple texts that reflect their knowledge level of syntax. These texts may include a significant amount of non-conventional features, such as invented spelling, some grammatical inaccuracies, pictorial representations, surface features and rhetorical patterns of the native language (i.e., ways of structuring text from native culture and language).

Intermediate: At this level, students understand more complex speech, but still may require some repetition. They acquire a vocabulary of stock words and phrases covering many daily situations. They use English spontaneously, but may have difficulty expressing all of their thoughts due to a restricted vocabulary and a limited command of language structure. Students at this level speak in simple sentences, which are comprehensible and appropriate, but frequently marked by grammatical errors. They may have some trouble comprehending and producing complex structures and academic language.

Proficiency in reading may vary considerably depending upon the learner's familiarity and prior experience with themes, concepts, genre, characters and so on. They are most successful constructing meaning from texts for which they have background knowledge upon which to build. They are able to generate more complex texts, a wider variety of texts and more coherent texts than beginners. Texts still have considerable numbers of non-conventional features.

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Advanced: At this level, students' language skills are adequate for most day-to-day communication needs. Occasional structural and lexical errors occur. Students may have difficulty understanding and using some idioms, figures of speech and words with multiple meanings. They communicate in English in new or unfamiliar settings but have occasional difficulty with complex structures and abstract academic concepts.

Students at this level may read with considerable fluency and are able to locate and identify the specific facts within the text. However, they may not understand texts in which the concepts are presented in a decontextualized manner, the sentence structure is complex or the vocabulary is abstract. They can read independently but may have occasional comprehension problems. They produce texts independently for personal and academic purposes. Structures, vocabulary and overall organization approximate the writing of native speakers of English. However, errors may persist in one or more of these domains.

Source of the above proficiency level descriptions of Beginning –Advanced: Teachers of English to Speakers of Other Languages (TESOL), Inc., 1997, pp. 20-21.

Proficient/Trial-mainstream: At this final stage, students usually can participate in academic topical conversations without difficulty. In most cases, they can follow complex and multi-level directions without assistance, and they can understand oral information provided via electronic audio and video media. Students at this level usually speak English fluently in social and grade-level academic settings and they control age-appropriate syntax and vocabulary in their speech.

Generally, students read and understand factual information in non-technical prose as well as discussions on concrete topics related to special events. They comprehend standard newspaper items addressed to the general reader, correspondence reports and technical materials. At this level, they can write short papers and clearly express statements of position, points of view and arguments. In their writing, they usually show control of varied sentence structures, spelling and vocabulary, expressing well-developed thoughts.

During this transition stage, the students' progress is carefully monitored, and additional support is provided on an as-needed basis.

Criteria for Exiting LEP Program

To be exited from LEP programs in Ohio, students need to demonstrate the ability to understand, speak, read and write the English language at a level in which they are able to:

1. Achieve successfully in classrooms where the language of instruction is in English;
2. Meaningfully participate in academic assessments in English; and
3. Participate fully in society in the United States.

A student has attained the required level of English proficiency to be exited from a district's LEP program when the student:

- Obtains a composite score of 5 on the Ohio Test of English Language Acquisition (OTELA); **or**
- Obtains a composite score of 4 on the OTELA, subsequently completes a trial period of mainstream instruction and obtains a composite score of 4 or above on the OTELA during the trial period of mainstream instruction.

Special Conditions

- Students will not be exited from the LEP program before Grade 3.
- Students who obtain a composite score of 4 or 5 on the OTELA in Grade 2 and obtain a composite score of 4 or above on the OTELA during the completion of a trial period of mainstream instruction in Grade 3 shall be exited from the program.
- Transition Year – LEP students who obtain a composite score of 4 or 5 on the OTELA in 2008-

Adopted August 30, 2021

2009 will be exited from the program if they obtain a composite score of 4 or 5 on the OTELA in 2009-2010.

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English Proficiency Levels – Descriptions				
	Listening	Speaking	Reading	Writing
Level I Pre-functional	<ul style="list-style-type: none"> Has zero to very limited ability in understanding spoken English Relies on non-verbal cues such as gestures and facial expressions, and requires frequent repetition/rephrasing to understand spoken language May understand some isolated words, some social conventions, and simple directions, commands and questions 	<ul style="list-style-type: none"> Has zero to very limited ability in speaking English May say or repeat common phrases, words and formulaic language May be able to provide some basic information in response to requests and questions Can ask one or two-word questions without regard to structure and intonation 	<ul style="list-style-type: none"> Has zero to very limited ability in reading English May demonstrate some basic concepts of print (front-to-back, top to-bottom, left-to-right) May distinguish letters from other symbolic representations May follow one-step directions depicted graphically 	<ul style="list-style-type: none"> Has zero to very limited ability in writing English Can participate in writing activities by drawing pictures May be able to copy letters or form them from memory May be able to copy some words May attempt to apply some writing conventions, but often does so inappropriately
	<ul style="list-style-type: none"> Understands simple, short statements and questions on a well-known topic within a familiar context Can follow simple multi-step directions Can identify the main idea and some details of short conversations or simple orally-delivered text on a familiar topic May still need repetition and rephrasing 	<ul style="list-style-type: none"> Predominantly uses formulaic patterns and memorized phrases Uses language that is often marked by the lack of tense, number, and agreement Uses school-social vocabulary that is limited to key words and has little or no academic vocabulary Responds to questions usually with one or two-word answers 	<ul style="list-style-type: none"> Begins to identify the names of both upper and lower case letters of the alphabet Can identify where words begin and end Can follow multi-step directions depicted graphically During read aloud, gets meaning primarily from pictures and the teacher's tone of voice and gestures 	<ul style="list-style-type: none"> Produces writing that is marked by the lack of tense, number, and agreement Makes frequent errors in mechanics such as punctuation and capitalization Writes most effectively when supported by a visual, a shared experience, or scaffolding Can begin to revise or edit own writing with teacher support
Level II Beginning	<ul style="list-style-type: none"> Shows understanding simple questions and statements on familiar topics Often requires restatements in graphic terms or at a lower rate Can follow many simple directions Shows appropriate responses when read or told a story (example – laughs at humor) Has difficulty comprehending academic-related 	<ul style="list-style-type: none"> Can communicate ideas and feelings in English, but with some difficulty Speaks coherently, but with hesitations and with grammatical and syntactic errors Can retell a simple story, but detail may be lacking Can respond appropriately to many questions, but with errors in grammar and vocabulary 	<ul style="list-style-type: none"> Reads simple printed material within a familiar context Understands short discourse on familiar topics Has a small repertoire of high frequency words Partially uses details to extract meaning Partially perceives the feeling and tone in a poem or story Has some weaknesses in predicting from details 	<ul style="list-style-type: none"> Composes short paragraphs that are mostly intelligible Begins to edit for sentence-level structure, spelling and mechanics and revises for content, organization and vocabulary, usually with the support of the teacher Writes with less dependency on visual supports, shared experiences, and scaffolding
	<ul style="list-style-type: none"> Understands conversations in most school/social settings Understands main ideas and significant relevant details of extended discussions or presentations on familiar and relevant academic topics May ask for clarification on oral information related to academic content Understands multiple meanings of words and can use context clues to understand messages 	<ul style="list-style-type: none"> Speaks in coherent, fluent sentences, but with occasional errors in vocabulary and syntax Has little difficulty communicating personal ideas and feeling in English Can respond appropriately to many questions in classroom settings, but makes some errors in more complex grammatical structures Can often use language to connect, tell and expand on a topic; and can begin to use it to reason 	<ul style="list-style-type: none"> Can read familiar text with little teacher or visual support; still needs those supports when reading to comprehend unfamiliar text Has oral fluency and uses self-monitoring and self-correction strategies when necessary Can identify main idea of many reading passages Able to identify most specific facts within a text May have some difficulty using details to make predictions 	<ul style="list-style-type: none"> Writes simple social correspondence with some errors in spelling and punctuation May have some difficulty in producing complex sentences Produces writing that generally addresses given topic Produces writing that is generally intelligible but lacking grade-level quality Produces writing that generally expresses complete thoughts
Level III Intermediate	<ul style="list-style-type: none"> Shows understanding of academic topical conversations without difficulty Can follow complex and multi-level directions without difficulty Shows understanding of oral information provided via electronic media 	<ul style="list-style-type: none"> Speaks English fluently in social and grade-level academic settings Produces speech that include a variety of adverbs and transitional signals Participates in classroom discussions without difficulty Demonstrates control of age-appropriate syntax and vocabulary when speaking Can use language effectively to connect, tell, expand, and reason 	<ul style="list-style-type: none"> Reads and understands factual information in non-technical prose as well as discussion on concrete topics related to special events Comprehends standard newspaper items addressed to the general reader, correspondence reports and technical materials Shows understanding of the main idea Understands figurative language in a poem 	<ul style="list-style-type: none"> Writes short papers and clearly expresses statements of position, points of view and arguments Shows good control of sentence structure, spelling, and vocabulary Produces writing with wide range of vocabulary Edits for sentence-level structure, spelling, and mechanics and revise for content, organization and vocabulary
Level IV Advanced				
Level V Advanced				

Sources: North Carolina Department of Education, 1999; Iowa Department of Education, 2000; IDEA Reading and Writing Proficiency Tests, Examiner's Manual, 1993, Ballard and Tighe; The State Collaborative on Assessment and Student Standards (SCASS) for Assessing Limited English Proficient Students and American Institutes for Research (AIR), English Language Development Assessment K-2 Test Administration Manual, 2006.

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Tools for Assessing Language Proficiency

For the purpose of the initial identification of ELL/LEP students, a standardized English language proficiency test must be used. A number of commercial tests have been developed to assess the language proficiency of students whose home/native language is not English. Some these tests are listed on the following pages. Please note that this list should not be taken as an endorsement by ODE of a particular test. The information is provided as a resource only. School district personnel should carefully review a test instrument before selecting it to ensure that it meets the needs of the program or school.

Commercial Tests of English Language Proficiency

Basic Inventory of Natural Language (BINL)

Grade Levels: K-12

Communication Modes: Listening and Speaking

Languages: Arabic, Armenian, Cambodian, Cantonese, Chinese, Creole, Dutch, English, Farsi, French, German, Greek, Hindi, Hmong, Ilokano, Inpuiaq, Italian, Japanese, Korean, Laotian, Navajo, Filipino, Portuguese, Russian, Spanish, Taiwanese, Tagalog, Toishnese, Ukranian, Vietnamese, Yugoslavian

Contact: CHECpoint Systems, Inc. 1520 North Waterman Ave. San Bernardino, CA 92404, Tel. (800) 635-1235

Bilingual Oral Language Tests

Grade Levels: 4-12

Communication Modes: Listening and Speaking

Languages: English, Spanish

Contact: Bilingual Media Productions, P.O. Box 9337, North Berkeley, CA 94709

Bilingual Syntax Measure

Grade Levels: K-12

Communication Modes: Listening and Speaking

Languages: English, Spanish

Contact: Harcourt Educational Measurement, 19500 Bulverde Road, San Antonio, TX 78259, Tel: (800) 211-8378

Bilingual Verbal Ability Tests (BVAT)

Grade levels: Ages 5-adult

Communication modes: Listening, Speaking

Languages: Arabic, Chinese (traditional and simplified), English, French, German, Haitian-Creole, Hindi, Italian, Japanese, Korean, Polish, Portuguese, Russian, Spanish, Turkish, and Vietnamese.

Contact: Riverside Publishing Co., 3800 Golf Road, Suite 100, Rolling Meadows, IL 60008 Tel: (800) 323-9540

IDEA Proficiency Tests (IPT)

Grade levels: PreK-12

Communication modes: Listening, Speaking, Reading and Writing

Language: English

Contact: Ballard & Tighe Publishers, 480 Atlas Street, Brea, CA 92621 Tel. (800) 321-4332

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Language Assessment Battery (LAB)

Grade levels: PreK-12

Communication modes: Listening, Speaking, Reading and Writing

Languages: English, Spanish

Contact: The State Education Department, 89 Washington Avenue, Room 775 EBA, Albany, New York, 12234, Tel. (518) 474-8220; FAX (518) 474-2021

Language Assessment Scales (LAS)

Grade levels: PreK-12, LAS Links

Communication modes: Listening, Speaking, Reading and Writing

Languages: English, Spanish

Contact: CTB/McGraw Hill, 20 Ryan Ranch Road, Monterey, CA 93940 Tel: (800) 538-9547

Maculaitis Test of English Language Proficiency – II (MAC II)

Grade levels: K-12 (Reading: 4-12)

Communication modes: Listening, Speaking, Reading and Writing

Language: English

Contact: Questar Assessment, Inc., 4 Hardscrabble Heights, P.O. Box 382, Brewster, NY 10509 Tel: (800) 800-2598

Secondary Level English Proficiency Test (SLEP)

Grade levels: 9-12

Communication modes: Listening, Reading

Language: English

Contact: Educational Testing Service/SLEP Inquiries, P.O. Box 6156, Princeton, NJ, 08541-6156 Tel. (609) 771-7206

Woodcock-Muñoz Language Survey

Grade levels: Ages 3-adult

Communication modes: Listening, Speaking, Reading, Writing

Language: English, Spanish

Contact: Riverside Publishing Co., 3800 Golf Road, Suite 100, Rolling Meadows, IL 60008 Tel: (800) 323-9540

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Ohio Test of English Language Acquisition (OTELA)

State and Federal law require an annual assessment of K-12 limited English proficient students to measure their English language proficiency. The Ohio Test of English Language Acquisition is the assessment used for testing English language proficiency for Ohio LEP students in Grades K-12. As OTELA is a progress test instrument, it cannot be used to screen newly identified LEP students. Districts must use screening assessments for that purpose.

The OTELA will show progress in English language proficiency that students are making from academic year to academic year. OTELA results are used to determine whether a district is meeting its annual measurable achievement objectives (AMAOs) as required by the No Child Left Behind (NCLB) Act. Each school district, based on the number of students and their previous OTELA scores, must annually reach a progress target and an attainment target for English language proficiency.

For more information on OTELA, visit the ODE website at education.ohio.gov, keyword search: *OTELA*.

Ohio's Title III Accountability Plan Effective School Year 2009-2010

Background

The Ohio Department of Education, in collaboration with the Ohio ESL Advisory Committee and the American Institute of Research (AIR), has completed a review of Ohio's Annual Measurable Achievement Objectives (AMAOs) for limited English proficient students, as well as criteria for exiting the LEP program.

In its review, ODE analyzed longitudinal student performance data and evaluated the AMAOs and exit criteria in terms of appropriateness, reasonableness and concurrence with the U.S. Department of Education (USDOE) Notice of Final Interpretations regarding Title III Assessments and Accountability Provisions, published Oct. 17, 2008.

Based on the results of this review process, ODE developed and submitted to USDOE proposed revisions to Ohio's Title III Accountability Plan to be effective for the 2009-2010 school year. The accountability revisions, which have been accepted by USDOE, are:

- **AMAO #1:** Limited English Proficient (LEP) students make progress in achieving English Language proficiency

Definition of Progress: Increase at least one performance level in either the production (combination of speaking and writing) or comprehension (combination of listening and reading) domains in the OTELA from one year to the next. LEP students who have achieved attainment (Composite Level 4 on the OTELA) in a previous year and are in the trial mainstream year will make progress if they score a Composite Level 4 or 5 on the OTELA in the subsequent year.

Progress Target: By the year 2013-2014, 87 percent of ELL students will make annual progress in achieving English language proficiency as measured by performance on the OTELA. The percentage of students expected to meet this goal between the current school year and 2013-14 will increase incrementally as follows:

2009-	2010-	2011-	2012-	2013-
75%	78%	81%	84%	87%

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Transition Year 2009-2010: LEP students who have achieved attainment (Composite Level 5 on the OTELA in 2009) and are in the trail mainstream year will make progress if they score a Composite Level 4 or 5 on the OTELA in 2010.

- **AMAO #2:** LEP students attain English language proficiency

Definition of Attainment: Achieve a composite score of 4 or higher on the OTELA. AMAO #2 is calculated by taking the total of all ELL students in Ohio's ELL programs who achieve a composite score of 4 or higher on the OTELA and dividing by the total number of students in Ohio's ELL programs.

Progress Target: By the year 2013-2014, 30 percent of all ELL students served in a Title III program will attain English language proficiency. The percentage of students expected to meet this goal between the current school year and 2013-14 will increase incrementally as follows:

2009-	2010-	2011-	2012-	2013-
26%	27%	28%	29%	30%

- **AMAO #3:** LEP students meet the state's Adequate Yearly Progress (AYP) targets

Note: AMAO #3 was not revised. It remains the same as in previous years.

Contact Information

Lau Resource Center
Office of Curriculum and Assessment
Ohio Department of Education
25 South Front Street, Mail Stop 509
Columbus, OH 43215
(614) 466-4109 (Telephone) (888) 644-6732 (Toll free)
(614) 387-0421 (Fax)
lau@ode.state.oh.us (e-m

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Advanced Placement Program

Federal law requires the School to raise academic standards through the “Access to High Standards Act.” This Policy applies to this School if it receives funding under Title I, Part G and seeks to continue receiving funding. The Act seeks to raise academic standards through advanced placement programs and seeks to increase the number of students who participate and succeed in the advanced placement programs. In accordance with this Act, the School shall actively promote and seek to increase the number of advanced placement programs, increase the number of pre-advanced placement programs, the number of students participating in the programs, and increase the number who succeed in these programs.

The School shall not charge students a fee or tuition for participating in any advanced standing course, except as noted in ORC 3313.603 and 3313.6013.

Federal: 20 U.S.C. 6531, et. seq.

Cross Reference: Policy No. **3550**, Core Curriculum Requirements; Policy No. **3620**, Credit Flexibility Policy; Policy No. **3660**, Advanced Placement Program.

College Credit Plus

The Governing Authority understands that its students may benefit by participating in college-level courses offered by accredited colleges and universities in Ohio. Accordingly, Eligible Students may participate in the College Credit Plus Program (the “Program”), which permits students to receive school credit for completing college-level classes.

Program

Eligible Students that participate in the Program may enroll in one of two options.

- *Option A.* Eligible Students enroll in college courses and seek only college credit for the course(s) taken. The student pays for all tuition and costs of all textbooks, materials, and fees associated with the course. Under this option, a student is not considered enrolled in the school.
- *Option B.* Eligible Students enroll in college courses and seek college credit *and* high school credit. If the student successfully completes the course, the college and school shall award high school credit and the student will not pay any tuition or any fees. The student will not be charged any other fees. If the student does not complete the course, the student may be responsible for tuition and costs of all textbooks, materials, and fees. Under this option the student is considered enrolled.

Participation Requirements

Students in grades 7-12 are eligible to participate provided the student meets all criteria required by law.

Students who have participated in the CCP program prior to September 30, 2021 and qualified to participate in the program by meeting the eligibility conditions specified under Ohio law as it existed prior to September 30, 2021, shall remain eligible for participation without meeting new eligibility requirements that begin with the 2021-2022 school year.

Beginning in the Academic Year 2021-2022, students must meet the following eligibility requirements:

1. Students must be remediation-free in accordance with one of the assessments in the Uniform Statewide Standards for Remediation-Free Status document.
2. Students may meet an alternative remediation free eligibility option, as defined by the chancellor of higher education.

To participate, the following must occur:

- Prior to April 1 of each year, the student or the student’s parent shall inform the School of intent to participate in the Program for the following year. If notice is not given by this date, the Head Administrator’s written consent is required. If the principal does not provide written consent, the student may appeal to the District Superintendent or Governing Authority. Within 30 days of notice, the appropriate entity shall hear the appeal and decide to either grant or deny that student's participation.

- The student must apply to an eligible college or university and meet that institution's standards for admission and course placement.
- The student and the student's parent shall sign a form stating they have received counseling and understand the responsibilities they must assume in the program.

The amount of credit a student may receive toward high school graduation is proportionate to the number of years a student has remaining.

- 7th-9th Grade students may not receive credit toward high school graduation for more than the equivalent of four years.
- 10th grade students may not receive credit toward high school graduation for more than the equivalent of three years.
- 11th grade students may not receive credit toward high school graduation for more than the equivalent of two years.
- 12 grade students may not receive credit toward high school graduation for more than the equivalent of one year.

Effect of Expulsion

If a student is expelled from the School, the Head Administrator shall send a written notice to any college in which the student is enrolled at the time the expulsion is imposed. The Notice shall indicate (1) the date the expulsion expires, (2) whether the school has adopted a policy pursuant to R.C. 3313.613 to deny high school credit for courses taken under College Credit Plus during an expulsion. The School shall notify the college of any expulsion extensions.

If a college withdraws acceptance of an expelled student, the School shall not award high school credit for the college courses the student was enrolled. The School may require the student to return or pay for any textbooks and materials provided free of charge.

Awarding Credit

In order to receive high school credit, the student must enroll in Option B prior to beginning the course. The student will receive high school credit upon the successfully completing the course. Students who fail or do not complete the course will not be awarded high school credit.

The amount of credit received shall be determined by the School. If the School offers a comparable course, the School shall award comparable credit. If the School does not offer a comparable course, the School shall grant an appropriate number of credits in a similar subject area. Disputes regarding the number of credits received may be appealed to the Ohio Department of Education. The Department of Education's decision is final.

All classes taken for credit will be transferred to the student's permanent record. Included in the record shall be the course completed and the name of the college/university where the courses were earned. The grade earned may be averaged in the student's high school grade point average.

Information Regarding and Promotion of the Program

Pursuant to Ohio law, the School shall provide information about the Program to students and their parents/guardians in grades six (6) through eleven (11) by February 1st of each year.

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The School shall promote the program on its website. The School shall also schedule at least one informational session per school year with partnering colleges located within thirty miles of the School.

Underperforming Students

If a student enrolled in Program courses is classified as an “underperforming student”, the School shall place the student on academic probation. An underperforming student is a student who meets at least one of the following conditions:

- (a) Has a cumulative grade point average of lower than 2.0 in the college courses taken through the Program;
- (b) Withdraws from, or receives no credit for, two or more courses in the same term.

In the event that a student is classified as underperforming, the School shall promptly notify the student, the student's parents, and each institution of higher education in which the student is enrolled of the student's status and shall notify the student and the student's parents as to the requirements to continue with the Program.

When a student is on probation, the student shall enroll in no more than one college course in a term, and shall not enroll in a college course in the same subject as a college course in which the student earned a grade of "D" or "F" or for which the student received no credit. If the student had already enrolled in more than one course or an improper course for the next term before being placed on probation, then the student shall request that the college dis-enroll the student for any courses beyond the one allowed. In the event that a student fails to dis-enroll, the School shall notify the student and the student's parents that the student shall be responsible for all tuition, fees, and textbook costs for those courses, and that the student shall be declared ineligible and dismissed from the Program for the next term.

If a student takes a college course after being placed on probation and the course grade raises the student's cumulative grade point average in the student's college courses to a 2.0 or higher, the student shall be removed from probation and may participate in the Program without restrictions. If the student meets the requirements again at a later point, they will be placed back on probation.

If a student meets the definition of an underperforming student for two consecutive terms of enrollment, that student shall be classified as an “ineligible student”, and the School shall dismiss the student from the Program. The School shall promptly notify the student, the student's parents, and each institution of higher education in which the student is enrolled of the student's dismissal.

A student who has been dismissed from the Program shall not take any college courses through the Program. If the student had registered for any college courses for the next term prior to being dismissed, the student shall request each applicable institution of higher education to dis-enroll the student from those courses. In the event the student fails to dis-enroll from courses, the School shall promptly notify the student and the student's parents that the student shall be responsible for paying all tuition, fees, and textbook costs for courses from which the student was required to dis-enroll and that the student's dismissal from the program shall continue for an additional term.

After one term of dismissal, a student may request the School to allow the student to participate in the Program. The School shall review the student's full high school and college academic record to determine the student's academic progress. In order to be considered for reinstatement in the Program under probation terms, the student must show at least a 2.0 cumulative grade point average, including both college courses and high school courses. In order to be reinstated in the Program without restrictions, the student must show at least a 2.5 cumulative grade point average, including both college courses and high school courses. Failure to make sufficient academic progress as outlined above shall result in an extension of the dismissal.

Upon receiving a request for reinstatement, the School shall issue a decision to continue the student's dismissal, place the student on probation, or allow the student to participate in the Program without restrictions. Summer shall count as a term of dismissal from the Program only if the student is enrolled in one or more high school courses during the summer.

The student may appeal a decision of the School to the Governing Authority as set forth in Ohio Administrative Code 3333-1-65.13. The student shall request an appeal within five business days after being notified of the dismissal or probation that prohibits the student from taking a course in a subject. The School shall promptly notify any institution of higher education in which the student is enrolled that the student has requested an appeal. The Governing Authority of the School shall issue a decision on the student's appeal within ten business days after the date the appeal is made. The decision shall be final. The School shall promptly notify any institution of higher education in which the student is enrolled of the decision.

Reimbursement Where Student Fails Course

If the Head Administrator determines that a student participant has not attained a passing final grade, the School may seek reimbursement for state funds paid to the college. Unless the student was expelled the School shall not seek reimbursement if the student is identified as economically disadvantaged. The School may withhold grades and credits received until the participant provides reimbursement.

Ohio: R.C. 3365.

Cross Reference: Policy No. **3550**, Core Curriculum Requirements; Policy No. **3620**, Credit Flexibility Policy; Policy No. **3660**, Advanced Placement Program; Form **3670.1**, College Credit Plus Program Counseling, Policy No. **3680** Policy on Career Advising.

College Credit Plus Counseling

I acknowledge that I have received counseling about the School's College Credit Plus Program.

In addition to discussing the program's general requirements, we discussed: program eligibility, the process for granting academic credits, financial arrangements for tuition; books; materials; and fees, criteria for any transportation aid, available support services, scheduling, the consequences of not completing a course; the effect of the program participation on the student's ability to complete the district's or school's graduation requirements, the academic and social responsibilities of students and parents under the program, and information about and encouragement to use the counseling services of the college in which the student intends to enroll. Further, we discussed that subject matter of a course enrolled in under the CCP program may include mature subject matter or materials, including those of a graphic, explicit, violent, or sexual nature, that will not be modified for CCP enrollees regardless of where course instruction occurs, and I have attached a signed permission slip acknowledging the potential for exposure to mature subject matter or materials.

By signing below, I confirm that I have discussed the above in person and I understand all the requirements, risks, consequences, and potential benefits of participating in the program.

Student Name: _____

Parent Signature: _____

Date: _____

Student Signature: _____

Date: _____

Counselor Signature: _____

Date: _____

College Credit Plus Enrollment Program Counseling

This audit serves to assist each student that enrolls in the College Credit Plus Program by making sure that each student will remain on track to graduate while taking College Credit Plus classes.

Student's Name: _____ Date: _____

High School Credits Earned: _____ Credits Needed to Graduate: _____

Subject Needed to Graduate:

Proposed College Credit Plus Classes that will replace required high school courses:

College Classes	Replaced High School Course

Other College Courses available that are not required for Graduation:

Parent Signature: _____ Date: _____

Student Signature: _____ Date: _____

Counselor Signature: _____ Date: _____

Adopted August 30, 2021

Policy on Career Advising

The School directs the Head Administrator or his/her designee to develop a plan for career advising which includes providing:

- *A Link between School and Career Fields.* The plan will provide students with grade-level examples that link their schoolwork to one or more career fields. The School may use career connections developed under R.C. 3301.079 for this purpose.
- *Career Advising.* The plan will provide career advising to students in grades six through twelve, which may include meeting with each student annually to discuss academic and career pathways.
- *Employee Training.* The plan will include training employees on how to advise students on career pathways. This may also include other tools developed by the School that offer resources for students for discovering career interests, exploring career and education options, and supporting development of the student success plan.
- *Multiple Pathways to Graduation.* The plan will ensure that there are multiple, clear academic pathways through high school that students may choose in order to earn a high school diploma. This may include opportunities to earn industry-recognized credentials, and postsecondary course credit through credit plus and other appropriate programs as discussed in Policy **3670**, College Credit Plus.
- *Specific Classes.* The school will communicate courses that can award students both traditional academic and career-technical credit. This communication may include the school's Credit Flexibility Plan-Policy No. **3620**, Post-Secondary Enrollment Program-Policy **3670**, and access to educational options.
- *Documentation on Career Advising.* The School shall document the career advising provided to each student for review by the student, the student's parent, guardian, or custodian, and future schools that the student may attend. The School shall not otherwise release this information without the written consent of the student's parent, guardian, or custodian, if the student is less than eighteen years old, or the written consent of the student, if the student is at least eighteen years old.
- *Transition Preparation.* The School shall develop a program to prepare students for their transition from high school to their post-secondary destinations, including any special interventions that are necessary for students in need of remediation in mathematics or English language arts.

Adopted August 30, 2021

Additional Interventions for Advising Students at Risk of Dropping out of School

The School shall provide additional intervention and career advising for students who are identified as at risk of dropping out of school. Students shall be identified using a method that is both research-based and locally-based and that is developed with input from the School's classroom teachers, guidance counselors, and other appropriate school officials.

Student Success Plan. For each student identified at risk of dropping out, the School shall develop a Student Success Plan (the “Success Plan”) that addresses the student's academic pathway to a successful graduation and the role of career-technical education, competency-based education, and experiential learning, as appropriate, in that pathway. The School may use the Ohio Department of Education’s model student success plan as a guide.

Developing the Success Plan. The School shall invite the student's parent, guardian, or custodian to assist in developing the Success Plan. If the student's parent, guardian, or custodian does not participate in the development of the Success Plan, the School shall provide to the parent, guardian, or custodian a copy of the student's Success Plan and a statement of the importance of a high school diploma and the academic pathways available to the student in order to successfully graduate.

Career Advising. The School shall provide career advising in alignment with each student’s Success Plan and this Policy.

Publicizing and Reviewing this Policy

The policy shall be made publicly available to students, parents, guardians, or custodians, local post-secondary institutions, and residents of the areas that the School serves. The School shall post the policy on its website, if it has one

The policy shall be updated at least once every two years

Ohio: R.C. 3313.6020; 3314.03

Cross Reference: Policy No. **3550** Core Curriculum Requirements; Policy No. **3620** Credit Flexibility Plan; Policy No. **3630** School-to-Work Plan; Policy No. **3660** Advanced Placement Program; Policy No. **3670**, College Credit Plus.

Resolution for College and Career Readiness and Financial Literacy

It is recommended that the following resolution as required by Ohio Revised Code (ORC) 3313.6015 be approved for adoption:

WHEREAS the School believes in and supports the importance of teaching financial literacy and college and career readiness; and

WHEREAS the Governing Authority believes that preparing students for post-secondary education, equipping them with the prerequisite skills needed for a successful career, and teaching students to become financially literate, including the ability to read, analyze, manage and communicate about the personal financial conditions that affect material well-being, will position them for success in later life.

NOW, THEREFORE, BE IT RESOLVED that the School supports and believes strongly in the importance of teaching financial literacy.

RESOLVED, that in School, financial literacy concepts are included in the general mathematics and social studies curriculum and may involve resources and programs provided by a variety of community agencies and businesses. Financial literacy concepts are also included, but not limited to: high school mathematics and social studies curriculum, Jobs for Ohio's Graduates, Life Skills classes and other elective courses, and a variety of resources available through community agencies and businesses.

RESOLVED, that college and career readiness concepts are fulfilled through (but not limited to) the following: career study within the high school curriculum, career interest inventories, career games and career target activities, career-technical courses, college counseling and college preparatory classes, career readiness and preparation addressed in IEP transition plans, and a variety of guidance lessons.

Adopted August 30, 2021

Student Success Plan

A Student Success Plan is one component of the Career Connections K-12 Framework. This outline provides an example of the supports, services, tools and activities that comprise a comprehensive career development experience for students. It can serve as a model for staff when developing Student Success Plans with students. Note that this outline is not exhaustive and other curricula and services are required. Individual student readiness should be considered when determining the most appropriate age or grade for each respective component of this outline. Leveraging an online career planning tool to document activities and experiences, such as OhioMeansJobs K-12, is highly recommended.

Overview of the Student Success Plan Outline

	6	7	8	9	10	11	12
Learning style	x			x			x
Career interests	x	x	x	x	x	x	x
Strengths/skills				x	x	x	x
Work values						x	x
Academic and career pathways	x	x	x	x	x	x	x
School courses and programs	x	x	x	x	x	x	x
Career exploration activities	x	x	x	x	x	x	x
Postsecondary education and training programs			x	x	x	x	x
College and career planning and preparation					x	x	x

Student Success Plan Outline for Grades 6-12

Grade 6

Tools and Assessments	Student Activities	School Activities	Resources
<p>Learning Style Survey*</p> <p>Career Cluster Inventory</p>	<p>Set up an OhioMeansJobs K-12 account by the end of sixth grade (or through another online tool offered by your school)</p> <p>Complete a learning style survey</p> <p>Complete the Career Cluster Inventory or career interest survey</p> <p>Document your reflection of career exploration activities completed (i.e., field trips, career speakers, job shadows)</p> <p>Explore electives available in seventh grade and identify options to explore interests</p> <p>Begin your Career Pathway Goals – considering how your interests may influence your long-term goals.</p>	<p>Provide students with access to purposeful career exploration activities;</p> <p>Field trips to area businesses that represent in-demand career fields</p> <p>Career speakers and presentations by area professionals</p> <p>Career mentorships and school partnerships with business and industry</p> <p>Advise students as to their learning style survey and career interests results – help them make linkages between their learning and future career options</p> <p>Advise students on choosing electives that will support them with exploring their interests</p> <p>Include embedded Career Connections Learning Strategies across all content area courses for students to continue exploring and planning (i.e., Mathematics: students take on the role of small business owners to solve logistic-related problems by applying related knowledge such as volume, mass and surface area)</p>	<p>OhioMeansJobs K-12</p> <p>Middle grades course offerings</p>

Grade 7

Tools and Assessments	Student Activities	School Activities	Resources
<p>Career Cluster Inventory</p> <p>Academic and Career Pathways</p>	<p>Revisit your OhioMeansJobs K-12 account to update your information and continue planning</p> <p>Complete Career Cluster Inventory or career interest survey (if not already completed)</p> <p>Document your reflection of career exploration activities completed (i.e., field trips, career speakers, job shadows)</p> <p>Explore electives available in eighth grade and identify options to explore interests</p> <p>Explore courses offered in eighth grade for high school credit</p> <p>Revisit and update your Career Pathway Goals – considering how your interests may influence your long-term goals. Begin your Academic Pathway Plan using the information you’ve learned from exploring and researching careers and the related education requirements.</p>	<p>Provide students with access to purposeful career exploration activities;</p> <p>Field trips to area businesses that represent in-demand career fields</p> <p>Career speakers and presentations by area professionals</p> <p>Career mentorships and school partnerships with business and industry</p> <p>Advise students regarding any changes to their learning styles and career interests – continue to help them make linkages between their learning and future career options</p> <p>Advise students on choosing electives that will support them with exploring their interests</p> <p>Include embedded Career Connections Learning Strategies across all content area courses for students to continue exploring and planning (i.e., English language arts: students select an instruction manual that represents a career field of their interest and determine the applications of skills and knowledge learned in the classroom to related careers – careers that may use or create the manual)</p>	<p>OhioMeansJobs K-12</p> <p>Middle grades course offerings</p> <p>Academic and Career Pathways</p>

Grade 8

Tools and Assessments	Student Activities	School Activities	Resources
Career Cluster Inventory	Revisit your OhioMeansJobs K-12 account to update your information and continue planning	Provide students with access to purposeful career exploration activities;	OhioMeansJobs K-12
Strengths/Skills Inventory	Complete Career Cluster Inventory or career interest survey (if not already completed)	Field trips to area businesses that represent in-demand career fields	High school course and program offerings
Academic and Career Pathways	Complete a strengths/skills inventory or reflect upon experiences you've been involved in when you felt accomplished and successful. Then, identify the skills you needed and that you enjoyed. If you need help getting started, ask your teacher or school counselor.	Career speakers and presentations by area professionals	High school graduation requirements and pathways to earning a diploma
End-of-Course Exams	Document your reflection of career exploration activities completed (i.e., field trips, career speakers, job shadows)	Career mentorships and school partnerships with business and industry	Academic and Career Pathways
	Create a Venn diagram on strengths/skills and interests to guide your high school course and program selection	Job shadows with expectations for students to identify linkages between their own learning and the workplace	
	Explore electives available in ninth grade and identify options to explore your interests and expand strengths/skills	Advise students as to their strengths/skills survey results regarding any changes to their learning styles and career interests and continue to help them make linkages between their learning and future career options	
	Revisit and update your Academic and Career Pathways – consider how your interests and strengths may influence your long-term goals and how you can begin preparing now for your career goals by completing related education requirements.	Advise students on choosing electives that will support them with exploring their interests – pay special focus on graduation requirements and the three pathway options for earning a high school diploma	
		Include embedded Career Connections Learning Strategies across all content area courses for students to continue exploring and planning (i.e., Social studies: after researching the various types of maps, students apply that knowledge to identify uses of maps across different careers)	

Grade 9

Tools and Assessments	Student Activities	School Activities	Resources
<p>Learning Style Survey*</p> <p>Career Cluster Inventory</p> <p>Strengths/Skills Inventory</p> <p>Academic and Career Pathways</p> <p>End-of-Course Exams</p> <p>Online practice tests and test prep courses (i.e., PLAN/ACT, PSAT/SAT, WorkKeys, ASVAB)</p>	<p>Revisit your OhioMeansJobs K-12 account to update your information and continue planning</p> <p>Document your reflection of career exploration activities completed (i.e., field trips, career speakers, job shadows, internships, community service and service learning)</p> <p>Explore electives available in 10th grade and identify options to explore interests and expand strengths/skills</p> <p>Explore programs available at your school where you can earn credentials or certificates during high school</p> <p>Revisit and update your Academic and Career Pathways – consider how your interests and strengths may influence your long-term goals and how you can begin preparing now for your career goals by completing related education requirements.</p>	<p>Provide students with access to purposeful career exploration activities;</p> <p>Field trips to area businesses that represent in-demand career fields</p> <p>Career speakers and presentations by area professionals</p> <p>Career mentorships and school partnerships with business and industry</p> <p>Job shadows with expectations for students to identify linkages between their own learning and the workplace</p> <p>Internships (paid or unpaid) to gain work experience and workplace skills</p> <p>Community service and service learning where students have an opportunity to lead, organize and facilitate meaningful projects</p> <p>Advise students as to their strengths/skills survey results, regarding any changes to their learning styles and career interests and continue to help them make linkages between their learning and future career options</p> <p>Advise students on choosing electives and other programs that will support them with exploring their interests– pay special focus on graduation requirements and the three pathway options for earning a high school diploma</p> <p>Include embedded Career Connections Learning Strategies across all content area courses for students to continue exploring and planning (i.e., English language arts: career research paper on their career pathway of interest)</p>	<p>OhioMeansJobs K-12</p> <p>High school course and program offerings</p> <p>High school graduation requirements and pathways to earning a diploma</p> <p>Academic and Career Pathways</p>

Grade 10

Tools and Assessments	Student Activities	School Activities	Resources
<p>Career Profile</p> <p>Academic and Career Pathways</p> <p>End-of-Course Exams</p> <p>Online practice tests and test prep courses (i.e., PLAN/ACT, PSAT/SAT, WorkKeys, ASVAB)</p>	<p>Revisit your OhioMeansJobs K-12 account to update your information and continue planning</p> <p>Research college admissions criteria (i.e., G.P.A., entrance exam scores, essay, interview)</p> <p>Complete Career Profile to explore the relationship between personality and career interests</p> <p>Explore electives available in 11th grade and identify options to explore interests and expand strengths/skills</p> <p>Document your reflection of career exploration activities completed (i.e., field trips, career speakers, job shadows, internships, community service and service learning)</p> <p>Begin an initial draft of your résumé and cover letter using the information you documented (i.e., contact information, education and training, experiences). You can use this later to update and submit for a job, college or scholarship.</p> <p>Explore programs available at your school where you can earn credentials or certificates during high school</p> <p>Revisit and update your Academic and Career Pathways – consider how your interests and strengths may influence your long-term goals and how you can begin preparing now for your career goals by completing related education requirements.</p>	<p>Provide students with access to purposeful career exploration activities;</p> <p>Field trips to area businesses that represent in-demand career fields</p> <p>Career speakers and presentations by area professionals</p> <p>Career mentorships and school partnerships with business and industry</p> <p>Job shadows with expectations for students to identify linkages between their own learning and the workplace</p> <p>Internships (paid or unpaid) to gain work experience and workplace skills</p> <p>Community service and service learning where students have an opportunity to lead, organize and facilitate meaningful projects</p> <p>Provide students with resources and access to online practice tests and test prep courses (i.e., PLAN/ACT, PSAT/SAT, WorkKeys, ASVAB)</p> <p>Advise students as to their assessment results regarding any changes to their learning styles and career interests and continue to help them make linkages between their learning and future career options</p> <p>Advise students on choosing electives and other programs that will support them with exploring their interests– pay special focus on graduation requirements and the three pathway options for earning a high school diploma</p> <p>Include embedded Career Connections Learning Strategies across all content area courses for students to continue exploring and planning (i.e., Mathematics: creating and using algebraic equations to predict the cost of college and compare total costs across colleges)</p>	<p>OhioMeansJobs K-12</p> <p>High school course and program offerings</p> <p>High school graduation requirements and pathways to earning a diploma</p> <p>Academic and Career Pathways</p> <p>act.org</p> <p>collegeboard.com</p>

Grade 11

Tools and Assessments	Student Activities	School Activities	Resources
Career Profile Scholarship Search	Revisit your OhioMeansJobs K-12 account to update your information and continue planning	Provide students with access to purposeful career exploration activities;	OhioMeansJobs K-12
College and Postsecondary Education and Training Search	Connect college search and majors to career interests; schedule college visits to tour campuses, meet with admissions and talk with financial aid advisors	Field trips to area business that represent in-demand career fields Career speakers/presentations by area professionals	High school course and program offerings High school graduation requirements and pathways to earning a diploma
Work Importance Locator		Career mentorships and school partnerships with business and industry	
Academic and Career Pathways	Construct a college and career comparison chart to evaluate your options and begin to make choices for your plans after high school	Job shadows with expectations for students to identify linkages to their own learning and the workplace	Academic and Career Pathways
End-of-Course Exams		Internships (paid or unpaid) to gain work experience and workplace skills	act.org
Online practice tests and test prep courses (i.e., PLAN/ACT, PSAT/SAT, WorkKeys, ASVAB)	Update the draft of your résumé and cover letter with any new experiences or accomplishments Create a Venn diagram and synthesize your Work Importance Locator results with your strengths/skills and interests to guide your career pathway goals Document your reflection of career exploration activities completed (i.e., field trips, career speakers, job shadows, internships, community service and service learning, college visit, college and career fairs) Explore electives available in 12th grade and identify options to explore interests and expand strengths/skills Explore programs available at your school where you can earn credentials or certificates during high school	Community service and service learning where students have an opportunity to lead, organize and facilitate meaningful projects College and career fairs to begin evaluating options and college visits to inform decisions and meet with admissions and financial aid advisors Advise students on options to finance their postsecondary education (i.e., grants, loans, scholarships), resources needed to apply to college, military and work, and other supports necessary for their plans after high school Provide students with resources and access to online practice tests and test prep courses (i.e., PLAN/ACT, PSAT/SAT, WorkKeys, ASVAB) Advise students as to their Work Importance Locator and applicable college and career assessment results, regarding any changes to their learning styles and career interests and continue to help them make linkages between their learning and future career options Advise students on senior electives and programs offered where they may earn credentials, certificates or college credit Include embedded Career Connections Learning Strategies across all content area courses for students to continue exploring and planning (i.e., Social studies: career interviews where students research careers and related education and training requirements, wage and outlook data for various career pathways)	collegeboard.com

Grade 12

Tools and Assessments	Student Activities	School Activities	Resources
Learning Style Survey*	Revisit your OhioMeansJobs K-12 account to update your information and continue planning	Provide students with access to purposeful career exploration activities;	OhioMeansJobs K-12
Career Profile		Field trips to area businesses that represent in-demand career fields	High school course and program offerings
FAFSA	Complete applications and submit essay and career narrative as required for your plans after high school – remember to request recommendations and transcripts	Career speakers and presentations by area professionals	High school graduation requirements and pathways to earning a diploma
Applications (work, college, military, scholarship, financial aid, etc.)		Career mentorships and school partnerships with business and industry	Academic and Career Pathways
Work Importance Locator	Document reflection of career exploration activities (i.e., field trips, career speakers, job shadows, internships, community service and service learning, college visits, college and career fairs)	Job shadows with expectations for students to identify linkages to their own learning and the workplace	act.org
Academic and Career Pathways		Internships (paid or unpaid) to gain work experience and workplace skills	collegeboard.com
End-of-Course Exams		Community service and service learning where students have an opportunity to lead, organize and facilitate meaningful projects	fafsa.org
Online practice tests and test prep courses (i.e., PLAN/ACT, PSAT/SAT, WorkKeys, ASVAB, ACCULACER, COMPASS)	Update the draft of your résumé	College and career fairs to begin evaluating options and college visits to inform decisions and meet with admissions and financial aid advisors	
	Compile a career portfolio that includes the documentation collected throughout high school, exemplar works, essays, your résumé and other components necessary to support your plans after high school	Advise students on options to finance their postsecondary education (i.e., grants, loans, scholarships), resources needed to apply to college, military and work, and other supports necessary for their plans after high school	
		Provide students with resources and access to online practice tests and test prep courses (i.e., PLAN/ACT, PSAT/SAT, WorkKeys, ASVAB)	
		Advise students as to their Work Importance Locator and applicable college or career assessment results regarding any changes to their learning style and career interests and continue to help them make linkages between their learning and future career options	
		Include embedded Career Connections Learning Strategies across all content area courses for students to continue exploring and planning (i.e., Science: using problem-based learning, students will explore implications of a power outage on a community and identify the organizations and jobs necessary to restore power and resolve the issues)	

***Additional Resources:**

OhioMeansJobs K-12

Assessment and Training Center, online practice tests and test prep resources

Career Cluster Inventory, career interest survey

Career Profile, career interest survey

<http://www.educationplanner.org/students/self-assessments/index.shtml>

Learning style survey

Study habit survey

<http://www.vark-learn.com/english/page.asp?p=younger>

Learning style survey

<http://www.vocopher.com/>

Career development assessment and survey tools

<http://www.careertech.org/student-interest-survey>

Career interest survey

<http://www.onetcenter.org/tools.html>

O*NET Ability Profiler

O*NET Interest Profiler

O*NET Computerized Interest Profiler

O*NET Interest Profiler Short Form

O*NET Work Importance Locator

O*NET Work Importance Profiler

<http://www.asvabprogram.com/>

ASVAB information for teachers and counselors

Contact Information

First and Last Name _____

Home Address _____

Phone _____

Email _____

Graduation Year _____

Education and Training History

Name of School	City and State
Elementary School(s)	
Middle Schools(s)	

High School(s) and/or Career-Technical Center(s)	
Technical Schools, Colleges and/or Universities	

The Student Success Plan is one component of the career development process and will assist you in planning for your future. This is a working document that will change as you complete career exploration activities and learn more about your interests, skills and values.

Required:

- Contact information
- Career Pathway goals
- Academic Pathway Plan
- Assessment record
- Career-ready skills
- Career exploration activities
- Planning checklist

Recommended:

- Résumé and cover letter
- Letters of recommendation
- Career narrative
- Record of awards earned
- Academic and career-related classroom work
- Career-technical education competency test results, credentials and certificates earned (if applicable)
- College and postsecondary admission test results and transcribed credit earned in high school (if applicable)
- Individual Transition Plan (ITP, if applicable)
- Other items deemed appropriate

Supports (Who will Support me in this Process?)

Name	Relationship

Name	Relationship

Additional Supports (Check all that apply.)

Additional Support	Date of Most Recent Version
504 Education Plan	
Individualized Education Plan (IEP)	
Response to Intervention Plan (RTI)	
English Language Learner	
Other:	
Other:	

Additional Support	Date of Most Recent Version

Career Pathway Organizer

Circle one: Grade 6 7 8 9 10 11 12

Begin your career planning by responding to the statements below. Since your career goals may change over time, you should revisit and update this form each year. This document is a tool to help you identify career and educational goals. It will not guarantee employment in a specific job and allows you to change your mind as you learn about various career fields and jobs. After you complete this form, go on to the Academic Pathway Plan to map your courses from grades 8-12.

After high school, I plan to:

- ☐ Work full time
- ☐ Work part time and attend school
- ☐ Attend a two- or four-year postsecondary institution full time
- ☐ Attend technical school full time
- ☐ Enter the military as a career

1) What is your career goal(s)?

2) What interests, skills and knowledge support your career goals?

3) What courses do you plan to take in high school to reach your goal(s)?

4) What do you plan to do after high school to reach your goal(s)?

5) What activities and skill training will you need to learn outside of school to reach your career goal(s)?

6) What degree, certification, licensure or specialized training will you need for your chosen career?

7) Has your career goal(s) changed since last year?

8) What other career goals(s) and educational plans have you considered as a second choice?

Approval of Student Success Plan:

Student Signature

Date

Parent/Guardian Signature

Date

Teacher/Counselor Signature

Date

Academic Pathway Plan

Begin your course planning by identifying your chosen career cluster. You should review your courses annually and make changes and updates as needed. This form will help you decide on the most appropriate educational options to help you reach your career pathway goals. You should use your school's course catalog to determine which courses are offered by your school and career-technical center. Be sure to talk with your parent/guardian and teacher/school counselor to help you make final decisions.

Career Pathway Goal:

Secondary		English Language Arts	Mathematics	Science	Social Studies	Health/P.E.	Career Tech	Other Requirement/ Elective	Other Requirement/ Elective
	7								
	8								
	9								
	10								
	11								
	12								

Post-Secondary	Year 1								
	1st Semester								
	Year 1								
	2nd Semester								

	Year 2 1st Semester								
	Year 2 2nd Semester								

Programs, experiences and activities to support my academic and career goals:

Additional interventions or assistance I need to for my future success:

Assessment Record

A record of the assessments that you have taken is an important tool to use to guide you on your career path. Record the results of tests and assessments that you have taken in the appropriate areas. Identify the date taken, assessment tool and your results with appropriate comments.

Achievement Assessments	Career Interests	Career Skills and Values	Other
College and Career Ready Exams	Date_____	Date_____	Date_____
ACT/SAT	Tool_____	Tool_____	Tool_____
WorkKeys/ASVAB_____	Results_____	Results_____	Results_____
Comments_____	Comments_____	Comments_____	Comments_____

End-of-Course Exams	Date_____	Date_____	Date_____
ELA _____	Tool_____	Tool_____	Tool_____
ELA _____	Results_____	Results_____	Results_____
Math_____	Comments_____	Comments_____	Comments_____
Math_____			
Science _____	Date_____	Date_____	Date_____
Science _____	Tool_____	Tool_____	Tool_____
Social Studies_____	Results_____	Results_____	Results_____
	Comments_____	Comments_____	Comments_____
Comments_____			

Career Readiness Skills

Listed below is an example of the skills necessary for workplace success. Use this worksheet to describe your abilities to perform skills. As you demonstrate specific skills, write a brief description in the appropriate space. Note: your school may have additional skill requirements for career readiness. Check with your teachers and school counselors before completing this worksheet.

Drug Free: The student commits to being drug-free.

Reliability: The student has integrity and responsibility in professional settings.

Work Ethic: The student has effective work habits, personal accountability, and a determination to succeed.

Punctuality: The student arrives to commitments on time and ready to contribute.

Discipline: The student abides by guidelines, demonstrates self-control and stays on task.

Teamwork/Collaboration: The student builds collaborative relationships with others and can work as part of a team.

Professionalism: The student demonstrates honesty. He or she dresses and acts appropriately and responsibly. He or she learns from mistakes.

Career Readiness Skills - Continued

Learning Agility: The student desires to continuously learn new information and skills.

Critical Thinking/Problem Solving: The student exercises strong decision-making skills, analyzes issues effectively and thinks creatively to overcome problems.

Oral and Written Communication: The student articulates thoughts and ideas clearly and effectively in written and oral forms.

Digital Technology: The student has an in-depth understanding of emerging technology and leverages technology to solve problems, complete tasks and accomplish goals.

Global/Intercultural Fluency: The student values, respects and learns from diverse groups of people.

Leadership: The student leverages the strengths of others to achieve common goals. He or she coaches and motivates peers and can prioritize and delegate work.

Creativity/Innovation: The student is original and inventive. He or she communicates new ideas to others, drawing on knowledge from different fields to find solutions.

Career Management: The student is a self-advocate. He or she articulates strengths, knowledge and experiences relevant to success in a job or postsecondary education.

Career Exploration Activities

Use this activity to record experiences that relate to your career goal or to identify those experiences you would like to have. As you write a brief description in the appropriate space, indicate whether it is a goal or an actual experience. You may include longer reports of your actual experiences separately in your Student Success Plan.

Exploration: Research, Workplace Visit with Interview, Job Shadowing, etc.

Career Mentorship

Internship/Co-Op/Pre-Apprenticeship

Community Service and Service Learning

Work Experience (paid or unpaid)

Career-Technical Education, College Credit Plus, Competency-Based Education, etc.

Additional Comments

Additional Learning Activities

Advanced Placement Courses			
Course Title	Semester/Year	Grade Earned	AP Exam Score
Dual Credit Courses			
Course Title	Semester/Year	Grade Earned	College Credit Earned
School Activities, Organizations, and Independent Projects			
Description	Role/Contributions	Dates	

Potential References

Reference Name	Title/Role	Phone and/or Email Address

Awards and Recognitions

Award Title	Awarded By	In Recognition of	Award Date

Postsecondary Education and Training Transitions

College Application Activities					
ACT	Composite	English	Math	Reading	Science
Date:					
Date:					
SAT	Writing: Score / %	Math: Score / %	Critical Reading: Score / %		
Date:					
SAT Subject	Subject:		Subject:		
	Score:		Score:		
FAFSA PIN	Date Applied:				
FAFSA	Date Submitted:				
Postsecondary Applications					
College/Institution 1	Date Visited:	<input type="checkbox"/> Transcript Submitted	Application Deadline:		
		<input type="checkbox"/> Test Scores Submitted	Date Applied:		
		<input type="checkbox"/> FAFSA Sent	Date Sent:		
College/Institution 2	Date Visited:	<input type="checkbox"/> Transcript Submitted	Application Deadline:		
		<input type="checkbox"/> Test Scores Submitted	Date Applied:		
		<input type="checkbox"/> FAFSA Sent	Date Sent:		
College/Institution 3	Date Visited:	<input type="checkbox"/> Transcript Submitted	Application Deadline:		
		<input type="checkbox"/> Test Scores Submitted	Date Applied:		
		<input type="checkbox"/> FAFSA Sent	Date Sent:		
College/Institution 4	Date Visited:	<input type="checkbox"/> Transcript Submitted	Application Deadline:		
		<input type="checkbox"/> Test Scores Submitted	Date Applied:		
		<input type="checkbox"/> FAFSA Sent	Date Sent:		

Scholarships					
Title	Amount	Date Due	Date Applied	Renewable Yes or No	Status

Postsecondary Enrollment		
College/Institution:	<input type="checkbox"/> Deposit/Enrollment Submitted	Start Date:

Military Transitions

Preparation for Armed Services	
Entrance Requirements	Preferred Branch
Physical Exam	<input type="checkbox"/> Scheduled <input type="checkbox"/> Completed
ASVAB	<input type="checkbox"/> Completed Score:
Entrance Requirement:	<input type="checkbox"/> Requirement Met
Entrance Requirement:	<input type="checkbox"/> Requirement Met
Recruiter Information	
Name:	Phone:
Branch:	Email:
Name:	Phone:
Branch:	Email:

Workforce Transitions

Job Search Activities			
<input type="checkbox"/> Resume Completed	<input type="checkbox"/> Mock Interview Completed		
<input type="checkbox"/> Resume Reviewed	<input type="checkbox"/> Cover Letter Completed		
<input type="checkbox"/> Resume Revised			
Job Search Activities			
Job Title	Company	<input type="checkbox"/> Application Filed	<input type="checkbox"/> Resume and Cover Letter Sent
Job Title	Company	<input type="checkbox"/> Application Filed	<input type="checkbox"/> Resume and Cover Letter Sent
Job Title	Company	<input type="checkbox"/> Application Filed	<input type="checkbox"/> Resume and Cover Letter Sent
Job Title	Company	<input type="checkbox"/> Application Filed	<input type="checkbox"/> Resume and Cover Letter Sent
Job Title	Company	<input type="checkbox"/> Application Filed	<input type="checkbox"/> Resume and Cover Letter Sent

Planning Checklist

Use this checklist to help ensure that you have gained the knowledge, information and skills necessary to develop and maintain your education plans and career goals. When you demonstrate specific skills, you will check the box next to them. Keep this form in your Student Success Plan so that you can update your skills each year. Provide comments, as appropriate, to document your understanding.

-
- ☐ I have updated (and changed, if needed) my Student Success Plan (6__); (7__); (8__); (9__); (10 __); (11 __); (12 __).

Comments:

- ☐ I know and can describe my interests and work traits.

Comments:

- ☐ I know and can describe my academic strengths.

Comments:

- ☐ I know how to locate and use career information resources.

Comments:

- ☐ I understand Ohio's 16 career clusters.

Comments:

- ☐ I can describe the educational options available to me.

Comments:

- ☐ I know the high school graduation requirements.

Comments:

- ☐ I know the educational requirements to reach my chosen career goal.

Comments:

- ☐ I understand labor market trends for my chosen career goals.

Comments:

- ☐ I have discussed my current educational plans and career goals with my parent/guardian and counselor/teacher.

Comments:

- ☐ I can locate and identify local job opportunities.

Comments:

- ☐ I can identify nontraditional career options.

Comments:

- ☐ I know how to navigate and complete applications.

Comments:

- ☐ I have discussed my plans for after high school with my parent/guardian and counselor/teacher.

Comments:

- ☐ I have taken action on my plans for after high school.

Comments:

Gifted Education and Identification

The Governing Board is not obligated under Ohio law to provide the services in the following policy. It may elect, at its discretion, to engage in the identification of gifted students and serve them consistent with the law. If the Governing Board does not intend to identify and serve gifted students, omit Policy No. **3690**.

The Governing Board shall ensure that procedures are established to identify all gifted students. The School follows the identification eligibility criteria as specified in Section 3324.03 of the Ohio Revised Code and the Operating Standards for Identifying and Serving Gifted Students as specified in the School Plan.

"Gifted" students perform or show potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience, or environment. Annually, children who are gifted are identified by professionally qualified persons using a variety of assessment procedures. The Board encourages efforts to provide services for the children who are gifted as an integral part of the total kindergarten through grade 12 program. All educational programs for gifted children must follow all minimum standards required for their grade level.

The Chief Academic Officer shall identify children in the grades served by the School who may be gifted in one (1) or more of the following areas:

- A. Superior Cognitive Ability
- B. Specific Academic Ability in one (1) or more of the following content areas:
 - a. Mathematics
 - b. Science
 - c. Reading, writing, or a combination of these skills
 - d. Social studies
- C. Creative Thinking Ability
- D. Visual or Performing Arts Ability such as drawing, painting, sculpting, music, dance, and drama.

A student shall demonstrate Superior Cognitive Ability if within the preceding 24 months, the student in question either:

- A. Scored two standard deviations above the mean (minus the standard error of measurement) on an approved individual intelligence test administered by a licensed or certified school psychologist or licensed psychologist; or
- B. Accomplished any one of the following:
 - a. Scored at least two standard deviations above the mean, minus the standard error of measurement, on an approved standardized group intelligence test;
 - b. Performed at or above the ninety-fifth percentile on an approved individual or group standardized basic or composite battery of a nationally normed achievement test; or

Adopted August 30, 2021

- c. Attained an approved score on one or more above grade-level standardized, nationally normed approved tests.

A student shall demonstrate Superior Academic Ability superior to that of students of similar age in a specific academic ability field if, within the preceding 24 months, a student performed at or above the ninety-fifth percentile at the national level on an approved individual or group standardized achievement test of specific academic ability in that field. A student may be identified as gifted in more than one specific academic ability field.

A student shall demonstrate Creative Thinking Ability superior to a student of a similar age, if within the previous twenty-four months, the student scored one standard deviation above the mean, minus the standard error of measurement, on an approved individual or group intelligence test and also did either of the following:

- A. Attained a sufficient score, as established by the department of education, on an approved individual or group test of creative ability; or
- B. Exhibited sufficient performance, as established by the department of education, on an approved checklist by a trained individual of creative behaviors.

A student shall demonstrate "Visual or Performing Arts Ability" superior to that of students of similar age if the student has done both of the following:

- A. Demonstrated to a trained individual through a display of work, an audition, or other performance or exhibition, superior ability in a visual or performing arts area; and
- B. Exhibited to a trained individual sufficient performance, as established by the department of education, on an approved checklist of behaviors related to a specific arts area.

After any initial gifted identification, a student shall remain identified regardless of subsequent testing or classroom performance.

Only those instruments approved by the Ohio Department of Education shall be used for screening, assessment, and identification of children who are gifted as provided in the Chart of Approved Assessment Instruments for Gifted Screening and Identification.

The School shall ensure that the instruments:

- A. Are administered by a trained individual in conformance with the instructions provided by their publisher;
- B. Have been validated for the specific purpose and populations for which they are used and measure the specific area(s) of gifted ability;
- C. Allow for appropriate screening and identification of minority or disadvantaged students, students with disabilities, and English learners;
- D. Are provided and administered in the student's native language or other mode of communication if English is a barrier to the student's performance or if requested by the parent;

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- E. Are provided and administered using the accommodations in a student's Individualized Education Program or 504 Plan. If these accommodations are not consistent with a test's allowable accommodations, a comparable approved assessment instrument shall be used; and
- F. Are selected and administered so as to best ensure that when a test is administered to a student with a disability or impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the student's disability or impaired sensory, manual or speaking skills.

Scores on Ohio Department of Education approved assessment instruments provided by other school districts and trained personnel outside the School shall be accepted.

The Governing Board shall adopt, and the Chief Academic Officer shall submit to the Ohio Department of Education a plan for the screening, assessment, and identification of children who are gifted. Any revisions to the School plan will be submitted to the Ohio Department of Education for approval. The identification plan shall include the following:

- A. A description of the assessment instruments from the list approved by the department that the School will use to screen and identify students who are gifted;
- B. The provision of at least two whole grade screening opportunities as follows:
 - a. For (1) superior cognitive ability, (2) specific academic ability in the areas of (a) mathematics and (b) reading, writing or a combination of these skills, and (3) creative thinking ability for all students once prior to the end of grade two.
 - b. For (1) superior cognitive ability, (2) specific academic ability in the areas of (a) mathematics and (b) reading, writing or a combination of these skills, and (3) creative thinking ability for all students once after the completion of grade two but prior to the end of grade six.
- C. Acceptable scheduling procedures for screening and for administering assessment instruments for identifying students who are gifted. These procedures shall provide:
 - a. In the case of students who have requested assessment or who have been recommended for assessment by teachers, parents, or other students, at least two opportunities a year for assessment regardless of the grade levels where gifted services are offered. A student's initial assessment shall be completed within ninety days of referral;
 - b. Assurance of inclusion in screening and assessment procedures for minority and disadvantaged students, students with disabilities, and English learners; and
 - c. Assurance that any student transferring into the School will be assessed within ninety days of the transfer at the request of a parent;
- D. Procedures for notification of parents within thirty days of the School's receipt of a student's results on any screening procedure or assessment instrument; and
- E. The provision of an opportunity for parents to appeal any decision about the results of any screening procedure or assessment, the scheduling of students for assessment, or the placement of a student in any program or for receipt of services.
- F. A copy of the School's policy for screening and identification of gifted students which is distributed to parents.

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The School's plan may provide for contracting with any qualified public or private service provider for screening or assessment services under the plan.

The Chief Academic Officer shall:

- A. ensure equal opportunity for all children identified as gifted to receive any or all services offered by the School;
- B. implement a procedure for withdrawal of children from School services and for reassessment of children;
- C. implement a procedure for resolving disputes with regard to identification and placement decisions;
- D. inform parents of the contents of this policy as required by R.C. 3324.06;
- E. submit, as required, an annual report to the Ohio Department of Education.

Placement procedures for School services shall be in conformance with the School's written criteria for determining eligibility for placement in those services.

- A. Written criteria for determining eligibility for placement in a gifted service shall be provided to any parent, School educator, or the Ohio Department of Education upon request.
- B. Written criteria provided by the School shall include an explanation of the methods used to ensure equal access to each gifted service for all eligible School students, including minority or disadvantaged students, students with disabilities, and students for whom English is a second language. These written criteria shall not unduly restrict access to services.
- C. Services which students receive shall be consistent with their area(s) of identification and shall be differentiated to meet their needs.
- D. Subjective criteria such as teacher recommendations shall not be used to exclude a student from service in the superior cognitive and specific academic areas who would otherwise be eligible.
- E. All School students who meet the written criteria for a gifted service shall be provided an equal opportunity to receive that service.

The Chief Academic Officer shall implement all policies and procedures in accordance with laws, rules and regulations, and follow the Operating Standards for Identifying and Serving Gifted Students.

The Chief Academic Officer shall develop a plan for the service of gifted students enrolled in the School identified under this policy. Services specified in the plan may include such options as the following:

- A. a differentiated instruction from the standard curriculum for that course in depth, breadth, complexity, pace, and/or where content is above-grade level
- B. cluster groupings
- C. mentorships/internships

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- D. whole grade acceleration (see Policy No. **3560**)
- E. subject acceleration (see Policy No. **3560**)
- F. early entrance (see Policy No. **3512**)
- G. early high school graduation (see Policy Nos. **3550, 3560**)
- H. dual enrollment options including, but not limited to, college credit plus program (see Policy No. **3670**)
- I. advanced placement
- J. honors classes
- K. magnet schools
- L. international baccalaureate courses
- M. self-contained classrooms
- N. resource rooms
- O. independent study/educational options
- P. advanced online courses and programs
- Q. other options identified in the rules of the Ohio Department of Education.

A Written Education Plan (WEP) will guide the gifted services based on the student's area(s) of identification and individual needs and shall be developed in collaboration with an educator who holds licensure or endorsement in gifted education. The Written Education Plan shall:

- A. provide a description of the services to be provided, including both goals (including measurable academic goals) and methods and performance measures for evaluating progress;
- B. methods and schedule for reporting progress to students and parents;
- C. specify staff members responsible for providing that specific services are delivered;
- D. implement a procedure for resolving disputes with regard to identification and placement decisions;
- E. specify policies regarding the waiver of assignments and the scheduling of tests missed while participating in any gifted services provided outside the general classroom if different from the School policy detailed below;
- F. specify a date by which the WEP will be reviewed for possible revision.

The WEP shall be provided to parents, the collaborating educator and all educators responsible for providing gifted education services to the student. The School shall attempt in writing to obtain a parent or guardian signature on the WEP. Students shall not be denied services due to the lack of a parent or guardian signature.

For each student identified as gifted who is not provided gifted services the School shall disseminate to parents or guardians a no services letter which clearly communicates that the student is not receiving gifted services.

The School shall provide parents with periodic reports regarding the student's progress toward meeting goals and the effectiveness of the services provided in accordance with the WEP.

Students participating in gifted services provided outside the general education classroom will generally be exempted from routine class work (worksheets, homework, etc.) assigned during

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absences from the regular classroom due to participation in the gifted services. Students are to turn in work due the day of absence and make arrangements to make up missed tests. Special class work (projects, book reports, etc.) assigned during the student's absence are to be completed. Exceptions to this policy will be detailed in the student's Written Education Plan.

All personnel providing gifted services shall be provided with appropriate space and sufficient time for designing their work, evaluating student progress, conferencing, and planning. These personnel shall meet the following qualifications:

A gifted intervention specialist must:

- A. Hold licensure or endorsement in gifted education; and
- B. Participate in ongoing professional development related to gifted education as documented on the Individual Professional Development Plan (IPDP) or other methods as determined by the department.

A general education teacher who is designated as the provider of gifted services shall:

- A. Receive specialized training in gifted education as documented and monitored by the School on the teacher's Individual Professional Development Plan (IPDP) or other methods as determined by the department in order to meet the following competencies:
 - a. The ability to differentiate instruction based on a student's readiness, knowledge and skill level, including using accelerated content, complexity, depth, challenge, creativity and abstractness;
 - b. The ability to select, adapt, or create a variety of differentiated curricula that incorporate advanced, conceptually challenging, in-depth, distinctive and complex content;
 - c. The ability to provide an extension or replacement of the general education curricula, to modify the learning process through strategies such as curriculum compacting, and to select alternative assignments and projects based on individual student needs
 - d. The ability to understand the social and emotional needs of students who are gifted and to address the impact of those needs on student learning;
 - e. The ability to recognize and respond to characteristics and needs of students from traditionally underrepresented populations who are gifted and create safe and culturally responsive learning environments;
 - f. The ability to use data from a variety of sources to measure and monitor the growth of students who are gifted;
 - g. The ability to select, use, and interpret technically sound formal and informal assessments for the purpose of academic decision making; and
 - h. The ability to participate in the development of the WEP.
- B. Participate in ongoing professional development related to gifted education as documented on the Individual Professional Development Plan (IPDP), or other methods as determined by the department, from an educator who holds licensure or endorsement in gifted education, a graduate degree in gifted education, or is a state or national presenter in gifted

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education. Professional development covering the competencies listed in (D)(8)(b)(i)(a) – (h) must include at least 30 clock hours during the first year, at least 30 clock hours during the second year, and additional clock hours each year thereafter as determined by the School. Any documented clock hours earned in the 24 months prior to the adoption of this rule shall count toward this requirement; and

- C. Receive ongoing support in curriculum development and instruction from an educator who holds licensure or endorsement in gifted education.

A coordinator of gifted education services shall:

- A. Demonstrate evidence of at least three years successful teaching experience;
- B. Hold Ohio administrative specialist license, if the coordinator is to supervise teachers;
- C. Hold licensure or endorsement in gifted education; and
- D. Participate in ongoing professional development related to gifted education as documented on the Individual Professional Development Plan (IPDP) or other methods as determined by the department.

Coordinators of gifted education shall provide the following services for school districts:

- A. Assist in the identification of students who are gifted;
- B. Assist in the placement of students who are gifted in appropriate educational services and settings;
- C. Assist school personnel in the design of gifted education services;
- D. Consult with school personnel regarding gifted education issues in School strategic planning processes and the development of school improvement plans;
- E. Assist school personnel in the on-going evaluation of the effectiveness of gifted education services, including input from parents of students who are gifted;
- F. Consult with school personnel about ways to develop and adapt curriculum, materials, and teaching strategies; and
- G. Assist school personnel in ensuring that documents required in this rule regarding gifted identification procedures and written criteria for placement in gifted services are accurate and accessible to parents and other stakeholders.

The School shall report the amount of funds spent on gifted education using guidelines prescribed by the Department of Education.

Each year the School shall submit data to the department of education specifying:

- A. The number of students in each of grades kindergarten through 12 screened, the number assessed, and the number identified as gifted in each category specified in section 3324.03 of the Revised Code.
- B. The number of students receiving gifted services in conformance with this rule.

The School shall only report to parents and the Ohio Department of Education that a student is receiving gifted education services only if the services are provided in conformance with the Operating Standards for Identifying and Serving Gifted Students.

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R.C. 3301.07(K), 3324.01 - 3324.07, 3315.09, 3317.024(O)
A.C. 3301-51-15

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Individuals with Disabilities

3700

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Rights of Individuals with Disabilities

Consistent with this policy, the School shall comply with all applicable laws regarding the rights of individuals with disabilities. No otherwise qualified person shall, solely by reason of his/her disability, be excluded from participating in, be denied the benefits of or be subject to discrimination under any School sponsored program or activity.

An individual with a disability is defined as a person who: (1) has a physical or mental impairment that substantially limits one or more major life activities, (2) has a record of such an impairment, or (3) is regarded as having such an impairment.

Major life activities are defined to include functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, reading, thinking, communicating, and working.

Program. The School shall make all reasonable efforts to serve the School's special needs children who are eligible for special education and/or related services. As more fully explained in Form No. **3710.1**, Special Education Policies and Procedures, the School shall:

- provide a free appropriate public education to each qualified person with disabilities in need of a special education;
- conduct special education programs in the least restrictive environment and shall be placed in an educational setting with students to the extent appropriate;
- not deny any student, because of his/her disability, from participating in any co-curricular, intramural, or interscholastic activities or any of the services offered; and
- enforce the due process rights of disabled students and their parents.

Employment Practices. No qualified person with a disability shall, on the basis of his/her disability, be subject to discrimination in employment under any of the programs or activities of the School. The School shall take positive steps to employ and advance in employment qualified persons with disabilities. The School shall make all decisions concerning employment in a manner which ensures that discrimination on the basis of disability does not occur and shall not limit, segregate, or classify applicants or employees in any way that adversely affects their opportunities or status. The School shall not participate in a contractual or other relationship that has the effect of subjecting qualified applicants or employees with disabilities to prohibited discrimination. The School shall not use any employment test or other selection criterion that screens out or tends to screen out persons with disabilities or any class of persons with disabilities unless the test or selection criterion is job-related for the position and alternative tests or criteria are not available.

Facilities. Consistent with all applicable laws, the School shall provide barrier free access to School or provide an alternative means of providing service so that no individual with a disability is excluded from participating in the School program solely because of the individual's disability.

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Disseminating this Policy

To ensure compliance with the School's policies regarding individuals with disabilities, the School shall post a statement pertaining to regarding the School's position on non-discrimination in the School and published in any school statement pertaining to employment positions

Federal: 42 U.S.C. 1210, et seq.

Cross Reference: Form No. **3710.1**, Special Education Policies & Procedures; Policy No. **3720**, Section 504 of the Rehabilitation Action of 1973; Policy No. **3730**, Alternate State Assessments for Students with Disabilities; Policy No. **3740**, Child Find Responsibilities.

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Special Education Policies & Procedures

The School is committed to providing a free appropriate public education (FAPE) to children with disabilities identified in accordance with applicable State and Federal laws, rules, and regulations. The School shall provide students with disabilities the services to which they are entitled pursuant to their individualized education programs (IEPs) and in accordance with the *Operating Standards for Ohio Educational Agencies Serving Children with Disabilities*, (“Ohio Operating Standards”) including Child Find and Evaluation requirements.

In order to satisfy the requirements of the Ohio Operating Standards, the School adopts the Special Education Model Policies and Procedures ("Model Policies") promulgated by the Ohio Department of Education's Office of Exceptional Children (ODE-OEC), which is incorporated by reference into this policy.

While the Model Policies are comprehensive, the School recognizes its obligation to follow all relevant laws and regulations, regardless of whether their provisions are restated in the Model Policies. Copies of the Model Policies shall be available upon request.

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Independent Educational Evaluation

An Independent Educational Evaluation ("IEE") is an evaluation conducted by a qualified examiner who is not an employee of the School. A parent has a right to an IEE at public expense if the parent disagrees with an evaluation that the School conducted.

For purposes of this policy, "evaluation" means the procedures used to determine whether a child has a disability and the nature and extent of the special education and related services the child needs. In the event the School receives a parent request for an IEE, the School must either provide the IEE at public expense pursuant to this policy or request a due process hearing to show that its evaluation is appropriate.

The IEE must meet School criteria for IEEs, which is the same criteria that the School uses when it conducts its own evaluations. If the School requests a due process hearing and the Hearing Officer determines that the School's evaluation is appropriate, the parent still has a right to an IEE, but not at public expense. Parents may only request one publicly funded IEE for each evaluation completed by the School.

Procedure to Obtain an IEE at Public Expense:

1. The parents should submit to the School a written request for an IEE and should include in such request an explanation of their reasons for objecting to the evaluation obtained by the School. However, the School will not deny parents a publicly funded IEE because they fail to provide the School with such a written request or fail to provide reasons for requesting an IEE.
2. If a parent requests an IEE, the School will provide the following information:
 - a. A list of the names and addresses of IEE Examiners located in the area. The list will consist of IEE Examiners who, in the School's judgment, are qualified to perform the evaluation requested by the parents. If a qualified examiner is not located in the area, the School will identify a qualified examiner.
 - b. A description of the School's criteria for selection of IEE Examiners.
3. Minimum Qualifications for IEE Examiners; Evaluation Instruments and Written Reports:
 - a. The School will not pay for an IEE unless the IEE complies with the following criteria or the parents can show unique circumstances that justify a publicly funded IEE that does not meet the criteria.
 - b. The prospective IEE Examiner (the "Examiner") must hold a college degree and appropriate and valid license from the State of Ohio in the field related to the known or suspected disability. The Examiner must have extensive training in evaluation of the area(s) of concern and be able to interpret instructional implications of the evaluation results. In instances where no "applicable license" exists, the evaluator must provide documentation of extensive and recent training and experience related to the known or suspected disability.

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- c. Minimum requirements and maximum fee:
- i. Medical/physical examinations – must be conducted by licensed medical doctor or doctor of osteopathy; up to \$200;
 - ii. General intelligence and achievement evaluations – must be conducted by a psychologist who holds a license from the State of Ohio, Board of Psychology or who holds an Ohio School Psychologist certificate/license from the Ohio Department of Education; up to \$1000;
 - iii. Visual evaluations – must be conducted by an optometrist or ophthalmologist; up to \$200;
 - iv. Audiological evaluations – must be conducted by an audiologist who holds a license from the Ohio Board of Speech Pathology and Audiology; an Ohio special education teacher's certificate/license for audiology from the Ohio Department of Education; and at least a Master's Degree in audiology or its equivalent from an accredited institution; up to \$200;
 - v. Speech and language evaluations – must be conducted by a speech/language pathologist who holds a license from the Ohio Board of Speech Pathology and Audiology and/or an Ohio special education teacher's certificate/license for speech and hearing therapy from the Ohio Department of Education; up to \$200;
 - vi. Physical therapy/ Occupational therapy evaluations – must be conducted by a physical therapist who holds a license from the Ohio Board of Occupational Therapy and Physical Therapy and/or a special education teacher's certificate/license for physical therapy from the Ohio Department of Education; up to \$350;
 - vii. Social/emotional/behavioral assessments – must be conducted by professionals with appropriate certification or licensure in relevant field, such as psychology, psychiatry, counseling or social work; up to \$600
 - viii. Other evaluations must be conducted by qualified professionals as determined by the State and Federal law and regulations and by professionals with the same qualifications as the School uses in its evaluation team reports including, but not limited to, credentials, licenses, certificates, background and educational-related experience (including experience in a public school educational setting).
 - ix. Comprehensive IEE – up to **\$2500**.

*Note: The School shall not be responsible for reimbursement of travel costs or other related costs incurred by the parents in connection with their arrangement of, or their attendance at the IEE, unless the parents can demonstrate that necessary services are not available in the community.

The Examiner must have experience or specialized training to work with children with disabilities.

4. The Examiner must be located within 50 miles of the School and take place in the County in which the School is located. This requirement may be waived or modified in special circumstances when unique diagnostic expertise is warranted, provided the parents demonstrate the necessity of using an evaluator outside the specified geographic area.

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- a. The Examiner may only charge fees for educational evaluation services that, in the sole judgment of the School, are reasonable.
 - b. The Examiner shall have no history of consistent bias against public schools.
5. The evaluation instruments utilized must be age appropriate, current, have acceptable reliability and validity according to professional testing standards, be generally accepted in the field of educational evaluation, be relevant to the educational questions to be addressed by the evaluation, and administered, scored and interpreted in conformance with the publisher's instructions and in accordance with all applicable professional criteria and standards.
 - a. Test must be administered in a way to accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure.
 - b. The Examiner must make at least one thirty minute observation of the child in his/her educational setting. If the child received any services at the School, one observation must be conducted at the school. The observation requirement will be waived for any evaluation that is presented strictly for purposes of clinical diagnosis of a disability.
 - c. The IEE must also include interview of school personnel; a description of the educational history, including a listing of educational interventions and a review and summary of education records.
6. The complete written evaluation results must be delivered directly from the Examiner to the School. Evaluation results that have been redacted or altered or contain incomplete or missing information are not acceptable. The parent must sign a release of their right to confidentiality of information and a release of any privilege regarding information related to the IEE to permit consultation and discussion between School staff and the Examiner with regard to the IEE. The Examiner must also agree to release the assessment and results, including parent and teacher surveys, prior to receipt of payment for services.
 - a. Test interpretations and conclusions stated in the written report must be directly and clearly supported by the data. Recommendations made as a result of the evaluation must be educationally relevant and realistic within an educational setting.
7. The maximum allowable cost for an Examiner will be the average cost per day or per hour for a similarly qualified staff member employed by the School during the current school year, as determined by the Director of Special Education (not to exceed \$400). In the unusual event the Examiner is one not typically employed by the School, such as a medical doctor, psychiatrist, clinical psychologist, or other similar professional, reimbursement of costs will be limited to reasonable and customary charges as determined by the School and its insurance carrier.
8. The School will permit parents to show that unique circumstances justify an IEE that exceeds the maximum allowable cost. If the total cost of the IEE exceeds the maximum allowable costs and if, in the School's sole judgment, there is no justification for the excess cost, the cost of the IEE will be funded up to the School's maximum allowable cost and no further. The parents shall be responsible for any remaining costs.

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Section 504 of the Rehabilitation Act of 1973

Section 504 of the Rehabilitation Act provides that no qualified person with a disability shall, on the basis of the disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity which receives Federal financial assistance. The School shall operate all programs and activities be operated in compliance with Section 504 of the Rehabilitation Act.

For the purposes of this policy, a “qualified” person with a disability” is defined in the following settings as follows:

- *Employment* – a disabled person who, with reasonable accommodation, can perform the essential functions of the job in question.
- *Public preschool, elementary, secondary, or adult educational services* - a disabled person (1) of an age during which nondisabled persons are provided such services, (2) of any age during which it is mandatory under state law to provide such services to disabled persons, or (3) to whom a state is required to provide a free appropriate education under Section 612 of the Education of the Handicapped Act.
- *Vocational Education Services* – a disabled person who meets the academic and technical standards requisite to admission or participation in the School’s education program or activity.
- *Other Services* – a disabled person who meets the essential eligibility requirements for receipt of such services.

For the purposes of this policy, a “person with a disability” or a “disabled person” is defined as any person who (1) has a physical or mental impairment which substantially limits one or more life activities, (2) has a record of such an impairment, or (3) is regarded as having such an impairment.

Individuals may be defined as “handicapped” or a “disabled person” under Section 504 of the Rehabilitation Act of 1973, but d are not “handicapped” or a “disabled person” under the Americans with Disabilities Act.

Employment Practices

Discrimination Prohibited. No qualified person with a disability shall, on the basis of his/her disability, be subject to discrimination in employment under any of the programs or activities of the School. The School shall take positive steps to employ and advance in employment qualified persons with disabilities. The School shall make all decisions concerning employment in a manner which ensures that discrimination on the basis of disability does not occur and shall not limit, segregate, or classify applicants or employees in any way that adversely affects their opportunities or status. The School shall not participate in a contractual or other relationship that has the effect of subjecting qualified handicapped applicants or employees to discrimination prohibited by this subpart.

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Reasonable Accommodations. The School shall make reasonable accommodations to the known physical or mental limitations of an otherwise qualified applicant or employee unless the School can demonstrate that the accommodation would impose an undue hardship on the operation of its program or activity.

Employment Criteria. The School shall not use any employment test or other selection criterion that screens out or tends to screen out persons with disabilities or any class of persons with disabilities unless the test or selection criterion is job-related for the position and alternative tests or criteria are not available.

Pre-employment Inquiries. Pre-employment medical examinations and pre-employment inquiries must be made consistent with Section 504.

Education

Free and Appropriate Education. The School, if it provides an elementary or secondary education program or activity, shall provide a free appropriate education to each qualified person with disabilities and is in the School's jurisdiction, regardless of the nature or severity of the person's disability.

Academic Settings. The School shall educate each qualified person with disabilities in its jurisdiction with persons who do not have disabilities to the maximum extent appropriate to the needs of the person with disabilities. The School shall place a qualified person with disabilities in a regular environment unless it can be demonstrated that a regular environment, with the use of supplementary aids and services, cannot be achieved satisfactorily. Whenever the School places a disabled person in a different setting, the School shall take into account the proximity of the alternate setting to the disabled person's home.

Nonacademic Settings. In regards to providing or arranging to providing nonacademic and extracurricular services and activities, the School shall ensure that persons with disabilities participate with persons without disabilities in such activities and services to the maximum extent appropriate to the needs of the disabled person in question. Such services and activities include, but are not limited to meals, recess, counseling services, physical recreational athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the School, referrals to agencies which provide assistance to persons with disabilities, and employment of students, including both employment by the School and assistance in making available outside employment.

Accessibility

No qualified person with a disability shall, because the School's facilities are inaccessible to or unusable by disabled persons, be denied the benefits of, be excluded from participation in, or otherwise be subjected to discrimination under any applicable program or activity.

To comply with this policy, the School may undertake the following: redesign equipment, reassign classes or other services to accessible buildings, assign aides to beneficiaries, home visits, deliver health; welfare; or other social services at alternate accessible sites, alter existing facilities and construct new facilities in conformance with Section 504, or undertake other methods that result

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in making the School's program or activity accessible to handicapped persons. The School is not required to make structural changes in existing facilities where other methods are effective in achieving compliance. In choosing among available methods for meeting the accessibility requirements, the School shall give priority to those methods that serve disabled persons in the most integrated setting appropriate.

Compliance & Grievance Procedures

Compliance Officer. To ensure compliance with Section 504, the School has designated the Head Administrator as the School's Compliance Officer. As the Compliance Officer, the Head Administrator shall coordinate efforts to comply with Section 504 of the Rehabilitation Act, Title 2 of the Americans with Disabilities Act, and all other regulations.

Grievance Procedure. In compliance with Section 504, the School has adopted a grievance procedure to provide for the prompt and equitable resolution of applicable complaints brought under Section 504. The School shall not retaliate against any complaints or grievances filed. Grievance shall be conducted according to the procedure described below.

- Complaints shall be filed in writing within fifteen (15) days of the alleged conduct. The written complaint must state the alleged discrimination and the facts that surround the conduct. The written complaint shall be filed with the Compliance Officer.
- The Compliance Officer shall investigate the matter. The Compliance Officer shall attempt to First attempt to resolve the complaint informally, The Compliance Officer shall provide a written report of his/her finding ("Findings") to all parties involved. The Finding shall indicate whether a Section 504 Violation occurred.
- The Findings may be appealed in writing to the Governing Authority within ten (10) days of a receipt of the Finding. The Governing Authority may conduct a hearing on the matter. The Governing Authority shall issue a written decision regarding the matter.

Formal complaints may also be made with the U.S. Department of Education's Office for Civil Rights. Formal complaints must be made either within thirty (30) days of the Governing Authority's decision or ninety (90) days of the filing the original complaint.

Disseminating this Policy

The School shall post this policy in the School.

Federal: 29 U.S.C. 701, et seq., 34 C.F.R. Part 104.

Cross Reference: Policy No. **3710**, Rights of Individuals with Disabilities; Form No. **3710.1**, Special Education Policies & Procedures; Policy No. **3740**, Child Find Responsibilities.

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Alternate State Assessments for Students with Disabilities

To the extent possible, students with disabilities shall not be excused from taking a required assessment administered to nondisabled students unless no reasonable accommodation, as described below, can be made to enable the student to take the assessment.

For the purposes of this policy, a “student with disabilities” refers to either a (1) student receiving special education services and an individualized education program (IEP) or (2) has been identified as having a disability pursuant to Section 504 of the Rehabilitation Act.

Whether a student with disabilities shall take state required assessments shall be determined by the student’s Individual education program (IEP) or 504 plan. A student’s IEP shall state either that:

- the student is excused from taking any particular assessment and is required to participate in an alternate assessment, or
- the student shall take required assessments and will need accommodations.

Alternate Assessments

A student may be excused from taking a particular assessment and may participate in an alternate assessment if all five (5) of the following are met:

1. Either of the following apply:
 - a. A student with disabilities is completing a curriculum that is modified substantially in form and/or substance by the IEP from the general education curriculum.
 - b. A student with disabilities is completing the regular curriculum, but the student has a disability that presents unique and significant challenges such that the student’s IEP provides for accommodations in classroom and district wide tests that do not meet the accommodation criteria stated below.
2. The student has a significant cognitive disability.
3. The student requires instruction focused on the application of state standards through essential life skills
4. The student requires instruction at multiple levels below age or grade level.
5. The student with disabilities is unlikely to provide valid and reliable measures of proficiency in content areas in a standardized assessment with accommodations that meet the criteria described below

When a student is excused from an assessment, the excuse shall be documented in writing in the student’s IEP or 504 Plan. The writing shall provide for an alternate assessment, describe benchmark or short-term objectives, and provide reasons for not taking the assessment, including a statement of why the child cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the student.

No student with disabilities who is excused from taking an assessment shall be prohibited from taking that assessment. If the student takes and meets the proficient level of performance may be credited on the student’s transcript with meeting the required performance standard, provided the accommodations made are consistent with those stated below.

Adopted August 30, 2021

Accommodations for an Assessment

A student with disabilities may be required to take an assessment but may be granted accommodations in taking the assessment. Accommodations must be made in accordance with the following:

- the accommodation is specified in a student with disabilities' IEP/504 Plan and is provided for classroom and school-wide assessments;
- the accommodation does not change the content or the structure of an assessment;
- the accommodation does not change what type of knowledge or skill that an assessment is intended to measure; and
- the accommodation does not change or enhance a student's response as to what type of knowledge or skill is intended to be assessed, but it facilitates how the response is provided or accessed.

Graduation Requirements

Any student with disabilities who otherwise has completed an IEP program but has not received a diploma because the student has not passed any required assessment, may take any assessment required for graduation anytime it is administered in any School.

Reporting Pass Rates

Statewide assessment pass rates used to determine the School's performance shall include, to the maximum extent allowed by state and federal law, all those who take assessments without any accommodation; those who take assessments with approved accommodations; and those who are excused but instead take an alternate assessment.

Interpreting this Policy

This policy should be interpreted in conjunction with the Form No. **3730.1**, Alternate Assessment for Students with Cognitive Disabilities Manual.

Ohio: R.C. 3323.011, 3301.0711, O.A.C. 3301-13-03.

Cross Reference: Policy No. **3531**, State Assessments and Support; Policy No. **3540**, Promotion and Retention of Students; Policy No. **3550**, Core Curriculum Requirements.

Adopted August 30, 2021

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Alternate Assessments for Students with Cognitive Disabilities Manual

The School has adopted the most recent Manual developed by the Ohio Department of Education.

The Manual may be accessed at:

<https://oh-alt.portal.airast.org/core/fileparse.php/3153/urlt/SP18-AASCD-Test-Coordinators-Manual.pdf>

Adopted August 30, 2021

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Child Find Responsibilities

As required by Ohio law, the School shall adopt and implement written policies and procedures that ensure all children with disabilities residing within the district, including children with disabilities, regardless of their situations, who are in need of special education and related services are identified, located, and evaluated as required by Federal Law. The School's policies and procedures shall be approved by the Ohio Department of Education.

For the purposes of this policy, "child(ren) with disabilities" is defined to include a child with a cognitive disability, hearing impairment, autism, traumatic brain injury, other health impairment, specific learning disability, deaf-blindness, or multiple disabilities.

This policy extends to students who are:

- advancing from grade to grade;
- enrolled in a private school;
- highly mobile; and
- are home-schooled.

To meet the requirement of an effective and practical system for identifying and assuring that all children within the local school district are receiving special education and related services are accurately accounted for, the School shall publish a Child Find Notice in a newspaper of general circulation in the School's geographic area. A model Child Find Notice may be found in Form No. **3740.1**.

Federal: 34 C.F.R. 300.111.

Ohio: 20 U.S.C. 1412.

Cross Reference: Policy No. **3710**, Rights of Individuals with Disabilities; Form No. **3710.1**, Special Education Policies & Procedures; Policy No. **3720**, Section 504 of the Rehabilitation Act of 1973; Form No. **3740.1**, Child Find Notice.

Adopted August 30, 2021

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Child Find Notice

CHILD FIND NOTICE COSHOCTON OPPORTUNITY SCHOOL, by law, is required to identify, locate, and evaluate all children in the School's geographic area that may have disabilities. This notice is one way the School accomplishes this goal. If you have or know a child with disabilities, please contact this school. A child with a disability is defined to include child with a cognitive disability, hearing impairment, autism, traumatic brain injury, other health impairment, specific learning disability, deaf-blindness, or multiple disabilities. The School does not discriminate on the basis of race, color, national origin, sex, disability, or religion in the educational programs and/or activities operated by the School.

Adopted August 30, 2021

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Miscellaneous Policies

3800

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Communicating the School's Suspension & Expulsion Policy

Suspensions and Expulsions are to be carried out as stated in Policy No. **4530**, Suspension and Expulsion Policy. As part of the Suspension and Expulsion Policy, the Student and the Student's parents/guardians are required to receive certain notices. This policy indicates which forms are to be used with each action.

Suspension

- Form No. **3810.2**, Notice of Intent to Suspend from School
- Form No. **3810.3**, Notice of Suspension Form
- Form No. **3810.4**, Notice of Suspension Letter

Emergency Suspension

- Form No. **3810.1**, Notice of Emergency Removal
- Form No. **3810.3** Notice of Suspension from School
- Form No. **3810.4** Notice of Suspension Letter

Expulsion

- Form No. **3810.1**, Notice of Emergency Removal
- Form No. **3810.5**, Notice of Intent to Expel
- Form No. **3810.6**, Notice of Expulsion from School
- Form No. **3810.7**, Certification

Emergency Expulsion

- Form No. **3810.1** Notice of Emergency Removal
- Form No. **3810.5**, Notice of Intent to Expel
- Form No. **3810.6**, Notice of Expulsion from School
- Form No. **3810.7**, Certification

Adopted August 30, 2021

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[SCHOOL DISTRICT]
NOTICE OF EMERGENCY REMOVAL

Name of Student

Date

Time

Grade

This notice is to inform you that your child has been emergency removed in accordance with Board Policy and Ohio Revised Code Section 3313.66 because his/her presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process taking place either within a classroom or elsewhere on the school premises.

The specific reasons for the emergency removal are:

Check the applicable box (only one):

- ☐ The emergency removal will be for the remainder of the day and your child will be permitted to return the next school day on _____ [Date].
- ☐ Your child will be required to attend a hearing on the next school day on _____ [Date] at _____ [Time] to discuss the reasons for the removal and the Principal's intention to suspend your child. A separate notice of intention to suspend will be provided. Your child will be provided with an opportunity to respond to the allegations against him/her.
- ☐ Your child will be required to attend a hearing on the next school day on _____ [Date] at _____ [Time] to discuss the reasons for the removal and the Superintendent's intention to expel your child. A separate notice of intention to expel will be provided. Your child will be provided with an opportunity to respond to the allegations against him/her.

Signature of School Administrator

Date

Adopted August 30, 2021

Signature of Parent _____

Date _____

Form No. **3810.2**

**[SCHOOL DISTRICT]
NOTICE OF INTENT TO SUSPEND**

Name of Student

Date

Time

Grade

Does the student receive special education services: ☐ Yes ☐ No

Date and Time of Incident

This notice is to inform you that you may be suspended from school pursuant to R.C. 3313.66 (A). During an out-of-school suspension, you are prohibited from being on school grounds, attending classes, or attending any extra-curricular activities. If you are suspended, you will be provided with the opportunity to complete any assignments missed due to your out-of-school suspension.

Before being suspended you have the right to meet with the Principal or Designee at an informal hearing to ask questions, challenge the reason(s) for the intended suspension, or otherwise explain your actions.

The reasons for the intended suspension are: _____

Rule(s)/Section(s) of the Board-Adopted Student Code of Conduct Violated by Student: _____

If you are suspended based on a violation listed (marked) below, which you committed when you were 16 years of age or older and the violation would have been a criminal offense if committed by an adult, the Superintendent may seek to permanently exclude you from attending any of the public schools of this state if you are convicted of, or adjudicated a delinquent child for that violation.

<input type="checkbox"/> Knowingly conveying or attempting to convey or possessing any deadly weapon or dangerous ordnance onto any property owned or controlled by, or to any activity held under the auspices of a board of education of a city, local, exempted village, or joint vocational school district.	
<input type="checkbox"/> Carrying concealed weapons.	<input type="checkbox"/> Selling or offer to sell a controlled substance.
<input type="checkbox"/> Possession of a controlled substance.	<input type="checkbox"/> Aggravated murder; murder; voluntary manslaughter; involuntary manslaughter.
<input type="checkbox"/> Felonious assault; aggravated assault.	<input type="checkbox"/> Rape; gross sexual imposition; felonious sexual penetration.

Your signature below acknowledges that you received this notice of intended suspension and were provided with an informal hearing, including the opportunity to ask questions, challenge the reason(s) for the intended suspension, or otherwise explain your actions (your signature does not signify that you agree with the intended suspension).

Adopted August 30, 2021

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Student's Signature

Signature of School Administrator

Form No. **3810.3**

**[SCHOOL DISTRICT]
NOTICE OF SUSPENSION**

Name of Student

Date

Name of Parent

Address

Based upon my review of the circumstances and following the informal hearing during which you were provided with an opportunity to challenge the reasons or otherwise explain his/her actions regarding the intended suspension, I have determined to suspend your child from school for the following reasons:

Rule(s)/Section(s) of the Board-Adopted Student Code of Conduct Violated by Student: _____

Suspension will be for ____ school days, beginning on _____ through _____.

☐ [Check only if applicable] **Be further advised that in addition to suspension, I am recommending to the Superintendent that your child be expelled.**

During an out-of-school suspension, a student is prohibited from being on school grounds, attending classes, or attending any school-related or extra-curricular activities. In accordance with Ohio Revised Code 3313.66 and the Student Code of Conduct, a student suspended from school will be provided with the opportunity to complete any assignments missed due to an out-of-school suspension.

If you are suspended based on a violation of Ohio Revised Code Section 3313.662 (A) listed (marked) below, which you committed when you were 16 years of age or older and the violation would have been a criminal offense if committed by an adult, the Superintendent may seek to permanently exclude you from attending any of the public schools of this state if you are convicted of, or adjudicated a delinquent child for that violation.

<input type="checkbox"/> Knowingly conveying or attempting to convey or possessing any deadly weapon or dangerous ordnance onto any property owned or controlled by, or to any activity held under the auspices of a board of education of a city, local, exempted village, or joint vocational school district.	
<input type="checkbox"/> Carrying concealed weapons.	<input type="checkbox"/> Selling or offer to sell a controlled substance.

Adopted August 30, 2021

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<input type="checkbox"/> Possession of a controlled substance.	<input type="checkbox"/> Aggravated murder; murder; voluntary manslaughter; involuntary manslaughter.
<input type="checkbox"/> Felonious assault; aggravated assault.	<input type="checkbox"/> Rape; gross sexual imposition; felonious sexual penetration.

You have the right to appeal this suspension decision to the Board or its designee. You also have the right to be represented in all appeal proceedings, to be granted a hearing before the Board or its designee in order to be heard against the suspension, and to request that the hearing be held in executive session if such hearing is held by the Board. If you intend to pursue an appeal of the suspension, please submit a written request for the appeal of the suspension to the Superintendent within _____ days from the date of this Notice, so that a hearing can be scheduled.

Signature of School Administrator

Date

Adopted August 30, 2021

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**[SCHOOL]
NOTICE OF SUSPENSION**

[Date]

[Name of Parent(s)]

[Address]

RE: Notice of Suspension of _____ [Student Name] – Grade ____

Dear [Parent(s)]:

This letter is written to notify you that based upon my review of the circumstances and following the informal hearing during which _____ [Name of Student] was provided with an opportunity to challenge the reasons or otherwise explain his/her actions regarding the intended suspension, I have determined to suspend _____ [Name of Student] out-of-school for ____ school days beginning on _____ [date] and ending on _____ [date].

_____ [Name of Student] has been suspended from school for [list reasons]

_____ In particular, on _____ [date of incident], _____
[Name of Student] violated the following provisions of the adopted Student Code of Conduct:

_____.

[Optional Language] Please be further advised that in addition to suspension, I am recommending to the Superintendent that _____ [Name of Student] be expelled.

During the out-of-school suspension, _____ [Name of Student] is prohibited from being on school grounds, attending classes, or attending any school-related or extra-curricular activities. In accordance with Ohio Revised Code 3313.66 and the Student Code of Conduct, a student suspended from school will be provided with the opportunity to complete any assignments missed due to an out-of-school suspension.

[Optional Language] If the Student's suspension is based on a violation listed in Ohio Revised Code Section 3313.662(A), which the Student committed when he/she was 16 years of age or older and the violation would have been a criminal offense if committed by an adult, the Superintendent may seek to permanently exclude the Student from attending any of the public schools of this state if he/she is convicted of, or adjudicated a delinquent child for that violation.

Adopted August 30, 2021

You have the right to appeal this suspension decision to the Board or its designee. You also have the right to be represented in all appeal proceedings, to be granted a hearing before the Board or its designee in order to be heard against the suspension, and to request that the hearing be held in executive session if such hearing is held by the Board. If you intend to pursue an appeal of the suspension, please submit a written request for the appeal of the suspension to the Superintendent within _____ days from the date of this Notice, so that a hearing can be scheduled.

Please feel free to contact me if you have any questions.

Sincerely,

Principal/Administrator

Adopted August 30, 2021

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**[SCHOOL DISTRICT]
NOTICE OF INTENT TO EXPEL**

[Date]

[Name of Parent(s)]
[Address]

[Name of Student]
[Address]

RE: Notice of Intent to Expel _____ [Student Name] – Grade _____

Dear [Parent(s)] and [Student]:

In accordance with Ohio Revised Code Section 3313.66 and Board Policy, this letter is written to inform you that _____ [Name of Student] may be expelled from school.

It is possible that _____ [Name of Student] may be expelled from school for [list reasons] _____

_____. In particular, on _____ [date of incident], _____
[Name of Student] violated the following provisions of the adopted Student Code of Conduct:

_____.
You have the right to appear in person to challenge the reasons or otherwise explain the Student's actions regarding the intended expulsion. You also have the right to bring a representative and/or translator to the expulsion hearing. The hearing will be held on _____ [Date] at _____ [time] at the _____ [Building Name and Address].

If you are unable to attend the expulsion hearing during the date and/or time indicated above, you have the right to request a delay of the hearing for a period up to _____ days. If an extension is granted, you will be notified of the new date, time, and place to appear for the hearing.

[Optional Language] If the Student is expelled based on a violation listed in Ohio Revised Code Section 3313.662(A), which the Student committed when he/she was 16 years of age or older and the violation would have been a criminal offense if committed by an adult, the Superintendent may seek to permanently exclude the Student from attending any of the public schools of this state if he/she is convicted of, or adjudicated a delinquent child for that violation.

Please feel free to contact me if you have any questions.

Sincerely,

Adopted August 30, 2021

**SCHOOL DISTRICT]
NOTICE OF EXPULSION**

[Date]

[Name of Parent(s)]

[Address]

RE: Notice of Expulsion of _____[Student Name] – Grade ____

Dear [Parent(s)]:

This letter is written to notify you of the result of the expulsion hearing held on _____
[Date] during which _____ [Name of Student] was provided with an opportunity
to challenge the reasons or otherwise explain his/her actions regarding the intended expulsion. I
have determined to expel _____ [Name of Student] out-of-school for _____
school days beginning on _____ [date] and ending on _____ [date].

_____ [Name of Student] has been expelled from school for [list reasons]

_____ In particular, on _____ [date of incident], _____
[Name of Student] violated the following provisions of the adopted Student Code of Conduct:

During the expulsion, _____ [Name of Student] is prohibited from being on
school grounds, attending classes, or attending any school-related or extra-curricular activities. In
addition, _____ [Name of Student] is prohibited from making up any work or
completing any assignments missed due to the expulsion.

In accordance with Ohio Revised Code 3313.66 and Board Policy, below you will find the names
of public and/or private agencies that can provide programs or services of assistance to
_____ [Name of Student] since the expulsion is for a period of more than twenty
(20) days and/or may extend into the following semester or school year. The programs or services
offered by the below-listed agencies work toward improving those aspects of a student's attitude
and behavior that contributed to the incident that gave rise to the student's expulsion from school:

[List Agencies]

Adopted August 30, 2021

You have the right to appeal this expulsion decision to the Board or its designee. You also have the right to be represented in all appeal proceedings, to be granted a hearing before the Board or its designee in order to be heard against the expulsion, and to request that the hearing be held in executive session if such hearing is held by the Board. If you intend to pursue an appeal of the expulsion, please submit a written request for the appeal of the expulsion to the Treasurer or me within fourteen (14) days from the date of this Notice, so that a hearing can be scheduled.

[Optional Language] The expulsion may be subject to extension under Ohio Revised Code Section 3313.66(F) if the Student's expulsion involves conduct that could result in the Student's permanent exclusion from school.

[Optional Language] If the Student's expulsion is based on a violation listed in Ohio Revised Code Section 3313.662(A), which the Student committed when he/she was 16 years of age or older and the violation would have been a criminal offense if committed by an adult, the Superintendent may seek to permanently exclude the Student from attending any of the public schools of this state if he/she is convicted of, or adjudicated a delinquent child for that violation.

Please feel free to contact me if you have any questions.

Sincerely,

Superintendent

Adopted August 30, 2021

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CERTIFICATION

We hereby certify that the Suspension and Expulsion Policy for [INSERT NAME OF SCHOOL] is posted [INSERT DETAILED DESCRIPTION OF THE AREA OF THE SCHOOL BUILDING IN WHICH THE POLICY IS POSTED] and available upon request in the main office.

BY: _____
[HEAD ADMINISTRATOR]

Adopted August 30, 2021

Resolving Issues with Attendance

The School is to follow the attendance policy found in the Student/Parent Handbook Policy No. **4201**, Attendance, Absence, & Truancy. In certain instances, the School is required to communicate with the student's parents when a student does not conform with the Attendance policy. In particular, the School is required to automatically withdraw a student after the student misses seventy-two (72) hours of learning opportunities. The School shall communicate this using Form No. **3820.1**, Parental Notification Regarding Automatic Withdrawal of a Student.

Additionally, Policy No. **4201** provides for truancy. If a child is habitually truant and the parents or guardians have failed to cause the child's attendance at school, the Governing Authority may establish an Attendance Corrective Action Plan. The School shall communicate this plan using Form No. **3820.2**, Attendance Corrective Action Plan.

Cross Reference: Policy No. **4201**, Attendance, Absence, & Truancy; Policy No. **4203**, Emergency School Closings & Calamity Days; Policy No. **4630**, School-Sponsored Trips; Form No. **3820.1**, Parental Notification Regarding Automatic Withdrawal of a Student; Form No. **3820.2**, Attendance Corrective Action Plan.

Adopted August 30, 2021

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Parental Notification Regarding Automatic Withdrawal of a Student

Dear Parent or Guardian:

Your child has missed seventy-two (72) hours of learning opportunities without a proper excuse. As a result, the School is required by law to automatically withdraw your child, _____, from the School. This withdrawal becomes effective on _____.
_____.

This automatic withdrawal was made pursuant to Ohio Revised Code Section 3314.03. Ohio law further requires you to enroll your child in another school.

Sincerely,

Head Administrator or his/her Designee

Adopted August 30, 2021

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Attendance Corrective Action Plan

Dear Parent/Guardian:

Your child, _____, has not been attending school on a regular basis. Attendance on a regular basis is required of all students enrolled under School Policy and the laws of the State of Ohio. The School's Policy on Attendance, Absence and Truancy, has been attached for your review. As the policy states, as the student's parent or guardian, you are primarily responsible for your child's attendance at school.

Because your child has been deemed to be excessively absent from school, the School has developed the following actions to help increase your child's attendance.

- ☐ _____, a teacher will be assigned to your child to provide contact to assist your child in being present at school.
- ☐ _____, a student with good attendance, has been assigned to your child to help your child with his/her attendance.
- ☐ _____, the School Social Worker has been assigned to your child, and your child will be required to meet with the Social Worker to discuss the problem and recommend solutions to increase the student's attendance at school.

By signing below, you acknowledge that you have received, read and understand this plan.

Parent/Guardian

Date

Student

Date

Head Administrator

Date

Adopted August 30, 2021

Records Policies

3830

Adopted August 30, 2021

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Student Records and Release of Information

The School maintains records of students. The School prohibits the release of personally identifiable information except as is permitted by law or by this policy manual. The Student Record File is available to the student, the Student's Parents/legal guardians, or school officials who have a legitimate purpose for accessing the File.

Access by Parents & Students

The student's parents/guardian, or if the student is eighteen (18) years of age or older, the student himself/herself, may request to:

- *Inspect and Review Education Records.* Records requests are to be made in writing and shall be conducted within forty-five (45) days of the School's receipt of the request.
- *Challenge the accuracy of information contained in the records.* A parent or qualifying student may challenge the content of such student's education records in order to ensure that the records are not inaccurate, misleading, or otherwise in violation of the privacy rights of students. The School shall provide an opportunity for the correction or deletion of any such inaccurate, misleading, or otherwise inappropriate data and to insert into such records a written explanation of the parents respecting the content of such records. Should the School decide not to amend the records, the School shall advise the requesting party of their right to a hearing regarding the request for amending the record.
- *Authorizing Release of Written Information.* Records requests by parents/guardians or eligible children are to be made in writing.

Release of Information

The School may release "directory information" as provided under Ohio and Federal law. Directory information includes, but is not limited to, the student's name, address, telephone listing, electronic mail address, photograph, date and place of birth, major field of study, grade level, enrollment status, dates of attendance, date of graduation, sports and activities participated in, degrees; honors and awards received; most recent educational agency or institution attended, and in the case of athletic team members, the height and weight of the student. If the School chooses to release personally identifiable information, then it must provide a proper notice. A student's directory information shall not be released to any person or group for use in a profit-making plan or activity.

The School may release "personally identifiable information" to School Officials having a legitimate educational interest in the information without prior notice or permission. A "School Official" is a person or entity:

1. duly appointed to the Governing Authority;
2. licensed by the state and appointed by the School to an administrative or supervisory position;
3. licensed by the state and under contract to the School as an instructor;

Adopted August 30, 2021

4. employed by the School as a temporary substitute for administrative, supervisory, or teaching personnel for the period of his/her performance as a substitute; or
5. employed by, or under contract to, the School to perform a special task such as a secretary, a treasurer, School attorney, or auditor for the period of his/her performance as an employee or contractor.

In addition, a “School Official” is a contractor, consultant, volunteer, or other party to whom an agency or institution has outsourced institutional services or functions (such as a therapist, translator, or approved online/technological service provider) if such official: (1) performs an institutional service or function for which the School would otherwise use employees; (2) is under the direct control of the School with respect to the use and maintenance of education records; and (3) abides by the legal requirements governing the use and redisclosure of personally identifiable information from education records.

School Officials who meet the criteria listed above have access to a student’s records if they have a legitimate educational interest in those records. A “legitimate educational interest” is the person’s need to know in order to perform:

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

School Officials may obtain access to only those education records in which they have legitimate educational interests. Physical and technological access controls to records shall exist to ensure that access to education records is effective and in compliance with the legitimate educational interest requirement.

The School may release personally identifiable information without prior notice or permission to/for:

- *Officials in Other Schools.* Officials of other schools may have access when the student intends to enroll. Parents must be notified and given an opportunity to challenge the content of the record.
- *State and Federal Officials.* State and federal officials may access a student’s record for purposes of audits and law enforcement investigations.
- *Financial Aid.* Persons requesting such records in connection with the student's application for financial aid;
- *Military Recruiters.* Pursuant to Ohio and Federal Law, the School will provide student information of students in grades ten (10) through twelve (12), upon request to any recruiting officer for any branch of the United States armed forces who requests such information. Any data received by a recruiting officer shall be used solely for the purpose of providing information to students regarding military service and shall not be released to any person other than individuals within the recruiting services of the armed forces. The School will provide notice that a student’s parent, guardian, or custodian may request in

Adopted August 30, 2021

writing that the School not release the information to military recruiters. Upon receiving such a written notice, the School will not release the student's information.

- *Anti-Terrorism Purposes.* In certain instances, student records may be obtained by an Assistant U.S. Attorney General or higher-ranking federal official.
- *Court Orders or Subpoenas.* Student records may be produced in response to a court order or a lawfully issued subpoena.
- *Missing Children.* Information may be provided to a law enforcement officer when the officer indicates an investigation is ongoing and the student may be or is a missing child, as defined by the Revised Code.
- *Personal Knowledge.* A School Official may release information when it is obtained through the official's personal knowledge or observation and not the education record.
- *Ohio Department of Education Requests.* The School shall provide the Ohio Department of Education (ODE) with student information when (1) a testing company has notified the ODE that the student's written response to a question included threats or descriptions of harm to another person or the student's self and the information is necessary to enable the department to identify the student, (2) the ODE requests information to respond to an appeal from the School on an achievement test, or (3) to determine if the student satisfies alternative conditions for a high school diploma.
- *The School's Sponsor.* The School may provide its Sponsor with access to student or other records if agreed to and required in the School's Charter Contract with its Sponsor.
- *Health & Safety Emergency.* The School may disclose personally identifiable information to necessary parties if knowledge of the information is necessary to protect the health or safety of a student or others. The school must determine and record the articulable and significant threat.

Transfer of Records

The School shall transfer all records to another school upon being notified the student has transferred and the transferring school requests the records files.

When a request is made for student records by a school enrolling a former student placed in foster case, the School shall transfer these records within one (1) school day of the request from the enrolling school.

Security of Records

To maintain the security and confidentiality of the documents, the School shall require an employee to be present when records are inspected. The School shall also maintain a record log of all persons who access a student's records. The log must identify (1) all individuals and agencies that are granted access and (2) a statement regarding the legitimate interest in obtaining student information. The student log must be signed by employees of the School as well as non-school employees.

Safe at Home Program

If a parent, student, or member of a student's household is a participant in Ohio's Safe at Home or Address Confidentiality program, the student or student's parent must notify the School of the same and provide certification of their participation.

Adopted August 30, 2021

The School shall not include a student's actual or confidential residential address in any student files or records (including electronic records and files) or disclose the student's actual or confidential residential address when releasing student records. The School shall only use the address designated by the Ohio Secretary of State for the participant student for student records, including the release of the same to non-custodial parents, designated school officials who have a legitimate educational interest in the information, and other individuals or organizations as permitted by law. The student's actual or confidential address shall be maintained in a separate confidential file which shall not be accessible to the public or employees without a legitimate purpose.

The School shall use the student's designated address for all communications and correspondence unless instructed otherwise by the parent or adult student.

Disseminating this Policy

In accordance with federal law, parents shall be informed on an annual notice regarding their rights under this policy, state law, and federal law. The form shall specifically state what information is considered "directory information." A parent may object within ten (10) days of the receiving the notice. Upon receiving notice from the parent, the School shall not release such information without obtaining consent. The notice form is provided at **5810.2**.

Ohio: R.C. 3319.321

Federal: 34 C.F.R. 99.3, 20 C.F.R. 1232g (a)(2)(5).

Cross Reference: Policy No. **1741**, Public Records Access Policy; Policy No. **1742**, Internet Public Record Redaction Policy; Policy No. **1743**, Retention, Management, and Disposal of Records; Policy No. **3833**, Tracking Missing Children; Policy No. **3831**, Student Records and Release of Information; Policy No. **5810**, Personnel Records File; Policy No. **3832**, Confidential and Public Records.

Adopted August 30, 2021

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Family Educational Rights and Privacy Act (FERPA)
Notice for Directory Information

The *Family Educational Rights and Privacy Act* (FERPA), a Federal law, and Ohio Law require the School to protect the privacy of student records.

FERPA affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the School receives a request for access.

Parents or eligible students who wish to inspect their child's or their education records should submit to the school principal a written request that identifies the records they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the School to amend their child's or their education record should write the school principal, clearly identify the part of the record they want changed and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the [School] to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

4. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

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Disclosures permitted without consent

While the School generally must obtain your written consent prior to disclosing PII from your child's education records, the School may disclose appropriately designated "directory information" without written consent, unless you have advised the School otherwise.

The primary purpose of directory information is to allow the School to include directory information from your child's education records in certain school publications. Examples include: the annual yearbook, Honor roll or other recognition lists, and Graduation programs.

Directory information may be disclosed to outside organizations without a parent's prior written consent. Directory information shall not be released to any person or entity for a profit-making purpose or activity.

The School has designated the following information (denoted by "X" marks) as directory information:

	Name		Major Field of Study		Honors & awards
	Address		School Related Publications		Weight & Height of Athletic Team Members
	Telephone Number		Grade Level		Enrollment Status
	Email Address		Dates of Attendance		Student Directory
	Photograph		Date of Graduation		yearbook
	Date/Place of Birth		Sports & Activities		Student ID number, user ID, or other unique identifier (excluding a SSN)

If you do not want the School to disclose directory information from your child's education records without your prior written consent, you must notify the District in writing by within ten (10) days of receiving this notice. Notice in writing may performed by completing this form.

Additionally, FERPA and Ohio law authorize disclosure of PII in certain instances without consent.

The School may release PII to School Officials having a legitimate educational interest in the information. A "School Official" is a person or entity:

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1. duly appointed to the Governing Authority;
2. licensed by the state and appointed by the School to an administrative or supervisory position;
3. licensed by the state and under contract to the School as an instructor;
4. employed by the School as a temporary substitute for administrative, supervisory, or teaching personnel for the period of his/her performance as a substitute; or
5. employed by, or under contract to, the School to perform a special task such as a secretary, a treasurer, School attorney, or auditor for the period of his/her performance as an employee or contractor.

In addition, a “School Official” is a contractor, consultant, volunteer, or other party to whom an agency or institution has outsourced institutional services or functions (such as a therapist, translator, or approved online/technological service provider) if such official: (1) performs an institutional service or function for which the School would otherwise use employees; (2) is under the direct control of the School with respect to the use and maintenance of education records; and (3) abides by the legal requirements governing the use and redisclosure of personally identifiable information from education records.

School Officials who meet the criteria listed above have access to a student’s records if they have a legitimate educational interest in those records. A “legitimate educational interest” is the person’s need to know in order to perform: (1) an administrative task required in the school official’s job description approved by the School; (2) a supervisory or instructional task directly related to the student’s education; or (3) a service or benefit for the student or the student’s family such as health care, counseling, student job placement, or student financial aid.

School Officials may obtain access to only those education records in which they have legitimate educational interests. Physical and technological access controls to records shall exist to ensure that access to education records is effective and in compliance with the legitimate educational interest requirement.

- The School may also release PII without parental/student permission under the following circumstances: To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student’s enrollment or transfer;
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the Ohio Department of Education, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, as permitted by law;

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- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid;
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by Ohio law that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released;
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction, if applicable requirements are met.;
- To accrediting organizations to carry out their accrediting functions;
- To parents of an eligible student if the student is a dependent for IRS tax purposes;
- To comply with a judicial order or lawfully issued subpoena if applicable requirements are met;
- To appropriate officials in connection with a health or safety emergency, as permitted by law;
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student's case plan when such agency or organization is legally responsible, in accordance with Ohio or tribal law, for the care and protection of the student in foster care placement; and
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions.

The School must disclose each the name, address, and telephone listing of students age 18 or older to the U.S. military upon request for recruitment purposes, unless the parent or eligible student notifies the School in writing that such information may not be released.

Note: this form should only be completed if you want to opt out of the School's Directory Information. If you wish for the School to include your child's directory information, do not complete and return this form.

I, _____ (parent's name) do not want my student's directory information used without my permission.

Name of Student: _____ Date: _____

Parent/Guardian Signature: _____

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Request and Consent for Release of Records

If the student is under the age of 18, the student's parent/guardian must complete this form.

Student's Full Name _____ Date of Birth _____

Address _____

Telephone _____ E-Mail _____

My relationship to the Student is: (Please "X" the appropriate box)

<input type="checkbox"/>	I am the parent/guardian/custodian of the student & the student is under the age of eighteen (18).
<input type="checkbox"/>	I am the student and am eighteen (18) years of age or older.

Release the following records: (Please "X" all that apply)

<input type="checkbox"/>	Academic Transcripts	<input type="checkbox"/>	Health Records
<input type="checkbox"/>	Attendance Record	<input type="checkbox"/>	Psychological /Test Results
<input type="checkbox"/>	Standardized Test Results	<input type="checkbox"/>	Disciplinary Records
<input type="checkbox"/>	IEP/ Special Education Records	<input type="checkbox"/>	IEP/Special Education Records
<input type="checkbox"/>	Ohio Proficiency Test Results	<input type="checkbox"/>	

The above records may be released and/or used by the following individual or organization:

Name: _____ Phone: _____

Mailing Address: _____

State the reason(s) for disclosing the records: _____

I authorize the School to release the records as indicated above. I understand that I am not required to release these records. I understand that if copies of the above records are released to the above parties, the School is relieved of the confidentiality of those records.

Signature: _____ Date _____

REGISTRAR – PLEASE COMPLETE & RETURN TO REQUESTOR

The Above Records Request was: (mark all that apply)

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	Completed on ____ (date) and was sent via:_____
	Not completed because:_____.
	Other: _____.

Registrar: _____ Date _____

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Confidential & Public Records

With reasonable notice, the School will allow any person to inspect the School's public records. Inspections are to be conducted during the office's regular business hours and in the presence of an employee or representative of the School. Original records may not be removed unless authorized.

Public Record is defined to be consistent with Ohio Revised Code 149.43.

Copies of the records are available for a fee. The fee is limited to the cost of the copies.

The School shall treat as confidential all records from state agencies that are treated as confidential. The information shall be held as confidential unless directed by law or court.

Ohio: R.C. 149.43.

Cross Reference: Policy No. **1741**, Public Records Access Policy; Policy No. **1742**, Internet Public Record Redaction Policy; Policy No. **1743**, Retention, Management, and Disposal of Records; Policy No. **3831**, Student Records and Release of Information; Policy No. **3833**, Tracking Missing Children; Policy No. **5810**, Personnel Records File.

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Tracking Missing Children

Ohio law requires the School to assist in finding missing children. When the School is notified by a law enforcement agency that a missing child report has been filed and the missing child report regards a student who is currently or was previously enrolled in the School, the person in charge of admission at the School shall mark that student's records. Marks should be made according to Form No. **3833.1**, Missing Child Report "Marking" Form. The mark shall be made so as to alert any school official that is responding to a records request that the school records belong to a missing child.

Upon receiving any request for a copy of or request for information regarding a student's records that have been marked, the person in charge of admission immediately shall report the request to the law enforcement agency that notified the School that the student is a missing child. When forwarding information from the student's records in response to a request, the person in charge of admission shall forward such information in such a way that the receiving district or school would be unable to discern that the student's records are marked. The school official, however, shall retain the mark in the student's records until the School is notified that the student is no longer a missing child.

When the law enforcement agency notifies the School that a student is no longer a missing child, the person in charge of admission shall remove the mark from the student's records and destroy the mark securely.

Ohio: R.C. 3313.672.

Cross Reference: Policy No. **1741**, Public Records Access Policy; Policy No. **1742**, Internet Public Record Redaction Policy; Policy No. **1743**, Retention, Management, and Disposal of Records; Policy No. **3831**, Student Records and Release of Information; Policy No. **3832**, Confidential and Public Records; Policy No. **5810**, Personnel Records File.

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Missing Child Report “Marking” Form

This child has been reported missing by a law enforcement agency. This form must be attached to the child’s records. Please read and complete this entire form before completing any records request.

Name of Child: _____

Date : _____

Law Enforcement Agency: _____

Law Enforcement Agency Contact Information: _____

Requests for Information – PLEASE READ

Upon any request for this child’s records, the School is required to report the information to the law enforcement agency identified above. This form and any information pertaining to the child’s missing status shall not be sent with the child’s file. This form shall, however, be retained in the child’s file.

Please Complete for each request of the child’s file

Requesting Party	Date of Request	Date/Method Was Law Enforcement Notified	Confirm this Form was excluded from file to Requestor	School Official Signature

Upon being informed by a law enforcement agency that the student is not missing, this form must be removed from the child’s file and destroyed securely. Please sign upon receiving information that the child is no longer missing.

Notification Date: _____ Law Enforcement Agency: _____

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Controversial Topics

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Religion and Prayer

The First Amendment protects against the establishment of religion. No instructional activities shall advance or inhibit any particular religion or religion generally. Additionally, no devotional exercises or displays of a religious character will be permitted in the School in the conduct of any program or activity under the jurisdiction of the School or the Governing Authority.

Religious Expression in Academics

The School recognizes that religion and religious themes are common throughout education. An education without referring to these themes would be incomplete and detrimental to living in a pluralistic society. The materials and curriculum approved by the School may contain religious references or themes, and teachers may discuss these religious references and themes as appropriate. Such materials, teaching, and discussion are appropriate provided they pertain to the subject matter and are neutral, unbiased, do not promote or inhibit religion, and do not imply that religious doctrines have the support of School authority.

Religious expression in the completion of homework, artwork, or other written or oral assignments is permitted. Assignment grades and scores shall be calculated using ordinary academic standards of substance and relevance, including any legitimate pedagogical concerns, and shall not penalize or reward a student based on the religious content of a student's work.

Student Religious Expression and Access to School Facilities

The First Amendment protects the free exercise of religion. Accordingly, no student shall be prohibited from exercising a voluntary expression of the student's religious beliefs through prayer or silent meditation. Students, however, are not exempt from attending a required course because the course or instruction interferes with the student's free exercise of religion. No policy of the School prevents, or otherwise denies participation in, constitutionally protected prayer in the School.

Students enrolled in the School may engage in religious expression before, during, and after school hours in the same manner and to the same extent that a student is permitted to engage in secular activities or expression before, during, and after school hours. "Religious expression" includes any of the following: (1) prayer; (2) religious gatherings, including but not limited to prayer groups, religious clubs, "see you at the pole" gatherings, or other religious gatherings; (3) distribution of written materials or literature of a religious nature; (4) any other activity of a religious nature, including wearing symbolic clothing or expression of a religious viewpoint, provided that the activity is not obscene, vulgar, offensively lewd, indecent, or substantially disrupts or materially interferes with the work and discipline of the School.

Students enrolled in the School who wish to conduct a meeting for the purpose of engaging in religious expression will have the same access to school facilities as is given to secular student groups, without regard to the content of a student's or group's expression. During instructional

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hours, the School prohibits the School's facilities from being used by non-school sponsored clubs or activities or school-sponsored, non-curriculum-related clubs and activities. (See Policy No. **4650.**)

Federal: 1st Amendment to the U.S. Constitution, 20 U.S.C. 7904(b).

Ohio: R.C. 3320.01, 3320.02, 3320.03

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Sexual Education & Contraceptives

The School shall not develop or distribute materials, operate programs, or operate courses of instruction directed that are designed to promote or encourage sexual activity, whether homosexual or heterosexual.

The School shall not provide sex education or HIV-prevention education unless that instruction is age appropriate and includes the health benefits of abstinence.

The School shall notify all parents and guardians if it chooses to offer additional instruction in venereal disease or sexual education. Such notification shall include the name of the instructors, vendor name (if applicable), and the name of the curriculum being used.

The School shall not operate a program of contraceptive distribution.

Federal: 20 U.S.C. 7906.

Cross Reference: Policy No. **3210**, General Curriculum Standards.

Obscene Materials

The School shall not distribute or aid in the distribution of legally obscene materials to minors.

Federal: 20 U.S.C. 7906.

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Displaying Mottos of the United States and Ohio

The official motto of the United State of America is “In God We Trust,” and the official motto of the State of Ohio is “With God, All Things Are Possible.” The School shall accept donated copies of either motto or accept money for the purchase of the copies of the mottoes and shall display the motto in an appropriate manner in a classroom, auditorium, or cafeteria of in the School, provided the motto meets the following conditions:

- the motto is printed on durable, poster-quality paper or displayed in a frame;
- the dimensions of the paper or frame are at least eight and one-half (8 ½) inches by eleven (11) inches;
- the copy contains no words other than the motto and language identifying the motto as the motto of the United States of America or Ohio; and
- the copy contains no images other than appropriate representations of the flag of the United States of America or Ohio.

In lieu of complying with the above conditions, the School’s Governing Authority may adopt, by a majority vote, a resolution describing appropriate design requirements for copies of the official mottoes of the United States of America and Ohio. If a copy of the official motto of the United States of America or Ohio that meets the design requirements described in the Governing Authority’s resolution is donated to the School, or if money is donated to the district specifically for the purpose of purchasing such material, the Governing Authority shall accept the donation and display the motto in an appropriate manner in a classroom, auditorium, or cafeteria of the School.

Ohio: R.C. 3313.801.

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Boy Scouts and Patriotic Youth Groups

To the extent the School has a designated open forum or a limited public forum, the School shall not deny equal access, a fair opportunity to meet, or discriminate against any group officially affiliated with the Boy Scouts of America, or any other youth group, listed in Title 36 of the U.S. Code as a patriotic society, that wishes to conduct a meeting within that designated open forum or limited public forum.

Federal: 20 U.S.C. 7905.

Adopted August 30, 2021

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Constitution Day

Constitution Day and Citizenship Day commemorate the formation and signing on September 17, 1787, of the Constitution and recognize all who, by coming of age or by naturalization, have become citizens. In recognition of this day, the School shall hold an educational program pertaining to the United States Constitution on September 17 of each year. If September 17 falls on a weekend or holiday, the program will be held the week prior to or after September 17.

Federal: 36 U.S.C. 106.

Adopted August 30, 2021

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Disposition of Student Computers

By law, the School is required to supply each enrolled student with a computer (“Student Computer”). R.C. 3314.22. The Governing Authority recognizes that computer technology rapidly changes and that a large quantity of aged computer hardware is returned to the School. The School has a strong interest in disposing the Student Computers in a productive and efficient manner. The Governing Authority authorizes the Head Administrator to dispose Student Computers in accordance with this policy.

Before disposing any Student Computer, the School must do the following:

- Determine whether the Student Computer was purchased by Federal funds. All Student Computers purchased in-part by federal funds must be disposed of in accordance with Federal guidelines.
- Ensure that all personal and identifying information is removed from the computer.

Graduating Students

The School shall assess the graduating class’s Student Computers to determine the usability of the graduating students’ Student Computers. Should the Student Computers be determined to be obsolete and/or are no longer able to contribute to the School’s educational program, the Governing Authority authorizes the Head Administrator to sell the Student Computer to each graduating student for a reasonable price. A reasonable price is a nominal price that the Board shall set by resolution, annually.

Should the student not want his/her Student Computer, the School may (1) donate the computer to appropriate parties or (2) dispose of the computer by proper waste disposal.

Withdrawing Students

The School shall assess the withdrawing student’s Student Computer to determine the usability of the Student Computer. Should the Student Computer be determined obsolete and/or no longer able to contribute to the School’s educational program, the School may (1) donate the computer to the appropriate parties or (2) dispose of the computer by proper waste removal.

Obsolete Student Computers

Should the School determine that a Student Computer is obsolete and/or no longer able to contribute to the School’s educational program *while the student is enrolled* at the School, the School may (1) donate the computer to the appropriate parties or (2) dispose of the computer by proper waste removal.

Ohio: R.C. 3314.22

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Transgender and Gender Nonconforming Students

The School provides a safe learning environment and equal access to school programs and activities for all students, including transgender and gender nonconforming students.

Terminology

- “Gender identity” is a person’s deeply held sense or psychological knowledge of their own gender, regardless of the gender they were assigned at birth.
- “Transgender” describes people whose gender identity is different from their gender assigned at birth.
- “Gender expression” refers to the way a person expresses gender, such as clothing, names/pronouns, hairstyles, activities, or mannerisms.
- “Gender nonconforming” describes people whose gender expression differs from stereotypical expectations.
- “Transition” is the process by which a person goes from living and identifying as one gender to living and identifying as another gender. Transition includes some or all of the following personal, medical, and legal steps: telling one's family and friends; using a different name and new pronouns; dressing differently; changing one's name and/or sex on legal documents; hormone therapy; and possibly (though not always) one or more types of surgery. The exact steps involved in transition vary from person to person.

Discrimination/Harassment

Like all students, transgender and gender nonconforming students should enjoy a school environment that is free of bullying and harassment. Complaints alleging discrimination or harassment based on a person's actual or perceived transgender status or gender nonconformity are to be handled in the same manner as other discrimination or harassment complaints.

Privacy

The disclosure of personally identifiable information from education records without prior written parental (or adult student) consent is prohibited by state and federal law. Accordingly, information concerning a student’s assigned gender, gender identity, and related medical and/or legal information may not be released to third parties, including members of the school community who lack a legitimate educational interest in the information. If a parent/adult student requests open communication about the student’s gender identity or transition, the School shall obtain prior written consent.

Official Student Records

Official records, including but not limited to transcripts, grade reports, registration documents, testing data, etc., shall include the legal name of the student and the student’s gender as indicated on the birth certificate or affidavit presented at the time of enrollment.

Transgender students (current or former) who present legal documentation of a name or gender change may ask the School to change their name and gender in official records.

Names/Pronouns and Unofficial Records

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School staff will use the name and pronoun that corresponds to a student's gender identity in informal communications. This includes classroom interactions, names on student ID tags, name tags, schoolwork, rosters, programs, yearbooks. An intentional or persistent refusal to use the requested name (different from legal name) or pronoun (he or she) that corresponds with a student's gender identity in informal communications is a violation of this policy, and may constitute a violation of state and federal privacy laws.

Gender-Segregated Activities

In situations where students are segregated by gender (school ceremonies, classroom activities, health and physical education classes, etc.), transgender students should be included in the group that corresponds to their gender identity.

Restroom and Locker Room Accessibility

A transgender student will be permitted to use the restroom that corresponds with his or her gender identity consistently asserted at school. Any student who has a need or desire for increased privacy, regardless of the underlying reason, should be provided access to a single stall restroom, but no student shall be required to use such a restroom.

The use of locker rooms by transgender students shall be assessed on a case-by-case basis with the goals of maximizing the student's social integration and equal opportunity to participate in physical education classes and sports, ensuring the student's safety and comfort, and minimizing stigmatization of the student. In most cases, transgender students should have access to the locker room that corresponds to their gender identity consistently asserted at school. Any student who has a need or desire for increased privacy, regardless of the underlying reason, should be provided with a reasonable alternative changing area such as the use of a private area (such as a nearby restroom stall with a door, an area separated by a curtain, an instructor or coach's office in the locker room, or a nearby health office restroom), or with a separate changing schedule. Any alternative arrangement should be provided in a way that protects a student's ability to keep his or her transgender status confidential, if desired. In no case shall a transgender student be required to use a locker room that conflicts with the student's gender identity consistently asserted at school.

Interscholastic Athletics

Transgender student participation in interscholastic athletics is governed by the Ohio High School Athletic Association's Transgender Policy.

Dress Code

Transgender and gender nonconforming students may dress in a manner consistent with their gender identity or gender expression within the parameters of the established dress code.

Student Transitions

Parents of transitioning students or adult transitioning students are encouraged to contact the Head Administrator prior to social transition to discuss issues related to the school environment presented in this policy.

Adopted August 30, 2021

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Federal: Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681 et seq.); Title IV of the Civil Rights Act of 1964 (42 U.S.C. § 2000c et seq.); Family Education Rights and Privacy Act (20 U.S.C. § 1232g)

Ohio: R.C. § 3319.321

Section IV: Student-Parent Handbook

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4102 Philosophy and Vision Statement

4103 Harassment and Sexual Harassment

4104 Policy on Harassment, Intimidation, and Bullying

4104.1 Notification of Bullying Incident (Form)

4105 Anti-Hazing Policy

4106 Policy on Gang Activity & Other Prohibited Groups

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4203 Emergency School Closings & Calamity Days

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4400 Student Code of Conduct

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Introduction

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Welcome

Dear Students and Parents,

On behalf of all the School, I am excited to welcome you as a part of our learning community. The School's Governing Authority, the Administration, Teachers, and Staff have worked hard to develop a strong educational program to allow its students to grow and learn. To assist in accomplishing this goal, the School has created this Student-Parent Handbook.

This Handbook communicates many of the School's policies, and we ask that you read this Handbook to become familiar with the policies rules that that directly impact you. While this Handbook covers a wide range issues that we have found to be common, many policies exceed the scope of this handbook. If you have any questions about a policy or would like to see the School's full list of policies, we ask that you contact the School.

Thank you and welcome,

(Insert Administrator Title)

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Overview

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Mission Statement

[Insert Mission Statement]

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Philosophy and Vision Statement

[Insert Philosophy and Vision Statement]

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Harassment and Sexual Harassment

The School seeks to create and maintain an environment that promotes learning, dignity, and respect. This environment is interfered with when a student or any other individual is harassed or discriminated against. As a result, the School strictly prohibits any type of harassment, sexual harassment, or offensive conduct that has the purpose or effect of interfering with the school setting, creates a threatening; intimidating; hostile; discriminatory, or hostile learning environment, or impedes; disrupts; or hinders the School's educational process.

Harassment takes many forms and includes, but is not limited to, conduct that has the purpose or effect of intimidating, teasing, bullying, threatening, or discriminating against another because of race, ethnicity, color, religion, disability, age, sexuality, and/or all other categories protected by law.

Sexual Harassment includes, but is not limited to unwelcome insults, advancements, requests for sexual favors, verbal and/or physical conduct of a sexual nature.

Harassment of any kind is not tolerated. Any student who is found to have harassed a fellow student or staff member will be subject to discipline as established in the School's policies.

Incidents of harassment of a student or staff member shall be reported to any teacher, the Head Administrator, or the Administrator's Designee. Reports may be made using Form 5080.1, Reporting Acts of Harassment. Upon receiving a report, the report recipient shall promptly inform the Head Administrator, his/her designee, or a Governing Authority Member, who will investigate the report and take the appropriate action.

The School may provide counseling to victim of sexual harassment or sexually related conduct.

Ohio: R.C. 3319.47

Cross Reference: Policy No. **4104**, Policy on Harassment, Intimidation, and Bullying; Policy No. **4105**, Anti-Hazing Policy; Policy No. **4106**, Policy on Gang Activity & Other Prohibited Groups

Policy on Harassment, Intimidation, and Bullying

The School seeks to create and maintain an environment that promotes learning, dignity and respect. This environment is interfered with when one is physically or emotionally harmed. The school recognizes the seriousness of harassment, intimidation, or bullying, electronic or otherwise. Therefore, the School prohibits acts of harassment, intimidation, or bullying of any student on school property, on a school bus, or at school-sponsored events. School-sponsored events may be conducted on or off School property and/or on school-related vehicles that are recognized or authorized by the Governing Authority.

This policy was developed in consultation with parents, guardians, school employees, school volunteers, students, and other community members in order to combat acts of harassment, intimidation, or bullying.

Any student found responsible for harassment, intimidation, bullying or “bullying by electronic act” will be subject to discipline including suspension and/or expulsion.

“Harassment, intimidation, or bullying” is defined as either:

- any intentional written, verbal, electronic, or physical act that a student has exhibited toward another particular student more than once and the behavior both: (1) causes mental or physical harm to the other student and (2) is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student; or
- violence within a dating relationship.

“Electronic act” or “bullying by electronic act” or “cyber bullying” are defined as an act committed through use of a cellular or mobile telephone, computer, pager, personal communication device, or other electronic communication device.

Promoting Civility

In an effort to promote civility in the school environment, the School seeks to recognize school administrators, faculty, staff, and volunteers that promote civility and stand up to harassment, intimidation, and bullying.

Procedure for Reporting, Investigating & Documenting Harassment and Bullying

The procedure for reporting harassment, intimidation, and bullying varies by one’s affiliation with the School. Students, school personnel, and volunteers *must* report incidents to the Head Administrator or his/her designee. All other individuals are strongly encouraged to report prohibited incidents to the Head Administrator or his/her designee.

Reports may be made in two ways. First, the report may be made using the Form No. **5080.1**, Reporting Acts of Harassment. The Form shall be submitted to any staff member, teacher, or administrator. Upon receiving the report, the staff member must immediately send the report to the Head Administrator. Second, students, parents or guardians, and school personnel may make

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informal complaints to a school staff member or administrator. Informal complaints must be described with specificity as to the action, the persons involved, the number of times the alleged conduct occurred, where it occurred, and the individuals targeted. The staff member that receives the informal report must immediately document it using Form No. **5080.1**, Reporting Acts of Harassment. Anonymous complaints may be made as an individual finds necessary.

Upon receiving the report, the Head Administrator or his/her designee shall promptly and thoroughly investigate the alleged incident and then prepare a report documenting the alleged incident. Upon completing the investigation, a determination shall be made. If the investigation substantiates the claim, the School shall notify all custodial parents or guardians involved in the incident. The custodial parent or guardian of any student involved in a confirmed act will be notified and will have access to any written reports pertaining to the confirmed act to the extent permitted by section 3319.321 of the Revised Code and the “Family Educational Rights and Privacy Act of 1974,” (20 U.S.C. 1232g), as amended.

On a semiannual basis, the Head Administrator shall provide the President of the Governing Authority with a summary of all reported acts and post the summary on its web site, if the district has a web site, to the extent permitted by section 3319.321 of the Revised Code and the “Family Educational Rights and Privacy Act of 1974,” (20 U.S.C. 1232g).

Procedure for Responding to and Disciplining Acts

Acts of harassment, intimidation, and bullying, electronic or otherwise, vary in scope and seriousness. As a result, each incident requires its own discipline. The extent of the discipline is to be determined at the sole professional discretion of the Head Administrator. The Head Administrator may consider the following types of intervention for confirmed acts.

Non-disciplinary intervention may be appropriate when acts are identified early or do not require a disciplinary response. Such forms of non-disciplinary intervention include:

- *Counseling.* A student may be counseled as to the definition of harassment, intimidation or bullying, its prohibition and the student’s duty to avoid any conduct that could be considered harassing, intimidating, or bullying.
- *Peer Mediation.* Peer mediation may be used when a conflict arises between students or groups. Peer mediation, however, may be inappropriate and should be used cautiously as a power imbalance may make the process intimidating for the victim. This could be true if the victim’s communicative skills and assertiveness are low and have been eroded by fear from past intimidation and of future intimidation.

Disciplinary intervention may take a wide number of forms.

- *In and out-of-school Suspension.* Suspensions shall follow the procedure outlined in Policy No. **4530**, Suspension and Expulsion Policy.
- *Expulsion.* Expulsions shall follow the procedure outlined in Policy No. **4530**, Suspension and Expulsion Policy. Expulsions shall be reserved for (1) serious incidents and/or (2) past interventions have not been successful in eliminating prohibited behaviors.

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The disciplinary procedure shall not infringe on any student's rights under the First Amendment to the Constitution of the United States. Due process procedures for suspension and expulsion, as provided for under R.C. 3313.66 will be followed.

Deliberately False Reports are Prohibited

Students are prohibited from deliberately making false reports of harassment, intimidation, or bullying. Students that do make a false report shall be subject to the disciplinary procedure set forth in the School's Policy on Student Discipline.

Strategy for Protecting Victims and Prohibiting Retaliation or Additional Harassment

After a report is made, the School prohibits additional acts of harassment, intimidation, or bullying, electronic or otherwise. The Head Administrator shall determine the appropriate consequences and remedial action for those who engage in the aforementioned conduct by following the School's policies and procedures.

To aid in preventing additional acts against victims and retaliatory acts against individuals making reports, the School has adopted the following strategy:

- Provide adult supervision when students are not in a traditional classroom setting including: hallway passage, recess, lunch, and bathroom breaks.
- Communicate incidents with school personnel, have school personnel continue to monitor those involved for further signs of offending behavior, and intervene when offending behavior is witnessed.
- For offending students, fairly monitor and supervise.
- For the victim(s), provide daily contact to ensure there have been no further incidents and provide counseling as is determined necessary.
- For those that make reports, continue contact to ensure there have been no further incidents or retaliatory conduct.
- Allow individuals to make an anonymous report.

All School personnel, volunteers, and students shall be individually immune from civil liability in an action from damages arising from reporting an incident as provided by law.

Disseminating this Policy

This policy shall appear in the School's Policy Manual, and in any of the publications that set forth the comprehensive rules, procedures, and standards of conduct for schools and students in the School.

The policy and an explanation of the seriousness of bullying by electronic means shall be made available to students in the School and to their custodial parents or guardians, and once each school year a written statement describing the policy and the consequences for violations of the policy be sent to each student's custodial parent or guardian. The statement may be sent with regular student report cards or may be delivered electronically. Information regarding the policy shall be incorporated into employee training materials.

This policy shall be incorporated into in-service training.

Ohio: R.C. 3313.66, R.C. 3313.666, R.C. 3313.667, R.C. 3319.321.

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Cross Reference: Policy No. **4103**, Harassment and Sexual Harassment; Policy No. **4105**, Anti-Hazing Policy; Policy No. **4106**, Policy on Gang Activity & Other Prohibited Groups; Policy No. **4530**, Suspension & Expulsion Policy; Form No. **5070.1**, Reporting Acts of Harassment.

Adopted August 30, 2021

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Notification of Bullying Incident Form

Parent of: _____ Student ID: _____ Date: _____

This is to notify you that ORC 3313.666 and the School's Policy on Harassment, Intimidation, and Bullying prohibit bullying or harassment during education programs or activities, on school buses, or through use of data or computer software accessed through computer systems of certain educational institutions. The physical location or time of access of a computer-related incident cannot be raised as a defense in any disciplinary action. "Bullying" is defined as:

- 1) Any willful attempt or threat to inflict injury on another person, when accompanied by an apparent present ability to do so;
- 2) Any intentional display of force such as would give the victim reason to fear or expect immediate bodily harm; or
- 3) Any intentional written, verbal, or physical act, which a reasonable person would perceive as being intended to threaten, harass, or intimidate, that:
 - a. Causes another person substantial physical harm or visible bodily harm;
 - b. Has the effect of substantially interfering with a student's education;
 - c. Is so severe, persistent, or pervasive that it creates an intimidating or threatening education environment; or
 - d. Has the effect of substantially disrupting the orderly operation of the school.

This letter is to inform you that your child has been involved in a report of a bullying or harassment incident.

___ A report has been made that alleges your child as a perpetrator of bullying or harassment.

___ A report has been made that alleges your child as a victim of bullying or harassment.

___ A report has been made that alleges your child as a witness, bystander and/or complainant of bullying or harassment.

Please discuss this with your child and call the school if you need further assistance or information.

An investigation into the reported act of bullying has been initiated. You will be notified of the outcome and any actions taken pertaining to your child. Thank you for your attention to this matter.

Sincerely,

Head Administrator

Adopted August 30, 2021

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Anti-Hazing Policy

The School seeks to create and maintain a safe educational environment. Hazing is strictly prohibited. The School will actively enforce and monitor this policy. No individual may plan, encourage, or engage in hazing. Additionally, no staff member may permit, condone, or tolerate hazing activities.

Hazing is defined as doing any act or coercing another, including the victim, to do any act of initiation into any student or other organization that causes or creates a substantial risk of causing mental/physical harm to any person.

Hazing is a serious activity that may take place on or off School property. This policy extends to acts of hazing regardless of where the hazing occurs so long as the hazing is in any way connected to the activities or incidents that have occurred on property owned, used or controlled by the School.

Hazing still occurs even if the individual consents to, permits, or assumes the risk of the activities performed.

The School will actively enforce and monitor this policy. The School requires School employees to be vigilant and take the following steps regarding incidents. Upon learning of hazing, planned hazing, or possible events that may include hazing; staff members are required to inform involved individuals that hazing is prohibited, end all acts or planned acts immediately, and report the incident to the Head Administrator or his/her designee immediately.

Individuals that violate this policy may be subject to discipline and to civil and criminal penalties. Students that engage in hazing will be subject to discipline up to and including permanent exclusion.

Ohio: R.C. 2307.44, 2903.31, 3313.661.

Cross Reference: Policy No. **4103**, Harassment and Sexual Harassment; Policy No. **4104**, Policy on Harassment, Intimidation and Bullying; Policy No. **4106**, Policy on Gang Activity & Other Prohibited Groups.

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Policy on Gang Activity & Other Prohibited Groups

The School seeks to create and maintain a safe learning environment. This environment is threatened and interfered with the presence of gangs, gang activity, and other prohibited groups. School administrators will monitor the School environment, and students violating this policy will be subject to appropriate disciplinary action, which may include suspension and/or expulsion.

Gangs and Gang Activity

The School will not tolerate gangs. The School prohibits gangs or gang activities while at the School, in school buildings, school buses, or school-sponsored events.

A “gang” is defined as any identifiable group, organization, or association of three more persons that exists without the School’s authorization, that engages in gang activity; anti-social behavior; criminal behavior; or other activities that disrupts the School environment, and possesses an identifiable name, sign, or symbol.

A “gang activity” is defined to occur when a person commits, attempts to commit, conspires, has been complicit in the commission of, or solicited; coerced; or intimidated another into an offense of violence, a felony, or other criminal conduct prohibited under R.C. 2923.41.

The School further prohibits the use of symbols, hand signals, graffiti, apparel or manner of grooming which indicates or implies membership or affiliation with a gang or gang activity.

Other Prohibited Groups

The School prohibits fraternities, sororities, and secret societies as described by law.

Ohio: R.C. 2923.41.

Cross Reference: Policy No. **4103**, Harassment and Sexual Harassment; Policy No. **4104**, Policy on Harassment, Intimidation and Bullying; Policy No. **4105**, Anti-Hazing Policy; Policy No. **4620**, Student Groups & Activities.

Attendance

4200

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Attendance, Absence & Truancy

The School's educational program requires students to be continuously present so the student may receive instruction and actively participate in the educational process. In accordance with Ohio law, the School requires attendance of all students enrolled in the School during the days and hours the School is in session. To be considered in attendance, a student must be either within the School facilities or in place where School is in session by the School's authority.

In developing this policy, the School has consulted with the Judge of the Juvenile Court, parents, guardians, custodians, students, and all appropriate state and local agencies.

Parental Responsibility & Procedure for Reporting Absences

A student's parents or guardians are primarily responsible for a student's attendance at school. Should a student be absent, the student's parent or guardian is required to notify the School on the day the student is absent unless previous notification has been given in accordance with the School procedure regarding excused absence.

In case a student is absent, the procedure for reporting absences should be as follows:

The parent must call the School within the first hour that the School is in session to report the student's absence.

If a parent fails to call the School, school personnel must make a good faith attempt to contact within 120 minutes of the start of the school day, the parent/guardian of a student who is absent from school without legitimate excuse.

The School must make at least one good faith attempt to contact the parent, guardian, or caretaker.

A good faith attempt shall include, but not be limited to, contacting the parent by:

- (1) An actual or automated telephone call;
- (2) A notification sent through the school's automated student information system;
- (3) A text message;
- (4) An email;
- (5) An actual visit to the student's residence; or
- (6) Any other method adopted by resolution of the School's governing authority.

If an automated calling system is used, it must include verification that each call is placed, and whether the call was answered by the intended recipient or the system leaves a voicemail containing notice of the student's absence.

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The notification requirement does not apply to students participating in College Credit Plus, or other “off-campus activities” as well as students receiving home-based, online, or Internet- or computer-based instruction.

To facilitate policy, parents or guardians must provide the School with their current home, work, and/or cellular telephone numbers; home address; and emergency telephone numbers.

Absences

Excused Absences. The Governing Authority recognizes the following absences as excused:

- the student’s physical or mental illness;
- instruction at home from a person qualified to teach the student due to a child’s disability;
- illness in the family necessitating the student’s presence;
- serious illness or death in the family;
- observing religious holidays and consistent with the student’s truly held beliefs;
- medical or dental appointment;
- college visitation;
- quarantine;
- required court appearance;
- inability of the parent to employ help in the parent’s family business;
- farm work of the parent or guardian at necessary times; or
- emergency or other circumstances the School determines reasonable.

If the student is absent or will be absent for one of the above reasons, the student must provide a written note upon returning/prior to leaving the School or the absence will be considered unexcused. The statement must be from a parent and explain the cause for absence. At his or her sole discretion, the Head Administrator or his/her designee may investigate each individual absence. A student, whose extended absence is due to a medically-documented physical or mental impairment, will not be disciplined. As provided by law, such students may be entitled to receive an education tailored to their individual needs or abilities.

Limited Excuse Absence. Students absent solely to participate in an out-of-state School-approved activity shall constitute a limited excused absence. Limited excuse absences are to be treated as an excused absence provided: (1) the absences are limited to a maximum of twenty-four hours per school year, (2) the student must complete any missed classroom assignments, (3) and if the activity will cause the student to be absent for four or more consecutive school days, teachers must accompany the student for instructional assistance.

Unexcused Absence. A student’s absence is unexcused if it is not an excused or limited excused absence. A student who is repeatedly has unexcused absences will be subject to disciplinary action.

Tardiness. A student is tardy when a student is more than five minutes late for school or is late for the start of class. If student misses more than half a class, the student shall be considered absent for the class. A student who is repeatedly tardy will be subject to disciplinary action.

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Truancy

No student of compulsory school age shall be habitually truant.

Habitual Truancy – a student is absent without a legitimate excuse for any of the following:

- thirty (30) or more consecutive school hours, or
- forty-two (42) or more school hours in one (1) month, or
- seventy-two (72) or more school hours in one (1) year.

Notification and Absence Intervention Team

The School's Attendance Officer must notify a child's parent, guardian or custodian if the child has "excessive absences" which shall be defined as *nonmedical* excused absences and unexcused absences with or without legitimate excuse for 38+ hours in one school month or 65+ hours in a school year. This notice shall be made in writing within 7 days after the date of the absence that triggered the notice. A "medical excused absence" shall include:

- (1) personal illness;
- (2) illness in the family necessitating the student's presence;
- (3) quarantine of the home;
- (4) death in the family;
- (5) appointment with a health care provider (doctor, dentist, orthodontist, mental health provider, etc.); or
- (6) on a case-by-case basis, any other set of circumstances the School deems to be a good and sufficient cause for medical absence from school.

A medical excuse for personal illness or health care provider appointment will be accepted in the form of doctor/provider's note within five school days of the absence, or documented parent call-in on the day of the absence due to illness. A student may have up to () ten () ____ medically excused absences without a doctor's note, but with a phone call from a parent/guardian.

If the student continues to be truant after the notification and surpasses the threshold for habitual truancy, the School must assign the student to an absence intervention team within 10 days after the absences surpass those for habitual truancy. This team must develop an intervention plan for the student to reduce or eliminate further absences within 14 school days after the student is assigned to the team. Absence intervention plans incorporate academic and non-academic supports to help the student and remove barriers to regular attendance. They shall also include counseling for those students classified as a habitual truant.

The team must make at least three (3) meaningful good faith attempts to secure participation in this process and any recommended truancy prevention mediation programs from the student's parent, guardian or custodian.

A good faith attempt shall include, but not be limited to, contacting the parent by:

- (1) An actual or automated telephone call;
- (2) A notification sent through the school's automated student information system;

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- (3) A text message;
- (4) An email;
- (5) An actual visit to the student's residence; or
- (6) Any other method adopted by resolution of the School's governing authority.

The parent is permitted to participate through a designee. If the parent fails to respond or participate, then the School is required to investigate as to whether the failure to response trigger mandatory reporting to JFS and the team must develop the plan without parent participation.

The School has the discretion to extend the intervention plan or process over the summer months.

Issuance of Age and Schooling Certificates/Work Permits

Student who are at least 16 years of age may be excused from School attendance if the Head Administrator or his/her designee has issued the proper age and schooling certificates.

Age and schooling certificates are required for the employment of minors in most occupations, the most notable exceptions being employment on a family farm or any employment by one's parents. Age and schooling certificates are not required for minors aged sixteen or seventeen who are employed during the summer vacation months.

All age and schooling certificates must be filed electronically with the Director of Commerce. The Head Administrator or his/her designee shall not issue or file an age and schooling certificate until certain documentation has been received, including a written pledge or promise from the employer indicating that the child will be lawfully employed, the child's school record, evidence of the child's age, and a physical fitness certificate.

Records relating to the issuance and denial of age and school certificates must be kept in the office issuing them. No records need be kept, however, in the case of certificates denied to children who are immediately determined to be of insufficient age.

Children who are granted age and schooling certificates must be enrolled in a competency-based instructional program to earn a high school diploma in accordance with rules adopted by the State Board of Education.

The Head Administrator or his/her designee may revoke an age and schooling certificate on account of noncompliance with any legal requirements, the physical condition of the child, the failure of the child to attend part-time classes (if required), or other sufficient cause.

Disciplinary Consequences for Truancy

On the 61st day after implementing the absence intervention plan, the Attendance Officer must file a complaint in the juvenile court if all of the following apply:

1. The student is absent without excuse for 30+ consecutive hours, 42+ hours in a school month or 72+ hours in a school year;
2. The School has made meaningful attempts to reengage through the absence intervention plan and any offered alternatives to adjudication;

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3. The student has refused to participate in or failed to make satisfactory progress on the plan, as determined by the absence intervention team, or any offered alternative adjudication.

A complaint regarding a habitual truant where the parent, guardian, or custodian fails to get the child to attend school must be filed jointly against the student and the parent, guardian, or custodian. If the student is absent without excuse for 30+ consecutive hours or 42+ in a school month but the absence intervention team has determined that the student has made substantial progress on the absence intervention plan, the Attendance Officer is not required to file a complaint.

The School shall also make notification to the registrar of motor vehicles pursuant to ORC 3321.13, if applicable, and shall also initiate legal action under ORC 2919.222, 3321.20, and/or 3321.38, if applicable to the student's situation.

Pursuant to the Ohio Revised Code, the School shall not suspend, expel, or remove a student from school solely on the basis of the student's absences from school without legitimate excuse.

A student who is habitually truant will be excused for the absences if it is determined that: (1) the student was enrolled in another school, or (2) the student's absence was excused by law or this policy, or (3) the student has received an age and schooling certificate.

Attendance Officer Responsibilities

The Attendance Officer responsibilities shall be held by the Head Administrator or his/her designee. The School's Attendance Officer shall investigate all nonattendance, shall be vested with police powers, may serve warrants, and may enter workshops; factories; stores; and all other places where children are employed and do whatever is necessary in the way of investigation or otherwise to enforce the laws relating to compulsory education and the employment of minors. The Attendance Officer may also take into custody any youth of compulsory school age not legally employed on an age and schooling certificate who is not attending school and shall conduct such youth to the school he has been attending or should rightfully attend.

Withdrawal

By law, a student will be withdrawn automatically if the student fails to participate in seventy-two (72) consecutive hours of learning opportunities and the absence is not excused pursuant to O.R.C. 3314.03(A)(6)(b). Upon a student's withdrawal pursuant to this provision, the School shall automatically notify the student's school district of residence pursuant to any applicable Ohio laws, rules and regulations.

A student may be voluntarily withdrawn if a parent submits a written Voluntary Withdrawal notice to the Head Administrator.

Reporting Requirements

The School must report to the Ohio Department of Education any of the following occurrences:

1. When student is absent 38+ hours in a school month or 65+ hours in a school year and the School sends notice to the parent, guardian or custodian;
2. When the child has been absent without legitimate excuse the number of hours to classify as a habitual truant;

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3. When the child is adjudicated an unruly child for being habitual truant violates the court order regarding that adjudication; and
4. When an absence intervention plan has been implemented for a child.

Ohio: R.C. 2152.02, R.C. 2152.011, R.C. 3313.668, R.C. 3313.672, R.C. 3326.22, R.C.3321, et seq., R.C. 3331.01; O.A.C. 3301-69-02.

Cross Reference: Policy No. **3820**, Resolving Issues with Attendance; Policy No. **4203**, Emergency School Closings & Calamity Days; Policy No. **3540**, Promotion and Retention of Students

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Attendance Tracking during the COVID-19-Related State of Emergency

The School may, due to the COVID-19 pandemic, provide a variety of instruction models, including remote and hybrid models, consistent with its Remote Learning Plan submitted to the Ohio Department of Education

Attendance at school remains key to student achievement. Students are expected to attend school regularly under remote or hybrid learning models, and parents/ guardians must be an instrumental support in this process.

The School will keep track of and report attendance in hourly increments, and retain documentation, of excused and unexcused absences. Excused absences are defined in Policy No. **4201**.

In a remote/hybrid learning model, a medical excuse for personal illness or health care provider appointment will be accepted in the form of doctor/provider's note within five school days of the absence, or documented parent call-in on the day of the absence due to illness. A student may have up to () *ten* () ____ medically excused absences without a doctor's note, but with a phone call from a parent/guardian. A medical excuse will be accepted through this process for students being educated either in-person or remotely while this policy is in effect. This process will be extended beyond 10 days if the student/student's household is in quarantine due to COVID-19 or if the student is experiencing symptoms of COVID-19.

Student attendance in teacher-led remote learning (synchronous web-based instruction) shall be tracked in the same manner as hourly, in-person instruction. Teachers will determine hourly attendance by evidence of student login and logoff data. () *Teachers will further verify meaningful attendance in a method selected by the teacher, such as ungraded surveys or quizzes, random questioning of students during the online class, or other similar means. () If there is no evidence the student participated or engaged in any way in a remote learning session, the student should be marked with an absence for the hour(s) for that remote learning session.*

Parents are encouraged to schedule appointments with health care providers at times that will not conflict with scheduled teacher-led remote learning (synchronous web-based instruction), to the extent possible. In addition to medical excuses, absences from teacher-led remote learning (synchronous web-based instruction) may be considered excused under the following circumstances, with documented notice from a parent/guardian:

() temporary internet outage for individual students or households;

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() unexpected technical difficulties for individual students or households, such as password resets or software upgrades occurring during a teacher-led remote learning lesson;

() malfunction of a School-owned device for which the District is providing technical assistance, repair, or replacement;

() temporary computer malfunction.

Attendance in self-directed remote learning (asynchronous learning) shall be tracked by evidence of participation, which may include, but is not limited to:

() Daily logins to learning management systems;

() Daily interactions with the teacher to acknowledge attendance, which may include, but are not limited to, messages, emails, telephone calls, video chats or other formats that enable teachers to engage with students; and

() Assignment completion. The teacher will determine the number of hours a typical student would take to complete an assignment and report those hours of attendance when the assignment is completed. As appropriate, the regular education teacher will consult the student's intervention specialist to determine the length of time to complete an assignment. ***[NOTE: Student IEPs and Section 504 plans may be updated to address attendance accommodations as appropriate.]***

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Emergency School Closings & Calamity Days

The Head Administrator or his/her designee shall make all decisions regarding calamity days that require the School to be closed. Closings may be made because of hazardous weather, disease epidemic, utility failure, or other conditions that jeopardize the health and safety of those affiliated with the School. As deemed necessary, the Head Administrator may close the School, delay the opening of the School, or dismiss School early. Should a calamity day be declared, School-related activities will be canceled.

Cross Reference: Policy No. **3820**, Resolving Issues with Attendance; Policy No. **4201**, Attendance, Absence, & Truancy; Policy No. **4630** School-Sponsored Trips.

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Graduation

4300

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Graduation Requirements

Ohio law provides the following graduation requirements that are available for the classes of 2021 and beyond. Students entering ninth grade between **July 1, 2017, and June 30, 2019**, have the option to meet the new requirements outlined for the class of 2023 and beyond or meet the requirements of the original three pathways to graduation.

To earn a high school diploma in Ohio, you must complete the courses and requirements **and then** choose a pathway to show that you are ready for college or a job.

Complete Courses and Requirements:

Take and earn a national minimum of 20 credits in specific subjects. You also must receive instruction in economics and financial literacy and complete at least two semesters of fine arts.

Meet one of the following options:

OPTION 1

Satisfy **one** of the three **original pathways** to graduation that were in place when you entered high school. The pathways include:

1. **Ohio's State Tests** - Earn at least 18 points on seven end-of-course state tests. Each test score earns you up to five graduation points. You must have a minimum of four points in math, four points in English and six points across science and social studies.
2. **Industry credential and workforce readiness** - Earn a minimum of 12 points by receiving a State Board of Education-approved, industry-recognized credential or group of credentials in a single career field and earn the required score on WorkKeys, a work-readiness test. The state of Ohio will pay one time for you to take the WorkKeys test.
3. **College and career readiness tests** - Earn remediation-free scores in mathematics and English language arts on either the ACT or SAT.

OPTION 2

Satisfy the **new graduation requirements** for the classes of 2023 and beyond by:

1. **Demonstrating Competency** - Students will demonstrate competency in the foundational areas of English language arts and mathematics through state assessments.

Students who fail to attain a competency score on one or both of the Algebra I and English language arts II end-of-course examinations will be offered remedial support and must retake the examination(s) at least once.

For students on an Individual Education Plan (IEP), the IEP shall specify the manner in which the student will participate in assessments or an alternative assessment under Ohio law. Where

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an IEP exempts a student from obtaining a competency score on end of course examinations or alternate assessments, the student will be eligible to receive a diploma if, after taking the exam(s) or alternate assessment(s), the student receives remedial support and re-takes, without obtaining an established or competency score, the exam(s) or alternate assessment(s).

If competency through examinations cannot be demonstrated, Ohio permits alternative demonstrations of competency through:

1. College Credit Plus in math and/or English;
 2. U.S. military enlistment;
 3. attaining remediation-free status, in accordance with Ohio law, in the failed subject area(s) on the ACT or SAT (for English language arts II, a student must be remediation-free in the subjects of both English and reading); or
 4. Demonstrating two career-focused activities, one of which must be foundational:
 - a. Foundational: earning a cumulative score of proficient or higher on three or more state technical assessments in a single career pathway; obtaining an industry-recognized credential, or group of credentials that is at least equal to the total number of points established under Ohio law to qualify for a high school diploma; obtaining a license approved under section 3313.6113 of the Revised Code that is issued by a state agency or board for practice in a vocation that requires an examination for issuance of that license; completing a pre-apprenticeship aligned with options established under Ohio law in the student's chosen career field; completing an apprenticeship registered with the apprenticeship council established under section 4139.02 of the Revised Code in the student's chosen career field, or providing evidence of acceptance into an apprenticeship program after high school that is restricted to participants eighteen years of age or older.
 - b. Supporting: completing two hundred fifty hours of a work-based learning experience with evidence of positive evaluations; obtaining an OhioMeansJobs-readiness seal; or attaining a workforce readiness score, as determined by the state, on the nationally recognized job skills assessment selected by the state board
2. **Demonstrating Readiness** - Students will demonstrate readiness for their post-high school paths by earning two state seals that allow them to demonstrate important foundational and well-rounded academic and technical knowledge, professional skills, as well as develop key social and emotional competencies and leadership and reasoning skills, which must include at least one of the following: (1) seal of biliteracy; (2) OhioMeansJobs-readiness seal; or (3) a state diploma seal in one of the following areas: industry-recognized credential seal, college-ready seal, military enlistment seal, citizenship seal, science seal, honors diploma seal, or technology seal.

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Note that the School offers the following additional seal(s) in accordance with Form 4301.2: ☐ community service seal, ☐ fine and performing arts seal, ☐ student engagement seal, but these local seals may not be used to demonstrate readiness as defined above. The School will recognize a state diploma seal for community service, fine and performing arts, and/or student engagement earned by a student at another district or a different public or chartered nonpublic school prior to transferring to the School, regardless of whether the School offers such a seal.

In order to graduate, a student must earn twenty units of credit which satisfy the following minimum subject area requirements:

English/Language Arts	4 units
Mathematics	4 units
Science	3 units, including (1 physical science) (1 life science) (1 advanced study in chemistry, physics, or other physical science, advanced biology or other life science, astronomy, physical geology, or other earth or space science, or computer science). Computer science may not be substituted for a life science or biology course.
History/Government	1 unit (½ American History, (½ American government). Must include study of the following documents: the Declaration of Independence, the Northwest Ordinance, the Constitution of the United States (with emphasis on the Bill of Rights), and the Ohio Constitution. The General Assembly has further instructed as follows: “The study of each of the documents prescribed ... shall include study of that document in its original context. The study of American history and government ... shall include the historical evidence of the role of documents such as the Federalist Papers and the Anti-Federalist Papers to firmly establish the historical background leading to the establishment of the provisions of the Constitution and Bill of Rights.”

Adopted August 30, 2021

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Social Studies	2 units.
Health	½ unit
Physical Education	½ unit
Electives	5 units. The five units of electives may consist of one or any combination of foreign language, fine arts, business, career-technical education, family and consumer sciences, technology (which may include computer science), agricultural education, a junior reserve officer training corps (JROTC) program, or English language arts, mathematics, science, or social studies courses not otherwise required.
Required Total:	20 units minimum

Note the following:

- Credits toward either curricula may be granted for “advanced work” by students below the ninth grade if taught by a properly licensed instructor and specifically designated by the Board as meeting the high school curriculum requirements.
- Units earned in English language arts, mathematics, science, and social studies that are delivered through integrated academic and technical instruction (typically in a vocational school setting) will also satisfy the unit requirements set forth above.

There are two major “flexibility” concepts: 1. a broad authority given to schools to integrate course content from different academic subject areas into a single course, including a career-technical education course, for which the student may then receive graduation credits in multiple subject areas. 2. the authority to grant units of high school credits to students who demonstrate subject area competency through work-based learning experiences, internships, or cooperative education. Boards of education wishing to grant credit for subject area competencies demonstrated in these ways may do (beginning with the 2018–19 school year) in accordance with a framework developed by the Department of Education.

It should be noted that special requirements or options exist with respect to the social studies, physical education, and fine arts units required by the Ohio Core curriculum. Each school is required to integrate the study of economics and financial literacy into one or more of its existing social studies courses. Social studies must also include at least one-half unit of instruction in the study of world history and civilizations.

Fine arts, although classified as an elective high school course, is subject to the broader requirement that all students in grades 7-12 complete two semesters of fine arts.

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Physical education, a minimum $\frac{1}{2}$ unit of the Ohio Core curriculum, may be waived by policy for any student who, during high school, has participated in interscholastic athletics, marching band, show choir, or cheerleading for at least two full seasons or in the junior reserve officer training corps for at least two full years. Students who are granted the physical education waiver must, however, “fill in” the $\frac{1}{2}$ unit with other course work consisting of at least 60 hours of instruction. The School retains the right to impose “even more challenging” course requirements than those set in this Policy. This includes the right to require more than 20 units of academic credit. If, however, a School wishes to require a foreign language as a graduation requirement, students must be allowed to substitute instruction in computer coding for a foreign language on a unit-for-unit basis.

Transferring students who previously attended an Ohio school complying with state minimum standards or an out-of-state school approved by the Department of Education must be placed at a grade level that corresponds to their previous placement, with full recognition for graduation units of credit previously earned. However, the specific academic subject grades from the previous school shall be accepted and the School shall translate the specific academic grades received at the previous school whenever this is deemed necessary due to the use of different grading scales or methodologies.

Students transferring from another state, after receiving home instruction, or from a nonchartered, nontax-supported school after the start of the student's twelfth grade year and fails to attain a competency score on the Algebra I or English language arts II end-of-course examination shall not be required to retake the applicable examination prior to demonstrating competency in the failed subject area under the options established by Ohio law.

Students may be able to “test out” of the required class time or to earn such credits through other alternative means. Under a “credit flexibility” plan, students may earn high school credits by demonstrating competency in the subject area on a test or through the pursuit of other educational options. See Policy No. **3620** Credit Flexibility Plan.

See Form No. **4301.1** Overview Handout about the Classes of 2021 and 2022 Graduation Requirements for Students and their Families.

Adopted August 30, 2021

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Ohio's High School Graduation Requirements

Classes of 2021 and 2022

It's Your **Future.** Get **Ready.**

Before you know it, you'll be receiving your high school diploma. Ohio is giving you new ways to show the world what you can do with it.

As a student entering ninth grade between **July 1, 2017** and **June 30, 2019**, Ohio's new high school graduation requirements give you more flexibility to choose a graduation pathway that builds on your strengths and passions – one that ensures you are ready for your next steps and excited about the future.

Cover the basics

You must earn a minimum total of 20 credits in specified subjects and take your required tests. Then, decide how you will round out your diploma requirements.

English language arts	4 credits
Health	½ credit
Mathematics	4 credits
Physical education	½ credit
Science	3 credits
Social studies	3 credits
Electives	5 credits

Other Requirements

You also must receive instruction in economics and financial literacy and complete at least two semesters of fine arts. Your district may require more than 20 credits to graduate.

You have the option to show you are ready by meeting the **original three graduation pathways** below that were available when you entered high school.

Show you are ready

Use at least one pathway to show that you are ready for college or a job.

1. Ohio's State Tests

Earn at least 18 points on seven end-of-course state tests. End-of-course tests are:

Algebra I or Integrated Math I	English I
Geometry or Integrated Math II	English II
American Government	Biology
American History	

Each test score earns you up to five graduation points. You must have a minimum of four points in math, four points in English and six points across science and social studies. Your school and district receive grades on the Ohio School Report Cards for all students' scores and participation on state tests.

OR

2. Industry credential and workforce readiness

Earn a minimum of 12 points by receiving a State Board of Education-approved, industry-recognized credential or group of credentials in a single career field and earn the required score on WorkKeys, a work-readiness test. The state of Ohio will pay one time for you to take the WorkKeys test.

OR

3. College and career readiness tests

Earn remediation-free scores in mathematics and English language arts on either the ACT or SAT.

The Ohio Department of Higher Education works with Ohio's universities to set the remediation-free scores for the ACT and SAT tests. Periodically, for a variety of reasons, these scores may be adjusted. For all high school juniors, the remediation-free scores set by Feb. 1 of their junior year will be used to meet their graduation requirement. The most up-to-date information regarding remediation-free scores can be found on the Department's graduation requirements webpage.

OR

(see reverse side)

You can meet **new requirements** by demonstrating competency and readiness for a job, college, military or a self-sustaining profession.

Show competency

Earn a passing score on Ohio's high school Algebra I and English II tests. Students who do not pass the test will be offered additional support and must retake the test at least once.

Is testing not your strength? After you have taken your tests, there are three additional options to show competency!

Option 1.

Demonstrate Two Career-Focused Activities*: Foundational

Proficient scores on WebXams
A 12-point industry credential
A pre-apprenticeship or acceptance into an approved apprenticeship program

Supporting

Work-based learning
Earn the required score on WorkKeys
Earn the OhioMeansJobs Readiness Seal

*At least one of the two must be a Foundational skill

Option 2.

Enlist in the Military

Show evidence that you have signed a contract to enter a branch of the U.S. armed services upon graduation.

Option 3.

Complete College Coursework

Earn credit for one college-level math and/or college-level English course through Ohio's free College Credit Plus program.

AND

Show readiness

Earn two of the following diploma seals, choosing those that line up with your goals and interests. These seals give you the chance to demonstrate academic, technical and professional skills and knowledge that align to your passions, interests and planned next steps after high school.

At least one of the two must be Ohio-designed:

- | | |
|---------------------------------------------------------------------|----------------------------------------------------------------|
| <input type="checkbox"/> OhioMeansJobs Readiness Seal (Ohio) | <input type="checkbox"/> Honors Diploma Seal (Ohio) |
| <input type="checkbox"/> Industry-Recognized Credential Seal (Ohio) | <input type="checkbox"/> Seal of Biliteracy (Ohio) |
| <input type="checkbox"/> College-Ready Seal (Ohio) | <input type="checkbox"/> Technology Seal (Ohio) |
| <input type="checkbox"/> Military Enlistment Seal (Ohio) | <input type="checkbox"/> Community Service Seal (Local) |
| <input type="checkbox"/> Citizenship Seal (Ohio) | <input type="checkbox"/> Fine and Performing Arts Seal (Local) |
| <input type="checkbox"/> Science Seal (Ohio) | <input type="checkbox"/> Student Engagement Seal (Local) |



Want to learn more? Contact your school counselor or visit education.ohio.gov/graduation

Ohio's High School Graduation Requirements

Classes of 2023 and Beyond

It's Your **Future.** Get **Ready.**

Before you know it, you'll be receiving your high school diploma. Ohio is giving you new ways to show the world what you can do with it.

As a student entering ninth grade on or after **July 1, 2019**, Ohio's new high school graduation requirements give you more flexibility to choose a graduation pathway that builds on your strengths and passions – one that ensures you are ready for your next steps and excited about the future.

First, cover the basics

You must earn a minimum total of 20 credits in specified subjects and take your required tests. Then, decide how you will round out your diploma requirements.

English language arts	4 credits
Health	½ credit
Mathematics	4 credits
Physical education	½ credit
Science	3 credits
Social studies	3 credits
Electives	5 credits

Other Requirements

You also must receive instruction in economics and financial literacy and complete at least two semesters of fine arts. Your district may require more than 20 credits to graduate.

Second, show competency

Earn a passing score on Ohio's high school Algebra I and English II tests. Students who do not pass the test will be offered additional support and must retake the test at least once.

Is testing not your strength? After you have taken your tests, there are three additional ways to show competency!

Option 1.

Demonstrate Two Career-Focused Activities*: Foundational

Proficient scores on WebXams
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Supporting

Work-based learning
Earn the required score on WorkKeys Earn the OhioMeansJobs Readiness Seal

*At least one of the two must be a Foundational skill

Option 2.

Enlist in the Military

Show evidence that you have signed a contract to enter a branch of the U.S. armed services upon graduation.

Option 3.

Complete College Coursework

Earn credit for one college-level math and/or college-level English course through Ohio's free College Credit Plus program.

Third, show readiness

Earn two of the following diploma seals, choosing those that line up with your goals and interests. These seals give you the chance to demonstrate academic, technical and professional skills and knowledge that align to your passions, interests and planned next steps after high school.

At least one of the two must be Ohio-designed:

- ☐ OhioMeansJobs Readiness Seal (Ohio)
- ☐ Industry-Recognized Credential Seal (Ohio)
- ☐ College-Ready Seal (Ohio)
- ☐ Military Enlistment Seal (Ohio)
- ☐ Citizenship Seal (Ohio)
- ☐ Science Seal (Ohio)
- ☐ Honors Diploma Seal (Ohio)
- ☐ Seal of Biliteracy (Ohio)
- ☐ Technology Seal (Ohio)
- ☐ Community Service Seal (Local)
- ☐ Fine and Performing Arts Seal (Local)
- ☐ Student Engagement Seal (Local)

Want to learn more? Contact your school counselor or visit education.ohio.gov/graduation



Adopted August 30, 2021

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[Note: This policy must be edited before adoption.]

Graduation Plans/ Students at Risk of Not Qualifying for a High School Diploma

The Governing Authority values a high rate of graduation for its students and recognizes the importance of one's high school diploma for future success. A "graduation plan" will be developed for all students in grades nine through 12.

Graduation Plan

The graduation plan will address the student's academic pathway to meet the curriculum requirements specified by the School (Policy **4301**, Graduation Requirements) and to satisfy the graduation conditions under section 3313.618 of the Ohio Revised Code.

A School () *representative* () *guidance* counselor will develop the graduation plan jointly with the student and update the plan each school year in which the student is enrolled, until the student qualifies for a high school diploma. The School will invite a student's parent, guardian, or custodian to assist in developing and updating the graduation plan.

A student's individualized education program may be used in lieu of developing a graduation plan under this policy, if the IEP contains academic goals substantively similar to a graduation plan.

At-Risk Students

The School will identify students at risk of not qualifying for a high school diploma by measuring a student's lack of adequate progress in meeting the terms of a graduation plan developed under this policy. Other criteria for identifying at-risk students will also include excessive absences or misconduct.

When the graduation plan is developed and updated annually, the School will determine if a student is not making adequate progress in meeting the terms of a graduation plan. If the student is not making adequate progress to meet the terms of the plan, the School will consider the student to be at risk of not receiving a high school diploma, and will notify the student's parent, guardian, or custodian in writing () *and via a documented telephone call*. The notification will include: (1) a statement that the student is at risk of not qualifying for a high school diploma; (2) a description of the School's curriculum requirements (or the student's IEP, as applicable), as well as Ohio graduation conditions prescribed under section 3313.618 of the Revised Code; and (3) a description of additional instructional or support services available to the at-risk student. The notice will be sent each year that a student is identified as being at risk.

In conjunction with the student's Student Success Plan (Policy No. **3680**, Policy on Career Advising, and Form 3681, Student Success Plan), the School offers the following instructional and support services to assist the at-risk student:

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[Choose from the following options:]

- ☐ *Mentoring programs [Note: consider using the OhioMeansJobs-ReadinessSeal as a guide]*
- ☐ *Tutoring programs*
- ☐ *High school credit through demonstrations of subject area competency under division (J) of section 3313.603 of the Revised Code [Note: Such as credit flexibility options]*
- ☐ *Adjusted curriculum options*
- ☐ *Career-technical programs*
- ☐ *Mental health services*
- ☐ *Physical health care services*
- ☐ *Family engagement and support services.*

Ohio: R.C. 3313.617

*Cross Reference: Policy No. **3680**, Policy on Career Advising; Policy No. **4301**, Graduation Requirements*

Adopted August 30, 2021

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Student Code of Conduct

4400

Adopted August 30, 2021

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Student Code of Conduct

In order to achieve the School's educational goals, the School requires all students to conform to the policies outlined in this handbook and further elaborated in the School's manual. Failure to comply with these requirements will result in discipline.

Discipline is to be administered in a reasonable manner and shall generally follow the Student Discipline Program outlined below, with each infraction assigned to a specific level of discipline. However, the Head Administrator retains discretion to assign an infraction to a different level of discipline depending on the facts and circumstances.

Under no circumstances does the Governing Authority condone the use of unreasonable force and fear. The School strictly prohibits Corporal Punishment by all teachers, administrators, non-licensed employees, bus drivers or volunteers. See **Policy 4560**, Positive Behavior Interventions and Support, Seclusion, and Prohibited Practices.

The Student Code of Conduct and related disciplinary process apply in the School, on the School property, at School activities or functions off the School premises, and during transportation to and from the School. Offenses and punishment will be determined by the Head Administrator and on an individual basis.

Student Discipline Program for Students in Grades Pre-K-3rd Grade:

The School shall not issue an out-of-school suspension or expulsion for a student in grades pre-K through 3 except for serious offenses or as necessary to protect the immediate health and safety of the student, classmates, classroom staff and teachers, or other school employees.

The School's authority to issue an in-school suspension for a student in grades pre-K through 3 is expressly not affected by this rule, provided the suspension is served in a supervised learning environment. An in-school suspension means the student will serve all of the suspension in a supervised learning environment within a school setting.

Pre-K to 3rd Grade Students may be suspended and/or expelled for the violation of offenses listed in Categories 1 and 2:

Category 1: A serious and specific offense for which suspension or expulsion is statutorily required (bringing a firearm to school) or statutorily authorized (possessing a firearm, bringing a knife capable of causing serious bodily injury, making a bomb threat, or causing serious harm to persons or property).

Category 2: An offense not listed in Category 1 but for which the district or school determined suspension was necessary to protect the immediate health and safety of the student, the student's classmates, or the classroom staff or teachers.

Students shall not be suspended and/or expelled for violation of offenses listed as Category 3, minor offenses, not described in Category 1 or 2.

Adopted August 30, 2021

Student Discipline Program for Students in Grades 4th to 12th:

See the Infraction Table for a complete listing of offenses and the offenses' discipline levels.

Level One. Should a student commit a Level One offense, the teacher shall inform the student that he/she broke a rule, explain the rule, and administer an appropriate consequence. A Level One offense occurs:

- when a student engages in conduct constituting a Level One offense; or
- when a student commits a Level Two, Level Three, or Level Four offense that the Head Administrator deems appropriate to be considered a Level One offense.

Level Two. Should a student commit a Level Two offense, the teacher shall explain the infraction and administer an appropriate consequence. The teacher shall also contact the student's parents/guardians and send a report to the parents/guardians and the appropriate administrative office. A Level Two offense occurs:

- when a student engages in conduct constituting a Level Two offense;
- when student repeatedly violates a Level One offense; or
- when a student commits a Level One, Level Three, or Level Four offense that the Head Administrator deems appropriate to be considered a Level Two offense.

Level Three. Should a student commit a Level Three Offense, the student shall be subject to suspension under the School's suspension policy. A Level Three Offense occurs:

- when a student engages in conduct constituting a Level Three offense;
- when student repeatedly violates a Level One or Level Two offense; or
- when a student commits a Level One, Level Two, or Level Four offense that the Head Administrator deems appropriate to be considered a Level Three offense.

Level Four. Should a student commit a Level Four offense, the student shall be subject to expulsion, under the School's expulsion policy. A Level Four Offense occurs:

- when a student engages in conduct constituting a Level Four offense;
- when student repeatedly violates a Level One, Level Two, or Level Three offense; or
- when a student commits a Level One, Level Two, or Level Three offense that the Head Administrator deems appropriate to be considered a Level Four offense

INFRACTION	DEFINITION	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE	
Academic Misconduct	Plagiarizing, cheating, copying another's work or internet publishing, gaining unauthorized access to material, using, submitting, or attempting to obtain data or answers dishonestly or by means other than authorized by the teacher. Falsifying information (signing homework, etc.).	Level 2 – 3 disciplinary action.	Level 3 - 4 disciplinary action.	Level 4 disciplinary action.	
Altering Official Documents	The forgery, falsifying, or unauthorized alteration of a document.	Level 2 - 3 disciplinary action.	Level 3 - 4 disciplinary action.	Level 4 disciplinary action.	
Assault	Unlawfully causing any physical injury.	Level 2 - 3 disciplinary action.	Level 3 - 4 disciplinary action.	Level 4 disciplinary action.	
Bullying	Any intentional written, verbal, electronic, or physical act that a student has exhibited toward another particular student more than once and the behavior both: (1) causes mental or physical harm to the other student and (2) is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student; or violence within a dating relationship.	Level 2 - 4 disciplinary action; alternative discipline under bullying policy.	Level 3 - 4 disciplinary action; alternative discipline under bullying policy.	Level 4 disciplinary action; alternative discipline under bullying policy.	
Bullying by Electronic Act ("Cyber Bullying")	Bullying, as defined above, through use of a cellular or mobile telephone, computer, pager, personal communication device, or other electronic communication device.	Level 2 - 4 disciplinary action; alternative discipline under bullying policy.	Level 3 - 4 disciplinary action; alternative discipline under bullying policy.	Level 4 disciplinary action;	
Bomb Threat	Making a bomb threat to a School building or to any premises at which a School activity is occurring at the time of the threat.	Level 3 - 4 disciplinary action and 1 year discretionary expulsion.	Level 4 disciplinary action and 1 year discretionary expulsion.	Level 4 disciplinary action and 1 year discretionary expulsion.	
Criminal Act	Committing an act that is a criminal offense when committed by an adult that results in serious physical harm to persons or serious physical harm to property.	Level 4 disciplinary action and 1 year discretionary expulsion.	Level 4 disciplinary action and 1 year discretionary expulsion.	Level 4 disciplinary action and 1 year discretionary expulsion.	
Damage / Destruction of Property	Causing, attempting to cause, or threatening to cause damage to School or private property (including graffiti).	Level 2 – 3 disciplinary action.	Level 3 – 4 disciplinary action.	Level 4 disciplinary action.	

Adopted August 30, 2021

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INFRACTION	DEFINITION	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE	
Dangerous Weapon	Bringing a dangerous weapon onto School Property or possessing a dangerous weapon on School Property. Dangerous weapon means a weapon, device, instrument, material, or substance, animate or inanimate that is used for, or is readily capable of causing death or serious bodily injury.	Level 3 – 4 disciplinary action.	Level 3 – 4 disciplinary action.	Level 4 disciplinary action.	
Display of Affection	Any physical display of affection between students is prohibited.	Level 1 disciplinary action.	Level 2 disciplinary action.	Level 3 - 4 disciplinary action.	
Disruptive Behavior	Engaging in any conduct that causes or results in the breakdown of the orderly process of instruction and/or School activities, including but not limited to failure to carry out directions and/or School guidelines, failure to cooperate with School personnel or parent volunteers, verbally harassing other students, and running and/or making excessive noise in the building.	Level 1 disciplinary action.	Level 2 disciplinary action.	Level 3 - 4 disciplinary action.	
Dress Code Violations	[Insert School's Dress Code]	Level 1 - 2 Parent may be called	Level 1 - 2 Parent may be called	Level 3 - 4	
Electronic Access	The unauthorized use of electronic password codes for any reason, including but not limited to, accessing, controlling, or disabling technological devices or services.	Level 2 -3 disciplinary action.	Level 3 -4 disciplinary action.	Level 4 disciplinary action.	
Electronic and Other Communication Devices	No Student shall use any electronic devices (cellular telephones, PDA's, CD players, I-Pods, gaming devices, etc.) without approval, on School property between the hours of 8:00 a.m. to the conclusion of School.	Level 1 - 2 disciplinary action.	Level 2 - 3 disciplinary action.	Level 3 - 4 disciplinary action.	

Adopted August 30, 2021

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INFRACTION	DEFINITION	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE
Extortion/Robbery	Obtaining money, information, or property from another by threat, intimidation, or coercion.	Level 2 – 3 disciplinary action.	Level 3 – 4 disciplinary action.	Level 4 disciplinary action.
Firearm	Bringing a firearm to the School or onto School Property (any Property owned, used, or leased by the School for School, School extracurricular or School-related events).	1 year mandatory expulsion.	1 year mandatory expulsion.	1 year mandatory expulsion.
	Bringing a firearm to an interscholastic competition, an extracurricular event, or any other School program or activity that is located at a School or on School property.	Level 4 disciplinary action and 1 year discretionary expulsion.	Level 4 disciplinary action and 1 year discretionary expulsion.	Level 4 disciplinary action and 1 year discretionary expulsion.
	Possessing a firearm at School, on School Property or at an interscholastic competition, an extracurricular event, or any other School program or activity which firearm was initially brought onto School Property by another person.	Level 4 disciplinary action and 1 year discretionary expulsion.	Level 4 disciplinary action and 1 year discretionary expulsion.	Level 4 disciplinary action and 1 year discretionary expulsion.
Gambling	Illegal participation in, or the organization of, games of chance for money and/or other items of value.	Level 1 - 2 disciplinary action.	Level 2 - 3 disciplinary action.	Level 4 disciplinary action.
Gang Activity	No student shall be involved in initiations, hazing, intimidations and/or related activities of group affiliations which are likely to cause bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm to Students or Staff. No Student shall wear, carry or display gang paraphernalia or exhibit behaviors or gestures which symbolize gang membership or cause and/or participate in activities which intimidate or affect the attendance of another student	Levels 1 - 3	Level 3 - 4	Level 4
Hazing	Committing any act or coercing another, including the victim, to do any act of initiation into any Student or other organization that causes or creates risk of causing mental or physical harm to any person. Permission, consent, or assumption of risk by an individual subject to hazing does not lessen the prohibition in this policy.	Level 2 - 3 disciplinary action.	Level 3 - 4 disciplinary action.	Level 4 disciplinary action.
Homework	Daily homework assignments are an extension of, and reinforce class work, and may be assigned Monday through Friday evenings. The amount of homework and time required for its	Level 1	Level 2	Level 2 - 3

Adopted August 30, 2021

INFRACTION	DEFINITION	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE
	completion will depend on the grade level of the student and the type of skill or content being developed. All homework must be completed in a timely manner, as determined by the classroom teacher. Repeated failure to timely complete homework is of great concern and may result in appropriate disciplinary measures.			
Illegal or Dangerous Substances	Using, selling/purchasing, distributing, possessing, or attempting to possess, substances capable of producing a change in behavior or altering a state of mind or feeling; and/or paraphernalia.	Level 2 - 4 disciplinary action.	Level 3 - 4 disciplinary action.	Level 4 disciplinary action.
Illegal Organization	Anti-social organizations, secret societies, gangs, and other sets of individuals that are not sanctioned by the School, which are determined to be disruptive to teaching and learning. This includes but is not limited to, wearing of symbolic jewelry apparel, making gestures, language use, graffiti, distributing material, or altering personal appearance to symbolize membership in an organization with a history of, or determined to be, a disruption to teaching and learning.	Level 1 - 2 disciplinary action.	Level 2 - 3 disciplinary action.	Level 4 disciplinary action.
Inappropriate language	Using or directing, insulting, degrading, or demeaning language, written, verbal, or symbolic, toward School personnel or any member of the School community.	Level 1 – 2 disciplinary action.	Level 2 – 3 disciplinary action.	Level 3 - 4 disciplinary action.
Insubordination	Verbal or nonverbal refusal to comply with a reasonable request or directive while on School property or at any School related activity or event.	Level 1 – 2 disciplinary action.	Level 2 – 3 disciplinary action.	Level 3 - 4 disciplinary action.
Intimidation/ Menacing/ Bullying/Cyber-Bullying	Threats, verbal or physical, that inflict fear, injury, or damage. Cyber-bullying is a sub-set of bullying and involves the use of information and communication technologies, including but not limited to e-mail, cell phone and pager text messages, blogs, social media, Wikipedia, the Internet, instant messaging, defamatory personal Web sites, and defamatory online personal polling Web sites, to support deliberate or repeated, or hostile behavior by an individual or group, that is intended to harm, intimidate or harass others on School time or the School premises, at School events, programs or activities or off School time or School premises if	Level 2 - 3 disciplinary action.	Level 3 - 4 disciplinary action.	Level 4 disciplinary action.

Adopted August 30, 2021

INFRACTION	DEFINITION	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE
	such acts affect other Students or Staff of the School.)			
Knife	Bringing a knife capable of causing serious bodily injury to School, onto School property, to an interscholastic competition, an extracurricular event, or any other program or activity sponsored by the School or which the School is a participant.	Level 4 disciplinary action and 1 year discretionary expulsion.	Level 4 disciplinary action and 1 year discretionary expulsion.	Level 4 disciplinary action and 1 year discretionary expulsion.
	Possessing a knife capable of causing serious bodily injury at School, on School Property or at an interscholastic competition, an extracurricular event, or any other School program or activity which knife was initially brought onto School Property by another person.	Level 4 disciplinary action and 1 year discretionary expulsion.	Level 4 disciplinary action and 1 year discretionary expulsion.	Level 4 disciplinary action and 1 year discretionary expulsion.
Littering	Throwing paper, trash, or other materials on the floor, inside the School building, or on School grounds.	Level 1 disciplinary action.	Level 2 disciplinary action.	Level 3 - 4 disciplinary action.
Loitering	<p>Presence of an individual in or about a School under one or more of the following circumstances:</p> <ul style="list-style-type: none"> • After a reasonable request to leave. • Does not have a legitimate reason for presence. • Does not have written permission from proper authority for presence. • Refusal to identify self. 	Level 3 disciplinary action.	Level 3 disciplinary action.	Level 4 disciplinary action.
Lunch and Lunch Time Behaviors	<p>When Parents provide a Student's lunch, they are expected to provide a healthy meal. Carbonated beverages, such as soda (pop) are prohibited. Lunch should be a pleasant experience for everyone, teachers, students, and staff. Students must display decent table manners, courteous conversation, and cooperation with volunteers, teachers, and school personnel. Violations include but are not limited to:</p> <ul style="list-style-type: none"> • Eating food outside the designated area or room • Leaving without permission • Littering 	Level 1 disciplinary action.	Level 2 disciplinary action.	Level 3 - 4 disciplinary action.

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INFRACTION	DEFINITION	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE
	<ul style="list-style-type: none"> Discourtesy (toward volunteers, other students or staff) Failure to remain seated and to clean up your space Talking too loud and/or inappropriately 			
Lying	Intentionally giving untrue communication.	Level 1 disciplinary action.	Level 2 disciplinary action.	Level 3 - 4 disciplinary action.
Misuse of Electronic Online Hardware or Software	Students using School online services for illegal, inappropriate, or obscene purposed.	Level 2 disciplinary action.	Level 3 disciplinary action.	Level 4 disciplinary action.
Obscenities/ Verbal Abuse/ Vulgarity/ Profanity	Use of obscene, abusive, vulgar, profane, harassing, insulting, racial, sexual, religious, or ethnic slurs, written or verbal, toward School personnel or any member of the School community. This shall include use of obscene gestures and signs that willfully intimidate, insult, or in any other manner, abuse others.	Level 1 – 2 disciplinary action.	Level 2 – 3 disciplinary action.	Level 3 - 4 disciplinary action.
Offensive Material	The production, possession, and/or distribution of materials that offend common decency or morals.	Level 1 disciplinary action.	Level 2 disciplinary action.	Level 3 - 4 disciplinary action.
Other Overt Disruptive Behavior	Knowingly engaging in any behavior meant to alter the teaching/learning process; to demean, intimidate, or harm another or the property of individual or the School.	Level 2 disciplinary action.	Level 3 disciplinary action.	Level 4 disciplinary action.
Physical Contact	Participating in unacceptable physical contact, including but not limited to fighting, pushing, intentionally hurting other students.	Level 1 disciplinary action.	Level 2 - 3 disciplinary action.	Level 3 - 4 disciplinary action.
Playground Behavior	<p>The playground is a place to develop friendships in a relaxed setting. Improper behavior or other dangerous actions may include, but are not limited to:</p> <ul style="list-style-type: none"> Any use of physical force or violence Throwing objects of any kind, including snow, and/or ice Taking property of others (hats, gloves, etc.) 	Level 1 disciplinary action.	Level 2 disciplinary action.	Level 3 - 4 disciplinary action.

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INFRACTION	DEFINITION	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE
	<ul style="list-style-type: none"> Not being in the supervised area Improper use of playground equipment Using unapproved playground equipment 			
Reckless Endangerment	Any willful act that is not intended to cause harm but in fact places others in jeopardy of injury, or results in the damage, destruction, or defacement of School or private property.	Level 1 disciplinary action.	Level 2 - 3 disciplinary action.	Level 3 - 4 disciplinary action.
Refusal to Do Classroom Work	The refusal to complete work, labs, projects, or other assignments given by the teacher.	Level 1 disciplinary action.	Level 2 disciplinary action.	Level 3 disciplinary action.
Safety	<p>Students shall be concerned about their own safety and that of others. Student actions that may be considered a safety risk include, but are not limited to:</p> <ul style="list-style-type: none"> Talking during safety drills Running, pushing, yelling, or other inappropriate behaviors Possession of or use of tobacco, alcohol, or drugs Leaving the school building or grounds without permission Any of the inappropriate playground behaviors listed above 	Level 1 disciplinary action.	Level 2 disciplinary action.	Level 3 - 4 disciplinary action.
Sale, Use, Possession, or Distribution of Alcohol, Drugs, or other Chemical Controlled Substances	Using, selling/purchasing, distributing, possessing, or attempting to possess, mood altering chemicals, or substances (including counterfeit or look-alike substances), distributing any narcotics, drugs, controlled substances of any kind, or alcoholic beverages, or other intoxicant on School property or at School functions or event.	Level 3 disciplinary action.	Level 4 disciplinary action.	Level 4 disciplinary action.
Sale, Use, Possession, or Distribution of Tobacco Product	Using, selling/purchasing, distributing, possessing or attempting to possess, any tobacco product or paraphernalia.	Level 1 disciplinary action.	Level 2 - 3 disciplinary action.	Level 3 - 4 disciplinary action.
School Hall and Restrooms	Students will conduct themselves according to the standards of character education, values training, positive character traits, and proper behavior	Level 1 disciplinary action.	Level 2 disciplinary action.	Level 3 - 4 disciplinary action.

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INFRACTION	DEFINITION	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE
	<p>taught at the school. Violations include but are not limited to:</p> <ul style="list-style-type: none"> Cheating, stealing, lying, coarse language, etc. Lack of courtesy and respect (name-calling, talking back) Any use of physical force or violence at any time anywhere on school property Harassment of other students, teachers, volunteers, etc. Disrespect toward staff members, substitutes, volunteers, and/or visitors 			
School Property	<p>Textbooks, computers, and school facilities are available for student use. Proper care and use of school property is expected. All violations in this area require restoration and/or restitution. Violations include but are not limited to:</p> <ul style="list-style-type: none"> Defacing textbooks, library books, and other school materials Destruction or improper use of school computers, printers, or other technology Defacing/destruction of school property including desks, walls, lockers, etc. Failure to respect the property of other students, teachers, school personnel, etc. Gum chewing on school property Improper use of restrooms and/or supplies Stealing 	Level 1 disciplinary action.	Level 2 disciplinary action.	Level 3 - 4 disciplinary action.

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INFRACTION	DEFINITION	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE
School Telephone	Use of the telephone by students is strongly discouraged. To help students develop responsibility, phone calls home require the written consent of the student's teacher. Violations include but are not limited to: calls not approved by the teacher/principal.	Level 1 disciplinary action.	Level 2 disciplinary action.	Level 3 - 4 disciplinary action.
School-Wide Discipline and Classroom Policies	The School has in place a school-wide behavior management and discipline plan designed to provide consistent expectations throughout the School. In addition, each classroom has its own characteristics and expectations, and teachers may establish certain classroom rules to assist them in providing a pleasant atmosphere and good educational environment. These school-wide and classroom rules are in addition to those listed in this Code of Conduct, and failure of a student to adhere to these classroom rules and policies may be the basis of disciplinary action.	Level 1 disciplinary action.	Level 2 disciplinary action.	Level 3 - 4 disciplinary action.
Sexual or Other Harassment	Unwelcome advances of a sexual nature, requests for sexual favors, and/or other verbal or physical conduct or communication of a sexual nature. Sexual harassment that includes unwelcome physical contact shall be assumed to have the effect of substantially interfering with the victim's employment or educational environment.	Level 2 disciplinary action.	Level 3 - 4 disciplinary action.	Level 4 disciplinary action.
Social Behavior	<p>Students will conduct themselves according to the standards of character education, values training, positive character traits, and proper behavior taught at the school. Violations include but are not limited to:</p> <ul style="list-style-type: none"> Cheating, stealing, lying, coarse language, etc. Lack of courtesy and respect (name-calling, talking back) Any use of physical force or violence at any time anywhere on school property Harassment of other students, teachers, volunteers, etc. Disrespect toward staff members, substitutes, volunteers, and/or visitors 	Level 1 disciplinary action.	Level 2 disciplinary action.	Level 3 - 4 disciplinary action.

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INFRACTION	DEFINITION	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE
Tardiness	To class: The act of a student not being in his/her classroom or seat when class is scheduled to begin as defined in the School schedule.	Level 1 disciplinary action.	Level 2 disciplinary action.	Level 3 - 4 disciplinary action.
Technology Misuse	See policy regarding Technology, Network, and Internet Access Acceptable Use and Safety.	Levels 1 through 3	Level 3 - 4	Level 4
Theft	Stealing, attempting to steal, possessing or transferring School or private property, or participating in the theft or attempted theft of School or private property.	Level 1 disciplinary action.	Level 2 - 3 disciplinary action.	Level 3 - 4 disciplinary action.
Toys or Play Objects	<p>School is a place of learning. Distractions cause students to be inattentive. Therefore students are to keep all toys or play objects at home unless the teacher designates a specific day for sharing what a student owns. If a Student chooses to share a toy or other object on such an occasion, the School is not responsible for these items. Violations include but are not limited to:</p> <ul style="list-style-type: none"> • Bringing toys or distracting objects to school • Creating toys or distracting objects at school 	Level 1 disciplinary action.	Level 1 disciplinary action.	Level 1 disciplinary action.
Transportation	<p>Riding the bus, or other transportation provided by the district, is a privilege. The applicable guidelines, rules and policies established by the local school district which provides transportation will be supported by the School and the management company. Violations include but are not limited to:</p> <ul style="list-style-type: none"> • Disrespectful behavior towards the driver or another student • Physical violence and/or abusive language (swearing) • Eating on the bus • Constant yelling or screaming (which could endanger the lives of others) • Failure to remain seated • Threatening behavior 	Level 1 disciplinary action.	Level 1 - 2 disciplinary action.	Level 3 - 4 disciplinary action.

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INFRACTION	DEFINITION	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE
	<ul style="list-style-type: none"> • Possession of drugs, glass, weapons, animals, or stolen merchandise. • Any other violation of school policy. 			
Trespassing	Being in a School building or on School grounds without permission or authorization, or refusing to comply with a request to leave School premises.	Level 1 disciplinary action.	Level 2 disciplinary action.	Level 3 - 4 disciplinary action.
Truancy	Habitual absence from School or class without legitimate excuse and failure to follow proper attendance check-in/check-out and absence procedures, as set forth by Policy No. 4210	Level 2 disciplinary action; possible referral to intervention team	Level 2 disciplinary action; possible referral to intervention team	Level 2 disciplinary action; possible referral to the Juvenile Court system.
Verbal altercation	Engaging in minor verbal altercations. Insulting, taunting, or challenging another person under circumstances in which such conduct could provoke a violent or disruptive response.	Level 1 disciplinary action.	Level 2 disciplinary action.	Level 3 or 4 disciplinary action.
Violating Classroom Rules	Not following the classroom rules as determined by the classroom teacher.	Level 1 disciplinary action.	Level 2 disciplinary action.	Level 3 - 4 disciplinary action.

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Student Bill of Rights and Responsibilities

This Student Bill of Rights and Responsibilities serves as a guide for students as they learn and grow through the School's educational process. Rights are given according to the student's maturity and to the extent the rights do not interfere with the student's responsibilities.

Right to be Respected

- Each student has a right to be treated equally and fairly.
- All individuals have a right to be respected, accepted, and heard. Students, staff, teachers, and administrators will be respectful in their actions and thoughts.
- Each student has a right to learn in a safe environment. The learning environment will be free of verbal and physical threats, harassment, and intimidation and bullying. No individual may commit, encourage, or assist in such acts. *Such Rights are further elaborated in Policy No. 4103, Harassment and Sexual Harassment and Policy No. 4104, Policy on Harassment, Intimidation and Bullying.*

Right to Learn

- Students shall have the responsibility to learn and to respect the rights of others to learn.
- Each student has a right to ask questions so long as the questions are presented respectfully and pertain to the lesson.
- Students shall respect the rights of others to teach.
- Each student has a right to a productive, disruptive-free learning environment. To ensure this, students must dress, behave, and act accordingly.

Student Discipline

- Each student has the right to access and understand the rules and behaviors to which they are subjected before they are punished.

Expression & Communication

- Each student has a right to express differing viewpoints and to disagree with statements and policies. However such expression must be done respectfully and without disrupting class. In doing so, student must recognize and respect the rights of others. See Policy No. **4450**, Student Symbolic Expression.

Property

- Each student has a right to own and possess his or her property. All searches and seizures must be done in accordance with the School's Policy No. **4490**, Search and Seizure. All property must be treated with respect.

Adopted August 30, 2021

Dress and Grooming

[Insert Dress and Grooming Policy]

Adopted August 30, 2021

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Internet & Technology Acceptable Use

Please read carefully before signing. In order to access and use the Technology, the network, and internet, students and staff must read this policy and submit a signed agreement form.

The School's Governing Authority realizes that the internet and technology can greatly supplement the School's educational mission. With these opportunities come challenges to use technology in a safe and educational manner. This policy has been adopted to ensure students and staff properly use the School's Technology.

All Technology must be used responsibly, ethically, and legally. Users that do not adhere to these rules—and the guidelines elaborating these rules—will have their technology and internet use privileges removed and will be subject to disciplinary action.

This policy extends beyond the School's grounds. This policy also applies when a user's Technology use disrupts or interferes with the School, regardless of where or when the violation takes place. Users may be at home or elsewhere and still be subject to this policy.

The term "Technology" includes, but is not limited to, computers, tablets, mobile electronic devices, printers, routers, other hardware, software, internet, intranet, network, electronic mail, cellular phones, iPOD/MP3/DVD/CD players, video recorders, data devices, video games, beepers, pagers, radios, and all other similar devices.

"Users" is defined to include any student, faculty, or staff member using the School's Technology.

Technology Use Guidelines

Unacceptable uses include, but are not limited to, the following:

- Violating Ohio and Federal law regarding:
 - students' and employees privacy rights,
 - copyright laws and all licensing agreements,
 - illegal downloading; installing; or accessing internet files; software, shareware; and freeware, and
 - all other applicable laws.
- Engaging in cyber-bullying.
- Using/accessing profane, obscene, pornographic, threatening or otherwise inappropriate language/materials which may be offensive or intended to harass/bully other users.
- Using technology for the following purposes: illegal activity, activity inconsistent with the School's mission, and activity prohibited by the School's policy manual.
- Gaining unauthorized access, "hacking," or attempting to gain unauthorized access.
- Sending or forwarding "spam" to a large group of users.

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- Damaging or attempting to damage technology. Damaging includes, but is not limited to, physically damaging hardware, damaging or negatively affecting software, changing the settings without authorization, or disrupting the network.
- Using the School's technology for personal gain or profit.
- Sharing passwords or logging in to any system with credential other than one's own.

Use of Technology should conform to the following:

- Technology use is limited to educational purposes.
- Users shall use technology efficiently and courteously.
- Users shall exercise common sense and good judgment of what is permitted in a school environment.

If a user is unsure if his/her technology use conforms to these guidelines, the user shall ask the instructor before continuing with such use. If the user inadvertently violates the above guidelines, he/she should report it to the instructor immediately.

Supervision and Monitoring

To ensure this policy is complied with and to ensure Technology works properly, the School will supervise and maintain Technology. Violations of this policy or the law may be uncovered during these processes. Should a user be found in violation, the user will be disciplined according to the Handbook's policy on Student Discipline.

Filtering

The School recognizes that the internet can be both a source of helpful information and inappropriate materials for users. The school, in accordance with federal law, has taken reasonable steps to create an internet environment that is safe and appropriate for students. The School has filtered internet sites that may contain inappropriate information. As technology continues to evolve and the internet grows, however, the School will be unable to properly filter or detect all use and access.

All users and parents should be aware that because a site is not filtered it may still be inappropriate and not conform to this policy.

Disclaimer of Liability & Warranty

The School makes no warranties of any kind, either express or implied, that the Technology will free of errors, will meet any of the user's specific requirements, or will be uninterrupted. The school is not liable for any direct or indirect, incidental, or consequential damages including, but not limited to, damage to the user's technology, lost data, inability to use or access the system, or loss of any information connected with use. Use of any information obtained via the Internet is at the user's own risk.

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Signature

By signing below, I affirm that I have read and agree to abide by the Internet and Technology Acceptable Use Policy.

Student Name

Parent/Guardian Signature

Date

Student Signature

Date

Federal: 47 U.S.C. 254.

Cross Reference: Policy No. **4440**, Use of Mobile Electronic Devices; Policy No. **5453**, School Equipment – Use and Return.

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Use of Mobile Electronic Devices

In an effort to provide an environment that fosters learning and in recognition of the increasing use of mobile electronic devices (MEDS), the School has developed a mobile electronic device use policy.

“Mobile electronic devices” are defined to include, but are not limited to, cellular phones, smart phones, iPOD/MP3/DVD/CD players, video recorders, data devices, video games, beepers, pagers, radios, and other similar electronic devices.

Students may possess and use MEDS while on campus, in a school vehicle, or while attending a School-sponsored or school-related activity, subject to the following guidelines:

- During the regular school day, MEDs must remain turned off, but may be kept in the Student’s backpack. Students may, however, use the MED during the regular school day when an authorized employee permits such use or in emergency situations that present an imminent physical danger. Otherwise, the device may only be turned on and used before the school day begins and after the regular school day ends.
- MEDS shall not be used in a manner disruptive to the instructional process, disruptive to the the School’s academic mission or inconsistent with Policy No. **4430**, Internet and Technology Use Policy.
- MEDS may not be used in prohibited manners. Prohibited manners include, but are not limited to, the following:
 - Text Messaging. Text messaging may not be conducted during school hours to or from a student on School Property.
 - Sexting. Sexting is the sending of explicit messages or photographs.
 - Using MEDs to cheat on exams or use in any unethical manner.
 - Playing games.
- Camera Devices. “Camera Devices” are MEDs and include, but are not limited to, digital cameras, cellular phones with cameras, camcorders, and other imaging devices. Camera Devices may not be used to:
 - Harass, intimidate or bully another person
 - Invade the privacy of another
 - Publish, broadcast, transmit to any other person, by any means unauthorized or derogatory photos or video clips to another person.
- Use and possession is subject to additional rules developed by the School.

User Liability.

The School is not responsible for theft, loss, damage, or destruction of devices brought on to school property. Students are solely responsible for devices they bring on school property.

Violating Mobile Electronic Device Policy.

Students that violate the above policy will be subject to disciplinary action and the Student may lose his/her privilege to bring the MED on school property and/or have his/her device confiscated. If confiscated, the Student shall cooperate in surrendering the MED, and the device will only be returned to the Student’s Parent or Guardian. While confiscated, the School may further inspect the MED if it reasonably believes the student has violated other policies.

Cross Reference: Policy No. **4430**, Internet & Technology Acceptable Use.

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Student Symbolic Expression

Students have the right to symbolic expression at provided students comply with this policy's time, place, and manner requirements.

Symbolic expression is defined as a student's ability to distribute or display non-sponsored, non-commercial written material, handbills, petitions, audio, and video; clothing; buttons and badges; and banners, signs, and other insignia.

Student Symbolic Expression Guidelines.

Symbolic Expression may not be made, displayed, or distributed if it:

- materially and substantially disrupts the School's educational mission or presents the likelihood of doing so;
- contains libelous, obscene, racist, vulgar, lewd, or indecent words, phrases or depictions;
- intends to be threatening, insulting, intimidating, harassing, or to incite fighting; or
- promotes or advertises any product or service not permitted to minors by law.

Symbolic expression, consistent with the above policy, must be distributed or displayed so as not to interfere with the School's education or student's safety. Accordingly, the following time, place, and manner restrictions apply:

- a student may display or distribute permitted materials during lunch and after school in approved locations;
- a student may not display or distribute material during class periods or during passing time between classes; and
- material must not block exits and must allow proper entry to and exit from the building.

The School may require that symbolic expression materials be reviewed prior to being distributed.

Cross Reference: Policy No. **4410.1**, Student Bill of Rights & Responsibilities; Policy No. **4420**, Dress and Grooming; Policy No. **4460**, Assembling & Disorder.

Assembling & Disorder

Students have the right to assemble peaceably and to express their ideas and opinions, provided students observe the concurrent responsibility to respect the rights of others and not to disrupt the educational process. The School prohibits any demonstration that infringes on the rights of others or disrupts the School's educational program and reserves the right to terminate any demonstration that disrupts the School's primary goal of providing an education.

A demonstration may disrupt or violate the rights of others regardless of its purpose, whether it is peaceful or violent and whether it is conducted by an individual or a group.

Cross Reference: Policy No. **3843**, Obscene Materials; Policy No. **4410.1**, Student Bill of Rights & Responsibilities; Policy No. **4420**, Dress & Grooming; Policy No. **4450**, Student Symbolic Expression.

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Drugs, Alcohol, and Tobacco

Alcohol and Drug Usage

The School recognizes that drug and alcohol abuse is a serious problem. Drug and alcohol abuse prevents individuals from reaching their academic and social potential. The School, therefore, prohibits students and all other individuals from using, possessing, concealing, or distributing any drug, alcohol, or any drug/alcohol-related paraphernalia in the School, on school property, on vehicles used or operated by the School, and at any school-sponsored event.

“Drugs” are defined as alcoholic beverages, as all controlled substances prohibited by Ohio Revised Code 4729.01 and Federal Law, chemicals which release toxic vapors, alcoholic beverages, prescription or patent drugs (except those for which permission to use has been granted pursuant to the policies found in this manual or authorized by the Governing Authority), anabolic steroids, and any substance that is a “look-alike” to any of the above.

Students who violate this policy will be subject to appropriate disciplinary action, which may include suspension, expulsion, and referral for prosecution. Disciplinary action may also include a voluntary referral to qualified and properly licensed persons or agencies for screening and assessment.

Students who are suspected of using, possessing, or distributing drugs and/or alcohol will be subject to the School’s policies and procedures on search and seizure.

School Prevention Program. To further the School’s educational mission and to prohibit drug use, the School shall develop a Drug Prevention Program. The program shall be developed in accordance with the Ohio Department of Education and shall educate students about the health, legal, social, and psychological consequences of using drugs. The program shall also equip students with techniques for overcoming peer pressure to use drugs and promote positive health, self-esteem, and respect for one’s body.

Additional School Policies to Prevent Drug and Alcohol Use. To ensure the School further prevents drug use and evolves to reflect changing issues involving drug use, the School shall:

- Develop a curricula, activities, and programs for instructing students on the illegality and negative effects of possessing or using drugs, alcohol, and tobacco.
- Provide students and parents with information about drug and alcohol counseling, rehabilitation and re-entry programs.
- Conduct a review of the School’s program and initiatives twice annually. The review will be conducted by the Head Administrator or his/her designee, will the program’s effectiveness and implement changes.
- Establish administrative guidelines to implement this policy.

Adopted August 30, 2021

Tobacco Use Prohibited

The School prohibits tobacco usage on School grounds. The absolute prohibition on tobacco usage extends to all persons including students, staff members, school visitors, and any other person on school property.

“Tobacco usage” is defined to include, but is not limited to the following: cigarettes, “smokeless” tobacco, clove cigarettes, chewing tobacco, snuff, cigar, pipe, or any other matter or substance that contains tobacco.

This policy is based, in part, on the health and safety of the entire school community. By banning usage on School property, this policy ensures all nonusers are not exposed to the unwanted, negative side effects of tobacco.

This policy extends to the School building, school property, on school buses, at any interscholastic competition, at an extra-curricular event, or any other school-sponsored activity.

This policy applies at all events sponsored by the School and all events on School property that are not sponsored by, or associated with, the School.

“No Smoking” signs should be posted at each entrance and other areas as needed. Each sign must include a telephone number for reporting violations.

Electronic Smoking Devices (Vaping) Use Prohibited

The School shall include instruction in its health curriculum about the harmful effects and legal restrictions against the use electronic smoking devices (vaping).

Federal: 21 U.S.C. 806.

Ohio: R.C. 3313.95, R.C. 3313.751, R.C. 3794.

Cross Reference: Policy No. **4490**, Search and Seizure.

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Pregnant Students & Students with Children

The School's Governing Authority believes that enrolled students should not be denied an educational program because of issues relating to pregnancy, pregnancy-related disabilities, potential parenthood, childbirth or parenthood.

In order to participate in school activities, the School may require a pregnant student to provide a written note from her doctor. The written note must state (1) that the student may participate in the desired classes, co-curricular and/or extra-curricular programs and (2) that such participation will not harm the student's health or her pregnancy.

Federal: 20 U.S.C. 1681.

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Search and Seizure

In order to preserve a safe environment for all students and staff, the School may conduct reasonable searches of students and student property. All searches must recognize the privacy rights of students and may not be done without reasonable basis or in an unreasonable manner. The authorization to search extends to all situations in which the student is under the School's jurisdiction or control.

Types of Searches

Searches may include, but are not limited to, the following types.

School-provided Storage. School lockers, desks, and other storage spaces provided by the School are the School's property. Students have no expectation of privacy in these storage spaces from school officials. The School may allow the Head Administrator or his/her designee to conduct regular searches of all such storage places or as is determined reasonably necessary.

Person & Personal Property. An Individual's person, car, and other personal belongings may be searched whenever the School has reason to believe (1) the student is concealing evidence connected to a school policy violation or criminal activity and (2) the items to be searched are capable of concealing such evidence. Searches do not require a student's consent.

Electronic Searches. Students have no expectation of privacy with regards to using the internet, intranet, network, or electronic mail. Usage of such electronics may be monitored and maintained and may uncover that a student has violated the School policy or usage.

Guidelines for Searches & Seizures

All searches and seizures shall conform to the following guidelines:

1. The extent of each search shall be proportionate to the severity of the alleged infraction.
2. Searches of a student's person shall be conducted in a private area by a school official and observed by an objective third party. Both the school official and the third party shall be of the same sex as the student being searched. The search may not require the student to remove clothing nor should the student be touched in any way.
3. School locker, desks, and other storage property may be inspected. Students must open lockers and other storage areas at the request of School officials. A student has the right to be present during a search unless the student is absent, or an otherwise compelling situation necessitates a search in the student's absence.
4. The Head Administrator or his/her designee may use canines when he/she reasonably suspects that illegal drugs may be found, and a search warrant has been obtained. The canines (i) must be trained in detecting drugs, (ii) may only be used to determine if drugs

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are present in areas where the substance may be concealed, and (iii) must be conducted in conjunction with law enforcement officials or otherwise certified organizations.

5. Students are prohibited from keeping prohibited items belonging to other individuals within their lockers, backpacks, or desks.
6. The Head Administrator or his/her designee may use a breath-test instrument to determine if a student has consumed alcoholic beverages.

Documenting Searches & Possessing Contraband

All searches shall be immediately documented in a written report by the Head Administrator or his/her designee. The written report shall (1) explain why the search was conducted, (2) identify persons providing information, (3) indicate areas searched, (4) describe and identify contraband found, (4) identify persons present, and (5) explain how contraband was disposed of following the search.

All contraband and other illegal or dangerous substances seized shall be controlled and disposed of by the Head Administrator or his/her designee.

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Student Discipline

4500

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Tiered Student Discipline Program

In order to achieve the School's educational goals, the School requires all students to conform to the policies outlined in this handbook and further elaborated in the School's manual. Failure to comply with these requirements will result in the student's discipline.

Discipline is to be administered in a reasonable manner and is designed to help the student take responsibility for his or her actions. The School shall generally follow the Tiered Student Discipline Program outlined below. However, the type of discipline will depend on the facts, circumstances, and severity of a student's failure to comply with applicable guidelines, rules, or policies.

Under no circumstances does the Governing Authority condone the use of unreasonable force and fear. The School strictly prohibits Corporal Punishment by all teachers, administrators, and volunteers. See Policy No. **4560**, Positive Behavior Interventions and Support, Seclusion, and Prohibited Practices, for a complete explanation of the School's force and restraint policies.

The Student Code of Conduct and related disciplinary process applies in the School, on the School property, at School activities or functions off the School premises, and during transportation to and from the School. Offenses and punishment should be determined by the Head Administrator.

Notwithstanding anything contained herein to the contrary, disciplinary actions regarding truancy shall be subject to the requirements contained in Policy No. **4201** and the Ohio Revised Code.

Tiered Discipline Program

Tier One. Should a student commit a Tier One offense, the teacher should alert the student that he/she broke a rule, explain the rule, and administer an appropriate consequence. Tier One offenses include, but are not limited to:

- 1) **Disruptive and/or Prohibited Behavior**
 - a. Engaging in any physical display of affection with another student
 - b. Failing to follow reasonable instructions, directions, or guidelines or refusing to comply with a reasonable request while on School property or at a School activity or event
 - c. Running or causing any disruption in a school building
 - d. Littering inside a School building or anywhere on the School premises
 - e. Misbehaving and/or failing to follow applicable guidelines, rules, or policies during assigned lunch periods, on School playgrounds, in School hallways or restrooms, or on School transportation vehicles
 - f. Lying to School employees, personnel, or officials, parent volunteers, or any member of the School community
 - g. Violating School dress code guidelines, rules, or policies
 - h. Using any electronic device (cellular telephones, smartphones, iPads, iPods, gaming devices, etc.) without approval, on School property, and during School hours
 - i. Chewing gum on School property

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- j. Failing or refusing to turn in homework assignments or complete classroom work
- k. Ignoring safety guidelines, rules, or policies
- l. Failing to adhere to any School and/or individual classroom guidelines, rules, or policies
- m. Shouting at , harassing, or disrespecting School employees, personnel, officials, parent volunteers, any members of the School community, or other students
- n. Failing to show up on time for class
- o. Using or creating toys or other distracting objects.
- 2) Misuse and/or Abuse of School Property
 - a. Using School internet access, School telephones, technology, or any School electronic device for an illegal, improper, or unauthorized reason
 - b. Stealing or defacing School books, materials, electronic devices, or supplies

Tier Two. A Tier Two offense occurs if the student repeats a Tier One offense or the student engages in conduct constituting a Tier Two offense. Should a student commit a Tier Two offense, the teacher should explain the rule and administer an appropriate consequence. The teacher shall also contact the student's parents/guardians and send a report to the parents/guardians and the appropriate administrative office. In addition to repeated Tier One offenses, Tier Two offenses include, but are not limited to:

- 1) Repeated and/or Serious Tier One Offenses.
- 2) Disruptive and/or Prohibited Behavior
 - a. Using inappropriate, insulting, or abusive language in any form towards School employees, personnel, officials, parent volunteers, any members of the School community, or other students.
- 3) Damage/Destruction of School Property
 - a. Causing, attempting, or threatening to cause or attempt any form of damage or destruction to School property.
- 4) Academic Dishonesty
 - a. Cheating or plagiarizing
 - b. Misappropriating or misrepresenting the work of another as one's own work
 - c. Using unauthorized materials during a quiz or exam
 - d. Fraudulently altering work or official documents
 - e. Falsifying dates, records, signatures, or any other aspect of an official document or School assignment
 - f. Interfering or tampering with the instructor's work or another student's work
 - g. Aiding and abetting another student attempting to engage in act of academic dishonesty
 - h. Remaining on School property without a reason for being present, after being instructed to leave, without permission from School authority, or without properly identifying oneself
 - i. Trespassing on School property
 - j. Engaging in or coercing another to engage in any form of hazing
 - k. Participating in any gang activity or similar organizational activity, which is disruptive to the educational process
 - l. Wearing, carrying, displaying, or exhibiting an affiliation with a gang

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- m. Intimidating or bullying other students by means of verbal abuse/menacing or threats of violence including all forms of cyber-bullying
- n. Engaging in obscene, vulgar, or insulting conduct or using obscene, vulgar, or insulting language
- o. Possessing, producing, or distributing offensive and prohibited materials
- p. Willfully engaging in a course of conduct intended to interfere with the educational process
- q. Repeatedly failing to show up for class without an acceptable excuse

Tier Three. A Tier Three offense occurs when the student continues to violate the rules despite appropriate actions at Tiers One and Two or the student engaged in conduct constituting a Tier Three offense. The Head Administrator or his/her designee may suspend the student under the suspension procedures. Tier Three offenses include, but are not limited to:

- 1) Repeated and/or Serious Tier One and/or Tier Two Offenses.
- 2) Violence and Threats of Violence
 - a. Physical Injury
 - i. Inflicting bodily injury upon another person
 - ii. Physically contacting another student, which results in physical injury or unacceptable physical contact
 - i. Willfully engaging in a course of conduct that unreasonably places School employees, personnel, officials, parent volunteers, any members of the School community, or other students at risk of physical injury
 - b. Threats
 - i. Threatening a School building or any School premises at which an extracurricular event, interscholastic competition, or any other School program or activity is occurring with a bomb
 - ii. Threatening to inflict bodily injury upon another person
- 3) Miscellaneous Prohibited and/or Illegal Activity
 - a. Extorting another person by threat, intimidation, or coercion
 - b. Obtaining or attempting to obtain money, information, or personal property by means of theft, robbery, or fraud/deception
 - c. Transferring, distributing, selling, or purchasing stolen goods
 - d. Engaging in or committing an act that is criminally punishable
 - e. Participating in or organizing any gambling activity, which involves the payment or exchange of something of value in return for the chance to win a prize or something of value
 - f. Participating in any illegal gang-related activity
 - g. Using, possessing, selling, purchasing, or distributing any banned or controlled substance, drug, alcohol, alcohol product, tobacco product or similar substance capable of altering behavior, mood, feelings, or state of mind including any paraphernalia associated with the particular substance
 - h. Making unwanted sexual requests, advances, or communications or engaging in any other form of sexual harassment

Tier Four. A Tier Four Offense occurs if the student continues to violate the rules despite appropriate action at Tiers One, Two, and Three or the student engages in conduct constituting a

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Tier Four offense. Tier Four offenses are punishable by exclusion, under the exclusion procedures. Tier Four offenses include, but are not limited to:

- 1) Repeated and/or Serious Tier One and/or Tier Two and/or Tier Three Offenses.
- 2) Weapons
 - a. Firearms
 - i. Bringing a firearm to the School or onto any School property
 1. Mandatory one-year expulsion
 - ii. Bringing a firearm to an interscholastic competition, an extracurricular event, or any other School program or activity that is not located in the School or on School property
 1. Discretionary one-year expulsion
 - iii. Possessing a firearm at School, on School property, or at an interscholastic competition, an extracurricular event, or any other School program or activity, which was initially brought onto School property by another person
 1. Discretionary one-year expulsion
 - b. Knives
 - i. Bringing a knife to the School, onto any School property, to an interscholastic competition, an extracurricular event, or any other School program or activity
 1. Discretionary one-year expulsion
 - ii. Possessing a knife at School, on School property, or at an interscholastic competition, an extracurricular event, or any other School program or activity, which was initially brought onto School property by another person
 1. Discretionary one-year expulsion
 - c. Dangerous Weapons
 - i. Bringing or possessing a dangerous weapon, device, instrument, material, or substance capable of causing death or serious bodily harm on School property

Cross Reference: Policy No. **2650**, Bomb Threats; Policy No. **2660**, Weapons; Policy No. **2670** Public Conduct on School Property; Policy No. **4103**, Harassment and Sexual Harassment; Policy No. **4104**, Policy on Harassment, Intimidation, and Bullying; Policy No. **4105**, Anti-Hazing Policy; Policy No. **4106**, Policy on Gang Activity & Other Prohibited Groups; Policy No. **4410**, Student Bill of Rights & Responsibilities; Policy No. **4430**, Internet & Technology Acceptable Use; Policy No. **4440**, Use of Mobile Electronic Devices; Policy No. **4450**, Student Symbolic Expression; Policy No. **4460**, Student Symbolic Expression; Policy No. **4470**, Drugs, Alcohol, and Tobacco; Policy No. **4520**, Transportation Discipline; Policy No. **4530**, Suspension & Expulsion Policy; Policy No. **4540**, Disciplining a 504 Student; Policy No. **4550**, Suspension & Expulsion Policy for Students with Disabilities; Policy No. **4560**, Positive Behavior Interventions and Support, Seclusion, and Prohibited Practices.

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Transportation Discipline

This policy applies *only* where the student's sole discipline is the denial of bus riding privileges. A student may be disciplined under this policy, may be subject to additional discipline under the School's Code of Conduct.

In regard to riding privileges and rules, the School is required to enforce and follow the policy of the student's home district that provided the transportation. Accordingly, the School must follow the school district's policy in imposing the period of time for suspension.

Due Process Rights

While the School follows the discipline policies of the home district, the School still oversees the student's right to a hearing. Before a student's privileges are suspended, the student shall be provided notice and shall be given an opportunity to be heard before the School's Head Administrator in accordance with Policy No. **4530**, Suspension & Expulsion Policy.

A student may be immediately removed, without hearing, when a student poses a danger to other persons or property or threatens the bus's safe operation under the School's Emergency Suspension Rule.

If a disabled student is suspended or immediately removed, the School shall follow the laws governing suspension and expulsion of disabled students.

Disseminating this Policy

To ensure familiarity and compliance with these policies, the School has posted the School District riding policies in the school and has made the policies available for Parents or Students.

Ohio: R.C. 3314.091, R.C. 3327.01.

Cross Reference: Policy **4510**, Tiered Student Discipline Program; Policy No. **4520**, Transportation Discipline; Policy No. **4530**, Suspension & Expulsion Policy; Policy No. **4540**, Disciplining a 504 Student; Policy No. **4550**, Suspension & Expulsion Policy for Students with Disabilities.

Suspension & Expulsion Policy

The Governing Authority understands the severity of excluding a student from the School. The Governing Authority, however, will not tolerate violent, dangerous, disruptive, or inappropriate behavior by students that substantially impedes the School from accomplishing its educational mission. The following policy outlines when a student may be excluded from school, the procedure to follow, and the due process rights available to students.

If an alleged violation of the Code of Conduct meets the definition of sexual harassment under Title IX, then the School must follow its Policy No. 3120, Title IX Compliance and Grievance Procedure prior to imposing any disciplinary sanctions or other actions that are not supportive measures.

Violations of the Code of Conduct, for pre-k to 3rd grade students, are broken down into the following Categories:

Category 1: A serious and specific offense for which suspension or expulsion is statutorily required (e.g., bringing a firearm to school) or statutorily authorized (e.g., possessing a firearm, bringing a knife capable of causing serious bodily injury, making a bomb threat, or causing serious harm to persons or property).

Category 2: An offense not listed in Category 1 but for which the School determined suspension was necessary to protect the immediate health and safety of the student, the student's fellow classmates, or the classroom staff or teachers.

Category 3: A "minor offense" that neither belongs in Category 1 or Category 2.

Students may be excluded by:

- *In-School Suspension.* A student may be removed temporarily to an in-school suspension, which is a suspension served in a supervised learning environment within the School setting.
- *Out of School Suspension.* A student may be removed temporarily from the School for a maximum of ten (10) days for misconduct and violating school rules. Said students shall have an opportunity to (1) complete missed classroom assignments and (2) receive at least partial credit for any assignment completed. The School may reduce a student's grade due to the student's suspension, but the School shall not assign a failing grade solely because of the student's suspension.
 - *Exception:* Pre-K to 3rd grade students shall only be subject an out of school suspension for serious offenses or only as necessary to protect the immediate health and safety of the student, fellow classmates, classroom staff and teachers, or other employees.
- *Emergency Suspension.* A student may be removed *immediately* from the School, without formal due process procedures when the Head Administrator determines, at his or her

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discretion, that the student's continued presence at the School poses a danger to others or to property or is an ongoing threat. The School shall then proceed to have a hearing on the next school day.

- *Exception:* Pre-K through 3rd grade students may be removed on an emergency basis only for the remainder of the school day and shall be permitted to return to curricular and extracurricular activities on the school day following the day in which the student was removed. When a student is removed and returned to curricular and extracurricular activities on the next school day, the School shall not be required to hold a hearing provide notice of such hearing. Suspension proceedings shall not be initiated against a student in Pre-K through 3rd grade who was removed from a curricular or extracurricular activity on an emergency basis unless the student committed a serious offense or it is necessary to protect the immediate health and safety of the student, fellow classmates, classroom staff and teachers, or other employees.
- *Expulsion.* A student may be removed entirely for a maximum of one (1) year or up to eighty (80) days depending on the severity of the student's behavior. All expulsions require a hearing.
 - *Exception:* Pre-K to 3rd grade students shall only be subject to an out of school expulsion for serious offenses or only as necessary to protect the immediate health and safety of the student, fellow classmates, classroom staff and teachers, or other employees.
- *Emergency Expulsion.* A student may be removed *immediately* from the School, without formal due process procedures when the Head Administrator determines, at his or her discretion, that the student's continued presence at the School poses a danger to others or to property or is an ongoing threat. The School shall then proceed to have a hearing on the next school day.
 - *Exception:* Pre-K through 3rd grade students may be removed on an emergency basis only for the remainder of the school day and shall be permitted to return to curricular and extracurricular activities on the school day following the day in which the student was removed. When a student is removed and returned to curricular and extracurricular activities on the next school day, the School shall not be required to hold a hearing provide notice of such hearing. Expulsion proceedings shall not be initiated against a student in Pre-K through 3rd grade who was removed from a curricular or extracurricular activity on an emergency basis unless the student committed a serious offense or it is necessary to protect the immediate health and safety of the student, fellow classmates, classroom staff and teachers, or other employees.

Suspension

A student may be suspended for a maximum of ten (10) days for misconduct and violating school rules. , If a suspension is imposed with fewer than ten (10) days left in the school year, the student may be required to perform community service or another alternative consequence for a number of hours equal to the remaining period of the suspension. The student shall be required to begin the community service or alternative consequence during the first full weekday of summer break. The School, in its discretion, may develop an appropriate list of alternative consequences. If the

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student fails to complete community service or the assigned alternative consequence, the School shall determine an appropriate course of action. Such action, however, shall not include requiring the student to serve the remaining period of the suspension at the beginning of the following school year.

Suspensions generally entitle students to a hearing, outlined below, except in the following two situations. First, students suspended from co-curricular or extra-curricular activities will not be entitled to notice, hearing, or appeal because participating in such activities is a privilege and not a right. Second, in-school suspensions are not subject to hearing.

Suspension Procedure. The following procedure shall apply to out-of-school suspension.

- Before imposing the suspension, the Student is provided a “Notice of Intent Suspend from School,” Form No. **3810.2**. The Notice shall provide the reasons for the proposed suspension.
- The Student is provided an informal hearing to challenge or otherwise explain the incident leading to the proposed suspension. The hearing will be conducted before the Head Administrator or his/her designee and the student may not call witnesses at the hearing.
- If the suspension is issued, the Head Administrator will notify, in writing, the following parties: the Student’s parents or guardian, with a “Notice of Suspension,” Form No. **3810.3**. The written notification shall explain the reasons for the suspension. The student’s parents or guardian shall also be notified, in writing with a “Notice of Suspension Letter,” Form No. **3810.4**.
- If the student appeals to the Governing Authority, the student must file a written appeal to the Governing Authority within 14 calendar days of receiving the “Notice of Intent to Suspend from School.” The Student or the Student’s parents may request the meeting be held in executive session. All decisions, however, must be acted upon in a public meeting. The Governing Authority, by a majority vote of its full membership shall act upon the suspension by affirming the suspension, reinstating the student, or otherwise modifying the order.

Emergency Suspension

A student may be removed immediately from the School or School property—without following the suspension or expulsion procedures—if the Head Administrator or his/her designee determines the student’s presence at the School creates (1) a health risk, (2) presents a danger to other persons or property or (3) seriously disrupt the School’s function.

Additionally, a student may be immediately removed from curricular or extracurricular activities by a teacher. The student will be sent to the Head Administrator or his/her designee. The teacher must submit in writing the reasons for removal.

Emergency Suspension Procedure. The following procedure shall apply to Emergency Suspensions:

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- Once removed from the activity or school premises, the School shall provide the student written notice “Notice of Emergency Removal,” Form No. **3810.1**, as soon as practicable. The notice shall provide reasons for the removal and notify the student of a hearing.
- The hearing shall take place the next school day from the time of the initial order. The hearing shall be held in accordance with the Suspension hearing rules unless it is probable that the student may be subject to expulsion, in which case the hearing shall be held in accordance with the Expulsion rules. The individual who ordered, caused, or requested the emergency suspension shall present at the hearing.
- If the Head Administrator reinstates a student before the hearing, the teacher, upon request, shall be given in writing the reasons for reinstating the student.
- If the suspension is issued, the Head administrator will notify, in writing, the following parties: the Student’s parents or guardian with a “Notice of Suspension,” Form No. **3810.3**. The written notification shall explain the reasons for the suspension. The student’s parents or guardian shall also be notified, in writing with a “Notice of Suspension Letter,” Form No. **3810.4**.
- If the student appeals to the Governing Authority, the student must file a written appeal to the Governing Authority within 14 calendar days of receiving the “Notice of Intent to Suspend from School.” The Student or the Student’s parents may request the meeting be held in executive session. All decisions, however, must be acted upon in a public meeting. The Governing Authority, by a majority vote of its full membership shall act upon suspension by affirming the suspension, reinstating the student, or otherwise modifying the order.

Ability to Make Up Work Required

The School shall allow students to complete classroom assignments missed during both in-school and out-of-school suspensions.

Expulsion

A student may be expelled or totally removed from the education program for more than ten (10) days. Expulsions imposed with fewer days left in the school year than the expulsion requires may be extended into the following school year at the discretion of the Head Administrator or his/her designee. Instead of or in addition to serving an expulsion, the student may be required to perform community service. However, a student may not perform community service if he or she is expelled for bringing a firearm to School or onto School property.

During the student’s expulsion, the School may continue educational services in an alternative setting.

Offenses worthy of Expulsion. Expellable offenses may be broken into three categories:

1. Students must be expelled for one year for the following offense:

- Bringing a firearm to the School, onto School property, or on any property used or leased by the School for school; extracurricular events; or school-related events. On a case by

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case basis, the School may reduce this disciplinary action in accordance with section 3313.661 of the Revised Code.

2. Students may be expelled for a maximum of one (1) year for the following offenses:

- Bringing a firearm to an interscholastic competition, an extracurricular event, or any other school program or activity that is not located in a school or on property that is owned or controlled by the school district. On a case by case basis, the School may reduce this disciplinary action in accordance with section 3313.661 of the Revised Code.
- Bringing a knife capable of causing serious bodily injury or possessing a knife capable of causing serious bodily injury that was brought on by another person to the School, onto School property, or to an interscholastic competition, an extracurricular event, or any other program or activity sponsored by the School.
- Making a bomb threat to a school building or any premises at which a school activity is occurring at the time under the threat.
- Committing an act that is a criminal offense when committed by an adult and the offense results in serious physical harm to persons or property, *while* the student is at school, on any other property owned or controlled by the Governing Authority, at an interscholastic competition, an extracurricular event, or any other school program or activity.

3. Students may be expelled up to eighty (80) school days for the following offenses:

- Serious misconduct.
- Serious violation of the School rules.
- Other cause.

A “firearm” is defined in accordance with 20 U.S.C. 7151 and means any weapon (including a starter gun which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; the frame or receive of any such weapon, any firearm or firearm silence; or any destructive device.

A “knife” is defined as any weapon or cutting instrument consisting of a blade fastened to a handle; a razor blade; or any similar device that is used for, or is readily capable of, causing death or serious bodily injury.

The Head Administrator may, in his/her sole judgment and discretion, modify or reduce such expulsion for a student committing serious physical harm in writing, to a period of less than one (1) year, on a case-by-case basis, upon consideration of the following:

- a. Applicable State or Federal laws and regulations relating to students with disabilities (for example, where the incident involves a student with a disability and the misconduct is determined by a group of persons knowledgeable about the child to be a manifestation of the student’s disability); or
- b. other extenuating circumstances, including, but not limited to, the academic and disciplinary history of the student, including the student’s response to the imposition of any prior discipline imposed for behavioral problems.

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The Head Administrator may, in his/her sole judgment and discretion, reduce an expulsion for making a bomb threat to a period of less than one (1) year, on a case-by-case basis, upon consideration of the following:

- a. Applicable State or Federal laws and regulations relating to students with disabilities (for example, where the incident involves a student with a disability and the misconduct is determined by a group of persons knowledgeable about the child to be a manifestation of the student's disability); or
- b. other extenuating circumstances, including, but not limited to, the academic and disciplinary history of the student, including the student's response to the imposition of any prior discipline imposed for behavioral problems.

On a case by case basis, the head Administrator may reduce disciplinary action for all offenses involving firearms and knives.

Expulsion Procedure. The following procedure shall apply to Expulsions:

- Before enforcing the expulsion, the Student *and* his/her parent or guardian is provided a "Notice of Intent Expel," Form No. **3810.5**. The Notice shall provide the reasons for the proposed expulsion, the time and place for the hearing.
- The Student is provided a hearing not less than three or more than five days after receiving the Notice. The student may challenge or otherwise explain incident leading to the proposed expulsion. The hearing will be before the Head Administrator or his/her designee and the student may not call witnesses at the hearing.
- If the expulsion is issued, the Head administrator will notify, in writing, the following parties: the Student's parents or guardian and the Treasurer with a "Notice of Expulsion," Form No. **3810.6**. The written notification shall explain the reasons for the suspension. The form shall explain the right to appeal to the Governing Authority, the method of appealing to the Governing Authority, and the right to request that the hearing be held in executive session. If the expulsion is for more than twenty (20) school days or if the expulsion will extend into the following semester or school year shall, the notice shall include information about services or programs offered by public and private agencies, including names addresses and phone numbers, that work toward improving those aspects of the student's attitudes and behavior that contributed to the incident that gave rise to the student's expulsion.
- If the student appeals to the Governing Authority, the student must file a written appeal to the Governing Authority within fourteen (14) calendar days of receiving the "Notice of Intent to Expel from School." The Student or the Student's parents may request the meeting be held in executive session. All decisions, however, must be acted upon in a public meeting. The Governing Authority, by a majority vote of its full membership shall act upon expulsion by affirming the expulsion, reinstating the student, or otherwise modifying the order.

The Head Administrator must continue to follow through on expellable offenses, even if the expelled student withdraws from the School prior to the hearing or Head Administrator's decision.

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Emergency Expulsion

A student may be removed immediately from the School or School property—without following the suspension or expulsion procedures—if the Head Administrator or his/her designee determines the student’s presence at the School creates (1) a health risk, (2) presents a danger to other persons or property or (3) seriously disrupt the School’s function.

Additionally, a student may be immediately removed from curricular or extracurricular activities by a teacher. The student will be sent to the Head Administrator or his/her designee. The teacher must submit in writing the reasons for removal.

Emergency Expulsion Procedure. The following procedure shall apply to Emergency Expulsion:

- Once removed from the activity or school premises, the School shall provide the student written notice “Notice of Emergency Removal,” Form No. **3810.1**, as soon as practicable. The notice shall provide reasons for the removal and notify the student of a hearing.
- The hearing shall take place within the next school day from the time of the initial order. The hearing shall be held in accordance with the Expulsion hearing rules. The individual who ordered, caused, or requested the emergency expulsion shall present at the hearing.
- If the Head Administrator reinstates a student before the hearing, the teacher, upon request, shall be given in writing the reasons for reinstating the student.
- If the expulsion is issued, the Head administrator will notify, in writing, the following parties: the Student’s parents or guardian and the Treasurer with a “Notice of Expulsion,” Form No. **3810.6**. The written notification shall explain the reasons for the expulsion. The form shall explain the right to appeal to the Governing Authority, the method of appealing to the Governing Authority, and the right to request that the hearing be held in executive session. If the expulsion is for more than twenty school days or if the expulsion will extend into the following semester or school year shall, the notice shall include information about services or programs offered by public and private agencies, including names addresses and phone numbers, that work toward improving those aspects of the student’s attitudes and behavior that contributed to the incident that gave rise to the student’s expulsion.
- If the student appeals to the Governing Authority, the student must file a written appeal to the Governing Authority within fourteen (14) calendar days of receiving the “Notice of Intent to Expel from School.” The Student or the Student’s parents may request the meeting be held in executive session. All decisions, however, must be acted upon in a public meeting. The Governing Authority, by a majority vote of its full membership shall act upon expulsion by affirming the expulsion, reinstating the student, or otherwise modifying the order.

Consultation with Mental Health Professional

Beginning 2018-2019 school year, the Head Administrator shall consult with a mental health professional under contract with the School prior to issuing an out-of-school suspension or expulsion for a student in any of grades pre-K through three. If the events leading up to suspension or expulsion indicate a need for additional mental health services, the Head Administrator or

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mental health professional must, without a financial burden to the School, assist the student's parent or guardian with locating providers or obtaining those services. That assistance might include referral to an independent mental health professional. This does not limit a School's responsibility to provide special education and support services in the manner required by Ohio and federal law.

The School, its governing authority, and its employees shall be immune from civil damages for injury, death, or loss to person or property arising from a school employee's decision not to provide or procure mental health services for a suspended or expelled student, unless the decision is made with malicious purpose, in bad faith, or in a wanton or reckless manner.

Permanent Exclusion

The Head Administrator may seek permanent exclusion pursuant to the process outlined in Ohio Revised Code 3313.662. The acts (as provided under 3313.662) qualifying a student for permanent exclusion are specified. A student must be 16 or older (at the time the act was committed) and convicted or adjudicated delinquent for violating any of the following:

- 2923.122: Illegal conveyance or possession of a deadly weapon or dangerous ordnance or of object indistinguishable from firearm in a school safety zone.

Any of the following acts, if committed on property owned or controlled by, or at an activity held under the auspices of the school:

- 2923.12: Carrying Concealed Weapons
- 2925.03: Trafficking or Aggravated Trafficking of Drugs
- 2925.11: Possession of Controlled Substances (Other than minor drug offenses)

Any of the following acts, if committed on property owned or controlled by, or at an activity held under the auspices of the school if the victim was an employee of the school:

- 2903.01: Aggravated Murder
- 2903.02: Murder
- 2903.03: Voluntary Manslaughter
- 2903.04: Involuntary Manslaughter
- 2903.11: Felonious Assault
- 2903.12: Aggravated Assault
- 2907.02: Rape
- 2907.05: Gross Sexual Imposition
- Complicity for any of the above criminal acts, regardless of whether the complicity occurred on property owned or controlled by, or at an activity held under the auspices of the school.

After obtaining or receiving proof of the conviction or adjudication and determining that it is appropriate to seek permanent exclusion, the Head Administrator shall give the student and the student's parent, guardian, or custodian written notice that the Head Administrator intends to recommend to the Governing Authority that the Governing Authority adopt a resolution requesting the superintendent of public instruction to permanently exclude the pupil from public school attendance.

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Sealed Records

The School shall comply with any court order regarding the sealing of a current or former student's records under R.C. 2151.357; provided, however, that the School shall retain records as permitted under R.C. 2151.357 for any student who has been permanently excluded under Sections 3301.121 and 3313.62 of the Revised Code, where those records are regarding an adjudication that the student is a delinquent child that was used as the basis for the student's permanent expulsions. Except as permitted by Sections 3301.121, 3313.662, or 2151.358 of the Revised Code, no officer or employee of the School shall release, disseminate, or otherwise make available records of a student which have been sealed pursuant to R.C. 2151.357 for any purpose involving employment, bonding, licensing, or education to any person or to any department, agency, or other instrumentality of the state or of any of its political subdivisions any information or other data concerning any arrest, taking into custody, complaint, indictment, information, trial, hearing, adjudication, or correctional supervision.

General Policies regarding Exclusion

While a student is excluded, whether suspended, removed, or expelled, the Governing Authority prohibits the Student from attending or participating in all School functions or entering the School. The Head Administrator may permit the student to do otherwise.

Reporting to the Department of Education

For each of school years 2018-2019, 2019-2020, 2020-2021, and 2021-2022, the School must report to the Department of Education the number of out-of-school suspensions and expulsions issued for any of its students in any of grades pre-K through three, placing each suspension or expulsion in one of the three categories.

Using the numbers reported for the 2018-2019 school year as a base line, each district or school must reduce the number of Category 3 suspensions according to the following schedule:

2017/2018: 0%
2018/2019: 0%
2019/2020: 25%
2020/2021: 50%
2021/2022: 100%

Additionally, the School must report to the Department of Education, information on whether the School has implemented a PBIS framework.

This policy will be posted in a central location. Additionally, this policy will be made available to students.

Ohio: R.C. 2151.357, 3301.121, 3313.66, R.C. 3313.661, R.C. 3313.662, R.C. 3313.664; R.C. 3321.13; R.C. 3314.03; 3314.146.

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Cross Reference: Policy No. **4510**, Tiered Student Discipline Program; Policy No. **4520**, Transportation Discipline; Policy No. **4540**, Disciplining a 504 Student; Policy No. **4550**, Suspension & Expulsion Policy for Students with Disabilities.

Adopted August 30, 2021

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Disciplining a 504 Student

When a student that is disabled under Section 504 of the Rehabilitation act (a “504 Student”) violates the School’s code of conduct, the 504 Student shall be disciplined according to this policy.

If the 504 Student’s discipline is considered a Change in Placement, then the School shall follow the discipline in accordance with Policy No. **4530**, Suspension & Expulsion Policy. If the discipline is not considered a Change in Placement, then the School may discipline the 504 Student in the same way the School would discipline without disabilities.

A Change in Placement is defined as:

- the Student’s removal is for more than 10 consecutive days, or
- the Student has been subjected to a series of removals that constitute a pattern, and all the following exist:
 - the series of removals totals more than 10 school days in a year;
 - the student’s behavior is substantially similar to the student’s behavior in previous incidents that resulted in the series of removals; and
 - additional facts (length of each removal, total amount of time removed, proximity in time of the removals).

The School, however, should not follow this policy when the discipline pertains to the use or possession of illegal drugs or alcohol. When a 504 Student violates the School’s drug/alcohol policy, the School shall follow Policy No. **4530**, Suspension & Expulsion Policy. The 504 Student may be disciplined to the same extent as a non-disabled student.

Additionally, the School may conduct an emergency removal of a 504 Student when there is a (1) parental agreement to an interim placement or (2) through injunctive relief from a court, when the current placement presents a substantial likelihood of resulting in injury to the student or others.

Federal: 29 U.S.C. 705.

Cross Reference: Policy No.**3710**, Rights of Individuals with Disabilities; Policy No. **3720**, Section 504 of the Rehabilitation Act of 1973; Policy No. **4520**, Transportation Discipline; Policy No. **4530**, Suspension & Expulsion Policy; Policy No. **4550**, Suspension & Expulsion Policy for Students with Disabilities.

Suspension & Expulsion for Students with Disabilities

When a student with disabilities violates the School's Code of Conduct, the student shall be disciplined according to applicable laws, this School's policies regarding discipline, and all other special education policies.

Pursuant to Ohio law, the School's discipline varies depending on whether the discipline is a Change in Placement. A Change in Placement occurs if:

- the Student's removal is for more than 10 consecutive days; or
- the Student has been subjected to a series of removals that constitute a pattern, and all the following exist:
 - the series of removals totals more than 10 school days in a year
 - the child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals; and
 - additional facts (length of each removal, total amount of time removed, proximity in time of the removals).

Removal for 10 Days or Less (Not a Change in Placement)

The School may remove a child with a disability without any additional action if the child is removed for a period of 10 days or less. A child may be removed by being placed in an appropriate interim alternative educational setting, another setting, or suspension. Services shall be offered as follows:

- *The removal is not for 10 consecutive days.* The School shall provide services only to the extent that services are provided to a child without disabilities who are similarly removed.
- *The removal is for more than 10 days in the same school year, but for separate incidents of misconduct* (as long as those removals do not constitute a change of placement). The School shall provide services, as determined by school personnel in consultation with at least one of the child's teachers, so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.
-

Removal for more than 10 Days (Change in Placement)

If a Change of Placement occurs, the School must (1) provide notice to the parents and (2) conduct a Manifestation Determination Review (MDR). First, the notice to the parents must inform the parents of all the procedural safeguards, including a MDR, a right to receive services, and a continuation of services for a free appropriate public education. Second, the School must conduct a MDR. A MDR seeks to determine if the conduct was a manifestation of the student's disability. A MDR is attended by the student's parents and relevant members of the IEP team and reviews all relevant information in the child's file, including the child's IEP, any teacher observations and any relevant information provided by the parents.

Through the MDR, the School shall determine whether the conduct is a manifestation of the student's disability. The conduct is a manifestation of the student's disability if it either was (a)

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caused by or had a direct and substantial relationship to, the child's disability; or (b) the direct result of the school districts failure to implement the IEP.

- *MDR determines the conduct **was not** a manifestation of the disability.* The School shall (1) ensure that the child continues to received educational services so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress towards meeting the goals set out in the child's IEP and (2) ensure that the child receives, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.
- *MDR determines the conduct **was** a manifestation of the disability.* Upon determining the behavior is a manifestation of the disability, the School must make several determinations. First, it must determine if the behavior was a direct result of the School's failure to implement the IEP. If it is, the School must take immediate steps to remedy the deficiencies. Second, the School must conduct a functional behavioral assessment within ten (10) days of the manifestation determination and complete the assessment as soon as practicable, unless the School conducted a functional behavior assessment prior to the manifestation determination. If the assessment was already made, the IEP team must review and modify the plan to address the behavior. Third, the School must return the student to placement from which he or she was removed.

Special Circumstances

In limited circumstances, the School may remove a student to an interim alternative educational setting (IAES) for not more than forty five (45) school days without regard to whether the conduct was a manifestation of the disability. The following circumstances include:

- the student carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function;
- the student knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of the ODE or the School; or
- The student has inflicted serious bodily injury on another person while at school, on school premises, or at a school function.

The terms controlled substance, weapon, illegal drug and serious bodily injury are defined in accord with O.A.C. 3301-51-05(K)(20)(h)(i).

The Student's IEP team will meet following the placement in an IAES. The IEP team will determine (1) what the permanent setting will be, (2) take steps to review and modify the plan, and (3) continue to provide the student with educational services to enable the student to participate in the general education curriculum and to progress toward IEP goals.

Due Process

The Student's parents or guardians may appeal either the outcome of an MDR or the decision regarding placement by filing a due process complaint.

Adopted August 30, 2021

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The School may request an expedited due process hearing if it believes that maintaining the current placement of the student is substantially likely to result in injury to the child or to others. Expedited hearings must occur within twenty (20) school days after the date the due process complaint is filed, and no extensions of time shall be granted.

Federal: 20 U.S.C. 1041 et seq., 20 USC 1415.

Ohio: O.A.C. 3301-51-05(K)(20)(h)(i).

Cross Reference: Policy No. **3710**, Rights of Individuals with Disabilities; Policy No. **3720**, Section 504 of the Rehabilitation Act of 1973; Policy No. **4520**, Transportation Discipline; Policy No. **4530**, Suspension & Expulsion Policy; Policy No. **4540**, Disciplining a 504 Student; Policy No. **4550**, Suspension & Expulsion Policy for Students with Disabilities.

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Positive Behavior Intervention Supports, Restraint, Seclusion, and Prohibited Practices

The School shall make every effort to prevent the need for the use of Restraint and/or Seclusion. Restraint and/or Seclusion shall not be used, except when there is an immediate risk of physical harm to the students or others, and shall only occur in a manner that complies with this policy and protects the safety of all children and adults at the School. Every use of Restraint and/or Seclusion shall be documented and reported.

Positive Behavior Intervention and Supports

To greatly reduce, or in most cases eliminate, the need to use Restraint and/or Seclusion, the School shall implement an evidence-based system of Positive Behavioral Intervention and Supports (PBIS System). The School shall conform to the standards, definitions, and requirements set forth in Ohio Adm. Code 3301-35-15 and ODE's Policy on Positive Behavior Interventions and Support, and Restraint and Seclusion. The PBIS System shall encompass a wide range of systemic and individualized positive strategies to reinforce desired behaviors, diminish reoccurrences of challenging behaviors, and teach appropriate behaviors. The PBIS System applies to all students, staff and settings.

The PBIS System shall include:

- Trained school staff to identify conditions such where, under what conditions, with whom and why specific inappropriate behavior may occur;
- Preventative assessments, which should include: a review of existing data, interviews with parents; family members; and students, examination of previous, and existing behavioral intervention plans;
 - Using the above data, the School shall develop and implement preventative behavioral interventions and teach appropriate behavior.
- A system that will support students' efforts to manage their own behavior, implement instructing techniques in how to self-manage behavior and decrease the development of new problem behaviors, decrease the development of new problem behaviors, prevent worsening of existing problem behavior, redesign learning/teaching environments to eliminate triggers and maintainers of problem behaviors; and
- Family involvement.

Restraint

The only type of restraint permitted is Physical Restraint, and any use of Physical Restraint must comply with this Policy.

Physical Restraint is defined as the use of physical contact that immobilizes or reduces the ability of a student to move his/her arms, legs, body, or head freely. Physical Restraint does not include—and this Policy does not apply to—brief, but necessary physical contact used to break up a fight, to knock a weapon away, to calm or comfort, to assist a student in completing a task where the student does not resist the contact, or to prevent an impulsive behavior threatening the student's behavior.

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Physical Restraint may only be used:

- when there is an immediate risk of physical harm to the student or others and no other safe and effective intervention is possible, but in no circumstances may not be used for punishment or discipline or as a substitute for other less restrictive means of assisting a student in regaining control;
- in a manner that is age and developmentally appropriate;
- by Student Personnel who are trained in safe restraint techniques, except in the case of unavoidable emergency situations when trained personnel are not immediately available; and
- by Student Personnel in accordance with Ohio law.

Procedure for using Physical Restraint. If Student Personnel use Physical Restraint, Student Personnel must:

- be appropriately-trained to protect the care, welfare, dignity, and safety of the student;
- continually observe the student in restraint for indications of physical or mental distress and seek immediate medical assistance if there is a concern;
- use verbal strategies and research based de-escalation techniques in an effort to help the student regain control;
- remove the student from physical restraint immediately when the immediate risk of physical harm to self or others has dissipated;
- conduct a de-briefing including all involved staff to evaluate the trigger for the incident, staff response, and methods to address the student's behavioral needs; and
- complete all required reports and document staff's observations of the student.

Prohibited forms of restraint. The School prohibits the following forms of restraint under all circumstances, including emergency safety situations:

- "Prone Restraint" or a physical or mechanical restraint while the student is in the face down position.
- physical restraints that obstruct the airway of a student.
- physical restraints that interfere with a student's primary mode of communication.
- any restraint that unduly risks serious harm or needless pain to the student. This includes intentionally, knowingly, or recklessly using any of the following techniques:
 - uses any method that is capable of causing loss of consciousness or harm to the neck or restricting respiration in any way;
 - pins down with knees to torso, head and/or neck;
 - includes using pressure points, pain compliance, and joint manipulation techniques;
 - drags or lifts of the student by the hair or ear;
 - uses other students or untrained staff to assist with the hold or restraint; or
 - secures a student to another student or to a fixed object.
- restraint of preschool children in violation of paragraph (D) of rule 3301-37-10 of the Administrative code.
- "Mechanical Restraint" or any method that restricts a student's freedom of movement, physical activity, or normal use of the body, using an appliance or device manufactured for this purpose. This does not mean devices used for the specific and approved therapeutic

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or safety purpose for which such device were designed including: restraints for medical immobilization, adaptive devices or mechanical supports to allow for greater freedom of mobility, and vehicle safety restraints when used as intended during the transport of a student.

- “Chemical Restraint” or any drug or medication used to control a student’s behavior or restrict freedom of movement. This does not include drugs or medications prescribed by a qualified health professional for standard treatment of the student’s medical or psychiatric condition. This also does not include drugs or medications administered as prescribed the qualified health professional acting under the scope of Ohio law.

Seclusion

Student Personnel may only use seclusion in accordance with this Policy.

Seclusion is defined as the involuntary isolation of a student in a room, enclosure or space from which the student is prohibited from leaving by physical restraint, closed door, or another physical barrier. Seclusion is a last resort, safety intervention that provides an opportunity for the student to regain self-control.

Seclusion may be used only:

- 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;
- as a last resort to provide an opportunity for the student to regain control of his or her actions; and
- in a room or area that is (1) not locked and (2) provides for adequate space, lighting, ventilation, clear visibility, and the student’s safety.

Seclusion shall not be used:

- for the convenience of staff;
- as a substitute for an educational program;
- as a form of discipline/punishment;
- with preschool students in violation of Ohio Adm. Code Rule 3301.-37-10(D);
- as a substitute for less restrictive alternatives, inadequate staff, staff training in positive behavior supports and crisis prevention or intervention; or
- as a means to coerce, retaliate, or in a manner that endangers a student.

Procedure for using Seclusion. If Student Personnel use seclusion, Student Personnel must:

- continually observe the student in seclusion for indications of physical or mental distress and seek immediate medical assistance if there is a concern;
- use verbal strategies and research based de-escalation techniques in an effort to help the student regain control;
- remove the student from seclusion when the immediate risk of physical harm to self or others has dissipated;
- conduct a de-briefing including all involved staff to evaluate the trigger for the incident, staff response, and methods to address the student’s behavioral needs; and
- complete all required reports and document staff’s observations of the student.

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Additional Prohibited Practices

The School prohibits the following practices under any circumstances:

- *corporal punishment*;
- *child endangerment*, as defined in R.C. 2919.22;
- *deprivation of basic needs*; and
- *Aversive Behavioral Interventions*. Aversive Behavioral Intervention is defined as any interventions that are intended to induce pain or discomfort to a student for the purpose of eliminating or reducing maladaptive behaviors. This is defined to include applications of noxious, painful and/or intrusive stimuli, including any form of noxious, painful or intrusive spray, inhalants or tastes.

Reporting Restraint and/or Seclusion

Each use of Restraint and/or Seclusion shall be documented in writing and reported immediately to the building administration and the parent(s).

Additionally, the use of Restraint and/or Seclusion shall be documented in a written report. A copy of the written report shall be made available to the parent or guardian within twenty-four (24) hours of the use of Restraint and/or Seclusion. The School shall maintain a copy of the report in the student's file. These reports are educational records subject to the Family Educational Right to Privacy Act (FERPA). Pursuant to FERPA, the School is prohibited from releasing any personally identifiable information to anyone other than the parent.

The School shall report information concerning its use of restraint and seclusion annually to the Ohio Department of Education.

Repeated Dangerous Behavior

If a student repeatedly engages in dangerous behavior that leads to instances of restraint and/or seclusion, the School shall conduct a functional behavioral assessment to identify the student's needs and more effective ways of addressing those needs. If necessary, this functional behavioral assessment should be followed by a behavioral intervention plan that incorporates appropriate positive behavioral interventions

School District Monitoring and Complaint Procedures

Monitoring Procedure. To ensure this Policy is implemented, the School shall establish a monitoring procedure.

Complaint Procedure. The School shall also adopt a complaint procedure. The Complaint procedure shall be developed as follows:

- A parent may present written complaints to the Head Administrator to initiate a complaint investigation by the School regarding an incident of restraint and/or seclusion
- The School will respond to the Complaint within thirty days of the complaint's filing.

Availability of IDEA Complaint Process for Students with Disabilities

Adopted August 30, 2021

The Parent of a student with disability may choose to file a complaint with the Ohio Department of Education, Office for Exceptional Children (the “Office”), in accordance with the complaint procedures available concerning students disabilities. Complaints alleging injuries to a student with a disability or the use of restraints and/or seclusion shall not be deemed insufficient on the face if they are framed within the context of IDEA, including:

- a pattern of challenging behaviors that are related to the student’s disability;
- whether the student has had or should have a functional behavioral assessment (FBA) or a positive behavior support plan (PBSP);
- whether the FBA and the PBSP are appropriate
- whether the student’s behavior and interventions are addressed or should have been addressed in the IEP; and
- whether staff has been sufficiently trained in de-escalation and restraint techniques.

Training and Professional Development

The School shall train its staff in accordance with this Policy. The training shall include the following components:

- All student personnel shall be trained annually on the requirements of this Policy, O.A.C. 3301-35-15, and the School’s policies and procedures regarding restraint and seclusion. Student Personnel include teachers, principals, counselors, social workers, school resource officers, teacher’s aids, psychologists, bus drivers, or other School staff who interact directly with students.
- The Head Administrator shall develop a plan regarding training student personnel as necessary to implement PBIS. This may be a multi-year process for a School that is not currently implementing PBIS across the entire program.
- The Head Administrator shall ensure that an adequate number of personnel in each building are trained in crisis management and de-escalation techniques, and that their training is kept current in accordance with the requirements of the provider of the training.

Disseminating this Policy

This Policy shall be made available to parents annually. Additionally, if the School has a website, the School shall post this Policy on its website.

Ohio: O.A.C. 3301-35-15; Governor’s Executive Order 2009-135; Ohio Department of Education Policy on Positive Behavior Interventions and Support, Restraint, and Seclusion (January 2013).

Cross Reference: Policy No. **2670** Public Conduct on School Property; Policy No. **4103**, Harassment and Sexual Harassment; Policy No. **4104**, Policy on Harassment, Intimidation, and Bullying; Policy No. **4105**, Anti-Hazing Policy; Policy No. **4510**, Tiered Student Discipline Program; Policy No. **4520**, Transportation Discipline; Policy No. **4530**, Suspension & Expulsion Policy; Policy No. **4540**, Disciplining a 504 Student; Policy No. **4550**, Suspension & Expulsion Policy for Students with Disabilities.

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Student Activities

4600

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Student Publications Sponsored by the School

The School understands that students often learn by actively participating in applied projects such as student publications. Whether a student publication or any part of a student publication will be published shall be decided by the student publication's adviser. The adviser's decision to publish or not to publish may be appealed to the Head Administrator or his/her designee.

In determining whether something is publishable as a student publication, the following guidelines shall be followed:

- the publication must include the student or organization's name;
- the publication's contents must be written responsibly and in a manner based upon professional standards of accuracy, objectivity, and fairness;
- if a viewpoint is provided on an issue, an equal opportunity must be given to the opposing view;
- student publications must be written in a manner that is appropriate for all students of the School; and
- before publication, the School may review the student publication to ensure the publication conforms with the First Amendment.

Additionally, the School will not publish any publication that does any of the following:

- infringe upon the rights of others and may not be libelous or defamatory, obscene to minors, incite violence, substantially disrupt the educational process, nor promote illegal activities; and
- grossly prejudice any ethnic, religious, racial or other delineated group; nor seek to establish a particular religious denomination, sect, or point of view.

School Officials may regulate the time, place, and manner of distribution.

Advertising is permitted in all school-sponsored publications. Prior to being published, the Head Administrator or his/her designee may approve all advertisements. Advertisements are subject to the same general restrictions as School Publications.

Cross Reference: Policy No. **4410.1**, Student Rights and Responsibilities; Policy No. **4460**, Assembling and Disorder; Policy No. **3843**, Obscene Materials.

Student Groups & Activities

All extracurricular student groups and activities must be approved by the Head Administrator or his/her designee prior to the group being formed. In deciding whether to approve the group, the Head Administrator may consider whether the group has a clear and appropriate purpose, is consistent with the School's educational mission, complies with the School's policies; local laws; state laws; and federal laws, and any other relevant factors.

Cross Reference: Policy No. **4106**, Policy on Gang Activity & Other Prohibited Groups; Policy No. **4410.1**, Student Bill of Rights & Responsibilities.

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School-Sponsored Trips

Student learning and the School's educational mission are supplemented by Field Trips and School-Related Trips. To ensure these trips support the School's mission and are consistent with the School's policies and are academically enriching, this Policy regulates the various aspects of school-sponsored trips.

A "Field Trip" is defined as a school supervised, learning experience that takes students off the School's property to learn about an area that is directly related to a particular subject matter.

A "School-Related Trip" is defined as a planned activity that takes students off the School's property in an area related to the School's mission. School-related trips include athletic trips.

For a Field Trip to be approved, the Field Trip must:

- be approved by the Head Administrator or his designee;
- be educational in nature and relate to the course being offered;
- accomplish academic objectives;
- be under the School's supervision; and
- include a planned itinerary.

Field trips not approved in the manner above are not sponsored by the School. The School does not endorse, support or assume liability for unauthorized Field Trips or School-Related Trips even if they are conducted by the School's staff, volunteers, or parents.

Field Trips may include a fee. No student shall be prohibited from attending the trip because he/she is unable to afford the fee. All students attending the Field Trip must turn in a completed Field Trip Permission Form, Form No. **4630.1**. Students that attend the Field Trip are not considered absent from school. Students that do not participate in the Field Trip shall not be punished academically. If an assignment is given in conjunction with the Field Trip, non-attending students shall be given an alternative assignment.

While on a Field Trip or School-Related Trip:

- students remain subject to the School's rules and policies;
- a copy of each attending student's Emergency Medical Authorization Form shall be maintained; and
- the staff shall not change the trip's itinerary, except where the student's health or safety is in danger or circumstances beyond the control of the staff have occurred. Should the staff member change the trip's itinerary, the administration shall be notified immediately.

Cross Reference: Policy No. **2410**, Student Medical Emergencies; Policy No. **4201**, Attendance, Absence, & Truancy; Policy No. **5443**, Reporting Accidents & Treating Injuries; Policy No. **5445**, Student Transportation in a Private Vehicle.

Adopted August 30, 2021

FIELD TRIP PERMISSION FORM

I permit _____ (student's name) to attend the field trip to _____.

The Field Trip will begin on: ____/____/20____ at ____:____ am/pm

The Field Trip will conclude: ____/____/20____ at ____:____ am/pm

The Field Trip will travel by: _____(type of transportation)

Trip Address _____; phone (____) ____-_____

The Trip will be supervised by: _____

The Purpose of the Field Trip is:

This Form must be signed by the student's parents or guardians and returned by the student in order for the student to attend the trip. While on the trip, the student will still be considered in School and *must* abide by the School's policies and code of conduct. A Teac **Parents or guardians must inform the supervising member of any medication requirements and provide necessary instructions.**

I have read the above and grant my child to attend this field trip.

Parent/Guardian Name: _____

Parent/Guardian Signature _____ Date: _____

Telephone: _____

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Fundraising Activities and Projects

All fundraising activities and projects must be approved by the Head Administrator or his/her designee prior to commencing the activities. Approval must be obtained from the Head Administrator or his/her designee and must be conducted in accordance with the School's fundraising guidelines. Employees must follow all forms; rules; and regulations; maintain accurate records, safeguard funds, and deposit funds appropriately.

Individuals interested in conducting a fundraising activity or project may obtain the forms, rules, and regulations from the Head Administrator or his/her designee.

The School shall hold raffles only as permitted under ORC 2915.092 and other applicable rules and regulations. The School shall not engage or permit any illegal raffles.

Cross Reference: Policy No. **5441**, Staff and Student Boundaries; Policy No. **5451**, Contracts & Leasing; Purchasing.

Adopted August 30, 2021

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Use of School Facilities by Non-School Sponsored Clubs & Activities

During instructional hours, the School prohibits the School's facilities from being used by non-school sponsored clubs or activities or school-sponsored, non-curriculum-related clubs and activities.

During non-instructional hours, students may use the School to meet regardless of the activity's content or size of the group. Use is subject to the extent permitted by the owner, landlord or lease of the School.

Policy No. **6110**, Visitors; Policy No. **6120**, Volunteers.

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Student Employment

The School believes that a student's focus and efforts should be on his/her education. The School understands, however, that extenuating circumstances may arise, and a student may need to work.

Students that do work while attending school, are advised to take employment that does not interfere with their ability to obtain an education. Students that do work should receive guidance in finding appropriate jobs and balancing work duties with his or their education.

Cross Reference: Policy No. **4410.1**, Student Bill of Rights & Responsibilities.

Adopted August 30, 2021

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Section V: Personnel Handbook

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5010 Welcome

5020 About this Handbook

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5030 Mission Statement

5040 Philosophy and Vision

5050 Equal Opportunity

5060 Non-Discrimination Policy

5070 Anti-Harassment Policy

5070.1 Reporting Acts of Harassment (**Form**)

5080 Whistleblower Policy

5100 Employment Pre-Requisites

5110 General Employment Eligibility

5110.1 I-9 Employment Eligibility Form (**Form**)

5120 Employee Designations

5130 Teacher Requirements

5140 Substitute Teachers

5150 Educational Assistants

5160 Other Employees

5200 Legal Employment Status

5210 Scheduling and Work Hours

5220 Organizational Communications

5230 Reductions in Staff

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5300 Compensation and Benefits

5310 Compensation and Benefits Overview

5320 Salary

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- 5340** Paid School Holidays
- 5350** Time Off
 - 5350.1** Covid-19 Emergency Paid Sick Leave Employee Request Form
- 5360** Family Medical Leave Act Policy
 - 5360.1** Covid-19 Expanded FMLA Leave Employee Request Form
- 5370** Severance Pay Policy: Classified Staff
- 5400 Behavioral Expectations and Responsibilities**
 - 5410** Behavioral Expectations
 - 5411** Dress and Grooming
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 - 5442** School Safety
 - 5443** Reporting Accidents & Treating Injuries
 - 5443.1** Accident Report Form **(Form)**
 - 5444** Reporting Suspected and Actual Child Abuse & Neglect
 - 5445** Student Transportation in a Private Vehicle
 - 5445.1** Request for Authorization to Transport Students in a Private Vehicle **(Form)**
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 - 5450** Administrative Responsibilities
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- 5452** Reimbursement of Staff Members
- 5453** School Equipment - Use and Return
 - 5453.1** School Equipment Use – Authorization **(Form)**
- 5454** Software and Copyright Issues

5500 Discipline

- 5510** General Employee Discipline Policy
- 5520** Tiered Discipline System
- 5530** Discharge/Termination
- 5540** Reporting Licensed Employee Misconduct
 - 5540.1** Educator Misconduct Reporting Form **(Form)**
- 5550** Pre-Employment Applications and Screening Process

5600 Employee Development

- 5610** General Employee Development
- 5620** Ohio Teacher Residency Program
- 5630** Staff Performance Review
- 5640** Teacher Evaluation
- 5650** Performance Improvement Plans
- 5660** Professional Growth & Development
- 5670** Tuition Assistance Plan
 - 5670.1** Tuition Assistance Plan (TAP) Application **(Form)**
 - 5670.2** Tuition Assistance Plan (TAP) Reimbursement Form **(Form)**

5700 Employee Medical Policies

- 5710** Employee Medical Information and Examinations
- 5720** Communicable Disease Prevention and Safety
- 5730** Tuberculosis & Tuberculin Testing

5800 Records Access

- 5810** Personnel Records File
 - 5810.1** Notice of Personal Information & Rights of Individuals

Adopted August 30, 2021

Subject to Personal Information System (**Form**)

Adopted August 30, 2021

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Introduction

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Welcome

Staff Member,

On behalf of all the staff, I am excited to welcome you to our learning community. Our staff members serve as our direct link to the students and play a vital role in ensuring our students' success. As a result, it is essential that we place our staff in a position to succeed.

With that goal in mind, this Personnel Handbook has been created. We require all staff members to read and become familiar with it. As you look through the Handbook, you will gain a stronger understanding of our educational and administrative policies.

The Handbook strives to address a wide range of topics. Should you have any questions or would like further explanation of a policy, please contact your immediate supervisor.

Thank you and welcome,

(Insert Administrator Name & Title)

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About this Handbook

This Handbook has been developed to give you an overview about the School's policies, expectations, rules, procedures, and benefits. As the Handbook is important to understanding your job, the School requires you read and understand all the policies. The School requires you to sign and return and return Form **5020.1**, Employee Acknowledgment Form.

Understand this Handbook is not intended to cover every situation which may arise during your employment but is simply a general guide about the School's policies. The School has the right to change and modify the contents, terms, policies and benefits at any time. This Handbook does not constitute a contract of employment nor does it constitute any contractual rights of employment.

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Employee Acknowledgment Form

This Personnel Handbook has been prepared for your information and understanding of the policies, philosophies and practices and benefits of the School.

I, _____, have received this Handbook and understand I am required to read and understand the goals, policies, benefits and expectations of the School, as well as my responsibilities as an employee. I understand that I am to ask questions regarding any policy that I do not understand or to discuss questions not answered in this handbook.

By signing below, I acknowledge and understand the information contained in the Employee Handbook. I understand this Handbook is not intended to cover every situation which may arise during my employment but is simply a general guide about the School's policies. I understand the School has the right to change and modify the contents, terms, policies and benefits at any time.

Furthermore, I acknowledge that this Handbook does not constitute a contract of employment nor does it constitute any contractual rights of employment.

I understand that this Acknowledgement form must be signed in the presence of an authorized employee of the School.

Employee Name: _____

Employee Signature: _____

Date: _____

Witness Name: _____

Witness Signature: _____

Witness Position: _____

Date: _____

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Mission Statement

[Insert Mission Statement]

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Philosophy and Vision

[Insert Philosophy and Vision]

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Equal Opportunity

It is the policy of the School to provide equal employment opportunities, and to administer its personnel practices and maintain an environment free of discrimination or harassment on the basis of race, color, national origin, religion, sex, age, disability, genetic information, marital status, veteran status or any other unlawful criterion or circumstance. The School prohibits and will not tolerate any such discrimination or harassment.

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Non-Discrimination Policy

It is the policy of the School not to discriminate on the basis of race, color, national origin, religion, sex, age, disability, genetic information, marital status, veteran status or any other unlawful criterion or circumstance in any of its employment practices. Such practices include but are not limited to, recruiting, hiring, placement, retention, promotion or compensation, layoff or termination, professional development, and performance appraisals.

For qualified individuals with known disabilities, the School shall make reasonable accommodations for such individuals unless doing so would result in an undue hardship.

To further this policy, the Governing Authority strongly urges all staff members with a question or concern regarding workplace discrimination to discuss the matter to the Head Administrator or his/her designee. The Governing Authority prohibits any retaliatory behavior directed against those that raise concerns or make a report. Anyone who is determined to have discriminated against others or to have retaliated because another reported discrimination will be disciplined and may be terminated.

The Governing Authority also encourages all staff members to develop their own personal commitment to the concepts of equal opportunity described above.

Federal: 42 U.S.C. 1210, 42 U.S.C. 2000, 42 U.S.C. 2000, et. seq.

Ohio: R.C. 4112.02, 4117.17.

Cross Reference: Policy No. **5050**, Equal Opportunity; Policy No. **3700**, Individuals with Disabilities.

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Anti-Harassment Policy

Harassment of any employee is not tolerated, condoned, or allowed by other employees, non-employees who conduct business with the School, or any other person.

Harassment takes many forms and includes, but is not limited to, conduct that has the purpose or effect of creating a hostile, abusive, intimidating, teasing, threatening, or discriminatory environment through verbal, physical, or visual acts because of race, color, national origin, religion, sex, age, disability, genetic information, marital status, veteran status or any other unlawful criterion or circumstance in any of its employment practices. Harassment may occur in regard to hiring, terms of employment, evaluation, promotion, or other aspects of employment. Sexual Harassment is a form of harassment that includes, but is not limited to unwelcome insults, advancements, requests for sexual favors, verbal and/or physical conduct of a sexual nature.

This Policy applies to all employees. All incidents should be reported, regardless of the offender's position or status.

This Policy applies in the workplace and work-related setting including, but not limited to school trips, meetings, and school-related social events.

Addressing Harassment

The School asks all individuals who believe they are being harassed to address the perceived harassment. Individuals may proceed by: (1) informally confronting the alleged harasser and/or (2) filing a complaint.

Informal Confrontation. If employees believe they have been harassed, and they feel able and comfortable doing so, they may promptly notify the offender of his/her behavior, insist it is unwelcome, and ask the offender to stop. In some situations an informal confrontation may be impractical or ineffective. In these instances, individuals shall not informally confront the offender and shall file a complaint.

Formal Complaint. Individuals that believe they have been harassed, or any witness of the harassment, are asked to file a complaint promptly. While there is no time limit to filing a complaint, a prompt filing will ensure an equitable process for resolving complaints.

Reports may be made using Form No. **5070.1**, Reporting Acts of Harassment. Reports shall include the following information: the identity of the individual(s) who engaged in harassment, a description of the facts, the location and time the incident occurred, and any additional witnesses to the incident.

Reports shall be delivered to the Head Administrator or his/her designee. If the alleged incidents involve the Head Administrator or his/her designee, reports shall be made directly to the President of the Governing Authority.

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Once an incident is reported, an investigation will be initiated, and the incident will be reviewed. At the investigation's conclusion, the School will report its findings and decision. If the incident is verified, the harassers will be subject to discipline.

Discipline

Individuals found to have engaged in harassment will be subject to discipline as deemed appropriate by the School.

If the offender is affiliated with the School, discipline may include, but is not limited to the following:

- documenting the occurrence in the offender's personnel file,
- referring the offender to counseling,
- reprimanding the offender,
- withholding a promotion from the offender,
- demoting or reassigning the offender,
- suspending the offender temporarily without pay, and/or
- terminating the offender's employment.

If the offender does not have an affiliation with the School, the School's recourse is more limited. The School will take the appropriate actions to stop the harassment.

Confidentiality of Complaint

Throughout the investigation, the School will attempt to maintain confidentiality to the extent possible. The School may, however, need to make information public.

Protection against Retaliation

The School recognizes the importance of preventing any retaliatory acts. The School prohibits retaliatory action taken against any individual who reports harassment or assists in procedures regarding reports. Any individual that retaliates shall be subject to discipline. Disciplinary action will be the same as those committing confirmed acts of harassment.

Federal: 29 U.S.C. 206(d), 29 U.S.C. 631, 42 U.S.C. 2006(c), 42 U.S.C. 12101.

Ohio: R.C. 4112.02.

Cross Reference: Policy No. **5070**, Anti-Harassment Policy; Form **5070.1**, Reporting Acts of Harassment.

Reporting Acts of Harassment

Name of Reporter: _____

Date incident occurred: _____ Time: _____

Location of act: _____

Please identify any additional witness(es):

Please identify all Victim(s)

Please describe the act:

Signature _____ Date _____

Whistleblower Policy

Employees of the School are covered by Ohio's Whistleblower Laws. The Law protects employees who report violations of certain federal, state, and local laws from disciplinary or retaliatory acts.

Employees, in the course of their of employment, are required to report violations of federal, state or local law which the School has the authority to correct and reasonably believe is (1) a criminal offense likely to result in physical harm to persons or a hazard to public health and safety, (2) a felony, or (3) an improper solicitation for a campaign contribution.

To be covered by the law and this policy, an employee must orally notify the School of the violation and then file a written report describing the violation. The written report must be sufficiently detailed for corrective action to be taken. The employee must give the School twenty-four (24) hours after the report to make a good faith effort to correct the violation.

If the School does not make a good faith effort to correct the violation, the employee may file a written report with a prosecuting attorney, law enforcement officials or other appropriate persons identified by Section 4113.52 of the Revised Code.

The School will take no disciplinary or other retaliatory act against any employee who reports violations provided the employee makes a good faith effort to determine the accuracy of any information report. Any employee who initiates disciplinary action against a whistleblower shall be disciplined for their retaliatory conduct pursuant to the requirements of Ohio law and School policies.

Reports that are unreasonable or not made in good faith may be subject to disciplinary action. Employees that believe they have been retaliated against should report the incident directly to the President of the Governing Authority of Directors.

Ohio: O.R.C. 4113.51, et seq.

Employment Pre-Requisites

5100

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General Employment Eligibility

For the safety of the School and in compliance with state and federal law, the School requires incoming employees to pass several inquiries before being hired. Incoming employees must (1) complete a background check and (2) verify their eligibility to work in the United States.

Criminal Records Check

The School requires a Criminal Records Check of each applicant, full time or part time, that has been recommended for employment. Applicants must complete an application from the Bureau of Criminal Identification and Investigation. The Bureau will complete the investigation and will include information from the FBI in the records check.

The School will not hire applicants if they have been convicted of certain offenses prohibited by Ohio Law and described in ORC 339.39. The School possesses a list of prohibited offenses.

The School may employ an applicant conditionally until the Criminal Records Check is completed. If the Criminal Records Check indicates the applicant does not qualify for employment, the applicant shall be released from employment.

Background checks are not required for any currently-employed staff member who is a candidate for a different position in the School.

The School requires subsequent criminal checks to be conducted every five (5) years. Bus Drivers require a new check every six (6) years.

Immigration Law Compliance

The Immigration Reform and Control Act of 1986 provides measures to ensure the School is employing United States citizens and aliens that are authorized to work in the United States. In accordance with this law, each new employee must (1) present documentation regarding the employee's identity and eligibility to be employed, and (2) complete Form No. **5110.1**, the I-9 Employment Eligibility.

Rehired employees must also complete Form No. **5110.1**, the I-9 Employment Eligibility Form, if the rehired employee has not completed an I-9 form with the School within the past three (3) years, or the rehired employee's previous I-9 is no longer retained or is invalid.

The School does not unlawfully discriminate on the basis of citizenship or national origin.

Federal: 8 U.S.C. 1324.

Ohio: O.R.C. 3319.39.

Cross Reference: Policy No. **5120** Employee Designations; Policy No. **5130** Teacher requirements; Policy No. **5140**, Substitute Teachers; Policy **5150**, Educational Assistants; Policy

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5160, Other Employees; Policy **6120** Volunteers; Form No. **5110.1**, I-9 Employment Eligibility Form.

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I-9 Employment Eligibility Form

The I-9 Employment Eligibility Form is available from the U.S. Department of Homeland Security – U.S. Citizenship and Immigration. The form may be accessed at:

<http://www.uscis.gov/i-9> .

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Employee Designations

Employee Classifications

The School distinguishes between full-time employees and part-time employees. All employees, regardless of their classification are required by Ohio law to comply with Policy No. **5110**, General Employment Eligibility.

Full-Time Employees. A full-time employee is an employee who is expected to work an average of at least forty (40) hours a week.

Part-Time Employee. A part-time employee is an employee who is expected to work an average of less than forty (40) hours a week.

Employment Status

At Will Employment. Employees have an “employment-at-will” relationship with the School. Agreements stating otherwise must be in writing and may only be entered with employees solely by the Head Administrator. Because of the employment-at-will relationship, employees and the School are both free to terminate the employment relationship at any time and with or without cause.

Employment Contracts. Some full-time employees work under employment contracts or letters. Other employees may have supplement contracts if they perform duties in addition to their other duties. The Governing Authority must approve all contracts. All contracts are at will unless stated otherwise.

Hourly Rated Employees. Hourly rated employees are paid on a time sheet basis, are considered casual employees, and do not receive annual contracts.

Federal: 29 U.S.C. Chapter 201, et seq.

Ohio: O.R.C. 3319.086.

Cross Reference: Policy No. **5110**, General Employment Eligibility; Policy No. **5320**, Salary; Policy No. **6120**, Volunteers.

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Teacher Requirements

Prior to being employed by the School, the School requires all teaching applicants to:

- provide an employment application,
- provide references and recommendation letters for employment,
- provide copy of a diploma issued by an accredited college or university & certified transcripts from the accredited colleges or universities,
- provide Teaching Certificate from the Ohio Department of Education, and
- comply with Policy No. **5110**, General Employment Eligibility.

In addition to the above requirements, the School may require teachers to possess additional training, skills, or experience for a specific position.

To be hired and to continue employment, teachers must be of sufficient physical and mental health. A teacher or other licensed education professional is prohibited from terminating their employment contract after July 10th of any school year, or during the school year prior to the last day of instruction, without the consent of the School's governing authority or operator. However, the individual may terminate their contract at any other time by giving five days written notice to the employing governing authority or operator. If an individual terminates their contract in any other manner, the employing governing authority or operator may file a complaint with the State Board of Education. After an investigation, the State Board may suspend the individual's educator license for up to one year.

Licensed Education Professionals

Licensed education professionals are prohibited from terminating their individual employment contract after July 10 of any school year or during the school year prior to the last day of instruction, without the consent of the schools governing authority or operator. However, the individual may terminate their contract at any other time by giving five days written notice to the employing governing authority or operator. If a licensed education professional terminates their contract in any other manner, the employing governing authority or operator may file a complaint with the State Board of Education. After an investigation, the State Board may suspend the individual's license educator license for up to one year.

Ohio: O.R.C. 3314.103.

Cross Reference: Policy No. **5110**, General Employment Eligibility; Policy No. **5620**, Ohio Teacher Residency Program.

Adopted August 30, 2021

Substitute Teachers

Prior to being employed by the School, the School requires all substitute teachers to:

- provide a valid, state-issued educator license for substitute teaching, and
- comply with Policy No. **5110**, General Employment Eligibility.

If an applicant does not possess the license for substitute teaching but can provide evidence that he/she has applied for a substitute teacher license, the School may employ the applicant for sixty (60) days pending receipt of the license. If a license is denied or not obtained within the sixty (60) day period, the applicant will be terminated.

To be hired and to continue employment, substitute teachers must be of sufficient physical and mental health.

Ohio: O.R.C. 3319.226.

Cross Reference: Policy No. **5110**, General Employment Eligibility.

Educational Assistants

An “Educational Assistant” is defined as any nonteaching employee in the School who directly assists a teacher by performing duties for which a teaching license is not required. An educational assistant is neither (1) a student preparing to become a teacher or an educational assistant nor (2) a nonteaching employee whose functions are solely secretarial-clerical and who do not perform any other duties of an Educational Assistant.

Application Requirements

Prior to being employed by the School, the School requires all Educational Assistant applicants to:

- provide an employment application,
- provide references and recommendation letters for employment,
- provide a copy of a state issued educational aide permit or Educational Paraprofessional License, and
- comply with Policy No. **5110**, General Employment Eligibility.

General Duties

Educational Assistants shall perform their duties under the supervision and direction of an assigned teacher. An Educational Assistant assigned to a teacher may assist in supervising students, assist with instructional tasks, and other duties that may be performed by a person not licensed to teach. The duties of an Educational Assistant need not be performed in the physical presence of the teacher to whom the Educational Assistant is assigned (the “Assigning Teacher”), but the activity shall always be under the direction of the Assigning Teacher. When the Assigning Teacher is not physically present, the Educational Assistant shall maintain the degree of control and discipline that would be maintained by the Assigning Teacher.

Educational Assistants are generally prohibited from divulging personal information concerning any student, which was obtained or obtainable while employed. An Educational Assistant may divulge, however, such personal information to either the Assigning Teacher, the school administrator in the assigning teacher’s absence, or as required in a legal proceeding. Violations of this policy are grounds for disciplinary action and/or dismissal.

To be hired and to continue employment, employees must be of sufficient physical and mental health to perform the essential functions of their jobs.

Ohio: O.R.C. 3319.088.

Cross Reference: Policy No. **5110**, General Employment Eligibility.

Other Employees

To be employed by the School, the School requires all other employees, except teachers, substitute teachers, and educational assistants, to:

- provide an employment application,
- provide references and recommendation letters for employment,
- provide any license or certificate required by law, the School, or the Governing Authority, and
- comply with the requirements of Policy No. **5110**, General Employment Eligibility.

In addition to the above requirements, the School may require employees to possess additional training, skills, or experience for a specific position.

To be hired and to continue employment, employees must be of sufficient physical and mental health.

Cross Reference: Policy No. **5110**, General Employment Eligibility.

Legal Employment Status

5200

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Scheduling and Work Hours

As an educational institution, the School's schedule and work hours are designed to facilitate student learning. The School shall release a general schedule and work hours at the beginning of each academic year. The schedule is subject to change to ensure the School's mission is achieved.

Cross Reference: Policy No. **5120**, Employee Designations.

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Organizational Communications

To ensure clear and efficient communication between staff members and the Governing Authority of Directors, the School has adopted an organizational communication policy. Staff members are to communicate all issues and concerns to the Head Administrator. The Head Administrator is to communicate these to the Governing Authority of Directors.

Exceptions to this policy are noted in the applicable policies throughout this manual.

Adopted August 30, 2021

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Reductions in Staff

The Governing Authority seeks to staff the School so the School may achieve its mission. Situations may arise that require the Governing Authority to reduce the staff. The Governing Authority reserves the right to reduce staff, eliminate positions and/or otherwise act as situations arise.

Reductions in positions and staff shall be made by the Head Administrator or his/her designee. The Head Administrator or his/her designee shall report all reductions to the Governing Authority.

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Resignation

Employees that wish to resign or terminate their contract must provide written notice thirty (30) days prior to the effective date of resignation or termination.

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Compensation and Benefits

5300

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Compensation and Benefits Overview

To accomplish the School's mission, it is important to attract personnel who are motivated and excel at their respective jobs. To attract and retain personnel, the School seeks to provide competitive wages/salary, benefits, and time off. Compensation and benefits may vary based on a number of factors including, but not limited to job duties, experience, and performance.

Cross Reference: Policy No. **5320**, Salary; Policy No. **5330**, Benefits; Policy No. **5340**, Paid School Holidays; Policy No. **5350**, Time Off; Policy No. **5360**, Family Medical Leave Act Policy.

Adopted August 30, 2021

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Salary

Payment of Salary

Each employee's salary will in twenty-four (24) equal payments. The payments shall be distributed twice a month on the 15th and 30th. Should the payday fall on a weekend or holiday, the payday will be the last regular workday before the weekend or holiday.

Recording Time

The Head Administrator or his/her designee will explain to hourly employees the procedure for completing time sheets. All hourly employees are responsible for keeping accurate time. The School prohibits any employee from completing or directing another to complete another's time sheet.

Overtime

Federal law excludes exempt employees from receiving pay for working overtime. Non-exempt employees receive overtime pay when non-exempt employees work over forty (40) hours in a workweek.

A workweek is defined as Sunday through Saturday.

Overtime pay is defined as pay at one and one-half (1 ½) the regular pay.

Exempt Employees are defined as executive, administrative, professional and outside sales. Exempt employees are required to work as many hours as needed to complete their job requirements.

Exempt Employee Salary Deductions

In compliance with the Fair Labor Standards Act, the School prohibits improper deductions from the pay of exempt employees.

Deductions from an exempt employee's pay *may be* made for the following reasons:

- the employee is absent from work for one or more full days for personal reasons other than sickness or disability;
- the employee is absent from work for one or more full days due to sickness or disability if the deduction is made in accordance with a bona fide plan, policy or practice of providing compensation for salary lost due to illness;
- to offset amounts employees receive as jury or witness fees, or for military pay; or
- for unpaid disciplinary suspensions of one or more full days imposed in good faith for workplace conduct rule infractions.

Also, the School is not required to pay the full salary of an exempt employee and may make either partial day or full day deductions in these circumstances:

- in the initial or terminal week of employment;
- for penalties imposed in good faith for infractions of safety rules of major significance; or;

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- for weeks in which an exempt employee takes unpaid leave under the Family and Medical Leave Act.

Employees who believe that an improper deduction has been made to their salary should immediately report this information to their direct supervisor or to the Head Administrator.

Reports of improper deductions will be promptly investigated. If it is determined that an improper deduction has occurred, employees will be promptly reimbursed for any improper deduction made.

Federal: 29 U.S.C. 201.

Ohio: R.C. 4113.15.

Cross Reference: Policy No. **5310**, Compensation and Benefits Overview; Policy No. **5330**, Benefits; Policy No. **5350**, Time Off; Policy No. **5360**, Family Medical Leave Act Policy.

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Benefits

The Governing Authority realizes how benefits, personal and protective, that extend beyond an employee's salary are can be of great importance. The Governing Authority seeks to provide such benefits as the Governing Authority is able within the bounds of the law and the School's mission.

Health Insurance

Health insurance is provided for all full-time employees. Part-time employees are not provided paid health insurance, unless otherwise stated in writing. The Governing Authority's contribution shall be determined prior to the start of each school year.

The following are special circumstances affecting one's health insurance:

- Employees granted a leave of absence will not receive health insurance except as required by law under the Family Medical Leave Act (FMLA). While on leave, the employee may elect to pay premiums.
- Employees who resign *before* the end of their contract year will have Governing Authority paid health insurance extend through the end of the month in which their resignation date becomes effective.
- Teachers or Teacher Aids who resign at the end of their contract year will have Governing Authority paid health insurance extend through August of that year.
- All other employees who resign at the end of a contract will have health insurance paid through the end of the month immediately following the end of the contract.

Dental and Legal Insurance

Dental and legal insurance shall be contracted for but will be paid for entirely by the employee. The employee may use his or her FSA money to cover the costs.

Annuities

The Governing Authority may contract with companies to provide tax sheltered annuities. Contributions are paid entirely by the employee and will be made through payroll deduction.

Workers' Compensation Insurance

Under Ohio law, all employees are covered by Workers' Compensation Insurance. The law provides that employees injured in the performance of their duties may be eligible for payment of medical expenses.

Any employee who is injured while at work must immediately report the injury to his/her supervisor and take all necessary steps required by law. Failure to comply with all testing required by law and regulation may make the injured employee ineligible to receive workers' compensation benefits.

Any employee that fails to report an injury while at work will be disciplined and may be discharged.

Adopted August 30, 2021

STRS/SERS

Ohio law has created two funds for payment of retirement and benefits to certain employees of the School. The retirement systems, the State Public Employee Retirement System, or SERS, and the State Teacher Retirement System, or STRS. Not all employees or contractors will be eligible for STRS or SERS. Eligibility will be determined based on several factors including the law, particular facts, and other circumstances.

Unemployment Compensation

Ohio law insures most workers for unemployment compensation. Should an employee lose his/her job under the applicable conditions, the employee will receive income for a period of time.

Ohio: O.R.C. 3307.03, 145.03, 9.90, 4123.01, 4123.83, 4141.01.

Cross Reference: Policy No. **5310**, Compensation and Benefits Overview; Policy No. **5320**, Salary; Policy No. **5350**, Time Off; Policy No. **5360**, Family Medical Leave Act Policy.

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Paid School Holidays

[Insert Paid School Holidays]

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Time Off

Personal Leave

Personal leave may be used for personal matters including vacation, illness, or family illness. Each full-time employee will receive a maximum [insert days] paid days per year.

The School requires employees to request time off as early as possible. Employees absent for unforeseen reasons, such as an emergency or illness, must notify the Head Administrator no later than 1-1/2 hours before the opening of school. Upon return, the employee must complete a return from leave form.

If an employee is terminated or resigns, the employee will not be paid for remaining personal leave.

Emergencies may require this policy to change. If the Federal government or the State of Ohio declare a pandemic flu outbreak or other pandemic outbreak in the community, the School will not grant personal leave for vacations and will restrict personal leave to the employee's own illness or the illness of the employee's immediate family.

Personal Leave for Administrative Staff

Administrative Staff are subject to a different personal leave policy. Administrative staff includes personnel primarily engaged in administration, management, or support roles, as opposed to instruction.

Administrative Staff may take vacation leave as follows:

- Two (2) weeks during winter break,
- One (1) week during spring break, and
- ____ () week(s) during the month of July.

All vacation time described above must be preapproved as far in advance as possible but at least one month prior to the start of the requested vacation. Additionally, all vacation time off is contingent on the Administrative Staff member completing all assigned duties prior to taking vacation leave.

Administrative Staff are also entitled for personal leave including illness or family illness. Each full-time Administrative Staff employee will receive a maximum [] paid days per year.

The School requires Administrative Staff Employees to request time off as early as possible. Employees absent for unforeseen reasons, such as an emergency or illness, must notify the Head Administrator no later than 1-1/2 hours before the opening of school. Upon return, the employee must complete a return from leave form.

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If an employee is terminated or resigns, the employee will not be paid for remaining personal leave.

Emergencies may require this policy to change. If the Federal government or the State of Ohio declare a pandemic flu outbreak or other pandemic outbreak in the community, the School will not grant personal leave for vacations and will restrict personal leave to the employee's own illness or the illness of the employee's immediate family.

Military Duty Leave

The School follows all laws concerning military leave and re-employment rights upon return from military leave.

Military Leave for Family Member

In Accordance with the Ohio Family Military Leave Act, the School permits a qualifying employee to take unpaid leave up to ten (10) days or eighty (80) hours, whichever is less for certain military related occurrences, when the employee is the parent, spouse, guardian or former guardian of a military member that is called to active duty or is injured, wounded, or hospitalized while serving on active duty.

To be a qualifying employee, the employee must be employed at the School for at least twelve (12) consecutive months and the employee must have worked at least one thousand two hundred fifty (1,250) hours in the twelve (12) months preceding the leave. Additionally, the employee must notify the School as early as practicable and provide certification.

This leave is to be available only if the employee has no other leave available, except for sick leave or disability leave.

If leave is taken because employee's military relative is called to active duty, leave must be taken no more than two (2) weeks prior to or one (1) week after the deployment date of the military member.

During the leave, the School will continue to provide benefits to the employee. The employee shall be responsible for the same proportion of the cost of the benefits as the employee regularly pays during periods of time when the employee is not on leave. The employee will not earn salary or wages while on leave.

Upon return from leave, the School will restore the employee to the position the employee held prior to taking that leave or a position with equivalent seniority, benefits, pay, and other terms and conditions of employment.

Jury Duty Leave

If a full-time employee is selected for jury, the full-time employee shall be excused for the duration of jury duty service. While on jury duty, the employee shall continue to receive regular wages for the first two weeks of jury service. The employee may also keep any pay received from serving.

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Employees receiving notice of jury duty must notify Human Resources as soon as possible so that the School may make necessary adjustments.

Medical Leave of Absence

Employees may seek a medical leave of absence if the employee is (1) unable to physically or mentally perform required job duties and (2) such a leave is recommended by a physician.

Medical leave must be reported to the Governing Authority.

A Medical leave of absence is unpaid, and the employee is prohibited from taking other employment while on leave. Additionally, the employee will not accumulate personal leave. Health insurance will not be continued. The employee, however, may elect to pay the cost of health insurance while on an approved leave.

Emergency Paid Sick Leave Act (“EPSLA”)

The School is required to provide employees with EPSL for a period of up to 80-hours for full-time employees. Part-time employees are also entitled to EPSL for up to the number of hours worked, on average, over a two-week period.³ “Employee” is defined as a person who has worked for the School, regardless of the duration of that employment (i.e., one-day or more). “Full-time employee” is defined as an employee who is normally scheduled to work 40 or more hours per week, and “part-time employee” is defined as an employee who is normally scheduled to work fewer than 40 hours per week. There is no length-of-service requirement to take EPSL: a new employee is immediately eligible to take EPSL for one of the reasons discussed next.

Reasons for EPSL

EPSL is available for the period of time (up to 80 work hours, i.e., two weeks for a full-time employee) the employee is **unable to work** (including telework) because:

- (1) The employee is subject to a Federal, State, or local **quarantine order** or isolation order **related to COVID-19**, including stay-at-home orders that cause the employee to be unable to work (including telework) even though the Board has work that the employee could perform but for the order.
- (2) The employee has been **advised by a health care provider** (i.e., a licensed Doctor of Medicine, nurse practitioner, or other health care provider permitted to issue a certification for purposes of the FMLA) **to self-quarantine** due to **concerns related to COVID-19**. An employee is not eligible for EPSL if he/she unilaterally decides to self-quarantine because the employee has symptoms associated with COVID-19.⁴
- (3) The employee is (a) **experiencing symptoms of COVID-19** and (b) **seeking a medical diagnosis**. EPSL may only be taken for this reason for the time the employee is unable to

³ If you need guidance calculating the number of hours a part-time employee works if he/she does not have a normal schedule, please contact us.

⁴ As of July 16, 2020, the U.S. Centers for Disease Control and Prevention (“CDC”) lists the following symptoms as potentially associated with COVID-19: fever or chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, or diarrhea.

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work because he/she is taking affirmative steps to obtain a medical diagnosis (e.g., time spent making, waiting for, or attending an appointment for a test for COVID-19). An employee who is waiting for the results of a test is able to telework, and therefore may not take EPSL, if (a) the Board has work for the employee to perform, (b) the Board permits the employee to perform the work from the location where the employee is waiting, and (c) there is no extenuating circumstances, such as serious COVID-19 symptoms that prevent the employee from performing the work.

- (4) The employee is **caring for an individual who is subject to an order as described above in Paragraph (1) or has been advised as described above in Paragraph (2)**. “Individual” means an immediate family member or someone who regularly resides in the employee’s home. An employee may also take EPSL to care for someone if the employee’s relationship with that person creates an expectation that the employee would care for the person in a quarantine or self-quarantine situation, and the individual depends on the employee for care during the quarantine or self-quarantine.
- (5) The employee is **caring for his/her child⁵** if the **school or place of care of the child has been closed,⁶ or the childcare provider of such child is unavailable**, due to **COVID-19 precautions**. The employee may only take EPSL (or Expanded FMLA leave) to care for his/her child when the employee is actually caring for his/her child and is unable to work (including telework) as a result of providing the care. The employee is ordinarily not considered to be needed to take such leave if a co-parent, co-guardian, or the employee’s usual childcare provider is available to provide the care the employee’s child needs.
- (6) The employee is experiencing **any other substantially similar condition** that may arise, as specified by the Secretary of Health and Human Services in consultation with the Secretary of the Treasury and the Secretary of Labor.

Amount of EPSL

EPSL is paid at the employee’s regular rate of pay (not to exceed \$511 per day or \$5,110 total) for reasons (1), (2) and (3), and at two-thirds of the employee’s regular rate of pay (not to exceed \$200 per day or \$2,000 total) for reasons (4), (5) and (6).

Ohio: R.C. 5906.02, 2313.19.

Federal: Families First Coronavirus Response Act.

⁵ “Child” ordinarily means the employee’s minor child (i.e. the child is under the age of 18), or child with a disability who is 18 years of age or older and incapable of self-care because of a mental or physical disability. “Child care provider” is defined as “someone who cares for [the employee’s] child” – i.e., a center-based child care provider, a group home child care provider, a family child care provider (e.g., nannies, *au pairs*, babysitters), as well as individuals who provide care at no cost and without a license on a regular basis (e.g., grandparents, other family members or friends, or neighbors).

⁶ The employee’s child’s school or place of care is closed when the physical location where the child ordinarily receives instruction or care is closed – i.e., if a child’s school or place of care moves to providing online instruction or to another model in which the child is expected or required to complete assignments at home, it is considered “closed” for purposes of the EPSL and Expanded FMLA.

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Cross Reference: Policy No. **5310**, Compensation and Benefits Overview; Policy No. **5320**, Salary; Policy No. **5330**, Benefits; Policy No. **5350**, Time Off; Policy No. **5360**, Family Medical Leave Act Policy; Form No. **5350.1** EPSL Request Form.

Adopted August 30, 2021

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COVID-19 EMERGENCY PAID SICK LEAVE
EMPLOYEE REQUEST FORM

Please return this completed form to [name] along with any documentation specified in Table 3.

Employee Name: _____

Emergency Paid Sick Leave (EPSL) is available to employees who are unable to work or telework for an enumerated COVID-19 related reason. Check the box below to certify that you are unable to work.

<i>Certification</i>	
<input type="checkbox"/>	<i>By checking this box, I certify that I am unable to work or telework due to a qualifying COVID-19 related reason.</i>

Full-time employees may use EPSL to receive all or a portion of their regular pay, up to a total of eighty (80) hours. Part-time employees may use EPSL to receive all or a portion of their regular pay, up to the average number of hours the employee works during a two-week period.

Please enter the dates of your requested leave in the tables below. Use Table 1 to enter ranges of whole days. Use Table 2 to enter partial days by indicating the date and number of hours requested on a specific day.

<i>Table 1</i>	
Leave Start Date	Leave End Date

<i>Table 2</i>	
Date of Partial Leave Day	Number of Hours Requested

The following table lists the six qualifying reasons for EPSL as specified by the Families First Coronavirus Response Act. Please indicate the reason for which you are applying for EPSL by checking the corresponding box. Additionally, please fill in the blanks where indicated or attach the requested supporting documentation.

Continued on the next page.

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Table 3		
	Reason for EPSL Request	Pay
<input type="checkbox"/>	<p>(1) You are subject to a Federal, State, or local quarantine or isolation order related to COVID-19, including stay-at-home orders that cause the employee to be unable to work.</p> <p>Govt. Entity Issuing Order: _____</p>	<p>EPSL is paid your regular rate of pay up to \$511 per day or \$5,110 total, for reasons (1), (2) and (3)</p>
<input type="checkbox"/>	<p>(2) You have been advised by a health care provider (i.e., a licensed Doctor of Medicine, nurse practitioner, or other health care provider permitted to issue a certification for purposes of the FMLA) to self-quarantine due to concerns related to COVID-19.</p> <p>Name of Healthcare Provider: _____</p>	
<input type="checkbox"/>	<p>(3) You are experiencing symptoms of COVID-19 and seeking a medical diagnosis. A list of symptoms currently recognized by the CDC is available at: https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html.</p> <p><i>NOTE: You may only take EPSL for this reason for the time you are unable to work because you are seeking a medical diagnosis (e.g., time spent making, waiting for, attending an appointment for a test for COVID-19, or awaiting results of such test).</i></p> <p>Required Documentation: Confirmation of doctor's appointment, or provide a written statement explaining your symptoms and the steps taken to obtain a diagnosis.</p>	
<input type="checkbox"/>	<p>(4) You are caring for an individual who is subject to an order as described above in Paragraph (1) or has been advised as described above in Paragraph (2).</p> <p>Name of Individual: _____ Relationship: _____</p> <p>Govt. Entity Issuing Order: _____</p> <p>Name of Healthcare Provider: _____</p>	<p>EPSL is paid at 2/3 of your regular rate of pay, up to \$200 per day or \$2,000 total for, reasons (4), (5) and (6).</p>
<input type="checkbox"/>	<p>(5) You are caring for a child if the school or place of care of the child has been closed, or the child care provider of your child is unavailable, due to COVID-19.</p> <p>Name of Child: _____ School/Care Provider: _____</p> <p><input type="checkbox"/> Please check this box to indicate that there is no other suitable person is available to care for the child.</p>	
<input type="checkbox"/>	<p>(6) You are experiencing any other substantially similar condition that may arise, as specified by the Secretary of Health and Human Services in consultation with the Secretary of the Treasury and the Secretary of Labor.</p> <p>Leave requests for this reason will be evaluated on a case by case basis. Please provide a statement explaining why you believe you qualify for EPSL under this reason. The Administration may request additional documents.</p>	

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Employee's Signature: _____ Date: _____

Policy No. 5360

Family Medical Leave Act Policy

In accordance with the Family Medical Leave Act (FMLA), the School seeks to balance employees' work and family life by permitting reasonable unpaid leave for certain family and medical needs. The School is required to provide FMLA leave to eligible employees when there are at least fifty (50) employees within a seventy-five (75) mile radius of the School.

Eligible Employees

To be eligible for FMLA leave, an employee must meet *all* of the following employment requirements:

- the employee must have worked for the School for at least twelve (12) months;
- the employee must have worked at least 1,250 hours during the twelve (12) months prior to the start of the FMLA leave; and
- the employee must be employed at a location that has at least fifty (50) of the School's employees within seventy-five (75) miles of the location.

In determining whether an employee meets the above requirements, the School shall count all periods of absence from work due to or necessitated by covered services under the Uniformed Services and Reemployment Rights Act.

Leave Entitlement

General Leave. The School provides eligible employees with twelve (12) work weeks of unpaid leave in a twelve (12) month period for one or more of the following reasons:

- To recover from a Serious Health Condition, as defined below, that prohibits the employee from performing essential work functions.
- Incapacity due to pregnancy, prenatal medical care, or childbirth.
- The birth of a son or daughter, and to care for the newborn. Leave must conclude within twelve (12) months after the birth.*
- To care for, or spend additional time with, a newly adopted child or foster child. Leave must conclude within 12 months after the adoption or placement.*
- To care for an immediate family member with a Serious Health Condition as defined below. Immediate family members include: spouse, child, or parent – but excludes a parent in-law.*
- The employee's spouse, son, daughter or parent is on active duty or is called to active duty status in the Armed Forces for any of the following as defined by the FMLA: short-notice deployment, military events and related activities, childcare and school activities, financial and legal arrangements, counseling, rest and recuperation, post-deployment activities, and other additional activities as defined by the FMLA.
- The employee's spouse, son, daughter, or parent is a covered veteran who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness. A covered

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veteran is an individual who was discharged or released under conditions other than dishonorable at any time during the five-year period to the first date the eligible employee

*If both a husband and wife work for the School, the amount of FMLA leave may be limited to a combined total of twelve (12) weeks.

Leave to Care for a Covered Service Member. The School provides eligible employees with twenty-six (26) weeks leave in a twelve (12) month period to care for a Covered Member of the Armed Forces. To be considered a Covered Member, the service member must either (1) be in active duty or (2) be a veteran receiving treatment, recuperation, or therapy for a serious injury or illness and the veteran must meet discharge and time requirements required by law. To qualify the eligible employee must (I) be the service member's spouse, son, daughter, parent, or next of kin; (II) the service member must have a "serious injury or illness" incurred in the line of duty on active duty that may render the service member medically unfit to perform duties of his/her office, grade, rank, or rating; (III) the leave must be taken to care for the covered service member while he/she is undergoing medical treatment, recuperation, therapy, or while he/she is on the temporary disability retired list; (IV) the service member had injuries or illnesses that existed before the beginning of the member's active duty and were aggravated by service in the line of duty on active duty in the Armed Forces and (V) additional requirements as provided by the relevant section of the FMLA. For leave to be granted, the School may request copy of active duty orders and a certification containing information permitted by law.

Serious Health Condition. Some leave under the FMLA requires a Serious Health Condition. A Serious Health Condition is defined as an illness, injury, impairment, or physical or mental condition that involves any of the following:

- Overnight Stay. Any period of incapacity or treatment connected with inpatient care in a hospital, hospice, or residential medical care facility.
- Extended Treatment. A period of incapacity requiring absence of more than three calendar days from work, school, or other regular daily activities that also involves continuing treatment by (or under the supervision of) a health care provider.
- Multiple Treatments. Any absences to receive multiple treatments (including any period of recovery) by, or on referral by, a health care provider for a condition that likely would result in incapacity of more than three consecutive days if left untreated (e.g., chemotherapy, physical therapy, dialysis, etc.).
- Pregnancy or Prenatal Care. A period of incapacity due to pregnancy, or for prenatal care.
- Chronic Serious Health conditions. A period of incapacity or treatment due to a chronic serious health condition. (e.g., asthma, diabetes, epilepsy, etc).
- Severe or Permanent Condition: A period of incapacity that is permanent or long-term due to a condition for which treatment may not be effective (e.g., Alzheimer's, stroke, terminal diseases, etc.).

Leave under the FFCRA. The FFCRA temporarily amends the FMLA to establish a new category of protected leave – leave due to a qualifying need related to a public health emergency ("Expanded FMLA leave"). Specifically, an employee may take Expanded FMLA leave because "the employee is unable to work (or telework) due to a need for leave to care for the son or daughter

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under 18 years of age of such employee if the school or place of care has been closed or the child care provider of such son or daughter is unavailable, due to a public health emergency.”⁷ With respect to the Expanded FMLA, “employee” is defined as a person who has been employed for at least 30 calendar days by the Board .

Expanded FMLA provides an additional reason for which an employee may take up to 12 weeks of leave during the applicable 12-month time period. Expanded FMLA does not provide a second period of 12 weeks of leave in addition to traditional FMLA leave. In other words, as discussed below, Expanded FMLA leave is available to an employee only to the extent that the employee has unused FMLA leave available from the employee’s traditional 12-week allotment of family and medical leave.

Procedure for Requesting, Granting, & Returning from FMLA Leave

1. *Required Notice.* Leave applications must be made to Human Resources thirty (30) days in advance when the leave is foreseeable. If leave is unforeseeable, the employee must provide notice as soon as practicable. Failure to comply may result in the leave being denied, disciplinary action, and/or termination of the employment relationship.
2. *Formal Request.* Each employee must complete the necessary forms, notify his/her advisor, and return to Human Resources by the date provided. Human Resources will review the request and may require additional documents or information including, but not limited to the following:
 - a. documentation regarding the employee’s inability to perform his/her job, employee’s family member’s disability status, continuing treatment and/or hospitalization needs;
 - b. expected duration and timing of the leave;
 - c. additional certification supporting his/her need for leave;
 - d. information regarding whether FMLA leave was previously taken or certified for same reason.
3. *Medical Certification.* If the employee requests leave for a “Serious Health Condition” of the employee or the employee’s immediate family, the employee must provide a completed Health Certification Form by the health care provider. The medical certification must be completed fully and returned to Human Resources fifteen (15) calendar days of the date requested. Failure to provide medical certification within the prescribed period may result in leave being delayed or denied. The following conditions also apply:
 - a. if the leave is for a family member’s serious health condition, the employee and family member’s treating health care provider will each need to complete the relevant certification form;
 - b. the School, at the School’s may require the employee to obtain a second or third medical certification. Additional requests shall comply with the relevant FMLA statutory provisions;
 - c. the School may ask the employee to permit contact with the health care provider;

⁷ The Expanded FMLA also covers care of a son or daughter who is a child with a disability, 18 years of age or older, and incapable of self-care because of a mental or physical disability.

- d. the School may ask the health care provider to authenticate the certification; or the School may ask the health care provider to provide additional updates as it deems necessary.
4. *Granting or Denying Leave Status.* If the employee qualifies for leave, Human Resources will explain the rights and responsibilities that accompany the leave and will provide any additional information. If the employee does not qualify, Human Resources will inform the employee in writing why the employee did not qualify. Employees granted leave will also be provided a written notice regarding the leave status. The written notice will describe the type of leave, the length of leave, the return-to-work date, and any additional requirements.
5. *During Leave.* Employees on FMLA leave are required to keep Human Resources informed of conditions, at periodic intervals.
6. *Returning to Work.* When an Employee knows his/her return-to-work date, the Employee must notify Human Resources and his/her advisor. The Employee may be required to provide necessary documentation stating the employee is able to return to work and perform all his/her work duties. Employees are required to perform all essential work duties, and the School may be unable to grant different duties because of continuing work restrictions. If an employee fails to provide the necessary notice, documentation, or fails to return promptly, the employee may not be reinstated to his/her job and/or may have his/her employment terminated.

Twelve Month Period

The School calculates the twelve (12) month leave period as a “rolling” 12-month period measured backward from the date an employee uses leave.

Continuous, Intermittent, and Reduced Schedule Leave

FMLA Leave is generally granted for a continuous period of time, but certain circumstances may require intermittent leave (leave taken in blocks of time) or a reduced schedule leave (reducing an employee’s working hours). Intermittent/reduced schedule leave may be taken when (1) medically necessary to care for a seriously ill family member, (2) because of the employee’s serious health condition, or (3) as approved by the School to care for a newborn or newly placed adopted/foster care child.

Employees needing intermittent/reduced schedule leave for foreseeable medical treatment must work with the School so the leave does not unduly disrupt the School’s operation. For example, Employees must schedule leave for foreseeable appointments outside of work hours as is possible.

Only the amount of leave actually taken while on intermittent/reduced schedule leave will be charged as FMLA leave. Employees may not be required to take more FMLA leave than necessary to address the circumstances that cause the need for leave. Total leave time may not exceed a total of twelve (12) weeks in a rolling twelve (12)-month period.

Restrictions and Benefits During Leave

During leave, no employee may engage in any other employment. Additionally, the leave is limited to the purpose requested and may not use for any other purpose including unrelated travel

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and/or vacation. An Employee that uses FMLA for any other purpose will be treated as if he/she voluntarily resigned from his/her position.

At the beginning of leave, the School will discuss how premium payments will be made. Employees' health insurance coverage will be continued during an FMLA leave and employees are responsible for making the per month payments for their health insurance to the School. There is a 30 day grace period for payments. If an employee is more than thirty (30) days late in payment for insurance, the insurance will be discontinued as of the date of non-payment. However, the School reserves the right to continue the insurance. When an employee returns to work after an FMLA leave, he/she will be reinstated in the insurance program with no additional requirements to re-qualify. If an employee does not return to work after FMLA leave, he/she may be required to reimburse the School for any benefit premiums paid.

Paid Leave & FMLA

An employee, on any FMLA leave including an intermittent/reduced schedule leave, is required to take any paid time he/she has available at the beginning of an FMLA leave and such paid time will run concurrently with and be counted against the FMLA leave entitlement. During an FMLA leave, no vacation or personal time benefits will accrue.

Additional Qualifying Events

If an employee is already on FMLA leave and the employee encounters a second matter that would qualify for leave, the employee may request a concurrent leave. The employee must follow the Procedure for Requesting leave, outlined above. The approved leave may overlap the existing leave and the employee is to return on later of the two leave periods.

Disseminating This Policy

The School shall post a notice of this policy in a conspicuous location.

Federal: 29 U.S.C. 2601-2654; Families First Coronavirus Response Act.

Cross Reference: Policy No. **5310**, Compensation and Benefits Overview; Policy No. **5330**, Benefits; Policy No. **5350**, Time Off; Form No. **5360.1** EFMLA Request Form.

Adopted August 30, 2021

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COVID-19 EXPANDED FMLA LEAVE
EMPLOYEE REQUEST FORM

Please return this completed form to [name].

Employee Name: _____

Expanded FMLA (EFMLA) leave is available to employees who are unable to work or telework because they are caring for a child under 18 years of age if the child's school or place of care has been closed, or the child care provider of the child is unavailable due to a public health emergency.

You may receive up to 2/3 of your normal pay, up to \$200 per day or \$10,000 total, during your EFMLA leave. Your EFMLA leave period may last up to twelve (12) weeks from the date the leave was first requested or until the public emergency is declared over, whichever occurs sooner. ***Note: The first ten (10) days of your EFMLA leave are unpaid. However, you may use available Emergency Paid Sick Leave (EPSL), or any other applicable paid leave to receive compensation during this period.***

<i>Certification</i>	
<input type="checkbox"/>	By checking this box, I certify that I am unable to work or telework because I am caring for a child whose school or primary childcare provider is closed or unavailable due to a COVID-19 related reason.
Name of Child: _____ School/Care Provider: _____	

Please enter the dates of your requested leave in the tables below. Use Table 1 to enter ranges of whole days. Use Table 2 to enter partial days by indicating the date and number of hours requested on a specific day. ***If you intend to use available EPSL to receive pay for the first ten (10) days of your EFMLA leave, please also complete the additional Emergency Paid Sick Leave request form for that period.***

Table 1	
Leave Start Date	Leave End Date

Table 2	
Date of Partial Leave Day	Number of Hours Requested

Adopted August 30, 2021

Employee's Signature: _____ Date: _____

Policy No. **5370**

Severance Pay Policy: Classified Staff

All employees of the Coshocton Opportunity School employed under provisions of the School Employees Retirement System of Ohio, at the time of retirement from this system, shall be eligible for compensation for one fourth (1/4) of the value of their accrued but unused sick leave credit as defined below. The request for severance allowance shall also include the employee's resignation from employment in the Coshocton Opportunity School. The employee must, within one hundred eight (180) days of the last day of employment with the Board, prove acceptance into the SERS. Employees eligible for severance pay will be notified by the Treasurer of the Board upon receipt of notification of retirement.

The severance allowance shall be one-fourth (1/4) of the value of accrued unused sick leave with a maximum allowance not to exceed sixty-five (65) days, except as set forth in this policy.

Compensation shall be based upon the employee's daily rate of pay at the time of separation. Payment for sick leave under this provision shall be considered to eliminate all sick leave credit accrued by the employee with such payment being made only once to any employee. Request for payment should be made to the Treasurer of the Board of Education at the time application is made for retirement to the School Employees Retirement System of Ohio. Said request for severance allowance shall also include the employee's resignation from employment in the Coshocton Opportunity School. Payment shall be made the pay date following the effective date of resignation and official retirement. Upon the death of an employee in pay status with the Board, severance pay and unused vacation will be paid to the beneficiary as identified in the deceased employee's life insurance policy.

Adopted: November 21, 2016

Adopted August 30, 2021

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Behavioral Expectations and Responsibilities

5400

Adopted August 30, 2021

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Behavioral Expectations

5410

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Dress and Grooming

[Insert School Policy]

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Social Computing

The School recognizes that Staff members are increasingly connected online, and that social computing may present opportunities for professional enrichment. The School permits staff members to participate in Social Computing but requires staff members to act responsibly in light of their professional positions. Social Computing may not occur during work hours. Staff members are responsible for the groups they join, the content they create, the content others post on their accounts, and the public nature of the groups they participate.

Social Computing is defined broadly to include social media, social networking, blogging, vlogging, micro-blogging, chatting, posting, commenting, and other interactive activity online. Staff members are personally responsible for the content they publish online. Staff members are prohibited from posting photographs, videos, links, documents or other information that is inappropriate, unprofessional, and/or may disrupt classroom activity. Such postings may include information regarding students, employees, classes, and school officials. The Head Administrator has sole discretion in determining whether classroom activity has been disrupted. Staff members that violate this rule may be disciplined and/or terminated.

Staff members that publish content in their capacity as an employee of the School must make it clear that the views expressed are of the employee and not the School. A disclaimer should be displayed stating “the postings are my own and do not necessarily represent the School’s position or opinions.”

Staff members must vigilantly monitor their accounts and activity that occurs and must remove anything inappropriate.

Staff members are prohibited from “friending,” “liking,” or communicating with other students via social computing including, but not limited to, social media, personal e-mail, chat rooms, blogging or micro-blogging, or other electronic technology.

Using Common Sense

Staff members are urged to use common sense when considering whether to publish content or participate in social computing. Staff members are advised to review this policy before they act. The School’s Head Administrator is required by the Ohio Department of Education to report improper use of technology if the technology if the acts violate the Code of Professional Conduct for Ohio Educators.

Cross Reference: Policy No. **4430**, Internet & Technology Acceptable Use; Policy No. **4440**, Use of Mobile Electronic Devices; Policy No. **5413**, Mobile Phone Use; Policy No. **5441**, Staff and Student Boundaries.

Adopted August 30, 2021

Mobile Phone Use

This policy sets forth the School's policies regarding mobile phone use for staff members.

Mobile Phones are defined to include any handheld electronic device with the ability to receive and/or transmit voice, text, or data messages, including, but not limited to cellular telephones, smartphones, Bluetooth devices, Personal Digital Assistants, pages, walkie-talkies.

Using a Personal Mobile Phone at Work

While staff members are permitted to possess mobile phones during work, calls taken during work are disruptive and discouraged. The School does recognize that emergencies may require personal use during the day. To the extent possible, staff member should limit personal calls to breaks and avoid taking calls in front of students. Staff members are prohibited from playing games and/or surfing the internet on a mobile phone.

Using a Personal Mobile Phone for Work Purposes

In certain emergencies or unusual circumstances, the School may require a staff member to use his/her personal phone. The staff member may be reimbursed for additional charges a staff member may encounter.

School Issued Mobile Phones

The School may issue mobile phones to staff members who demonstrate a justifiable business need for the mobile phone. Should a phone be granted, its use shall be solely for school business or emergencies. The phone shall not be used as a personal communication device or while driving.

To further ensure phones are used properly, the Governing Authority requires that each staff member issued mobile phone knows and understands the phone's contract requirements, network limitations, long distance, and use; reimburses the Governing Authority for non-School related use; and limits usage to necessary calls. The Governing Authority may audit all cell phone usage.

Phones are a privilege. Phones may be revoked if staff members abuse their phones or use them in a manner inconsistent with this policy.

If the mobile phone is requested back by the School, the staff member is required to surrender it within a reasonable time period. If a staff member fails to return the phone in the period, the employee may be required to pay for the phone's replacement.

Discipline

Staff members that violate this policy may result in disciplinary action and/or termination.

Cross Reference: Policy No. **4430**, Internet & Technology Acceptable Use; Policy No. **4440**, Use of Mobile Electronic Devices; Policy No. **5412**, Social Computing; Policy No. **5453**, School Equipment - Use and Return.

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Receiving Gifts

Gifts to staff members from students and/or their parents are considered problematic for several reasons. First, gifts may create the appearance of impropriety. Second, gifts may cause students that are unable to give a feeling of inadequacy. Consequently, the School strongly discourages gifts to staff members. When a gift is given, the gift should be of nominal value.

Cross Reference: Policy No. **5441**, Staff and Student Boundaries.

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Conflicts of Interest

Employees are prohibited from engaging in any activity that may conflict with the School's interests. Additionally, employees are prohibited from using the School's resources for professional work unrelated to the School, personal activities, and personal associations. Similarly, employees are prohibited during school hours from engaging in professional work unrelated to the School, personal activities, and personal associations that may conflict with the School.

Such conflicts of interests may include, but are not limited to, private tutoring/lessons, business associations with competitors or vendors, political campaigns.

Employees that are unsure if a conflict exists or if their conduct is otherwise prohibited must speak to a school official.

Cross Reference: Policy No. **5441**, Staff and Student Boundaries.

Drugs and Alcohol Policies

In order for the School's mission to be realized, the School's environment must be free of drug use and the negative consequences associated with drugs. The School is a drug-free workplace and prohibits the use of drugs or any controlled substances by its staff members as specified by this policy. The School will not tolerate any drug use or controlled substance abuse, which threatens the health and wellbeing of its staff members and students or threatens the School's operations.

This policy applies to all School staff members, staff members of temporary employment agencies that perform work on the School's behalf, all staff members of contracts that provide services at School locations, and all applicants for employment at the School.

The School is committed to maintaining a safe workplace and an educational environment free from the influence of drugs and alcohol. All staff members are required to read and abide by the following policy.

Prohibition of Drugs & Alcohol

While on school premises, school supplied vehicles, facilities managed by the School, or during working hours, no staff member or other individual shall be under the influence of, consume, share, use manufacture, possess, distribute, dispense, or sell any of the following: drugs, alcohol, tobacco, or other controlled substance. An exception may be made for staff members with an active Medical Marijuana card. This will be evaluated and determined on a case by case basis.

While off School premises, no staff member shall be under the influence of, consume, share, use manufacture, possess, distribute, dispense, or sell any illegal drugs.

The School further prohibits individuals from using alcohol or any controlled substance to the extent the alcohol or controlled substance negatively affects an individual's job duties, the safety of others, or the School's reputation.

If a staff member is in a drug or alcohol treatment/counseling program, the staff member must adhere to the program's requirements.

Bus drivers and any employee responsible for transporting students in School vehicles may not be under the influence of medical marijuana while transporting students.

Staff members are prohibited from being arrested or convicted under any drug law, or any driving while under the influence of alcohol or other drugs. If a staff member is arrested or convicted of a controlled substance law, the staff member must notify the School within (5) days of the matter.

Medicine Use

Employees may use over-the-counter medication or prescribed medication (including CBD oil). Employees must discuss with the physician or pharmacist the medication's potential side effects. Any potential side effects or drugs that may affect an employee's mental or physical abilities must

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be reported to the Head Administrator. The Head Administrator or his/her designee will determine if the employee's job duties shall be changed while the employee is on the medication.

Drug and Alcohol Testing

Employees may be required to submit a blood, urine or other sample for testing for an approved reason. Prior to the testing, staff members will be given the opportunity to list and explain the use of all drugs, prescribed and otherwise, that the staff member has used in the last thirty (30) days.

Employees are required to consent to the (1) testing and (2) releasing the results to the School. Employees are prohibited from refusing to consent to a test. If an employee refuses to consent, the School will consider the test as refused, will discharge the employee, and may deny the employee workers' compensation. Employees are prohibited from tampering with any urine, blood, or other sample submitted from testing.

Tests may be conducted at the following times.

- *Pre-Employment Testing.* An employee may be tested as a condition of employment.
- *Standard Testing.* An employee will be tested when there is specific reason to believe the employee's work performance or behavior indicates the employee may be under the influence of drugs and/or alcohol. While the School awaits test results, the tested employee will be temporarily suspended. Specific reasons that may justify a test include evidence of specific physical, behavioral (absenteeism or irregular attendance), or performance indicators (confusion or deteriorating performance).
- *Post-Accident Testing.* An employee will be tested when an accident occurs and an employee either contributed to an accident or it cannot be determined that the employee did not contribute to the accident. Tests must be performed as soon as possible to ensure a clear indication of the employee's drug or alcohol level. Accidents that require testing include, but are not limited to, the following: serious bodily harm, death, explosion, fire, serious damage to School property, serious damage to the property of others, or any other similar event that the School determines requires testing.

Tobacco Use Prohibited

The School prohibits tobacco usage on School grounds. The absolute prohibition on tobacco usage extends to all persons including students, staff members, school visitors, and any other person on school property.

Searches

Searches may be conducted whenever the School has reason to believe that (1) an employee possesses alcohol or drugs on School premises or (2) the employee's work performance or behavior is impaired by alcohol or drugs. The search may include the employee's person; the employee's automobile or personal effects on school property or any facility maintained by the School; the employee's locker, desk or other School property that the employee controls.

Discipline

Employees that violate the School's Drugs & Alcohol Policy may be (1) subject to discipline, up to and including discharge and (2) referred to an appropriate treatment and counseling program.

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The treatment and counseling program is designed to help the employee, and an employee that enters treatment or counseling may be reassigned to another position temporarily. Any employee who is in a treatment or counseling program and tests positive for alcohol or drugs *will* be terminated.

Employees that refuse to submit to a test, fail a test, or tamper with a test may be (1) subject to discipline up to and including discharge, and (2) disqualified from receiving compensation and/or benefits under Ohio's worker compensation laws.

Ohio: R.C. 2925, et seq., R.C. 3319.20, R.C. 4123.651.

Cross Reference: Policy No. **4470**, Drugs, Alcohol, and Tobacco.

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No Smoking Sign

The School adopts the no Smoking Signs provided the Ohio Department of Health. If the “No Smoking” symbol is used, it must be used in color. Furthermore, the sign shall be of sufficient size to be clearly legible to a person of normal vision.

Signs developed by the Ohio Department of Health that comply with R.C. 3794.06 may be accessed at: <https://www.odh.ohio.gov/smokefree/sfsigns.aspx>

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Policy No. **5430**

Encountering Threatening Behavior

All employees are entitled to a safe and secure work environment. It is the policy of the Governing Authority that no employee should be threatened by another person including, but not limited to, staff, vendors of the School, visitors, students, parents, or any other person on School property. Threatening behavior includes but is not limited to threatening speech, writings, or actions made to any staff member.

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Individuals that believe they have been threatened or observe another being threatened shall report the incident to the proper school authority. Reports shall include the participants' names, the victims' names, and the nature of the threat.

Upon receiving a report, the Head Administrator shall immediately conduct a confidential investigation to determine the validity of the complaint. The investigation shall include talking to the parties involved and any witnesses. While the complaint is being investigated, no information regarding the conduct may be released unless it is to persons involved with the investigation or as required by law.

If a complaint is confirmed, participants shall be disciplined appropriately, banned from the School grounds, and/or have the action reported to the proper authorities.

No employees shall be the subject of coercion, intimidation, retaliation, or discrimination for filing a complaint or assisting in an investigation.

Cross Reference: Policy No. **5070**, Anti-Harassment; Policy No. **2660**, Weapons; Policy No. **5441**, Staff and Student Boundaries; Policy No. **5442**, Emergency Procedures; Policy No. **5443**, School Safety.

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Student Responsibilities and Obligations

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Staff & Student Boundaries

Staff members, by virtue of their professional positions, have a unique relationship with students as the students' teacher, mentor, and educator. Because of this relationship, staff members must interact with students professionally, ethically, and respectfully. Staff members are to use good judgment.

Staff members must avoid the appearance of impropriety and are prohibited from excessive and/or improper social involvement with individual students. The school has a zero-tolerance policy regarding improper conduct.

The following guidelines represent some situations a staff member may encounter. Many situations are further elaborated in other sections.

Student/Staff Member Interaction Guidelines

Safety

- Staff members are required by Ohio law to report immediately any signs of abuse or neglect to the Head Administrator and/or his designee. The Head Administrator shall follow Policy No. **5444**, Reporting Suspected and Actual Child Abuse & Neglect, to report the abuse.
- Staff members must provide proper instruction on safety matters.
- Staff members must report all threats of violence, violence, abuse, or neglect.
- Staff members must report all accidents or safety hazards.
- Staff members must not assume responsibility for duties the staff member cannot perform.

Associations with Students

- Staff members are prohibited from associating with students at any time that gives the appearance of impropriety or is improper. Such situations include, but are not limited to, settings that may be considered sexually suggestive, involve controlled substances such as alcohol; drugs; or tobacco, or are otherwise abusive. Offending staff members may be criminally liable and may be disciplined, up to and including, terminating employment.
- Staff members may not fraternize with student in parties or activities, unless the activities are an extension of the School's educational program and are approved by the School.
- Staff members are prohibited from using technology or social computing to communicate socially with students.

Interactions with Students

- Staff members are prohibited from making derogatory comments to students regarding other students, other staff, or the School.
- Staff members may not disclose information regarding a student unless the individual is authorized to receive the information.
- Staff members shall not transport students in a private vehicle without the Head Administrator's approval and subject to Policy No. **5445**, Student Transportation in a Private Vehicle.

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- Staff member shall not send students on personal errands for the staff member.
- Staff members shall not require students to engage in any activity that may harm or be detrimental to a students' health.
- Staff members who are approached by a student regarding personal issues may aide the student by assisting in the contact of a certified individual who is certified or licensed to assist, diagnose, and treat the student's issues. Staff members are prohibited from assessing, diagnosing, counseling, or treating the student's identified issues unless the staff member is certified or authorized to do so. Personal issues include, but are not limited to family relationships, controlled substance abuse, mental/physical health, and/or sexual behavior.

Cross Reference: Policy No. **2610**, Building and Grounds Security; Policy No. **2620**, School Safety/Emergency Management Plan; Policy No. **2630**, Crisis Management and Response Plan; Policy No. **2640**, Emergency Evacuation Drills; Policy No. **2650**, Bomb Threats; Policy No. **2660**, Weapons; Policy No. **2670**, Public Conduct on School Property; Policy No. **4440**, Use of Mobile Electronic Devices; Policy No. **5110**, General Employment Eligibility; Policy No. **5414**, Receiving Gifts; Policy No. **5442**, School Safety; Policy No. **5445**, Student Transportation in a Private Vehicle; Policy No. **5444**, Reporting Suspected and Actual Child Abuse and Neglect.

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School Safety

Staff Members should not leave students unattended. In the event a teacher must leave a room, another staff member shall be left in charge.

Staff Members shall review and understand the fire, tornado, emergency safety and emergency evacuation procedures. All procedures are posted and described in the manual.

Should a Staff Member engage in an activity that may be unreasonably dangerous, the staff member must have the activity pre-approved and then closely supervise the activity. Unreasonably dangerous activities include, but are not limited to, experiments and/or class projects. Staff Members are asked to inquire about approval if they are unsure if approval is required.

Staff members shall properly store all chemicals and other dangerous products in their proper devices.

Cross Reference: Policy No. **2610**, Building and Grounds Security; Policy No. **2620**, School Safety/Emergency Management Plan; Policy No. **2630**, Crisis Management and Response Plan; Policy No. **2640**, Emergency Evacuation Drills; Policy No. **2650**, Bomb Threats; Policy No. **2660**, Weapons; Policy No. **2670**, Public Conduct on School Property; Policy No. **6220**, Crisis Media Management.

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Reporting Accidents & Treating Injuries

Staff members are required to report all accidents by using Form No. **5443.1**, Accident Report Form.

All accidents must be reported when they occur (1) on school property, (2) at school-sponsored events, or (3) while on school transportation.

Should an injury occur, first aid kits are available in the following locations:

- the main office,
- (2) _____, or
- (3)_____.

Minor injuries, such as scratches or cuts, may be treated in the School. More serious injuries require each staff member to contact the student's parent or guardian. If the injury requires medical treatment, the proper procedure shall be followed, and the child's health form should be accessible. If medical help is sought, the School will follow determinations made regarding additional treatment.

All forms will be gathered, summarized, and reported to the Governing Authority.

Cross Reference: Policy No. **2610**, Building and Grounds Security; Policy No. **2620**, School Safety/Emergency Management Plan; Policy No. **5442**, School Safety; Form No. **5443.1**, Accident Report Form; Policy No. **6220**, Crisis Media Management.

Accident Report Form

Student Name: _____ Grade: _____

Date of Accident: _____ Time of Accident: _____ am / pm

Staff member in charge at time of accident: _____

Location of Accident: _____

Please describe the accident, including events leading up to the accident, any equipment involved, and the students activity at the time of the accident: _____

Responsive Action Taken:

- | | |
|-------------------------------------------------|------------------|
| <input type="checkbox"/> Notification of Parent | By (name): _____ |
| <input type="checkbox"/> First Aid Treatment | By (name): _____ |
| <input type="checkbox"/> Sent to School Nurse | By (name): _____ |
| <input type="checkbox"/> Sent Home | By (name): _____ |
| <input type="checkbox"/> Sent to Physician | By (name): _____ |
| <input type="checkbox"/> Sent to Hospital | By (name): _____ |
| <input type="checkbox"/> _____ | By (name): _____ |

Witness Name: _____ Phone Number: _____

Additional Remarks: _____

Name of Person Submitting Report: _____

Signature: _____ Date: _____

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Reporting Suspected and Actual Child Abuse & Neglect

Under this policy and Ohio law, all employees are *required* to report child abuse when the employee knows of or *has reasonable cause to believe* abuse or neglect has occurred to a child. The employee shall immediately (1) inform the School's Head Administrator and (2) report that knowledge or belief to either the children services agency or a municipal or county peace officer. The School shall assist the employee in creating the report, but Ohio law requires each employee to make the report directly.

"Abuse or neglect" is defined to include any physical or mental wound, injury, disability, or condition of a nature that reasonably indicates abuse or neglect of the child.

"Child" or "Children" are defined to include those under eighteen (18) years of age or a developmentally disabled or physically impaired child under twenty-one (21) years of age.

Employees are *required* to report suspected cases if they cannot confirm abuse or neglect but have a "good faith" belief that child abuse or neglect has occurred or may occur. Ohio law provides School employees that make reports in good faith complete immunity, civil or criminal, in participating in the making of a report.

Failure to make a required report may result in disciplinary and legal action.

Reports

Reports to the authorities may be made in telephone or in person.

If the receiving agency or receiving officer requests a report, the written report must contain the following: (1) the names and addresses of the child and the child's parents or the person or persons having custody of the child, if known; (2) the child's age and the nature and extent of the child's injuries, abuse, or neglect that is known or reasonably suspected or believed, to have occurred or of the threat of injury, abuse, or neglect that is known or reasonably suspected or believed to exist; (3) any other information that might be helpful in establishing the cause of the injury, abuse, or neglect that is known or reasonably suspected or believed to have occurred or of the threat of injury, abuse, or neglect that is known or reasonably suspected or believed, as to exist; (4) an employee, with the consent of the Head Administrator may take or cause to be taken color photographs of areas of trauma visible on a child.

Confidentiality

The School recognizes the importance of confidentiality in making reports. Ohio law provides that the report and its contents are confidential. Additionally, the reporting person's identity will remain confidential unless the reporting person discloses his/her identity, or a court order requires it. Finally the identity of the student that suffered the alleged abuse will remain confidential. Any individual that violates this policy may be subject to disciplinary, civil, and/or criminal action.

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Training

To ensure that employees are aware of the severity of abuse and to aid them in identifying instances of abuses, the School and Ohio law require in-service training (Training). Training is required for all teachers, counselors, school psychologists, nurses, administrators and any other appropriate personnel employed by the School. Each staff member complete at least four (4) hours of Training within two (2) years of commencing employment with the School, and at least four (4) additional hours every five (5) years thereafter. The training shall address the School's policy on harassment; intimidation; & bullying, preventing child abuse, violence, substance abuse, promoting positive youth development, school safety, and suicide awareness and prevention. In-service training in youth suicide awareness and prevention must be completed every two (2) years. The Training's curriculum shall be developed either by the School or the Ohio Department of Education. For middle school and high school employees, the School's training shall also include training in preventing dating violence, which will be developed by the School.

Human Trafficking

Approximately one-third of all human trafficking cases reported to the National Human Trafficking Resource Center Hotline involve minor victims. The US Department of Education and the Ohio Department of Education both recognize human trafficking as a form of violence against children that needs to be addressed in school settings.

All employees of the School shall be aware of the signs of human trafficking as set forth in the Ohio Department of Health's resources for school nurses. These may be found at the links set forth below:

<https://www.odh.ohio.gov/-/media/ODH/ASSETS/Files/chss/school-nursing/2014-PROTOCOL-FlowChart.pdf?la=en>

<https://www.odh.ohio.gov/-/media/ODH/ASSETS/Files/chss/school-nursing/2014-PROTOCOL-General-Info.pdf?la=en>

<https://www.odh.ohio.gov/-/media/ODH/ASSETS/Files/chss/school-nursing/2014-Definitions.pdf?la=en>

Possible behavioral indicators of a child human trafficking victim include:

- An inability to attend school on a regular basis and/or unexplained absences
- Frequently running away from home
- References made to frequent travel to other cities
- Bruises or other signs of physical trauma, withdrawn behavior, depression, anxiety, or fear
- Lack of control over a personal schedule and/or identification or travel documents
- Hunger, malnourishment, or inappropriate dress (based on weather conditions or surroundings).
- Signs of drug addiction
- Coached or rehearsed responses to questions

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- A sudden change in attire, behavior, relationships, or material possessions (e.g., expensive items).
- Uncharacteristic promiscuity and/or references to sexual situations or terminology beyond age-specific norms
- A “boyfriend” or “girlfriend” who is noticeably older and/or controlling
- An attempt to conceal scars, tattoos, or bruises
- A sudden change in attention to personal hygiene
- Tattoos (a form of branding) displaying the name or moniker of a trafficker, such as “daddy”.
- Hyperarousal or symptoms of anger, panic, phobia, irritability, hyperactivity, frequent crying, temper tantrums, regressive behavior, and/or clinging behavior.
- Symptoms of daydreaming, inability to bond with others, inattention, forgetfulness, and/or shyness.

Ohio: R.C. 2151.421, R.C. 3319.073, O.A.C. 3301-57-01.

Cross Reference: Policy No. **5441**, Staff and Student Boundaries.

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Student Transportation in a Private Vehicle

The School permits students to be transported by an Authorized Driver's private vehicle, provided this procedure is followed. Authorized Drivers are those that hold a valid Ohio driver's license, possess automobile liability and personal injury insurance, and is any of the following: a school employee; an approved volunteer; the parent/guardian of a student enrolled at the School.

This policy applies only to occasional or limited transportation by an employee. An employee that regularly transports students with his or her vehicle is required to follow the applicable Ohio laws and regulations regarding regular transportation.

For transportation in an employee's private vehicle to be permitted, the following must be completed in writing *before* the transportation occurs.

- the person must be an Authorized Driver as defined above;
- the School must determine that transportation by School vehicles is impractical or impossible;
- the employee must obtain completed Request for Authorization to Transport Students in a Private Vehicle Form, Form No. **5445.1**, from each attending student's Parent/Guardian;
- the employee must re-submit the Request and all completed consent forms to the Head Administrator for approval;
- the employee shall submit a list of all students riding in the vehicle and shall acquire the each student's medical authorization forms.

While driving students, the Authorized Driver shall maintain copies of each student's Emergency Medical Authorization Form. Employees shall have the same responsibility over and ability to discipline its students.

Cross Reference: Form No. **5445.1**, Request to Transport Students in a Private Vehicle; Form No. **5445.2**, Transportation in a Private Vehicle; Form No. **5445.3**, Authorized Driver Form.

Request for Authorization to Transport Students in a Private Vehicle

Name of Requesting Employee: _____

Purpose of Transportation: _____

Transportation Destination/Address _____

The Trip will begin on: _____/_____/20____ at ____:____ am/pm

The Trip will conclude: _____/_____/20____ at ____:____ am/pm

Number of Students to be transported: _____

Explanation of why School Vehicle use is impractical or impossible:

Please Identify each Driver:

Name and Affiliation (employee, parent, volunteer)	Possess valid driver's license?	Possess required automobile and liability insurance?	Phone Number
1.			
2.			
3.			
4.			

This Form must be completed before using any personal transportation. Employees must obtain release forms from all parents.

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Student Transportation in a Private Vehicle

I permit _____ (student's name) to travel by private vehicle to/for:

_____.

Transportation Destination/Address _____

The Transportation will begin on: _____/_____/20____ at ____:____ am/pm

The Transportation will conclude: _____/_____/20____ at ____:____ am/pm

I understand that the trip will not be made using a School vehicle, but will be made using an employee's, volunteer's, or parent's personal vehicle.

All persons who drive using their vehicle are approved as "Authorized Drivers." Authorized Drivers certify that: they possess a license, their license has no pending charges, their car is mechanically sound and fully operable, they are assuming all liability and responsibility for students that they are transporting, that they are not acting as agents of the School, and they will return the students' Medical Authorization Forms upon completing the trip.

In the event that an "Authorized Driver" uses a personal vehicle—and not a school vehicle—I acknowledge and grant permission for my child to be transported by an Authorized Driver. I further authorize the release of my child's Medical Authorization Form to the individual transporting the my child.

This Form must be signed by the student's parents or guardians and returned by the student. While on the trip, the student will still be considered in School and *must* abide by the School's policies and code of conduct.

I have read the above and grant my child to travel by personal vehicle.

Parent/Guardian Name: _____

Parent/Guardian Signature _____ Date: _____

Telephone: _____

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Authorized Driver Form

The School permits students to be transported by an Authorized Driver's private vehicle for limited transportation to the School, School field trips, or other School activities. You have identified yourself as a willing driver. To be permitted to drive the students you must complete this form and certify all the information as true. Your ability to drive will be subject to approval by the School's Head Administrator or his/her designee.

To be an Authorized Driver, you must hold a valid Ohio driver's license, the license must have no pending charges, you must possess automobile liability insurance, and you must hold the following relationship with the School: a school employee; an approved volunteer; or the parent/guardian of a student enrolled at the School.

In addition, your vehicle must be mechanically sound and fully operable.

The School will not pay or reimburse you for any transportation expenses. Additionally, you may not collect any fee from riders.

Please staple a copy of your liability insurance to this form.

I have read this form and certify the following:

- I have a valid driver's license and have no pending charges.
- I have liability insurance.
- My vehicle is mechanically sound and operable.
- I am voluntarily choosing to drive instead of using the School's transportation.
- I am assuming all liability and responsibility for the students I am transporting.
- While transporting students, I will retain a copy of each student's Medical Authorization Forms.
- While transporting students, I am not act as an agent of the School.
- I will return all student Medical Authorization Forms.

Authorized Driver's Name: _____

Authorized Driver's Signature: _____ Date: _____

Telephone: _____

Adopted August 30, 2021

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Administrative Responsibilities

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Contracts & Leasing; Purchasing

Contracts & Leasing

An authorized School Administrator must initiate, and the Governing Authority must approve *all* contracts and leases. Staff members, administrators, volunteers, consultants, parents and or other persons have no authority to sign a lease or contract without Governing Authority approval.

Purchasing

To purchase needed materials, employees are required to make written requests from the Head Administrator prior to purchasing. All purchases are subject to the availability of adequate funds in the School's budget and the Head Administrator's approval. Employees are prohibited from purchasing materials and seeking approval after the purchase. Employees are also prohibited from obtaining "verbal approval"—all approval must be in writing. The writing must be from an employee authorized to make such transactions.

The Head Administrator may approve single purchases up to \$2,500. Purchases over \$2,500 require the Governing Authority's approval.

Procedure for Purchasing

- Employee purchase requests must be made in writing using a Request Form. The Request Form must be signed by the employee's supervisor and the Head Administrator or his/her designee.
- The Request Form shall be sent to the School's Treasurer. The Treasurer shall decide if there are enough funds available to approve the purchase. If the Treasurer approves, the Treasurer will complete and send a written purchase order.
- Once the requesting employee receives the requested materials, the requesting employee must verify the order is complete, conforms to the intended use, and functions properly. If the order does not comply, the employee is required to alert the Head Administrator or his/her designee to resolve any issues.
- Once the invoice for payment is received, the School's Treasurer shall send a copy of the invoice to the requesting employee. The Employee will be required to examine the copy, sign and date the copy, and indicate that the order may be paid. Upon requiring this, the Employee shall return the signed copy to the Head Administrator or his/her designee.

Cross Reference: Policy No. **1755**, Purchasing; Policy No. **1756**, Credit Cards; Policy No. **5452**, Reimbursement of Staff Members.

Reimbursement of Staff Members

This policy serves to facilitate the timely and efficient reimbursement of appropriate expenses incurred by staff members on behalf of the School.

Reimbursements will only be made upon when all appropriate receipts and documentation are provided. No staff member shall incur any expenses on behalf of the School without receiving prior approval from the Head Administrator. If a staff member advances money or makes a purchase on behalf of the School without prior approval, he/she does so completely at the staff member's own risk, and may be reimbursed only if the staff member can show that such unauthorized advancement or payment was necessary to serve the School's interests or purposes. If any payments or advances are made with the School credit card, the purchaser shall follow Policy **1756**, Credit Cards.

The School shall make every reasonable attempt to reimburse actual food, transportation, and lodging expenses associated with School-approved travel, provided that the staff member adheres to the guidelines below.

- If the staff member is aware of upcoming travel, he/she shall fill out a Travel Requisition Form, to be submitted to the Head Administrator for approval within ten (10) days of the expected travel. All estimated expenses shall be included on this form.
- After incurring travel-related expenses, a Travel Reimbursement Form shall be filled out and signed by the staff member's supervisor.
- In incurring travel expenses, the staff member shall use the same level of care and reasonability that he would use if travelling for personal business reasons. Travel accommodations should be of a reasonable quality and comfort level. Any expenses for lavish or excessive travel accommodations will not be reimbursed.
- Staff members will not be reimbursed for the purchase of alcoholic beverages.
- All rental cars shall be considered "economy rentals," or any other category having the same meaning, unless otherwise approved by the Treasurer as a necessary upgrade.
- All mileage driven by a staff member on School-related business will be reimbursed at the current IRS-approved mileage rate.
- All mileage driven by any volunteer as a result of transporting students to a competition or other off-site activity shall be reimbursed for actual expenses incurred or according to the IRS-approved Charitable Rate.

Cross-Reference: Policy No. **1755**, Purchasing; Policy No. **5451**, Contracts & Leasing; Purchasing.

Adopted August 30, 2021

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School Equipment – Use and Return

School Equipment is made available to enhance the School's educational mission and to provide employees with resources to help students learn. Consequently, it is essential for all equipment and property to be used for its intended purpose and remain in proper working order.

"Equipment" for the purposes of this policy includes, but is not limited: equipment, electronic equipment, software, supplies, property, automobiles, and other property.

Care and Responsibility for Equipment

Every employee is responsible for the equipment he/she possesses or is assigned. Employees must be familiar with all the equipment's safety rules and follow all safety instructions. Employees are required to report any equipment or property that becomes damaged, broken, or goes missing, employees may not use damaged equipment and are also prohibited from attempting to fix damaged equipment or property. Employees may use damaged equipment or attempt to fix damaged equipment if their supervisor approves.

The School will examine damages to equipment and property to determine responsibility. Employees will be responsible for incidents that result in damage to Equipment or for the equipment of another if the damage resulted from the employee's own negligence or misconduct. Employees held responsible will be required to (1) pay for the damage or (2) authorize the School to deduct from the staff member's paycheck by completing Form No. **5453.1**.

Upon the termination of employment relationship, each employee is required immediately to return all of the School's equipment and other property. This includes, but is not limited to, keys, access cards, credit/debit cards, computers, laptops, mobile phones, texts, manuals, documents, supplies, and records. The School will take all appropriate action to ensure compliance.

Proper Use of Equipment & Property

Use of the School's Equipment and property is limited to school purposes and may not be used for personal use, other business use, illegal use, or to harass others. The School's equipment may not be used for transmitting, receiving, or storing any communications that are defamatory, discriminatory, harassing, sexually explicit, pornographic, or obscene. All Equipment property use must comply with the School's Internet and Technology Acceptable Use Policy, Policy No. **4430** and the School's Use of Mobile Electronic Devices Policy, Policy No. **4440**. All employees are required to read and sign these policies.

Employees will have access to confidential information. Employees are required to protect all information by taking all precautions to "lock" the School's equipment and property. Employees are prohibited from transmitting sensitive information across the internet or through fax machines.

Employees and students are prohibited from using passwords or access codes that are not the Employee's or student's password. All individuals are further prohibited from sharing or the unauthorized release of passwords.

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Monitoring Usage

The School may monitor all office electronic mail and Internet usage originating from the School's Equipment, and employees have no privacy when using the School's equipment. The School reserves the right to access, inspect and review all Equipment owned by the School. As the School's network, messaging system and computer belong to the School, the School may monitor all electronic mail, computer, network, internet, and intranet usage originating from the School's equipment. The School's ability to monitor includes to, but is not limited to files, folders song, pictures, videos, downloads, messaging, internet activity, internet cache or other similar use.

Cross Reference: Policy No. **2330**, Equipment Safety; Policy No. **2500**, Environmental Safety; Policy No. **4430**, Internet & Technology Acceptable Use; Policy No. **4440**, Use of Mobile Electronic Devices; Policy No. **5413**, Mobile Phone Use; Form No. **5453.1**, School Equipment Use - Authorization.

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School Equipment Use – Authorization

I acknowledge that I damaged/lost equipment owned by _____ on the following date: _____. I acknowledge that the equipment was damaged/lost by my own negligence.

I further acknowledge that I am an employee of the School.

I further acknowledge that I am obligated to pay, in total, \$ _____ to cover the cost of the equipment's replacement or repair. To cover the cost, I expressly agree for the School to deduct _____ from each pay period. The School may continue to deduct such payments until my obligation is completed.

I further acknowledge that should my employment be terminated before the obligation is satisfied, I expressly agree and authorize _____ to withhold the remaining balance of my obligation.

Employee Signature: _____

Employee Name: _____

Date: _____

Software and Copyright Issues

Software Downloading

The School prohibits employees, students, and all other individuals from downloading anything using the School's Equipment and Technology unless the downloading has been approved. This policy ensures the School does not infringe on copyright laws and protects the School's equipment from malware.

Copyright Law

The School prohibits copyrighted material from being copied illegally by the School's Equipment or Technology.

Federal copyright law protects "original works of authorship" and prohibits individuals from replicating original works unless the author permits the reproduction, or the replication falls under one of the exceptions to the copyright law.

One exception to this law is the "Fair Use" Exception. In limited circumstances, "Fair Use" does not require the owner's permission when a user copies a work for the purpose of critiquing, commenting reporting, teaching (including multiple copies for classroom use), scholarship or research. To determine if the staff member's use constitutes "fair use," the following factors are considered:

- The purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes.
- The nature of the copyrighted work.
- The amount and substantiality of the portion used in relation to the copyrighted work as a whole (are you copying the entire document or just parts of the document).
- The effect of the use upon the potential market for or value of the copyrighted work.

Adapted from *17 U.S.C. 107*.

Copyright Guidelines

Single Copying for Teacher Use. A single copy of the following may be made for a teacher's scholarly research or used in teaching or preparing to teach a class:

- A chapter from a book.
- An article from a periodical or newspaper.
- A short story, short essay or short poem, whether or not from a collective work.
- A chart, graph, diagram, drawing, cartoon or picture from a book, periodical or newspaper.

The "single copying" guideline does not apply to current news periodicals, newspapers and current news sections of other periodicals

Multiple copies for Classroom Use. Multiple copies may be made by or for a teacher giving a course for classroom use or discussion, provided that: (1) there is not more than one copy per

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student in a course (2) each copy includes a notice of copyright and (3) the copying meets the tests of brevity, spontaneity, and cumulative effect as defined below.

The “single copying” guideline does not apply to current news periodicals, newspapers and current news sections of other periodicals.

Defined terms:

- *Brevity*: Brevity varies by the type of work:
 - Poetry: (a) A complete poem if less than 250 words and if printed on not more than two pages or (b) an excerpt of not more than 250 words from a longer poem.
 - Prose: (a) Either a complete article, story or essay of less than 2,500 words or (b) an excerpt from any prose work provided the excerpt is not more than 1,000 words or 10% of the work, whichever is less, and a minimum of 500 words.
 - (Each of the numerical limits stated in "i" and "ii" above may be expanded to permit the completion of an unfinished line of a poem or an unfinished prose paragraph.)
 - Illustration: One chart, graph, diagram, drawing, cartoon or picture per book or per periodical issue.
 - "Special" works: Certain works in poetry, prose or "poetic prose" which often combine language with illustrations and are intended for children and/or a more general audience fall short of 2,500 words in length. Such "special works" may not be reproduced in their entirety. However, an excerpt comprising not more than two of the published pages and not more than 10% of the words found in the text may be reproduced.
- *Spontaneity*: The copying is at the instance and inspiration of the individual teacher, and the inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.
- *Cumulative Effect*:
 - The copying of the material is for only one course in the School in which the copies are made.
 - Not more than one short poem, article, story, essay or two excerpts may be copied from the same author, nor more than three from the same collective work or periodical volume during one class term.
 - There shall not be more than nine instances of such multiple copying for one course during one class term.

Federal: 17 U.S.C. 107.

Cross Reference: Policy No. **4430**, Internet & Technology Acceptable Use; Policy No. **4440**, Use of Mobile Electronic Devices; Policy No. **5413**, Mobile Phone Use.

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Discipline

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General Employee Discipline Policy

To ensure the School meets its educational goals and creates an environment of respect and fairness, the School has adopted an employee policy on discipline. As with any disciplinary code, this code reflects the wide spectrum of issues that may arise with employees in an education setting.

The School has adopted a tiered discipline system to address these issues and situations that arise. While the tiered program is an effective approach for many issues, it is not appropriate for all circumstances. Certain issues may require the tiered system to be adapted as tiered levels are skipped or the same discipline is repeated. Other issues may require discipline outside the tiered discipline system.

Disciplinary action outside the tiered system may be appropriate in the following, or similar, circumstances:

- issues arising with Employees in visible or leadership positions;
- the Tiered Discipline System has been ineffective in deterring the prohibited actions;
- the employee's actions are substantially disruptive;
- the employee's conduct demonstrate severe performance deficiencies; or
- other actions as identified.

Cross Reference: Policy No. **5110**, General Employment Eligibility; Policy No. **5411**, Dress and Grooming; Policy No. **5412**, Social Computing; Policy No. **5413**, Mobile Phone Use; Policy No. **5414**, Receiving Gifts; Policy No. **5415**, Conflicts of Interest; Policy No. **5420**, Drug and Alcohol Policies; Policy No. **2660**, Weapons; Policy No. **5441**, Staff and Student Boundaries.

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Tiered Discipline System

The School has adopted a tiered approach to addressing disciplinary issues. As a general matter, discipline should be administered according to the tier. Certain instances, however, may require certain steps to be skipped or for the discipline to be provided outside the system.

Tier One. After an issue arises the Employee and Employee's Supervisor meet promptly to discuss the issue, ways to remedy the issue, and a period to correct the issue.

Tier Two. After an issue arises and a Tier One discussion is ineffective or inappropriate, the Employee's supervisor may issue a written warning describing the issue and proposing a meeting time to discuss the issue. In the meeting, the employee and the employee's supervisor should discuss the issue, identify ways to remedy the issue, and establish a time frame for the issue to be resolved by. The discussion should be documented in a letter that is to be signed by the employee. The supervisor must note if the employee refuses to sign the letter. The letter shall be given to the Employee and a signed copy of the letter and written warning shall be retained in the employee's file.

Tier Three. In *limited* circumstances, the School may suspend an employee for a specific length of time. Suspensions are without pay, unless stated otherwise. Suspension may be appropriate where an alleged infraction warrants discharge, but the matter must be investigated to verify it occurred. Thus a suspension occurs while the investigation is conducted. Suspension may also be appropriate where an employee commits a serious infraction, and the suspension is determined appropriate.

Tier Four. After an issue arises and the lower tiers are ineffective or inappropriate, the Employee's Supervisor may discharge the employee. The Employee's supervisor is required to document the reasons for discharge and meet with the Head Administrator or his/her designee. The Head Administrator or his/her designee must approve the discharge.

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Discharge/Termination

Employees at the School are employed on an “At Will” or under a contract.

Cross Reference: Policy No. **5510**, General Employee Discipline; Policy No. **5520**, Tiered Discipline System; Policy No. **5540**, Reporting Licensed Employee Misconduct.

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Reporting Licensed Employee Misconduct

The School is required to promptly submit reports to the Ohio Department of Education (ODE) when certain misconduct occurs involving an employee or an employee of an operator working in the School who holds a license.

The Head Administrator shall report teacher misconduct and misconduct of an operator working at the School. The Governing Authority President shall report misconduct by the Head Administrator.

The School must report an employee to the ODE when the following conditions occur:

- *Certain Criminal Proceedings.* The Head Administrator or Governing Authority President, knows that the employee has plead guilty to, has been found guilty by a jury or court of, has been convicted of, has been found to be eligible for intervention in lieu of conviction for, or has agreed to participate in a pre-trial diversion program for a 3319.31(B)(2) offense, a 3319.31(C) offense, or a 3319.39 (B)(1) offense.
- *Certain Terminations or Nonrenewal.* The Head Administrator or the Governing Authority has initiated termination or nonrenewal proceedings against, has terminated, or has not renewed the contract of the employee because the Head Administrator or Governing Authority has reasonably determined that the employee has committed an act that is any of the following: unbecoming to the teaching profession, a 3319.31(B)(2) offense, a 3319.31(C) offense, or a 3319.39 (B)(1) offense.
- *Certain Resignations.* The employee has resigned under threat of termination or nonrenewal because of any of the following: unbecoming to the teaching profession, a 3319.31(B)(2) offense, a 3319.31(C) offense, or a 3319.39 (B)(1) offense.
- *Certain Investigations.* The employee has resigned because of or in the course of an investigation by the governing authority or operator regarding whether the employee has committed an any of the following: an act unbecoming to the teaching profession, a 3319.31(B)(2) offense, a 3319.31(C) offense, or a 3319.39 (B)(1) offense.

Offenses Defined

“*Conduct Unbecoming to the Teaching Profession*” is defined in accordance with the State Board of Education’s Rule 3301-73-21(A) to mean:

- Crimes or misconduct involving minors.
- Crimes or misconduct involving school children.
- Crimes or misconduct involving academic fraud.
- Making, or causing to make, any false or misleading statement, or concealing a material fact in a matter pertaining to facts concerning qualifications for professional practice and other educational matters.
- Crimes or misconduct involving the School community, school funds, or school equipment/property.
- As the term is defined in the Licensure Code of Professional Conduct for Ohio Educators,

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3319.31(C) Offense is defined as any violation found in ORC 3319.31(C), which includes human trafficking.

3319.39(B)(1) Offense is defined as a plea of guilty to, a finding of guilt by a jury or court of, or a conviction of any of the following:

- Felony other than 3319.31(C) felonies.
- An offense of violence other than an offense of violence listed 3319.31(C);
- Theft offense, as defined in section 2913.01 of the Revised Code, other than a theft offense listed in 3319.31(C).
- A drug abuse offense, as defined in section 2925.01 of the Revised Code, that is not a minor misdemeanor, other than a drug abuse offense listed in 3319.31(C); (5)) A violation of an ordinance of a municipal corporation that is substantively comparable to an offense listed in divisions 3319.39(B)(2)(a) to (d).

Reporting Credentialed Educators under the Code of Professional Conduct

The Licensure Code of Professional Conduct for Ohio Educators (LCPCOE, which may be accessed here:

<http://education.ohio.gov/getattachment/Topics/Teaching/Educator-Conduct/Licensure-Code-of-Professional-Conduct-for-Ohio-Ed/Licensure-Code-of-Professional-Conduct-for-Ohio-Educators-9-17-19.pdf.aspx?lang=en-US>) is a guide for conduct in situations that have professional implications for all educators credentialed by the State Board of Education, including teachers, administrators, school nurses, substitute teachers, coaches, educational aides, and others. The LCPCOE compels educators to notify the Head Administrator of any conduct by a licensed educator that substantially impairs his or her ability to function professionally or is detrimental to the health, safety, and welfare of students. It further defines “conduct unbecoming to the profession” to mean a violation of the following nine principles by any credentialed employee or credentialed employee of an operator working at the School:

1. Educators behave in a professional manner, realizing that one’s actions reflect directly on the status and substance of the profession.
2. Educators maintain a professional relationship with all students at all times, both in and out of the classroom.
3. Educators accurately report information required by the local board of education or governing board, state education agency, federal agency or state or federal law.
4. Educators adhere to federal, state and local laws and statutes regarding criminal activity.
5. Educators comply with state and federal laws related to maintaining confidential information.
6. Educators serve as positive role models and do not use, possess or unlawfully distribute illegal or unauthorized drugs.
7. Educators ensure school property, public funds or fees paid by students or the community are used in the best interest of students and not for personal gain.
8. Educators fulfill all the terms and obligations in their employment contracts.
9. Educators use technology in a responsible manner and safeguard the electronic devices and data entrusted to them. _____

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Filing Reports

Reports shall be made by filling out the Educator Misconduct Reporting Form from ODE. The Report shall include the employee's name, social security number, and a factual description of the event. The report shall be sent to two places. One copy of the report shall be kept in the Employee's file. The other copy of the report shall be submitted to the ODE. The ODE will decide when to proceed with an investigation. If it is determined that the actions do not warrant action, reports shall be moved from the employee's file to a separate, public file.

Knowingly submitting false reports of employee misconduct are prohibited and are actionable by law.

Suspension During Criminal Proceedings

In the event that the School receives notice that an employee has been arrested, summoned, or indicted with one or more of the criminal offenses listed above, the School shall suspend that employee from all duties which require the care, custody, or control of a child during the pendency of a criminal action.

Ohio: R.C. 3314.40, R.C. 3314.401, R.C. 3314.402, R.C. 3314.403, R.C. 3314.99, R.C. 3319.31, O.A.C. 3301-73-21. Licensure Code of Professional Conduct for Ohio Educators.

Cross Reference: Form No. **5540.1**, Educator Misconduct Reporting Form; Policy No. **5510**, General Employee Discipline Policy; Policy No. **5520**, Tiered Discipline System; Policy No. **5530**, Discharge/Termination.

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Educator Misconduct Reporting Form

The manual adopts the Ohio Department of Education's Educator Misconduct Reporting Form. The Form may be accessed by clicking the link below.

<http://education.ohio.gov/getattachment/Topics/Teaching/Educator-Conduct/Educator-Professional-Conduct-Forms/Educator-Misconduct-Reporting-Form.pdf.aspx?lang=en-US>

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Community School Educator Misconduct Reporting Form

Ohio Revised Code 3319.313 and 5126.253 requires public and nonpublic schools, including county MR/DD Governing Authority's and community schools to report to the Superintendent of Public Instruction, the name and a factual statement of any license holder who engages in misconduct.

A. Please check the type of education entity you are:

- ☐ School District
☐ Educational Service Center
☐ Community School
☐ MRDD
☐ Other (please specify): _____

Name and Address _____

Contact Person Name and Title _____

Telephone Number: () _____

Fax Number: () _____

Email Address: _____

B. Educator's Information:

Name _____

S.S.N. _____

Date of Birth _____

Most Recent Position _____

Educator's Home Telephone Number () _____

Educator's Home Address

* Revised Code 3319.313 requires that the social security number of the employee be provided. This information will remain secure and confidential under Revised Code 3319.311.

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C. Why are you reporting this educator? (check all that apply)

- ☐ The employee has plead guilty to, has been found guilty of or has been convicted of an offense in Revised Code 3319.31 or 3319.39 (please see attached list); and/or
- ☐ The employee has been terminated or non-renewed or you have initiated termination or non-renewal proceedings because the educator has engaged in “conduct unbecoming” the profession or has committed an offense under Revised Code 3319.31 or 3319.39; and/or
- ☐ The employee has resigned under threat of termination or non-renewal; and/or
- ☐ The employee resigned because of or in the course of an investigation regarding an act unbecoming the profession or an offense described in Revised Code 3319.31 or 3319.39.

D. Please provide information concerning the incident involving the educator (i.e. the type, date and place of the conviction; or conduct that may be deemed “conduct unbecoming”; describe what prompted disciplinary action by you; describe what you were investigating that lead to resignation or non-renewal).

Please feel free to attach any information you consider important (i.e. court records, investigation reports, complaints, witness statements, etc).

[illegible]

Thank you for providing this information. Upon receipt, the Office of Professional Conduct will review the information submitted and determine if further information is needed. If it is determined that further information is needed, the Office of Professional Conduct will contact the person that submitted this form.

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Please be advised that under Revised Code 3319.314, you are required to maintain all information related to this report in the employee's personnel file. If the State Board of Education does not pursue disciplinary action against the reported employee, you are required to move all information related to this report from the employee's personnel file to a separate, public file. The Office of Professional Conduct will notify the contact person on this form if no discipline is warranted.

All information submitted to the Office of Professional Conduct is confidential and not a public record pursuant to Revised Code 3319.311.

Please fax (614-995-3752) or mail all documentation to:

Ohio Department of Education
Office of Professional Conduct
25 South Front Street
Mail Stop 104
Columbus, OH 43215
Website: www.ode.state.oh.us

If you need assistance in completing this form, please contact the Office of Professional Conduct at (614) 466-5638.

Completion and submission of this form does not relieve school employees of their statutory duty to report known or suspected child abuse to the appropriate children services or law enforcement agency.

Signature and Title

Date

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Pre-employment Applications and Screening Process

Employment Applications:

The School shall include on all employment applications, the following notice:

ANY PERSON WHO KNOWINGLY MAKES A FALSE STATEMENT IS GUILTY OF FALSIFICATION UNDER SECTION 2921.13 OF THE REVISED CODE, WHICH IS A MISDEMEANOR OF THE FIRST DEGREE.

Release of Information Obtained During an Investigation:

The Head Administrator may request that the Ohio Department of Education (“ODE”) provide any report of misconduct that ODE has received regarding an individual whom the School is considering for employment. Upon receiving a request, ODE must provide the contents of any report of misconduct it has received to the Head Administrator and must notify him/her that the information provided is confidential and may not be disseminated to another person or entity. If ODE provides the contents of a report under this provision, then ODE must document the information provided in the record of any investigation undertaken based on the report. The documentation must include a list of the information provided, the date the information was provided, and the name and contact information of the Head Administrator to whom it was provided.

Pre-employment Screening Process:

Before making hiring decisions, the School shall consult the ODE’s “Educator Profile” database, currently on the website as “CORE” – Connected Ohio Records for Educators. After consulting the database, the School may consult with the ODE’s Office of Professional Conduct to determine if an applicant has been the subject of a disciplinary report by a school official to the state Superintendent or had any disciplinary actions taken by the Department. The School may also consult an of the applicant’s prior education-related employers.

The School has the option of offering conditional employment to an individual pending the completion of the screening process, and the School may release the individual from employment if the screening process uncovers misconduct for which an individual may not be employed in a school.

The School may require an applicant to volunteer to undergo background checks which are in addition to the required criminal records checks.

Assisting Individuals in Obtaining School Employment

A School representative shall not engage in any activity intended to assist another individual in obtaining school employment to teach school age children, if the representative knows

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or has reasonable cause to believe that the individual has committed a sex offense involving a student.

This prohibition does not apply if either:

1. The school representative is transmitting administrative and personnel files to the prospective employer; or

2. The information has been reported to law enforcement or the public children services agency and one of the following applies:

(a) law enforcement has determined there is insufficient information to indict the individual for the alleged offense,

(b) the individual has not been indicted within four years after the date of the report, or

(c) the individual has been acquitted otherwise exonerated of the offense.

See R.C. 3319.318; 3319.319; 3319.393; 3314.03; 3326.11; 3328.24.

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Employee Development

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General Employee Development

The Governing Authority realizes that Employee Development is important in furthering the School's educational mission. The Governing Authority seeks to provide development opportunities for Employees as the Governing Authority is able within the bounds of the law and the School's mission.

Cross Reference: Policy No. **5620**, Ohio Teacher Residency Program; Policy No. **5630**, Staff Performance Review; Policy No. **5650**, Performance Improvement Plan; Policy No. **5660**, Professional Growth and Development; Policy No. **5670**, Tuition Assistance Plan.

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Ohio Teacher Residency Program

In accordance with Ohio law, the School's teachers shall participate in the "Ohio Teacher Residency Program," a four-year program is required for entry-level classroom teachers. The program is designed to assist entry-level teachers by providing mentoring and counseling over a four year period.

The program is required for each person with a resident educator license, or an alternative resident educator license. The program must be completed to qualify for a professional educator license under O.R.C. 3319.22.

Ohio: R.C. 3319.22, 3319.223

Cross Reference: Policy No. **5610**, General Employee Development; Policy No. **5630**, Staff Performance Review; Policy No. **5650**, Performance Improvement Plan; Policy No. **5660**, Professional Growth and Development; Policy No. **5670**, Tuition Assistance Plan.

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Staff Performance Review

Every staff member will be evaluated while employed with the School. Evaluations include informal evaluations and an Annual Performance Review.

Informal evaluations occur throughout the year and include student performance. The informal evaluations will be included in the Annual Performance Review.

The Annual Performance Review will occur once a year and are used in assessing continued employment and compensation for the following year. Annual Performance Reviews are to include a written component.

Cross Reference: Policy No. **5610**, General Employee Development; Policy No. **5620**, Ohio Teacher Residency Program; Policy No. **5630**, Staff Performance Review; Policy No. **5650**, Performance Improvement Plan.

Teacher Evaluation

The Governing Authority adopts the following policy to evaluate its teachers beginning with the ()2020-2021 school year ()2021-2022 school year. The Governing Authority evaluates teachers in accordance with Ohio law and the standards-based statewide teacher evaluation framework adopted by the Ohio Board of Education.

The Governing Authority directs the Head Administrator or his/her designee to implement this policy in accordance with Ohio law.

This policy applies only to teachers. A teacher is defined to include any person who spends at least 50% of his/her time employed providing content-related student instruction and is working under any of the following:

- a teacher's license issued under O.R.C. Sections 3319.22, 3319.26, 3319.222 3319.226;
- a professional or permanent teacher's certificate issue under the former 3319.2222; or
- a teacher working under a permit issued under O.R.C. 3319.301

For the purposes of this policy, a teacher does not include substitute teachers or adult education instructors. The policy also does not apply to the Head Administrator, business managers, and/or treasurers.

Credentialed Evaluators

Evaluations conducted under this policy are to be conducted by Credentialed Evaluators. Credentialed Evaluators are persons who complete state-sponsored evaluation training and pass the online credentialing assessment. The School shall adopt a list of approved credentialed evaluators chosen from the Ohio Department of Education's list.

Final Holistic Rating

Each teacher's evaluation shall include a final holistic rating. The final holistic rating will be either: Accomplished, Skilled, Developing, or Ineffective.

Evaluation Components

Consistent with Ohio Department of Education guidance published in *Ohio Teacher Evaluation System 2.0 Model*, a complete evaluation cycle shall include the following components:

- Annual development of a professional growth plan, or if applicable, an improvement plan
- One (1) formal holistic observation
- At least one (1) conference with the evaluator, including a discussion of the teacher's progress on his/her professional growth plan or improvement plan
- One (1) formal focused observation emphasizing previously identified focus areas
- At least two (2) classroom walkthroughs emphasizing previously identified focus areas.

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Evaluation Framework

Teachers shall be evaluated according to the Ohio Revised Code and the *Ohio Teacher Evaluation Framework*, consistent with standards adopted in *Ohio Standards for the Teaching Profession*. Credentialed evaluators shall evaluate teachers using the *Teacher Performance Evaluation Rubric* and shall issue a final holistic rating based upon observations and supporting evidence.

Teacher performance shall be evaluated based on the *Ohio Standards for the Teaching Profession*. Evaluators shall measure a teacher's abilities to:

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

Credentialed evaluators shall consider at least two (2) measures of high-quality student data ("HQSD") in a teacher's evaluation. When applicable to the grade level or subject area taught by a teacher, HQSD shall include the value-added progress dimension and the teacher shall use at least one other measure of HQSD to demonstrate student learning. The Head Administrator shall implement procedures to obtain HQSD for the purposes of teacher evaluation. HQSD employed in the evaluation process shall be rigorously reviewed by locally determined experts in the field of education to meet all the following criteria:

- Aligned to learning standards
- Measures what it is intended to measure
- Be attributable to a specific teacher for courses and grade levels taught
- Demonstrate evidence of student learning (achievement and/or growth)
- Follow protocols for administration and scoring
- Provide trustworthy results
- Not offend or be driven by bias

HQSD shall NOT include student learning objectives.

Teachers shall use the HQSD instrument by:

- Critically reflecting upon and analyzing available data, using the information as part of an ongoing cycle of support for student learning
- Considering student learning needs and styles, identifying the strengths and weaknesses of an entire class as well as individual students

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- Informing instruction, adapting instruction to meet student need based upon the information gained from the data analysis
- Measuring student learning (achievement and/or growth) and progress towards achieving state/local standards

Professional Growth and Improvement Plans

All teachers shall develop a professional growth plan annually to identify areas of professional development, unless the teacher has been placed on an improvement plan by their credentialed evaluator. All professional growth plans shall be individualized to address each teacher's professional needs and shall focus on growth areas identified in the teacher's most recent evaluation.

Teachers receiving a Final Holistic Rating of "Accomplished" on the most recent evaluation shall develop a self-directed professional growth plan.

Teachers receiving a Final Holistic Rating of "Skilled" on the most recent evaluation shall jointly develop a professional growth plan with their credentialed evaluator.

Teachers receiving a Final Holistic Rating of "Developing" on the most recent evaluation shall develop a professional growth plan guided by their credentialed evaluator.

Teachers receiving a Final Holistic Rating of "Ineffective" on the most recent evaluation shall be placed on a performance improvement plan developed by their credentialed evaluator. The performance improvement plan shall identify specific areas of performance improvement and foster professional development through targeted support.

The Governing Authority shall allocate financial resources towards professional development to accelerate and continue teacher growth and provide support for poorly performing teachers.

Performance Improvement Plans are discussed further in Policy No. **5650**, Performance Improvement Plan. Professional Growth plans are discussed further in Policy No. **5660**, Professional Growth and Development.

Evaluation Timeline

Teachers shall be evaluated annually, except as provided below. Annual evaluations include two (2) formal observations and periodic classroom walkthroughs. Formal Evaluations shall last at least 30 minutes.

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

Teachers receiving a Final Holistic Rating of "Accomplished" on the most recent evaluation shall be evaluated under this policy every three years and shall choose their credentialed evaluators from the approved evaluator list.

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Teachers receiving a Final Holistic Rating of “Skilled” on the most recent evaluation shall be evaluated under this policy every two years and shall be involved in the selection process of their credentialed evaluator.

Teachers receiving a Final Holistic Rating of “Developing” or “Ineffective” on the most recent evaluation shall be evaluated under this policy annually and shall be assigned a credentialed evaluator from the approved evaluator list.

All teacher evaluations are to be completed by May 1. Teachers shall be provided with a written copy of their evaluation results by May 10.

Use of Evaluation Results

The Governing Authority shall use the evaluation results for retention and promotion decisions. Seniority shall not be used when deciding to retain teachers, except when choosing between teachers who have comparable evaluations.

The Governing Authority shall use the evaluation results for removing poorly performing teachers. The Board shall adopt procedures for removing poorly-performing teachers based on evaluation results.

Mandatory Reporting

The Governing Authority must report to the ODE the number of teachers for whom an evaluation was conducted. The Governing Authority shall report the aggregated data on the number of teachers at each designation. The Data must be aggregated by the teacher preparation programs from which and the years in which the teachers graduated.

Ohio: R.C. 3319.11; R.C.3319.111; R.C. 3319.112; R.C. 3319.16

Cross Reference: Policy No. **5610**, General Employment Development; Policy No. **5630**, Staff Performance Review; Policy No. **5650**, Performance Improvement Plans.

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Performance Improvement Plans

Employees that receive unsatisfactory Annual Performance Reviews may be provided a Performance Improvement Plan. In a Performance Improvement Plan, the Head Administrator or his/her designee will meet with the evaluated employee, discuss the employee's Annual Performance Review, and develop a plan that will guide the employee in achieving better performance.

The Plan shall include objective goals that are achievable in a specified period. The Plan should be drafted in writing and specify the areas that need improving, state objective goals, identify the date to achieve the goals, and specify the next meeting time to review the desired goals.

At the conclusion of the first plan, another meeting will occur. If the Head Administrator or his/her designee determines that the employee's performance has not improved or met the goals of the Performance Improvement Plan, the Head Administrator may take any appropriate action, including termination.

The Performance Improvement Plan or the failure to provide such a plan does not interfere with the School's right to terminate an employee.

Cross Reference: Policy No. **5610**, General Employee Development; Policy No. **5620**, Ohio Teacher Residency Program; Policy No. **5630**, Staff Performance Review; Policy No. **5660**, Professional Growth & Development.

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Professional Growth & Development

In-Service Training

The School recognizes the importance of continuing professional growth for its employees. The School is to develop in-service training for the School's Teachers and Teacher Aids. The in-service training shall be on topics that supplement the School's educational mission, improve methods to educate students, achieve state mandates, aid the professional development of staff, and/or achieve state goals. Attendance is mandatory and will be conducted throughout each school year.

Local Professional Development Committee

The School shall establish a Local Professional Development Committee ("the Committee"). The Committee shall review the coursework and other professional development activities proposed and completed by teachers to determine if the teachers meet the requirements for renewing their licenses determine whether a teacher's coursework meets the requirements of the State Board standards for license renewal.

The Committee may be limited to the School or part of a Consortium.

Building Representation. The Committee shall be comprised of five (5) persons. There should be three teacher representatives, one administrative member representatives, and one other employee representative.

- Teacher Representatives - The School's classroom teachers will select three teacher members. Should a teacher representative spot become vacant, the remaining members shall decide who will occupy the vacancy. The appointed member shall finish the remainder of the term.
- Administrative Representative – The administrative member shall be selected by the Governing Authority. Should this position become vacant during the term, the Head Administrator shall appoint a new representative to finish the remainder of the term.
- Other Representative – The Head Administrator shall select an "other employee representative. Should this position become vacant during the term, the Head Administrator shall appoint a new representative to finish the remainder of the term.

Consortium Representation. The committee shall be comprised of five (5) persons. There should be three teacher representatives, one administrator representative, and one other employee representative.

- Teacher Representatives – The teachers in the consortium will select three teacher representatives. Should a teacher representative spot become vacant during the term, the remaining members shall decide who will occupy the vacancy. The appointed member shall finish the remainder of the term
- Administrative Representative – The Administrative Member shall rotate among the Head Administrators of the Schools in the consortium. Each Head Administrative administer shall serve one term. Should this position become vacant during the term, the next Head Administrator shall serve as the Administrative Representative.

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- Other Representative – The Other Representative shall be selected by the other four (4) Committee representatives. Should this position become vacant during the term, the other Committee representatives shall appoint a new representative to finish the remainder of the term.

Terms of Representation. Members of the Committee shall serve terms of one (1) year. Members may be re-elected.

Meeting Schedule. The Committee shall meet *at a minimum* of two times a year. Additional meetings shall be held as is deemed necessary.

Other Requirements. The Committee shall be operated consistent with Ohio Revised Code Section 3319.22's requirements.

Ohio: R.C. 3319.22.

Cross Reference: Policy No. **5610**, General Employee Development; Policy No. **5620**, Ohio Teacher Residency Program; Policy No. **5640**, Teacher Evaluation Policy No. **5650**, Performance Improvement Plan; Policy No. **5670**, Tuition Assistance Plan.

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Tuition Assistance Plan

As an educational institution, the School is committed to assisting its employees in furthering their own knowledge and development through the School's Tuition Assistance Plan (TAP). TAP allows qualified employees to receive assistance at accredited educational institutions.

Employee Eligibility. To qualify for TAP, an individual must be a full-time employee and have worked six (6) full months of continuous employment. Retirees and family member are not eligible for the plan.

Satisfactory Participation. TAP will provide 50% assistance to tuition and required lab fees, provided a satisfactory grade is achieved. A satisfactory grade is a "B" or better for graded classes or a "Pass" in Pass/Fail classes. Grades below a B or a "Fail" will not receive assistance. Evidence of satisfactory grades must be submitted in the form of an official transcript and be provided to the Head Administrator within sixty (60) days of completing the course. Failure to provide these results may cause an employee not to be eligible for reimbursement.

Course/Program Eligibility. TAP may be used for individual courses or degree programs at accredited colleges and universities. For TAP to apply to courses, the course must provide the employee with skills and knowledge for the Employee's current position, an advanced position, or further development within the School. For TAP to apply to degree programs, the degree must be job related. Tap does not apply to short-term course work, seminars, workshops, or coursework supported by grants. Employees are required to apply for TAP eligibility before entering into a course or program. The Head Administrator retains final discretion to determine whether an employee's courses or programs qualify for TAP. The Head Administrator may terminate or change the program or the program's benefits at any time.

Non-interference with Job Duties. Courses and programs must not interfere with an Employee's job responsibilities or work schedule.

Procedure. To participate in TAP, employees are should do the following prior to entering the class/program.

- complete Form No. **5670.1**, Tuition Assistance Plan (TAP) Application; and
- obtain approval from their supervisors.

Within sixty (60) days of completing of the program, employees are required to:

- complete and return the Form No. **5670.2**, Tuition Assistance Plan (TAP) Reimbursement Form;
- submit a proof of payment; and
- submit a copy of an official transcript.

Cross Reference: Policy No. **5610**, General Employee Development; Policy No. **5620**, Ohio Teacher Residency Program; Policy No. **5650**, Performance Improvement Plan; Policy No. **5660**, Professional Growth & Development; Policy No. **5670**, Tuition Assistance Plan; Form No. **5670.1**, Tuition Assistance Plan (TAP) Application; Form No. **5670.2**, Tuition Assistance Plan (TAP) Reimbursement Form.

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Tuition Assistance Plan (TAP) Application*Application must be submitted and approved before the class/program begins*

Name:	Position:
Address:	Home Phone:
	Cell Phone:

Name of Institution: _____

Level of Instruction: (please circle) Undergraduate Graduate Other:

Please identify any/all additional forms of Financial Assistance (Grants, Scholarships, Etc.)

-
-

Please Complete all course information:

Course Name	Course Number	Begin/End Date	Credit Hours	Evaluation Type (Graded Pass/Fail)

I certify that I have read and understand the School's Tuition Assistance Plan. The courses/program I am entering provides me with skills and knowledge related to my current position. If the courses provide skills and/or knowledge for an advanced position or further development within the School, I understand that I must discuss this with my Supervisors and obtain approval from the Head Administrator. I further certify that these courses will not interfere with my job duties. I understand that if my employment is terminated, I will not be reimbursed.

Employee Signature_____
Date

Office Use:

Received Date:

Status: Approved or Denied

Head Administrator_____
Date

Adopted August 30, 2021

Tuition Assistance Plan (TAP) Reimbursement Form*This Form must be submitted within 60 days of the Course's Completion*

Name:	Position:
Address:	Home Phone:
	Cell Phone:

Please include the following documents with this form:

- Official transcript indicating courses completed and grade received.
- Document proving payment.

Please Complete all course information:

Course Name/Number	Tuition Cost	Lab Fees	Course Completed on: (date)	Evaluation Received (Indicate Letter Grade; Pass/Fail)

Total Costs (tuition and lab fees) _____

I certify that completed the above courses and am eligible to receive assistance under the School's Tuition Assistance Program.

Employee Signature_____
Date

Office Use:

Received Date:

Total Amount Requested: _____

50% Assistance Amount: _____

Date of Reimbursement: _____

Amount paid: _____

Head Administrator_____
Date

Adopted August 30, 2021

Employee Medical Policies

5700

Adopted August 30, 2021

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Employee Medical Information and Examinations

Medical Records

The School may require you to provide medical information and records. All medical information and records are confidential to the extent permitted by law and are separate from each employee's personnel file.

The Governing Authority prohibits discrimination on the basis of genetic information. By law, the School is required to comply with the Genetic Information Nondiscrimination Act of 2008 (GINA). GINA prohibits the School from requesting or requiring genetic information, unless the law permits such information (e.g. leave under the Family Medical Leave Act).

"Genetic information," as defined by GINA, includes information about the individual's genetic tests, the genetic tests of family members of such individual, the manifestation of a disease or disorder in family members of such individual, participation in genetic services, and participation in genetic research. Genetic information *does not* include information about the individual's age or sex.

Medical Exams/Testing

To protect the health of the School's students and other employees, the School may require currently employed employees to undergo medical exams as it determines is necessary. The examinations may be provided by (1) a health care provider identified by the School or (2) the employee's health care provider. Results of the examination must be sent to the School. The examination results will be kept with other medical records.

Cross Reference: Policy No. **2210**, Health Screenings; Policy No. **2220**, Immunization Requirements; Policy No. **2230**, Medication Administration; Policy No. **2420**, Communicable Diseases; Policy No. **2430**, Direct-Contact Communicable Diseases; Policy No. **2440**, Bodily Fluid Exposure Control; Policy No. **2450**, Head Lice; Policy No. **5720**, Communicable Disease Prevention and Safety; Policy No. **5730**, Tuberculosis & Tuberculin Testing.

Adopted August 30, 2021

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Communicable Disease Prevention and Safety

The School seeks to maintain a healthy and safe environment. An employee with an infectious or otherwise serious disease may continue to work so long as the employee does not jeopardize the health of the employee, other students, or other employees.

It is highly advised for employees to report infectious or otherwise serious diseases or illnesses to the Head Administrator. The School will maintain confidentiality to the extent permitted by law.

The School may require the employee undergo medical testing pursuant to Policy **5710**. Should the School determine that an employee's disease places others imminent serious danger, the School may also request the employee undergo testing or may place the employee on an involuntary leave. Certain diseases identified by the Ohio Department of Health may require the employee to be placed in isolation. Prior to return, the School may require a physician's medical certification indicating the employee's disease no longer poses a danger to the health of others.

If an employee is concerned about contracting another's disease or illness, the employee is first required to discuss his/her concerns with the Head Administrator or his/her designee. The Head Administrator will determine if there is a real risk of contracting the disease. Should it be determined there is no or minimal risk of infection, the employee will be required to continue working. Employees that refuse to work despite this policy may be disciplined.

This Policy does not affect an eligible employee's ability to use the Family and Medical Leave Act.

Ohio: R.C. 3313.67, R.C. 3313.671, R.C. 3707.26.

Cross Reference: Policy No. **2210**, Health Screenings; Policy No. **2220**, Immunization Requirements; Policy No. **2230**, Medication Administration; Policy No. **2420**, Communicable Diseases; Policy No. **2430**, Direct-Contact Communicable Diseases; Policy No. **2440**, Bodily Fluid Exposure Control; Policy No. **2450**, Head Lice; Policy **5710**, Employee Medical Information and Examinations; Policy No. **5730**, Tuberculosis & Tuberculin Testing.

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Tuberculosis & Tuberculin Testing

All school employees found to be ill or suffering from tuberculosis shall be promptly sent home and the employee's employment shall be suspended until it is certified that the School employee has recovered from the disease.

To aid in protecting all members of the School from tuberculosis, the School requires Tuberculin testing for all its employees. Prior to employment, all employees are required to provide the School with a medical certificate that certifies that the employee is free from active tuberculosis. The medical certificate must be completed within sixty (60) days of employment. If the employee tests positive or is a known positive reactor, the employee must undergo an X-ray test and submit a statement by a medical doctor that the employee is free of tuberculosis in a communicable stage.

After employment begins, all employees are required to provide the School with a medical certificate that certifies that the employee is free from active tuberculosis. This test must be completed every three (3) years. If the employee tests positive or is a known positive reactor, the employee will be required to have an annual x-ray test completed and submit a statement by a medical doctor that the employee is free from tuberculosis in a communicable stage. Employees that have undergone preventative therapy as defined by the Ohio Department of health will be required to have an x-ray test completed every three years.

The School reserves the right to change the examination requirements to protect the health of all the School's community.

Ohio: R.C. 3313.67, 3313.71.

Cross Reference: Policy No. **2210**, Health Screenings; Policy No. **2220**, Immunization Requirements; Policy No. **2230**, Medication Administration; Policy No. **2420**, Communicable Diseases; Policy No. **2430**, Direct-Contact Communicable Diseases; Policy No. **2440**, Bodily Fluid Exposure Control; Policy No. **2450**, Head Lice; Policy No. **5710**, Employee Medical Information and Examinations; Policy No. **5720**, Communicable Disease Prevention and Safety.

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Records Access

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Personnel Records File

The School develops and maintains a Personnel File of each employee. The Personnel File may contain hiring information, employment information, compensation information, misconduct/discipline, and other additional reports related to the employee.

Due to the type of files in the Personnel File, there may be extensive personal information about each employee.

Definitions:

"Personal Information" or "PI":

Any information that describes anything about a person, or that indicates actions done by or to a person, or that indicates that a person possesses certain personal characteristics, and that contains, and can be retrieved from a system by, a name, identifying number, symbol, or other identifier assigned to a person.

"System":

Any collection or group of related records that are kept in an organized manner and that are maintained by the school, and from which personal information is retrieved by the name of the person or by some identifying number, symbol, or other identifier assigned to the person. "System" includes both records that are manually stored and records that are stored using electronic data processing equipment. "System" does not include published directories, reference materials or newsletters, or routine information that is maintained for internal office administration, the use of which would not adversely affect a person.

Personal information shall only be kept if it is necessary for the School to maintain. Personal Information shall not be placed in an interconnected or combined system, or use information in such a system, unless the interconnected or combined system will contribute to the efficiency of the School in the implementation of its programs. When such personal information is no longer needed, the information should be destroyed securely.

Personnel files are the property of the School, and access to the information they contain is restricted. To the extent permitted by law, the School restricts access to the Personnel File and all personal information found in the file. In the following circumstances, access may be granted:

- Ohio law requires access to the documents,
- the Governing Authority of directors requests access and has reason to request access,
- employees need access to the data because they work with the data and files,
- at the Head Administrator's Discretion.

Generally, if the School's Governing Authority has a legitimate reason to review information in a file, then it is allowed to do so. The Head Administrator is directly responsible for the Personal Information systems and may adopt further procedural rules consistent with this policy. No Personal Information may be accessed without first completing a written request to the Head Administrator. The Head Administrator may grant blanket access to all or part of the Personal

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Information systems for employees whose jobs require such access. All employees granted access to any Personal Information in the files shall be informed of the substantive provisions of the policy and accompanying appendices. In an effort to protect Personal Information in the system from unauthorized modification, destruction, use or disclosure, the Head Administrator shall keep a log of authorized parties and specific access granted, and all Personal Information systems shall be password protected.

The Head Administrator is authorized to create Personal Information System. The personal information system shall be password protected and a log shall be kept of employees that have access.

To fulfill their purpose, personnel files must be updated and complete. The School requires employees to provide updates to all of the following on an annual basis:

- biographical information (name, marital status),
- contact information (address, phone number, email address),
- familial information (dependents, spouses),
- tax information (federal, state tax deductions),
- professional/educational information (degrees, achievements, awards).

Upon being asked to provide personal information, employees will be told if the information is mandatory or optional.

Unauthorized access or use of the personnel file or any personal information within the file is strictly prohibited. Discipline may include action up to termination and/or referral for criminal prosecution.

Personal Information

The following should be contained for each employee.

Personnel File

- Application for Employment
- Valid License
- School transcripts, education information
- Biographical information: name, address, and telephone number
- Disciplinary Action
- Military Service status/discharge
- Compensation
- Proof of fulfillment of requirements for change in salary classification

Payroll File

- W-4 Forms
- I-9 Forms
- Life insurance, disability insurance, Annuity Forms (excluding medical examination)
- Payroll deduction authorization
- Sick/Personal Days accumulated

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Confidential File

- Medical records
- Criminal Records
- Other records prohibited for release by State or Federal law.

Review of Personnel Files and Personal Information

Employees who wish to review their own personnel file shall make no alterations or additions to the record nor remove any material. Employees who wish copies of material in their personnel file shall receive such copies free of charge. The following information may be requested:

- The existence of PI.
- They may inspect the PI contained in the system.
- Inform them of the types and uses of the PI.
- Identification of the system and the users with access.
- Any mental health information in the PI, unless a doctor has determined disclosure will have an adverse effect on the person.
- Copies of the PI may be obtained upon request.

A person may request an investigation to determine if the PI is accurate, relevant, timely or complete. Upon the request of the employee, the School shall investigate the accuracy of his/her personnel file and either delete the disputed information or include in the file a statement by the employee that he/she disputes the information. If information is deleted or a statement of protest is made by an employee, the employee may request the School to notify any person of such deletion or protest. In that event, the disputer may attach a brief statement that is 100 words or less, or the School must attach a note that the disputer protests that the PI is inaccurate, irrelevant, outdated or incomplete.

If there is a breach of security in any computerized data system which creates a material risk of identity theft or other fraudulent activity, the School shall notify the affected employees.

Ohio: R.C.

Cross Reference: Policy No. **1741**, Public Records Access Policy; Policy No. **1742**, Internet Public Record Redaction Policy; Policy No. **1743**, Retention, Management and Disposal of Records; Policy No. **3831**, Student Records and Release of Information; Policy No. **3832**, Confidential and Public Records.

Adopted August 30, 2021

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Notice of Personal Information & Rights of Individuals
Subject to Personal Information System

The School maintains a personal information system for the efficient tracking of all information. The chart below lists the type of information maintained and who may access your information. The information may only be used as allowed under Ohio's public records laws.

You, your legal guardian, or your attorney may review all of your personal information. Upon request for review, the School will provide copies, at cost, of your personal information. If you dispute the accuracy of the information, you may request the Governing Authority to investigate the current status of the information. The Governing Authority shall investigate the dispute pursuant to Ohio law.

Personal Information Maintained

Staff Members	<i>Personal Information:</i>
	<i>Persons with Access:</i>
Students	<i>Personal Information:</i>
	<i>Persons with Access:</i>
Parents	<i>Personal Information:</i>
	<i>Persons with Access:</i>

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Section VI: Community Relations

6100 Community Partnership

6110 Visitors

6120 Volunteers

6130 Relations with Law Enforcement Agencies

6140 Student Fingerprinting

6200 Media

6210 Media Relations

6220 Crisis Media Management

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Community Partnership

6100

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Visitors

The Governing Authority encourages the community and parents to be involved in and to support the School, but also seeks to keep the School safe and productive. To encourage involvement, the School welcomes visitors to the School to observe and learn about the educational program and encourages the community to attend public events, such as athletic events, musical programs, and drama productions.

All visitors to the School must comply with the following rules and guidelines.

- All School visitors must report immediately to the administrative office at the School and sign the School guest list. The Head Administrator is responsible for posting signs within the School to notify visitors of this requirement.
- Students from other schools are not permitted to visit the School during normal school hours. The Head Administrator may allow students who are considering transferring from another school to visit during school hours.
- Any individual who disrupts the educational environment, acts in a disorderly manner, damages School property, or violates the law or these Policies may be requested to leave School property, and the local law enforcement agency may be contacted if necessary.
- The Head Administrator has the authority and sole discretion to prohibit any individual from entering School property if the Head Administrator has reason to believe that such individual's presence would be detrimental to the effective operation of the School.

In addition to the rules and procedures contained within this Policy, the Head Administrator may develop and implement visitor controls and procedures designed to maintain a safe and effective learning environment.

Cross Reference: Policy No. **2130** Wellness Policy; Policy No. **2610**, Building and Grounds Security; Policy No. **4650**, Use of School Facilities by Non-School Sponsored Clubs and Activities; Policy No. **6120** Volunteers.

Volunteers

This policy serves to notify every School volunteer who has regular unsupervised access to students that the School may be conduct a background check or request a set of fingerprints.

If the criminal background reveals that the volunteer has been convicted of or plead guilty to any offense described in section 109.572 of the Ohio Revised Code, the School will not permit the volunteer to have unsupervised access to students unless the following are satisfied:

- A written notice is sent out to the parent or guardian of each student enrolled in the School, stating the name of the volunteer and indicating that the volunteer has been convicted of or plead guilty to one or more of the prohibited offenses; and
- The notice is sent out to each parent either when the School starts providing services to the student or when the School decides to accept the volunteer despite the volunteer's previous offense, whichever comes later.

Ohio: R.C. 109.575.

Cross-Reference: Policy No. **2130**, Wellness Policy; Policy No. **6110**, Visitors.

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Relations with Law Enforcement Agencies

“Law enforcement agencies” is defined to include police departments, parole Governing Authority’s, Children’s Services, the Court, and any other agency or organization that promotes the public welfare. The phrase “law enforcement officer” means any individual employed by or otherwise representing the law enforcement agency, regardless of position or title.

The Governing Authority recognizes that mutual cooperation between law enforcement agencies and the School is necessary to the extent that it promotes efficiency, maintains a safe School, and provides for orderly responses to emergency situations. Accordingly, the Governing Authority hereby adopts this Policy to help foster a cooperative relationship with law enforcement agencies.

Law Enforcement Protocol

Whenever a law enforcement officer visits the School in his/her official capacity, the following requirements must be complied with:

- the law enforcement officer shall check-in at the School office immediately upon arrival at the School;
- upon checking-in, the law enforcement officer shall provide proof of identification and shall indicate the law enforcement agency he or she is affiliated; and
- upon checking-in, the law enforcement officer shall state the purpose for the School visit.

On-Site Student Questioning

Whenever a law enforcement officer intends to question a student on School property and during school hours, the student’s parent or guardian must be contacted by the School and asked: (1) whether the parent or guardian consents to the questioning of their child by the law enforcement officer; and (2) if so, whether the parent or guardian would like to exercise his/her right to be present during the questioning.

If the parent or guardian consents to the questioning and desires to be present during the questioning, the student may be called to the School office as soon as the parent or guardian arrives at the School. Throughout the questioning, the Head Administrator shall be present in the room to represent the interests of the School, to assist in the questioning, and, if advisable, to assist the parents and/or the student.

If the parent consents to the questioning and waives the right to be present during the questioning, the student may be called to the School office immediately and questioned. During the questioning, the Head Administrator shall be present to represent the interests of the School, to assist in the questioning, and to assist the student to the extent possible. The student may also request that another School employee attend the questioning.

If the parent does not consent to the questioning, the student shall not be called to the School office or questioned.

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If a student is being questioned as a potential victim, and the law enforcement officer, in his or her professional opinion, deems it undesirable to contact the parents before questioning the student, then the School shall not contact the parent or guardian. Instead, the student shall be called to the School office and questioned by the law enforcement officer. The Head Administrator shall be present during the questioning.

Off-Site Student Questioning

If a law enforcement officer requests to take a student off-site for questioning and the questioning is not pursuant to an arrest, the School shall not release the student unless the student's parent or legal guardian is contacted by the Head Administrator and grants consent. If the parent or legal guardian cannot be contacted, or is unwilling to grant consent, then the School shall not release the student to the law enforcement officer.

If, however, the law enforcement officer arrests the student, then the School shall release the student to the law enforcement officer, regardless of whether the parent or legal guardian has been contacted or grants such consent.

Student Rights

A student's legal rights and liberties, whether provided by federal or state law, shall be respected and observed at all times by law enforcement officers and School officials.

Contract for Sheriff Services

A county sheriff is permitted to enter into a contract with the School, to perform any police function, exercise of any police power, or render any police service on behalf of the School.

Cross Reference: Policy No. **2610**, Building and Grounds Security; Policy No. **2620**, School Safety/Emergency Management Plan; Policy No. **2630** Crisis Management and Response Plan; Policy No. **2640** Emergency Evacuation Drills; Policy No. **2650** Weapons.

Adopted August 30, 2021

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Student Fingerprinting

The Governing Authority recognizes that immediate access to student fingerprints are useful in situations involving an abducted or missing student. Accordingly, the School may provide a voluntary fingerprinting program for the protection of its students.

A voluntary fingerprinting program shall be carried out in cooperation with local law enforcement officials and shall be conducted in accordance with applicable state and federal law.

Participation in any School-sponsored fingerprinting program shall be strictly voluntary.

Cross Reference: Policy No. **3831**, Student Records and release of Information; Policy No. **3833**, Tracking Missing Children.

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Media

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Media Relations

The Governing Authority recognizes that the media connects the School to the community. To preserve and foster this link, the Governing Authority seeks to develop a working relationship with all responsible news media representatives.

The Head Administrator is hereby granted the authority and the responsibility to develop and maintain this relationship. This responsibility includes, but is not limited to, the following duties:

- being available to representatives of the news media at appropriate and necessary times;
- keeping the media sources informed with respect to all School events, activities, and changes to ensure that all stories reported by the media are based on accurate information;
- contacting the media sources with stories and other information that may be of interest to the media source;
- assisting School-sponsored student groups with media relations;
- providing informational packets to media representatives who are in attendance at Governing Authority meetings; and
- establishing rules, guidelines, and procedures by which media demands are filtered to the Head Administrator so Staff members and other School employees may dedicate themselves to the duties and obligations of their positions.

To ensure clear communications, Staff members may not provide information or give interviews with the media unless permission is first obtained from the Head Administrator and all of the following occur:

- the interview or appointment is arranged at a time and location that does not interfere with the effective performance of the Staff member's or School employee's duties and responsibilities; and
- the Head Administrator is present during the entire interview and/or meeting.

Any photograph that is deemed to be of a controversial nature or that invades the privacy of any individual shall not be released to the news media.

The School reserves the right to negotiate and enter into a contract with any outside agency for the right to record and/or broadcast any School event, whether in audio or visual format, so long as the contract terms are competitive and beneficial to the School.

Cross-Reference: Policy No. **1510**, Public Meetings and Notification; Policy No. **1570**, Public Participation at Governing Authority Meetings; Policy No. **6220**, Crisis Media Management.

Adopted August 30, 2021

Crisis Media Management

In the event of a School Crisis, the School shall follow this policy when communicating with the media.

A School Crisis is defined to include any situation involving potential or actual danger, injury, or death to a student or group of students. Examples include, but are not limited to, a school bus accident, serious injury to a student, or student suicide.

In the event of a School Crisis, the Head Administrator shall be immediately notified of the situation and provided with as much information as possible including, but not limited to, the name of the student(s) involved and the details of the accident or injury.

The following procedures should be followed concerning the media:

- If the School Crisis warrants, the Head Administrator shall immediately proceed to the location of the School crisis to provide assistance and manage the media.
- A Staff member or other School employee shall be stationed near the site of the School Crisis to assist and direct parents and others seeking information.
- A specific area shall be designated for representatives of media sources. Representatives of media sources shall stay in the designated area and shall be prohibited from photographing, filming, or interviewing students who are involved in the School crisis.

In order to ensure an orderly flow of information to the media, one individual shall be designated as the spokesperson and shall be given the sole responsibility for providing information to media sources. No information about a School crisis shall be shared with the media sources until after the parents of the involved students have been notified, if possible. When interviewing or otherwise meeting with representatives of media sources, the spokesperson shall avoid revealing the type of extent of injuries involved.

Cross-Reference: Policy No. **2620**, School Safety/Emergency Management Plan; Policy No. **2630**, Crisis Management and Response Plan; Policy No. **2650**, Bomb Threats; Policy No. **5442**, School Safety; Policy No. **5443**, Reporting Accidents & Treating Injuries; Policy No. **6210**, Media Relations.

Adopted August 30, 2021

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