

Book	Policy Manual
Section	Pol 2111 and 2261.01
Title	Parent and Family Engagement
Code	Pol 2111
Status	

## 2111 - PARENT AND FAMILY ENGAGEMENT

The Board of Education recognizes and values parents and families as children's first teachers and decision-makers in education. The Board believes that student learning is more likely to occur when there is an effective partnership between the school and the student's parents and family. Such a partnership between the home and school and greater involvement of parents and family members in the education of their children generally result in higher academic achievement, improved student behavior, and reduced absenteeism. This policy shall serve as the District policy, as well as the Parent and Family Engagement policy for each school in the District.

"Parents" and "family", as used in this policy, shall be defined as a child's primary caregivers, including those who are not the biological parents, such as foster caregivers, grandparents, and other family members, a legal guardian or other person standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child's welfare).

The Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA), defines the term "parent" to include a legal guardian or other person standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child's welfare).

In accordance with statute and the State Board of Education Parent and Family Involvement policy, the term "family" is used in order to include a child's primary caregivers, who are not the biological parents, such as foster caregivers, grandparents, and other family members and responsible adults who play significant roles in providing for the well-being of the child.

In cultivating partnerships with families and communities, the Board establishes the following expectations and objectives for meaningful parent and family engagement:

### A. Relationships with Families

1. cultivating school environments that are welcoming, supportive, and student-centered; <sup>4</sup>
2. providing professional development for school staff that helps build partnerships between families and schools; <sup>2,3, 4</sup>
3. providing family activities that relate to various cultures, languages, practices, and customs, and bridge economic and cultural barriers; <sup>2,3</sup>
4. providing coordination, technical assistance and other support assist schools in planning and implementing family involvement activities. <sup>3</sup>

### B. Effective Communication

1. providing information to families to support the proper health, safety, and well-being of their children;
2. providing information to families about school policies, procedures, programs, and activities; <sup>2,3, 4</sup>
3. promoting regular and open communication between school personnel and students' family members; <sup>1, 4</sup>
4. communicating with families in a format and language that is understandable, to the extent practicable; <sup>2,3</sup>
5. providing information and involving families in monitoring student progress; <sup>3</sup>
6. providing families with timely and meaningful information regarding Ohio's academic standards, State and local assessments, and pertinent legal provisions; <sup>2,3,4</sup>
7. preparing families to be involved in meaningful discussions and meetings with school staff. <sup>2,3,4</sup>

### C. Volunteer Opportunities

1. providing volunteer opportunities for families to support their children's school activities; <sup>1,3</sup>

2. supporting other needs, to enable families to participate in school-sponsored family involvement events. <sup>3,4</sup>

#### D. Learning at Home

1. offering training and resources to help families learn strategies and skills to support at-home learning and success in school; <sup>1,2,3,4</sup>
2. working with families to establish learning goals and help their children accomplish these goals; <sup>1</sup>
3. helping families to provide a school and home environment that encourages learning and extends learning at home. <sup>1,2,3,4</sup>

#### E. Engaging Families in Decision Making and Advocacy

1. engaging families as partners in the process of school review and continuous improvement planning; <sup>3,4</sup>
2. engaging families in the development of its District-wide parent and family engagement policy and plan, and distributing the policy and plan to families. <sup>2,3,4</sup>

#### F. Collaborating with the Community

1. building constructive partnerships and connecting families with community-based programs and other community resources; <sup>2,3,4</sup>
2. coordinating and integrating parent and family engagement programs and activities with District initiatives and community-based programs that encourage and support families' participation in their children's education, growth, and development. <sup>2,3,4</sup>

#### Implementation

The Superintendent will provide for a comprehensive plan to engage parents, families, and community members in a partnership in support of each student's academic achievement, the District's continuous improvement, and individual school improvement plans. The District's plan, as well as each school's plan will provide for annual evaluation, with the meaningful engagement of parents and families, of the plan's content, effectiveness and identification of barriers to participation by parents and families with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background; the needs of parents and family members to assist with the learning of their children (including engaging with school personnel and teachers); and the strategies to support successful school and family interaction. Each school plan will include the development of a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. The compact will outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. Evaluation findings will be used in the annual review of the Parent and Family Engagement policy and to improve the effectiveness of the District plan. This policy will be updated periodically to meet the changing needs of parents, families, and the schools.

<sup>1</sup>Indicates R.C. 3312.472 State Requirements

<sup>2</sup>Indicates IDEA 2004 Section 650 & 644 parent involvement requirements

<sup>3</sup>Indicates Title I Section 1118 parent involvement requirements

<sup>4</sup>Indicates State Board Parent and Family Involvement Policy recommendations

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R.C. 3313.472

Book	Policy Manual
Section	Pol 2111 and 2261.01
Title	PARENT AND FAMILY MEMBER PARTICIPATION IN TITLE I PROGRAMS
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December 18, 2017

Last Revised  
December 10, 2018

#### 2261.01 - **PARENT AND FAMILY MEMBER PARTICIPATION IN TITLE I PROGRAMS**

In accordance with the requirements of Federal law, programs supported by Title I funds must be planned and implemented in meaningful consultation with parents and family members of the students being served. "Parents" and "family", as used in this policy, shall be defined as a child's primary caregivers, including those who are not the biological parents, such as foster caregivers, grandparents, and other family members, a legal guardian or other person standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child's welfare).

Each year the Superintendent shall work with parents and family members of children served in Title I Programs in order to jointly develop and agree upon a proposed written parent and family engagement policy to establish expectations for the involvement of such parents and family members in the education of their children. The proposed policy shall be reviewed and approved annually by the Board of Education and distributed to parents and family members of children receiving Title I services. The proposed policy must establish the District's expectations and objectives for meaningful parent and family involvement, and describe how the School District will:

1. involve parents and family members in the development of the School District's Title I plans and any State-mandated comprehensive support and improvement plans;
2. provide coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools in planning and implementing effective parent involvement activities to improve student achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;
3. coordinate and integrate parent and family engagement strategies, to the extent feasible and appropriate, with other Federal, State, and local laws and programs;
4. with meaningful involvement of parents and family members, annually evaluate the content and effectiveness of the parent and family engagement policy in improving the academic quality of schools, including:
  1. identifying barriers to greater parent participation (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
  2. the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
  3. strategies to support successful school and family interactions.

5. use the findings of the above-referenced evaluation to:
  1. design evidence-based strategies for more effective parental involvement; and,
  2. revise the parent and family engagement policy, if necessary;
6. involve parents in the activities of the District's Title I schools, which may include establishing a parent advisory board that may be charged with developing, revising and reviewing the parent and family engagement policy;
7. provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency and/or disabilities, and parents and family members of migratory children, including providing information and school reports in a format, and to the extent practicable in a language, such parents can understand;
8. conduct meetings with parents including provisions for flexible scheduling and assistance to parents to better assure their attendance at meetings;
9. develop agendas for parent meetings to include review and explanation of the curriculum, means of assessments, and the proficiency levels students are expected to achieve and maintain;
10. provide opportunities for parents to formulate suggestions, interact and share experiences with other parents, and participate appropriately in the decision-making about the program and revisions in the plan;
11. involve parents in the planning, review, and improvement of the Title I program;
12. communicate information concerning school performance profiles and their child's individual performance to parents;
13. assist parents in helping their children in achieving the objectives of the program by such means as ensuring regular attendance, monitoring television-watching, providing adequate time and the proper environment for homework; guiding nutritional and health practices, and the like;
14. provide timely responses to parental questions, concerns, and recommendations;
15. coordinate and provide technical assistance and other support necessary to assist Title I schools to develop effective parent participation activities to improve academic achievement;
16. conduct other activities as appropriate to the Title I plan and State and Federal requirements.

The Board will reserve the requisite percent of its allocation of Federal Title I funds to carry out the above-described activities. Parents and family members of children receiving Title I services shall be involved in the decisions regarding how the reserved funds are allotted for parent involvement activities. Reserved funds shall be used to carry out activities and strategies consistent with the Board's parent and family engagement policy (Policy 2111), including at least one (1) of the following:

1. Supporting schools and nonprofit organizations in providing professional development for the District and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members.
2. Supporting programs that reach parents and family members at home, in the community, and at school.
3. Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.
4. Collaborating, or providing subgrants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement.
5. Engaging in any other activities and strategies that the Board determines are appropriate and consistent with its parent and family engagement policy.

The Superintendent must also assure that each Title I participating school develops a specific written plan, with parental involvement and agreement, which includes provisions regarding the following:

1. Each principal must convene an annual meeting at a convenient time to which all parents of participating children are invited and encouraged to attend to explain the parents' rights to be involved and the school's obligations to develop a parent and family engagement policy.
2. Meetings with parents of children receiving Title I services must be scheduled at flexible times with assistance such as child care, transportation, home visits, or similar aid offered to parents to encourage their involvement.
3. Parents must be involved in an organized, on-going and timely way in the development, review, and improvement of parent involvement activities, including the planning, review and improvement of the school parent and family engagement policy, and the joint development of the schoolwide program plan, if appropriate.
4. Parents of participating students must be provided with:
  1. timely information about the Title I program and the school's parent and family engagement policy;
  2. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels expected;
  3. regular meetings, upon request, for parents to make suggestions, and to participate as appropriate, in decisions relating to the education of their children, and receive responses regarding the parents' suggestions about their student's education as soon as practicably possible.
5. If the written plan is not satisfactory to the parents of participating children, the school must submit any parents' comments when it presents the plan to the Superintendent.
6. As a component of the school-level parent and family engagement policy, the principal for each school shall coordinate the development of a school-parent compact jointly with parents of children served under Title I which outlines how the school staff, the parents, and the student will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help students achieve the State's high standards. The compact must:
  1. describe the school's responsibility to provide a high quality curriculum and instruction in a supportive, effective learning environment;
  2. describe the ways in which each parent is responsible for supporting their child's learning environment such as monitoring attendance, homework, extra-curricular activities and excessive television watching; volunteering in the classroom; and participating, as appropriate, in decisions relating to the education of their children and their positive use of extra-curricular time;
  3. address the importance of parent/teacher communication on an on-going basis through at least annual parent teacher conferences to discuss the child's achievement and the compact; frequent progress reports to the parents on their child's progress; reasonable access to the staff and to observe and participate in classroom activities and regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.
7. Parents of children receiving Title I services must be notified about their school's parent and family engagement policy in an understandable and uniform format, and to the extent practicable, in a language the parents can understand. These policies must also be made available to the community.
8. School-level parent and family engagement policies must be updated periodically to meet the changing needs of parents and the schools.

In order to involve parents in the education of their children and to support a partnership among the school, parents and the community for improving student academic achievement, the Superintendent and building principals must include provisions in the School District and school-level parent and family engagement policies regarding:

1. assisting parents of children served under Title I in understanding such topics as the State academic standards, State and local academic assessments, Title I, and how to monitor their child's progress and how to work with educators to improve their child's achievement;
2. providing materials and training to help parents work with their children to improve achievement, such as literacy training and using technology (including education about the harms of copyright privacy);

3. educating teachers, specialized instructional support personnel, school leaders (including principals), and other staff, with the assistance of parents, about the value and utility of contributions of parents, how to reach out to, communicate with, and work with parents as equal partners, how to implement and coordinate parent programs, and how to build ties between parents and the school;
4. to the extent feasible and appropriate, coordination and integration of parent involvement programs and activities with other Federal, State and local programs (including public preschool programs), and conducting other activities that encourage and support parents more fully participating in the education of their children (e.g., parent resource centers);
5. providing information related to school and parent programs, meetings, and other activities to parents of participating children in a format, and, to the extent practicable, in a language the parents can understand;
6. providing such reasonable support for parent involvement activities as parents may request.

In order to build the School District's capacity for parent involvement, the Superintendent and building principals may also:

1. involve parents in the development of training for teachers and administrators and other educators to improve the effectiveness of such training;
2. provide necessary literacy training from Title I funds if the District has exhausted all other reasonably available sources of funding for such training;
3. pay reasonable and necessary expenses associated with parental involvement activities to enable parents to participate in school-related meetings and training sessions, including transportation and child care costs;
4. train parents to enhance the involvement of other parents;
5. arrange school meetings at a variety of times, or conduct in-house conferences between teachers or other educators who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;
6. adopt and implement model approaches to improving parental involvement in Title I programs;
7. establish a District-wide parent advisory council to provide advice on all matters related to parental involvement programs;
8. develop appropriate roles for community-based organizations and businesses in parental involvement activities.

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20 U.S.C. 6318 et seq.

34 C.F.R. Part 200 et seq.

Book	Policy Manual
Section	Board Approved Policies Vol. 38, No. 2 January 2020
Title	Copy of Vol. 38, No. 2 - January 2020 Revised EMPLOYMENT OF ADMINISTRATORS
Code	po1520
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## 1520 - EMPLOYMENT OF ADMINISTRATORS

The Board of Education recognizes that it is vital to the successful operation of the District that administrative positions created by the Board be filled with highly qualified and competent personnel. The Board may contract with the governing board of the educational service center from which it otherwise receives services to conduct searches and recruitment of candidates for assistant superintendent, Principal, assistant principal, and other administrator positions.

The Board shall approve the employment, determine the compensation, and establish the term of said employment for each administrator employed by the Board. Individuals may be employed as administrators pursuant to a limited contract for a term not to exceed three (3) years, unless the individual has been employed by the Board as an administrator in the District for three (3) or more years, in which case his/her term of the contract shall be for not more than five (5) years and, unless the Superintendent recommends otherwise, not less than two (2) years. If, however, the Superintendent so recommends, the term of the contract of an individual who has been employed as an administrator in the District for three (3) years or more may be one (1) year. All subsequent contracts granted to such individuals must be for a term of not less than two (2) years and more than five (5) years.

The Board shall only employ those candidates nominated by the Superintendent, unless otherwise authorized by law (see below).

Individuals employed in the following categories shall be considered members of the administrative staff:

- A. Any employee with an administrative contract
- B. Assistant Superintendent
- C. Directors
- D. Coordinators
- E. Principals
- F. Assistant Principal
- G. Supervisor

In accordance with the provisions of R.C. 3319.031, the Board may assign specified powers and duties to one (1) or more administrators.

Any person employed as an assistant superintendent, Principal, assistant principal, or other administrator shall possess a valid certificate/license issued pursuant to Ohio law and shall file a copy of his/her certificate/license with the District.

As a prerequisite to employee pay, the Superintendent must first issue to the Treasurer a written statement that confirms each administrator has filed with the Superintendent both a copy of all valid licenses as well as copies of any reports required by the State Board or this Board to demonstrate his/her qualification to assume an educational administrator position. No administrator employed in a position for which licensure is required may be paid until evidence of such appropriate licensure for the position has been received by the Superintendent and transmitted to the Treasurer.

To the extent permitted by law, the Board may request the State Board of Education to issue a two (2) year alternative administrative specialist license or a one (1) year alternative principal license to a candidate recommended by the Superintendent for an administrative position, provided the candidate is of good moral character and meets the requirements set forth by the State Board of Education.

Relatives of Board members may be employed by the Board, provided the member of the Board does not participate in any way in the discussion or vote on the employment when such a conflict of interest is involved.

~~[ ] An individual who is related to [a] staff member[s] may be employed as an administrator by the Board provided the administrator is not placed in a position in which s/he will supervise directly the staff member to whom s/he is related.~~

~~[ ] Applications for employment as an administrator will not be accepted from any current Board member. If a Board member wishes to apply for a position on the administrative staff, his/her resignation must be accepted by the Board prior to submitting an application.~~

~~[ ] The employment of administrative staff members prior to approval by the Board is authorized when their employment is required to maintain continuity in the educational program. Employment shall be recommended to the Board at the next regular meeting.~~

Prior to employment, the candidate selected must pass a background check performed by the Bureau of Criminal Identification and Investigation and/or the Federal Bureau of Investigation.

The Superintendent may recommend and the Board may approve the reemployment of an administrative staff member at any regular or special meeting held during the period beginning on the first day of January of the calendar year immediately preceding the year of expiration of the employment contract and ending on the first day of June in the year the employment contract expires.

The Board may, by a three-fourth's (3/4's) majority vote of its full membership, reemploy an assistant superintendent, Principal, assistant principal, or other administrator whom the Superintendent refuses to nominate. If need be, and to the extent permitted by law, the Board may request the State Board of Education to issue a two (2) year alternative administrative specialist license or a one (1) year alternative principal license to an administrator whom the Superintendent has refused to nominate for reemployment in an administrative position, provided the candidate is of good moral character and meets the requirements set forth by the State Board of Education.

Before taking action to renew or non-renew the contract of any administrator and prior to the first day of June of the year in which the administrator's contract expires, the Board shall notify each such administrator of the date his/her contract expires and inform the administrator that s/he may request a meeting with the Board to discuss its reasons for considering renewal or non-renewal of his/her contract. Upon the request of the administrator, the Board shall meet with him/her in executive session. The administrator shall be permitted to have a representative of his/her choice present at that meeting.

If the Board fails to provide the evaluations as required by Board Policy or if the Board fails to provide, following the request of the administrator, a meeting for the purpose of discussing the Board's reasons for considering renewal or non-renewal of the administrator's contract, then the administrator shall be automatically reemployed at the same salary plus any increments that may be authorized by the Board, and the term of reemployment shall be one (1) year, unless the individual has been employed as an administrator by the District for three (3) years or more in which case the reemployment shall be for a term of two (2) years.

Furthermore, an administrator shall be deemed reemployed upon expiration of his/her contract term unless the administrator notifies the Board to the contrary on or before the fifteenth day of June, or unless the Board either reemploys the administrator for a succeeding term or gives written notice of its intent not to reemploy the administrator on or before the first day of June in the year in which said contract expires. In such instances, the reemployment shall be at the same salary plus any increments that may be authorized by the Board, and the term of reemployment shall be one (1) year, unless the individual has been employed as an administrator by the District for three (3) years or more in which case the reemployment shall be for a term of two (2) years.

~~[ ] Any administrator's intentional misstatement of fact material to qualifications for employment or reemployment, or to the determination of salary, shall be considered by this Board to constitute grounds for dismissal.~~

~~[ ] All administrators shall become familiar with the policies of the Board and other such guidelines, regulations, memoranda, bulletins, and handbooks that pertain to their duties in the District. Any administrator employed by the Board who shall be guilty of any willful violation of the policies of the Board shall be guilty of gross insubordination and shall be subject to dismissal or such lesser penalty as the Board may prescribe.~~

Except by mutual agreement of the parties thereto, no administrator shall be transferred during the term of his/her contract to a position of lesser responsibility. Furthermore, no contract may be terminated or suspended except in accordance with State law.

The Superintendent ~~may~~ shall prepare administrative guidelines for the recruitment and selection of administrative staff.

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R.C. 3319.01, 3319.02, 3319.031, 3319.07, 3319.16, 3319.17, 3319.171

R.C. 3319.27, 3319.36

Book	Policy Manual
Section	Board Approved Policies Vol. 38, No. 2 January 2020
Title	Copy of Vol. 38, No. 2 - January 2020 Revised GIFTED EDUCATION AND IDENTIFICATION
Code	po2464
Status	
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#### 2464 - **GIFTED EDUCATION AND IDENTIFICATION**

The Board of Education shall ensure that procedures are established to identify all gifted students. The District 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 District 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.

The Superintendent shall identify children in grades kindergarten through twelve, who may be gifted in one or more of the following areas:

- A. Superior Cognitive Ability
- B. Specific Academic Ability in one or more of the following content areas:
  - 1. Mathematics
  - 2. Science
  - 3. Reading, writing, or a combination of these skills
  - 4. Social studies
- C. Creative Thinking Ability
- D. Visual or Performing Arts Ability such as drawing, painting, sculpting, music, dance, drama

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 Gifted Identification/Screening Instruments. The District shall select instruments from the approved list that will allow for appropriate screening and identification of minority and disadvantaged students, students with disabilities, and students for whom English is a second language.

Scores on Ohio Department of Education approved assessment instruments provided by other school districts and trained personnel outside the School District shall be accepted.

The Board of Education shall adopt and the Superintendent 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 District plan will be submitted to the Ohio Department of Education for approval. The identification plan shall include the following:

- A. the criteria and methods used to screen and select children for further assessment who perform or show potential for performing at remarkably high levels of accomplishment in one of the gifted areas

- B. the sources of assessment data used to select children for further testing and an explanation to parents of the multiple assessment instruments required to identify children who are gifted
- C. an explanation for parents of the methods used to ensure equal access to screening and further assessment by all District children, culturally and linguistically diverse children, children from low socio-economic background, children with disabilities, and children for whom English is a second language
- D. the process of notifying parents regarding all policies and procedures concerning the screening, assessment, and identification of children who are gifted
- E. provision of an opportunity for parents to appeal any decision about the results of any screening procedure for assessment, the scheduling of children for assessment, or the placement of a student in any program or for receipt of services
- F. procedures for the assessment of children who transfer into the District
- G. provisions for students to withdraw from gifted programs and services
- H. at least two (2) opportunities a year for assessment in the case of children requesting assessment or recommended for assessment by teachers, parents, or other students

The District's plan may provide for contracting with any qualified public or private service provider for screening or assessment services under the plan.

The Superintendent shall:

- A. ensure equal opportunity for all children identified as gifted to receive any or all services offered by the District;
- B. implement a procedure for withdrawal of children from District 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;
- E. submit, as required, an annual report to the Ohio Department of Education.

Placement procedures for District services shall be in conformance with the District'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, District educator, or the Ohio Department of Education upon request.
- B. Written criteria provided by the District shall include an explanation of the methods used to ensure equal access to each gifted service for all eligible District students, including minority or disadvantaged students, students with disabilities, and students for whom English is a second language.
- 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 District students who meet the written criteria for a gifted service shall be provided an equal opportunity to receive that service.

~~The Superintendent 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 Superintendent shall implement all policies and procedures in accordance with timelines and other requirements of laws, rules and regulations, and follow the Operating Standards for Identifying and Serving Gifted Students.

The Superintendent shall develop a plan for the service of gifted students enrolled in the District identified under this policy. Gifted services shall occur during the typical instructional day with flexibility allowed for the scheduling of District-approved internships or mentorships and higher education coursework, including credit flexibility. Services specified in the plan may include such options as the following:

- A. a differentiated curriculum
- B. differentiated instruction
- C. cluster groupings
- D. mentorships/internships
- E. whole grade acceleration (see Policy 5410)
- F. subject acceleration (see Policy 5410)
- G. early entrance (see Policy 5112)
- H. early high school graduation (see Policy 5464)
- I. dual enrollment opportunities including but not limited to college credit plus
- J. advanced placement/international baccalaureate courses
- K. honors classes
- L. magnet schools
- M. self-contained classrooms
- N. resource rooms
- O. independent study/educational options
- P. advanced online courses and programs
- Q. services from a trained art instructor
- R. 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. The Written Education Plan shall:

- A. provide a description of the services to be provided;
- B. identify staff members responsible for providing that specific services are delivered;
- C. implement a procedure for resolving disputes with regard to identification and placement decisions;
- D. 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 District policy detailed below;
- E. specify a date by which the WEP will be reviewed for possible revision.

The WEP shall be developed in collaboration with an educator who holds licensure or an endorsement in gifted education. The WEP shall include goals for the student, methods and performance measurements for evaluating progress on the goals, and a schedule for reporting progress to students and parents.

Parents and all educators responsible for providing gifted education services to the student, including teachers providing differentiated instruction in general education settings, shall be provided a copy of the WEP.

Students participating in gifted services provided outside the general education classroom will generally be exempted from routine classwork (worksheets, homework, etc.) assigned during 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 classwork (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.

The District shall 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.

Each year, the District shall submit data and participate in program audits as required by the Department.

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R.C. 3301.07(K), 3324.01 - 3324.07, 3315.09, 3317.022, 3317.024, 3317.051

R.C. 3317.40

A.C. 3301-35-01, 3301-35-06, 3301-51-15

Book Policy Manual

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Code po3120

Status

Adopted December 18, 2017

**3120 - EMPLOYMENT OF PROFESSIONAL STAFF**

The Board of Education recognizes that it is vital to the successful operation of the District that positions created by the Board be filled with highly qualified and competent personnel.

~~The Board shall approve the employment, and also, when not covered by the terms of a negotiated, collectively bargained agreement, fix the compensation and establish the term of employment for each professional staff member employed by the Board.~~

~~Individuals employed in the following categories shall be considered members of the professional staff:~~

- A. ~~\_\_\_\_\_~~
- B. ~~\_\_\_\_\_~~
- C. ~~\_\_\_\_\_~~
- D. ~~\_\_\_\_\_~~
- E. ~~\_\_\_\_\_~~
- F. ~~\_\_\_\_\_~~

~~[ ] Such approval shall be given only to those candidates for employment recommended by the Superintendent or by another individual designated by the Board in the event that the Superintendent's nomination would be a violation of R.C. 2921.42.~~

~~Relatives of Board members may be employed by the Board, provided a member of the Board does not participate in any way in the discussion or vote on the employment when a conflict of interest is involved.~~

Relatives of staff members may be employed by the Board, provided the staff member being employed is not placed in a position in which s/he is supervised directly by the relative staff member.

~~[ ] The Board will not employ (but may reemploy) the  
( ) children, siblings, spouse, parents, in laws, or bona fide dependents (IRS criteria) of a Board member.  
( ) children, siblings, spouse, parents, in laws, or bona fide dependents (IRS criteria) of a regular full time professional staff member.~~

~~[ ] Applications for employment will not be accepted from any current Board member. If a Board member wishes to apply for a position, his/her resignation must be accepted by the Board prior to submitting an application and the Board member must not use or attempt to use his/her official authority or influence to secure the employment position.~~

~~[ ] Any professional staff member's intentional misstatement of fact material to qualifications for employment or the determination of salary shall be considered by this Board to constitute grounds for dismissal.~~

~~[ ] The employment of professional staff members prior to approval by the Board is authorized when their employment is required to maintain continuity in the educational program. Employment shall be recommended to the Board at the next regular meeting.~~

~~[ ] No candidate for employment as a professional staff member shall receive recommendation for such employment without having proffered visual evidence of proper licensing or that application for such licensing is in process. Said licensing shall meet the minimum requirements of State law for the position for which s/he is being recommended.~~

~~[ ] The Superintendent may, however, recommend to the Board the employment of an unlicensed person if s/he holds a baccalaureate degree and is a veteran of the Armed Forces of the United States and has been honorably discharged within the~~

~~last three (3) years, and while in the armed services, had meaningful experience as a teacher or instructor, and the right to teach without a license has not been revoked by the Superintendent of Public Instruction.~~

~~If such a person is employed, s/he shall be considered to be eligible for and must fulfill the professional development standards required of other professional staff members.~~

~~If the Superintendent, after proper investigation, determines that the person no longer should have the right to teach, s/he may be terminated without regard to R.C. 3319.11 and R.C. 3319.16.~~

Professional staff must also pass a background check performed by the Bureau of Criminal Identification and Investigation and the Federal Bureau of Investigation (see Policy 3121).

~~The Superintendent shall prepare administrative guidelines for the recruitment and selection of all professional staff.~~

## **REQUIREMENTS FOR TEACHERS ~~(The strike-through section below deleted in our current policy)~~**

~~Teachers must hold a valid license issued by the State to teach in all areas of assignment. Teachers who instruct in core subject areas must be properly certified/licensed as required by the Elementary and Secondary Education Act, as amended ("ESEA"), and State law. A properly licensed/certified teacher is defined as a teacher who has successfully completed all requirements for certification/licensure and holds a license applicable to all grade levels and subject areas in which the teacher provides instruction and the students to whom the teacher provides the instruction. "Core subject areas" include reading, English Language Arts, Mathematics, Science, Social Studies, Foreign Language, and Fine Arts.~~

~~The following teaching license types may be considered eligible for proper certification/licensure in a core subject area:~~

- A. ~~Resident Educator/Alternative Resident Educator License~~
- B. ~~Professional Educator License~~
- C. ~~Senior Professional Educator License~~
- D. ~~Lead Professional Educator License~~
- E. ~~One-Year Out-of-State License~~
- F. ~~Supplemental License~~
- G. ~~Visiting International Teacher License~~

~~The Superintendent shall report State certification and licensure status for every teacher at least annually in accordance with State and Federal law. At the start of the school year, the Superintendent shall notify parents/guardians of each student enrolled in the District that they may request information about the professional qualifications of each classroom teacher who provides instruction to the student. Upon request of the parent/guardian, the District will provide information about each teacher assigned to provide instruction to their student(s) in a timely manner. The information will include whether the teacher has satisfied all requirements for certification/licensure or whether the teacher provides instruction under a waiver.~~

~~All teachers shall be "highly qualified."~~

~~"Highly Qualified" means:~~

- A. ~~Full State certification as a teacher (including an alternative educator license) or passed State teacher licensing exam and holds current license to teach; certification or license requirements may not be waived on a temporary basis~~
- B. ~~For elementary teachers new to the profession, this also requires:~~
  - 1. ~~at least a bachelor's degree~~
  - 2. ~~passing a rigorous State test on subject knowledge and teaching skills in reading, writing, math, and other areas of elementary curriculum (State certification test may suffice)~~
- C. ~~For secondary or middle school teachers new to the profession this also requires:~~
  - 1. ~~at least a bachelor's degree, and~~

- 2. ~~passing a rigorous State test in each of the subject areas s/he will teach (State certification test may suffice), or~~
  - 3. ~~for each academic subject taught, having an academic major, course work equivalent to an undergraduate major, a graduate degree, or advanced certification or credentialing~~
- D. ~~For elementary, middle, or secondary school teachers with prior experience, this also requires:~~
- 1. ~~at least a bachelor's degree, and~~
  - 2. ~~meets standards for new teachers (above), or~~
  - 3. ~~demonstrates competence in all academic subjects s/he teaches based on a uniform State standard of evaluation (standard for academic subject matter and teaching skills set by the State)~~

**Confirmation of Licensure**

As a prerequisite to employee pay, the Superintendent must first issue to the Treasurer a written statement that confirms each teacher and/or professional employee has filed with the Superintendent both a copy of all valid licenses as well as copies of any reports required by the State Board or this Board to demonstrate his/her qualification to teach in all assigned subject and grade levels of instruction and/or a professional educator position. No professional staff member employed in a position for which licensure is required may be paid until evidence of such appropriate licensure for the subject area, grade level, or position, etc. has been received by the Superintendent and transmitted to the Treasurer.

R.C. 2909.34, 2921.01, 2921.42, 3319.02, 3319.07, 3319.074, 3319.11  
R.C. ~~3319.23 - .28~~, 3319.23 - .28, 3319.283, 3319.301, 3319.36, 3319.39  
20 U.S.C. 6319  
20 U.S.C. 7801  
A.C. 3301-24-05  
ESEA 1112

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R.C.2909.34, 2921.01, 2921.42, 3319.02, 3319.07, 3319.074, 3319.11

R.C. 3319.23 - .28, 3319.283, 3319.301, 3319.36, 3319.39

20 U.S.C. 6319

20 U.S.C. 7801

A.C. 3301-24-05

ESEA 1112

Book	Policy Manual
Section	Board Approved Policies Vol. 38, No. 2 January 2020
Title	Copy of Vol. 38, No. 2 - January 2020 Revised EMPLOYMENT OF SUBSTITUTES
Code	po3120.04
Status	
Adopted	December 18, 2017

### 3120.04 - EMPLOYMENT OF SUBSTITUTES

The Board of Education recognizes the need to procure the services of substitutes in order to continue the operation of the schools as a result of the absence of regular personnel.

~~The Superintendent shall employ substitutes for assignment as services are required to replace temporarily absent regular staff members and fill new positions. (1) Such assignment of substitutes may be terminated when their services are no longer required.~~

The Superintendent shall recommend and the Board shall approve substitutes to replace temporarily absent regular staff members and fill new positions. Substitute teachers whose license limits them to teach for only one (1) semester in a class will be approved by the Board before the start of each semester. Employment of substitute teachers may be terminated when their services are no longer required.

~~Substitutes must possess a valid Ohio professional license or substitute license teaching license to serve as a substitute. No professional staff member employed in a position for which licensure is required may be paid until evidence of such appropriate licensure for the subject area, grade level, or position, etc. has been received by the Superintendent and transmitted to the Treasurer., unless the ( ) Superintendent ( ) Educational Service Center (ESC) Superintendent believes the person's application information indicates the person has the qualifications to receive a teacher's license. Such a person may be employed on a conditional basis for a period not to exceed sixty (60) days from the date the person submits a request for a license to the Department of Education through the date the ( ) Superintendent ( ) Educational Service Center Superintendent receives the person's valid teaching license. If the license is not delivered within the time period, the person's employment is to be terminated.~~

Substitutes **also** must pass a background check performed by the Bureau of Criminal Identification and Investigation and the Federal Bureau of Investigation (see Policy 3121).

~~Substitutes may be required to undergo a tuberculosis examination in accordance with the law and at the direction of the Ohio Department of Health or the local health department.~~

~~In order to retain well qualified substitutes for service in this District, the Board will offer competitive compensation at a rate set annually by the Board.~~

~~A substitute employed for more than sixty (60) days in one (1) specific position will be placed at the minimum salary on the current teachers' salary schedule (e.g. BA/0) and will be eligible for fringe benefits provided regular staff members. to regular teachers, including sick leave.~~

~~Casual or daily substitutes shall not earn sick leave nor be paid for days when students are not required to attend school. They are also not entitled to receive notice of non-renewal.~~

R.C. 2909.34, 3307.381(A), 3317.13, 3319.10, 3319.101, 3319.36, 3319.39

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Legal R.C. 2909.34, 3307.381(A), 3317.13, 3319.10, 3319.101, 3319.36, 3319.39

Book Policy Manual

Section Board Approved Policies Vol. 38, No. 2 January 2020

Title Copy of Vol. 38, No. 2 - January 2020 Revised EMPLOYMENT OF PERSONNEL IN SUMMER SCHOOL AND ADULT EDUCATION PROGRAMS

Code po3120.05

Status

Adopted December 18, 2017

**3120.05 - EMPLOYMENT OF PERSONNEL IN SUMMER SCHOOL AND ADULT EDUCATION PROGRAMS**

The Board of Education recognizes that the success of the summer school and adult education programs depends in large measure upon the employment of qualified and competent personnel.

The Board shall fix the compensation and set the term of employment for each person employed in the subject programs established for this District. ~~The Board will employ only those candidates recommended by the Superintendent.~~

A candidate's intentional misstatement of fact material to his/her qualifications for employment or the determination of his/her salary will be considered by the Board to constitute grounds for dismissal.

~~[ ] No candidate for employment shall receive recommendation for such employment without having proffered visual evidence of proper licensing, if needed or that application for such licensing if in process. In accordance with Policy 3120, no professional staff member employed in a position for which licensure is required may be paid until evidence of such licensure has been received by the Superintendent and transmitted to the Treasurer.~~

Personnel ~~also~~ must pass a background check performed by the Bureau of Criminal Identification and Investigation and the Federal Bureau of Investigation (see Policy 3121).

~~[ ] Adult education instructors who do not have unsupervised access to children may forego the FBI criminal records checks if, within the previous five (5) years period, they have continuously resided in Ohio.~~

R.C. 2909.34, 3307.381, 3319.10, 3317.13, 3319.36, 3319.39

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Legal R.C. 2909.34, 3307.381, 3319.10, 3317.13, 3319.36, 3319.39

Book	Policy Manual
Section	Board Approved Policies Vol. 38, No. 2 January 2020
Title	Copy of Vol. 38, No. 2 - January 2020 Revised EMPLOYMENT OF PERSONNEL FOR CO-CURRICULAR/EXTRA-CURRICULAR ACTIVITIES
Code	po3120.08
Status	
Adopted	December 18, 2017

### 3120.08 - EMPLOYMENT OF PERSONNEL FOR CO-CURRICULAR/EXTRA-CURRICULAR ACTIVITIES

The Board of Education may employ professional staff for co-curricular/extra-curricular activities. However, the Board may find it necessary to employ, on a part-time basis, coaches or activity sponsors who are not members of the professional staff. ~~Such part time employees~~

- ~~( ) may be members of the District's~~
  - ~~( ) classified staff~~
  - ~~( ) support staff~~
  - ~~( ) or individuals from the community or nearby areas.~~

~~The Board authorizes the Superintendent~~

- ~~( ) to recommend candidates for employment by the Board.~~
- ~~( ) to act for the Board in employing such part time staff.~~

Each coach or activity sponsor shall hold a valid Pupil Activity Program Permit issued by the State Board of Education under R.C. 3319.303(A), have any other necessary qualifications, have been properly interviewed, and shall sign an employment contract which includes the conditions of employment, compensation arrangements, and contract termination procedures. An employee must submit a copy of an active Pupil Activity Program Permit to both the Treasurer/CFO and the Superintendent before the Board will pay any compensation.

In accordance with Policy 3120, no staff member, coach, or activity sponsor employed in a position for which licensure or permit is required may be paid until evidence of such appropriate licensure or permit valid for the effective dates of such services has been received by the Superintendent and transmitted to the Treasurer.

[X] The Board will not allow any prospective coach or activity sponsor to engage in supervision and/or coaching activities until such time that a valid Pupil Activity Permit for that individual is filed with the District.

Personnel must also pass a background check performed by the Bureau of Criminal Identification and Investigation and the Federal Bureau of Investigation (see Policy 3121).

The Board may renew the contract of any nonlicensed individual, currently employed by the Board for one or more years, without first offering the position held by that individual to employees of the District who are licensed individuals or advertising the position as available to any qualified licensed individuals who are not currently employed by the Board unless otherwise prohibited by a collective bargaining agreement.

No individual employed by the Board for any co-curricular or extra-curricular activity may accept compensation from any third party or source, including, but not limited to booster, parent or other District support organizations, for the performance of his/her official duties or as a supplement to his/her compensation from the Board.

No individual serving as a volunteer for co-curricular/extra-curricular activities may accept compensation from any third party or source, including, but not limited to booster, parent or other District support organizations, for the performance of his/her official duties as a volunteer on behalf of the Board.

R.C. 2909.34, 3319.303, 3319.36, 3313.53, 3313.539, 3319.39  
A.C. 3301-27-01, Ohio Ethics Commission Advisory Opinion 2008-01

Legal

R.C. 2909.34, 3319.303, 3319.36, 3313.53, 3313.539, 3319.39

A.C. 3301-27-01, Ohio Ethics Commission Advisory Opinion 2008-01

Book	Policy Manual
Section	Board Approved Policies Vol. 38, No. 2 January 2020
Title	Copy of Vol. 38, No. 2 - January 2020 Revised EMPLOYMENT OF CLASSIFIED STAFF
Code	po4120
Status	
Adopted	December 18, 2017

#### 4120 - EMPLOYMENT OF CLASSIFIED STAFF

The Board of Education recognizes that it is vital to the successful operation of the District that positions created by the Board be filled with qualified and competent personnel.

The Board shall approve the employment, and also, when not covered by the terms of a negotiated, collectively-bargained agreement, fix the compensation and establish the term of employment for each classified staff member employed by the Board.

~~Individuals employed in the following categories shall be considered members of the classified staff:~~

- A. ~~\_\_\_\_\_~~
- B. ~~\_\_\_\_\_~~
- C. ~~\_\_\_\_\_~~
- D. ~~\_\_\_\_\_~~
- E. ~~\_\_\_\_\_~~
- F. ~~\_\_\_\_\_~~

~~[ ] Such approval shall be given only to those candidates for employment recommended by the Superintendent.~~

~~[ ] Such approval shall be given only to those candidates for employment chosen by the Board from a group selected by the Superintendent.~~

~~[ ] When any recommended candidate has been rejected by the Board, the Superintendent shall make a substitute recommendation.~~

~~[ ] All applications for employment shall be referred to the \_\_\_\_\_.~~

~~Relatives of Board members may be employed by the Board, provided a member of the Board does not participate in any way in the discussion or vote on the employment when a conflict of interest is involved.~~

Relatives of staff members may be employed by the Board, provided the staff member being employed is not placed in a position in which s/he is supervised directly by the relative staff member.

~~[ ] The Board will not employ (but may reemploy) the~~

~~(-) children, siblings, spouse, parents, in laws, or bona fide dependents (IRS criteria) of a Board member.~~

~~(-) children, siblings, spouse, parents, in laws, or bona fide dependents (IRS criteria) of a regular full time classified staff member.~~

~~[ ] Applications for employment will not be accepted from any current Board member. If a Board member wishes to apply for a position, his/her resignation must be accepted by the Board prior to submitting an application, and the Board member must not use or attempt to use his/her official authority or influence to secure the employment position.~~

~~[ ] Any classified staff member's intentional misstatement of fact material to his/her qualifications for employment or the determination of salary shall be considered by this Board to constitute grounds for dismissal.~~

~~[ ] The employment of classified staff members prior to approval by the Board is authorized when their employment is required to maintain continuity in District operations. Employment shall be recommended to the Board at the next regular meeting.~~

~~[ ] When appropriate, no candidate for employment as a classified staff member shall receive recommendation for such employment without having proffered visual evidence of proper certification/licensure or that application for such certification/licensure is in process.~~

Classified staff members also must pass a background check performed by the Bureau of Criminal Identification and Investigation (see Policy 4121).

The Superintendent shall prepare procedures for the recruitment and selection of all classified staff.

## REQUIREMENTS FOR TITLE I PARAPROFESSIONAL

Educational aides/paraprofessionals assigned to provide academic support in a core subject area to any student in any program supported by Title I funds must be properly certified as required by the Elementary and Secondary Education Act, as amended ("ESEA") and State law. A properly certified paraprofessional is defined as an individual who holds a valid educational aide permit and who meets at least one (1) of the following criteria:

- A. has a designation of "ESEA qualified" on the educational aide permit
- B. has successfully completed at least two (2) years of coursework at an accredited institution of higher education
- C. holds an associate degree or higher from an accredited institution of higher education
- D. meets a rigorous standard of quality as demonstrated by attainment of a qualifying score on an academic assessment specified by the department of education

"Core subject areas" include Reading, English Language Arts, Mathematics, Science, Social Studies, Foreign Language, and Fine Arts.

~~Employment of all paraprofessionals hired for a Title I supported program must have a secondary school diploma or its recognized equivalent and one of the following:~~

- A. ~~Completed two (2) years study at an institution of higher education; or~~
- B. ~~Obtained at least an associates degree; or~~
- C. ~~Met a rigorous standard of quality and demonstrate through formal State or local academic assessment:~~
  1. ~~knowledge of and the ability to assist in instructing, reading, writing and mathematics; or~~
  2. ~~knowledge of and the ability to assist in instructing, reading readiness, writing readiness and mathematics readiness, as appropriate.~~

Exceptions - These requirements do not apply to a paraprofessional:

- A. Who is proficient in English and a second language and serves as a translator primarily to enhance the participation of children in Title I programs; or
- B. Whose duties consist solely of conducting parental involvement activities.

Paraprofessional duties - Paraprofessionals working for a Title I supported program may be assigned to duties not inconsistent with the following:

- A. providing one-on-one tutoring for eligible students during times when the teacher would not otherwise be instructing the student;
- B. assisting with classroom management, such as organizing instructional and other materials;
- C. providing assistance in a computer laboratory;
- D. providing support in a library or media center;
- E. conducting parental involvement activities;

- F. acting as a translator;
- G. provide instructional services to students, if working under the direct supervision of a teacher; a paraprofessional will be considered to be working under the "direct supervision" of a teacher if the:
1. teacher plans the instructional activities that the paraprofessional carries out;
  2. teacher evaluates the achievement of the students with whom the paraprofessional is working;
  3. paraprofessional works in close and frequent physical proximity to the teacher;
- H. performing limited duties beyond classroom instruction or that do not benefit program participants, so long as those duties are also assigned to non-Title I paraprofessionals. Title I paraprofessionals may not be assigned to more of these duties, proportional to their total work time, than the amount assigned to similar non-Title I paraprofessionals in the same school.

The Superintendent shall report State certification and licensure status for every paraprofessional at least annually in accordance with State and Federal law. At the start of the school year, the Superintendent shall notify parents/guardians of each student enrolled in the District that they may request information about the professional qualifications of each paraprofessional who provides services to the student. Upon request of the parent/guardian, the District will provide information about each assigned paraprofessional in a timely manner. The information will include the qualifications of the paraprofessional(s) assigned to work with the student.

#### **Confirmation of Licensure**

No staff member employed in a position for which licensure is required (e.g. paraprofessional) may be paid until evidence of such appropriate licensure for the subject area, grade level, or position, etc. has been received by the Superintendent and transmitted to the Treasurer.

The provisions as set forth above do not apply to paraprofessionals providing non-instructional service such as providing technical support for computers, providing personal care services, or performing clerical duties.

R.C. 2909.34, 3319.074, 3319.081, 3319.082, 3319.39

A.C. 3301-83-07

ESEA 1112

20 U.S.C. 6319

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Legal                      R.C. 2909.34, 3319.074, 3319.081, 3319.082, 3319.39  
                                   A.C. 3301-83-07  
                                   ESEA 1112  
                                   20 U.S.C. 6319

Book	Policy Manual
Section	Board Approved Policies Vol. 38, No. 2 January 2020
Title	Copy of Vol. 38, No. 2 - January 2020 Revised DRUG AND ALCOHOL TESTING OF CDL LICENSE HOLDERS AND OTHER EMPLOYEES WHO PERFORM SAFETY-SENSITIVE FUNCTIONS
Code	po4162
Status	
Adopted	December 18, 2017
Last Revised	December 10, 2018

#### **4162 - DRUG AND ALCOHOL TESTING OF CDL LICENSE HOLDERS AND OTHER EMPLOYEES WHO PERFORM SAFETY-SENSITIVE FUNCTIONS**

The Board of Education believes that the safety of students while being transported to and from school or school activities is of utmost importance and is the primary responsibility of the driver of the school vehicle. To fulfill such a responsibility, each driver, as well as others who perform safety-sensitive functions with Board-owned and/or operated ("Board-owned") vehicles must be mentally and physically alert at all times while on duty. To that end, the Board has established this policy and others related to employees' health and well-being.

For purposes of this policy and the guidelines associated with the policy, the following definitions shall apply:

- A. The term illegal drug means drugs and controlled substances, the possession or use of which is unlawful, pursuant to Federal, State, and local laws and regulations.
- B. The term controlled substance includes any illegal drug and any drug that is being used illegally, such as a prescription drug that was not legally obtained or not used for its intended purposes or in its prescribed quantity. The term does not include any legally-obtained prescription drug used for its intended purpose in its prescribed quantity unless such use would impair the individual's ability to safely perform safety-sensitive functions.
- C. The term controlled substance abuse includes excessive use of alcohol as well as prescribed drugs not being used for prescribed purposes, in a prescribed manner, or in the prescribed quantity.
- D. The term safety-sensitive functions includes all tasks associated with the operation and maintenance of Board-owned vehicles. This term further includes any period in which an individual is actually performing, ready to perform, or immediately available to perform any safety-sensitive function.
- E. The term CDL license holder means all regular and substitute bus drivers, other staff members who may drive students in Board-owned vehicles or inspect, repair, and maintain Board-owned vehicles.
- F. The term while on duty means all time from the time the CDL license holder begins to work or is required to be in readiness for work until the time s/he is relieved from work and all responsibility for performing work.

The Board expects all CDL license holders to comply with Board Policy 4122.01 on Drug-Free Schools which prohibits the possession, use, sale, or distribution of alcohol and any controlled substance on school property at all times. Further, the Board concurs with the Federal requirement that all CDL license holders should be free of any influence of alcohol or controlled substance while on duty.

The Board directs the Superintendent to establish a drug and alcohol testing program whereby each regular and substitute bus driver, as well as any other staff member who holds a CDL license, is tested for the presence of alcohol in his/her system as well as for the presence of the following controlled substances:

- A. Marijuana
- B. Cocaine
- C. Opioids
- D. Amphetamines
- E. Phencyclidine (PCP)

**[X ] OPTION #1**

The drug tests are to be conducted in accordance with Federal and State regulations a.) prior to employment, (Controlled Substances Only), b.) for reasonable suspicion~~cause~~, c.) upon return to duty after any alcohol or drug rehabilitation, d.) ~~after any post-~~accident, e.) on a random basis, and f.) on a follow-up basis.

**[ ] OPTION #2**

~~The drug tests are to be conducted in accordance with Federal and State regulations a.) prior to employment, b.) for reasonable suspicion~~~~cause, c.) upon return to duty after any alcohol or drug rehabilitation, d.) after any post-accident, e.) on a random basis, and f.) on a follow up basis.~~

~~[ ] Candidates shall also be tested for the presence of alcohol in their system prior to employment.~~

**[END OF OPTIONS]**

Any staff member who tests positive shall immediately be prohibited from performing or continuing to perform his/her safety-sensitive functions (e.g., driving any Board-owned vehicle) and be referred to the District's Employee Assistance Program.

Furthermore, if during any test the lab determines that an adulterant has been added to the specimen, then:

**(X)** the test will be considered positive and the employee shall be prohibited from driving any school vehicle and be referred to the District's Employee Assistance Program.

~~(-) the employee will be re-tested with an observed collection to prevent the addition of an adulterant to the specimen.~~

Any staff member who refuses to submit to a test shall immediately be prohibited from performing or continuing to perform his/her safety-sensitive functions (e.g., driving any Board-owned vehicle).

Staff members who voluntarily disclose that they have an addiction to alcohol or controlled substances may participate in the Employee Assistance Program, and will qualify for the receipt of medical insurance benefits for treatment of alcohol or substance abuse, including follow-up care, to the extent that such benefits are provided for or offered in the Board's health insurance package. Voluntary disclosure of an alcohol or drug addiction by a staff member will not subject the staff member to disciplinary action unless such disclosure is made after the staff member is selected to be tested or immediately prior to the selection of staff members to be tested. Nothing herein shall prevent the Board from disciplining a staff member for misconduct associated with his/her alcohol and/or drug use regardless of whether the employee has disclosed that s/he has an alcohol or drug addiction.

If a staff member admits to failing a previous drug or alcohol test, or has refused to test, the staff member will not be permitted to perform safety-sensitive functions until completing the return-to-duty process.

A staff member will be subject to disciplinary action, up to and including termination, for any of the following reasons:

- A. reports for duty or performs work while having an alcohol concentration of 0.04 or greater or performs safety-sensitive functions within four (4) hours after using alcohol
- B. reports for duty or performs work while testing positive for using a controlled substance~~prohibited drug~~, or while being under the influence of a controlled substance~~prohibited drug~~
- C. refuses to disclose any therapeutic drug use or submit to drug and/or alcohol testing
- D. alters or attempts to alter or unduly influence alcohol and/or drug testing results
- E. fails to remain readily available for post-accident testing (including refraining from the use of alcohol for eight (8) hours following the accident or until undergoing a post-accident alcohol test, whichever occurs first, and notifying his/her

supervisor of his/her location, if the staff member leaves the scene of the accident prior to the submission of a post-accident test, unless the staff member's departure is to obtain necessary emergency medical care)

Prior to the beginning of the testing program, the Board shall provide a drug-free awareness program which will inform each CDL license holder about:

- A. the dangers of illegal drug use and controlled substance and alcohol abuse;
- B. Board Policy 4122.01 - Drug-Free Workplace, Policy 4161 -Unrequested Leaves of Absence/Fitness for Duty, Policy 4170 - Substance Abuse, and Policy 4170.01 - Employee Assistance Program;
- C. the topics identified in AG 4162A;
- D. the sanctions that may be imposed for violations of Policy 4122.01.

All time spent undergoing an alcohol or controlled substance test, including travel time, will be paid at the staff member's regular rate of pay, or at his/her overtime rate, if applicable. Any staff member who is not allowed to return to work while awaiting test results will be compensated during the waiting period for all work time lost, including overtime, if applicable. The Board shall pay all costs associated with the administration of alcohol and controlled substance tests. This includes testing of the "split specimen" at a Federally certified laboratory if so requested by a staff member. Requests for a "split specimen" must be made within seventy-two (72) hours of receipt of the notification of a positive drug test. The Board will not pay for the employee's time while not on duty, if the split specimen test results are positive.

Alcohol and drug test results shall be protected as confidential medical records as appropriate under Federal law the Americans With Disabilities Act (i.e. test results shall be provided on a right to know basis - the employee, the employer, and the substance abuse professional - and the results shall not be presented until analyzed by a Medical Review Officer).

A tested individual, upon written request, will be promptly provided copies of ~~have access to~~ any records relating to his/her use of drugs and alcohol, including any records pertaining to his/her drug and alcohol tests. A tested individual must provide written authorization specific written consent before his/her test result can be provided to any other person except as required by law, a government agency specified in the applicable Federal regulations.

All tests shall be conducted in accordance with Federal testing guidelines and be performed by a laboratory that is Federally certified. ~~(i.e. testing procedures and devices used will be as set forth in 49 C.F.R. Part 40).~~

The alcohol and drug testing program shall be under the direction of the Superintendent.

The Superintendent shall arrange for the required amount of training for appropriate staff members in drug recognition, in the procedures for testing, and in the proper assistance of staff members who are subject to the effects of substance abuse.

The Superintendent shall submit, for Board approval, a contract with a certified laboratory to provide the following services:

- A. testing of all first and second test urine samples
- B. clear and consistent communication with the District's Medical Review Officer (MRO)
- C. methodology and procedures for conducting random tests for controlled substances and alcohol
- D. preparation and submission of all required reports to the District, the MRO, and to Federal and State governments

The Superintendent shall also select the agency or persons who will conduct the alcohol breathalyzer tests, the District's MRO, and the drug collection site(s) in accordance with the requirements of the law.

### **Notification**

A tested candidate shall be notified of the results of a pre-employment controlled substances test conducted under this part, if the driver requests such results within sixty (60) calendar days of being notified of the disposition of the employment application.

A tested individual shall be notified of the results of random, reasonable suspicion and post-accident tests for controlled substances conducted under this policy if the test results are verified positive. The tested individual shall also be informed which

controlled substance or substances were verified as positive.

The Superintendent shall make reasonable efforts to contact and request each driver who submitted a specimen under the employer's program, regardless of the driver's employment status, to contact and discuss the results of the controlled substances test with a medical review officer who has been unable to contact the driver.

The Superintendent shall immediately notify the medical review officer that the driver has been notified to contact the medical review officer within seventy-two (72) hours.

Individuals holding a CDL license must notify all current employers of any DOT violations (such as testing positive for the presence of alcohol or a controlled substance in violation of this policy). The notification must be made 1) by the end of the business day following the day the individual first receives notice of the violation or 2) prior to performing any safety-sensitive function, whichever comes first. Individuals are not required to notify the employer that administered the test or that documented the circumstances giving rise to the violation.

In the event that an individual is selected for testing, the Superintendent will inform the individual that the test is required by applicable law.

### **Reporting Test Results**

The Superintendent shall prepare and maintain a summary of the results of its alcohol and controlled substances testing programs performed under this policy during the previous calendar year, when requested by the Secretary of Transportation, any DOT agency, or any State or local officials with regulatory authority over the employer or any of its drivers. Such summaries shall be submitted in a manner and timeline as required by law.

### **Educational Materials Related to Certain Federal Regulations, Board Policies, and Procedures**

CDL License Holders and other employees who perform safety-sensitive functions will be provided educational materials that discuss the employer's policies and procedures with respect to post-accident information and positive test results, among other things, at the time of hire or at any time when required to operate a school vehicle. The educational materials shall explain the requirements of applicable Federal regulations and the Board's policies and District's procedures with respect to meeting these Federal regulations. The Board designates the **( X ) Transportation Director** as the individual responsible for providing educational materials to CDL License Holders and other employees who perform safety-sensitive functions. The educational materials will include, at a minimum, the following:

- A. the contact information for the **( X ) Transportation Director**, who is the individual designated by the Board to answer questions about the educational materials
- B. a statement that all CDL License Holders and other employees who perform safety-sensitive functions are subject to Federal law addressing 49 C.F.R. 382, which is a Federal regulation that addresses the misuse of alcohol and other controlled substances
- C. information sufficient to make clear to employees the period of the work day during which they are required to comply with the regulations
- D. information concerning prohibited conduct
- E. the circumstances under which employees are subject to testing for alcohol and/or controlled substances
- F. the procedures for testing for the presence of alcohol and controlled substances in order to protect the employee and the integrity of the testing process, to safeguard the validity of the test results, and to confirm the results are attributed to the correct employee, including post-accident information, procedures, and instructions required under Federal regulations
- G. the requirement that staff members must submit to alcohol and controlled substance testing as required by the regulations
- H. an explanation of what constitutes a refusal to be tested for alcohol or controlled substances and the attendant consequences
- I. the consequences of testing positive, including the requirements of immediate removal from safety-sensitive functions, and the procedures regarding referral, evaluation, and treatment

- J. the consequences for employees found to have an alcohol concentration of 0.02 or greater but less than 0.04
- K. information concerning the effects of alcohol and controlled substances use on an individual's health, work, and personal life; signs and symptoms of an alcohol problem (the employee's or a co-worker's); and available methods of intervening when a drug or alcohol and/or controlled substances problem is suspected (including confrontation and how to refer someone to an Employee Assistance Program or to management), and
- L. information regarding the requirement that certain personal information collected and maintained under [Federal law 49 C.F.R. Part 382](#) be reported to the Commercial Driver's License Drug and Alcohol Clearinghouse
- M. [indicating that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance, including alcohol, is prohibited on all school board property and at school-sponsored activities. Individuals are strictly prohibited from reporting to work or being on duty while under the influence of alcohol or a controlled substance.](#)

These materials are to be distributed to each staff member upon being hired or transferred into a covered position thereafter. ~~A staff member who refuses to sign the requisite statement shall be prohibited from performing any safety sensitive functions. Each staff member must sign a statement certifying receipt of these materials.~~ [Each staff member will receive a copy of the educational materials and must sign a statement certifying receipt of such materials. A staff member who refuses to sign the requisite statement shall be prohibited from performing any safety-sensitive functions.](#) Each employee (and a labor organization representing Board employees) shall receive written notice of the availability of this information, and the identity of the Board's designated representative in charge of answering ~~employee~~ questions about the materials.

**~~Return-to-Duty (Safety-Sensitive Positions)~~**

~~Employees who are removed from performing safety sensitive functions as a result of this policy must take and pass a return to duty test before returning to performing safety sensitive functions. The return to duty test will not occur until after a Substance Abuse Professional (SAP) has determined that the employee has successfully complied with prescribed education and/or treatment. The employee must have a negative drug test result and/or an alcohol test with an alcohol concentration of less than 0.02 before resuming performance of safety sensitive duties. The employee will not be permitted to perform safety sensitive functions until the start of the employee's next regularly scheduled duty period, but not less than twenty four (24) hours following administration of the return to duty test.~~

~~Subject to any collective bargaining agreement or other legal requirements, employees who are eligible to return to performing safety sensitive functions may not do so without the approval of the Superintendent.~~

- 49 C.F.R. Part 382
- 34 C.F.R. Part 40
- [34 C.F.R. Part 84](#)

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- Legal                      49 C.F.R. Part 382
- 34 C.F.R. Part 40
- 34 C.F.R. Part 84

Book	Policy Manual
Section	Board Approved Policies Vol. 38, No. 2 January 2020
Title	Copy of Vol. 38, No. 2 - January 2020 Revised GRADUATION REQUIREMENTS
Code	po5460
Status	
Adopted	December 18, 2017

## 5460 - GRADUATION REQUIREMENTS

The Board of Education authorizes students to earn the following seal(s) to fulfill State requirements to earn a diploma.

### **Community Service Seal**

The Board believes that high-quality community service experiences helps students for success in the workplace by allowing them to apply academic and technical skills in a real-life setting. Community service also connects students with the community in a positive way and teaches them to become good citizens.

The State defines the Community Service Seal by completing a community service project. A high-quality community service experience achieves the following:

- helps students make invaluable connections in their community;
- gives students an opportunity to explore possible career options in the public, nonprofit and philanthropic sectors and gain valuable work skills;
- exposes students to the needs of their community and promotes an understanding of and the value of civic engagement as well as volunteerism; and
- provides students with an opportunity to demonstrate social and emotional skills, academic knowledge, leadership, professionalism, and critical reasoning.

Community service experiences must be approved by the building principal or designee prior to the project and evaluated after the project is complete to determine whether it meets qualifications to be provided the Community Service Seal.

The Superintendent or designee shall establish the necessary administrative guidelines to comply with State law which will thereafter be properly communicated to both students and their parents/guardians. The Superintendent shall also establish guidelines and procedures for the awarding of Community Service Seal and the proper entry on a student's transcript and other records of his/her participation.

### **Fine and Performing Arts Seal**

The Board believes that participation in fine and performing arts programs supports the development of critical skills such as creativity, sensory processing, communication, problem solving, cultural awareness, and expression. It also helps students gain confidence that will assist them throughout their life.

A student may earn a Fine or Performing Arts Seal by demonstrating skills in courses or through extra-curricular activities.

The Superintendent or designee shall establish the necessary administrative guidelines to comply with State law which will thereafter be properly communicated to both students and their parents/guardians. The Superintendent shall also establish guidelines and procedures for the awarding of Fine and Performing Arts Seal and the proper entry on a student's transcript and other records of his/her participation.

### **Student Engagement Seal**

The Board believes that meaningful participation in Board-approved extra-curricular activities helps to develop well-rounded students who are more engaged in school community.

Participation must be pre-approved by the building principal or designee with completion of the activity verified by the program advisor or coach. Coaches or advisors will track student attendance and submit verification to the building principal or designee for verification.

The Superintendent or designee shall establish the necessary administrative guidelines to comply with State law which will thereafter be properly communicated to both students and their parents/guardians. The Superintendent shall also establish guidelines and procedures for the awarding of Student Engagement Seal and the proper entry on a student's transcript and other records of his/her participation.

~~In order to acknowledge each student's successful completion of the instructional program, appropriate to the achievement of District goals and objectives as well as personal proficiency, the Board of Education awards a diploma to eligible students at a graduation ceremony. The Board of Education shall award a regular high school diploma to every student enrolled in this District who meets the requirements of graduation established by State law and this Board or who properly completes the goals and objectives specified in his/her individualized~~

education program (IEP) including either the exemption from or the requirement to complete the tests required by the State Board of Education in order to graduate. In addition to earning course credits, each student must earn the required number of points, unless exempted, on the tests required by the State Board of Education to graduate fulfill the requirements of one (1) graduation pathway that has been approved by the State ( ) Ohio law provides two (2) additional options to earn a high school diploma for students in the Class of 2020 (See AG 5460);

For the Class of 2018 and beyond, a diploma shall be awarded to students meeting the curriculum credit requirements and who achieve one of the following three options: a cumulative passing score with the required number of points in each area on end of course exams, earn the required points on the WorkKeys assessment and an approved industry recognized credential, or earn a remediation free score in English language arts and mathematics on the ACT or SAT, subject to limitations on assessments as outlined below.

**Course Credits Required for Graduation**

**CHOOSE OPTION #1 OR OPTION #2**

**[ ] [OPTION #1]**

The requirements for graduation from high school include earning \_\_\_\_\_ ( ) [minimum of twenty (20)] units of credit in grades nine through twelve as established in State law and passing the graduation tests required by the State Board of Education or meeting the alternative pathway to graduation. this Board and fulfilling the requirements of one (1) graduation pathway that has been approved by the State. All students must complete at least two (2) semesters of fine arts. However, no student shall be required to remain in school for any specific number of semesters or other terms if the student completes the required curriculum early.

**[ ] [OPTION #2]**

The requirements for graduation from high school include passing the graduation tests required by the State Board of Education or meeting the alternative pathway to graduation, and earning The requirements for graduation from high school include earning \_\_\_\_\_ [minimum of twenty (20)] units of credit in grades nine (9) through twelve (12) as established in State law and this Board and fulfilling the requirements of one (1) graduation pathway that has been approved by the State. To graduate, students must earn \_\_\_\_\_ ( ) [minimum of twenty (20)] units of credit in grades nine through twelve as follows:

**[NOTE: Adjust "Units Required" numbers up from statutory minimum listed if District has additional requirements.]**

Subject	Units Required
English Language Arts [Minimum of four (4) credits]	_____
Health [Minimum of one half (1/2) credit]	_____
Physical Education [Minimum of one half (1/2) credit]	_____
Mathematics [Minimum of four (4) credits] (must include one (1) unit of algebra II or equivalent of algebra II or one (1) unit of advanced computer science. Parents must sign a written statement acknowledging that not taking algebra II might negatively impact college admissions decisions before a student may substitute advanced computer science for algebra II. Students who are enrolled in a career technical program may complete a career based pathway math course as an alternative to algebra II or advanced computer science.) (must include 1 unit algebra II or equivalent of algebra II)	_____
Science [Minimum of three (3) credits] (must include 1 unit physical sciences, one (1) unit of life sciences, and one (1) unit advanced study in one (1) or more of: chemistry, physics, other physical science, advanced biology or other life science, physical geology or other earth or space science, computer science.)	_____
Social Studies [Minimum of two (2) credits] (for students entering ninth grade after July 1, 2017, must include at least one half (1/2) unit in world history and civilizations)(must include 1/2 unit of American history and 1/2 unit of American government)	_____
History and Government [Minimum of one (1) credit] (must include one half (1/2) unit of American history, one half (1/2) unit of American government)	_____
Fine Arts, including music ___ electives Electives [Minimum of five (5) credits] (must include one (1) or any combination of a foreign language, computer coding, fine arts, business, career technical education, family and consumer sciences, technology, agricultural education, a junior reserve officer training corps (JROTC) program approved by the U.S. Congress, or English Language Arts, Mathematics, Science, or Social Studies courses not otherwise required)	_____

**[NOTE: END OF OPTIONS]**

All students must receive instruction in economics and financial literacy during Grades 9—12. Additionally, all students must receive instruction in cardiopulmonary resuscitation and the use of an automated external defibrillator from an approved source during Grades 9-12, unless the student is exempted from such training due to a disability or by written request of the parent.

**[NOTE: Credit requirements in State law must still be met]**

Students who achieve an industry credential or license that requires an examination shall not be required to take additional technical assessments. If the student does not participate in licensure or license examination, the student shall take the applicable technical assessments. Students must attain specified scores on assessments as required to demonstrate workforce readiness on a nationally recognized job skills assessment in order to obtain a diploma.

Certain students are not required to take the college and career readiness assessments administered to all eleventh (11th) grade students:

- A. students who demonstrate they are remediation free on the English, math and reading nationally recognized assessments prior to the administration of the college and career readiness assessments;
- B. students with significant cognitive disabilities who take an alternative assessment and students with intellectual disabilities outlined in state in accordance with State guidance, and
- C. Limited English proficient students enrolled in United States schools for less than two (2) years for whom no appropriate accommodations are available.

Students may take the assessment even if they are not required to do so.

[ ] The Board shall affix the State of Ohio Seal of Biliteracy to the diplomas of students who achieve all the requirements in an eligible language as established by the Ohio Department of Education. A student may be required to pay a fee to demonstrate proficiency in a language, which may include the cost of a standardized test.

**[ ] Physical Education Waiver**

Students who have participated in interscholastic athletics, marching band, show choir, or cheerleading for at least two (2) full seasons as defined in the \_\_\_\_\_ handbook, while enrolled in grades 9 through 12, and as documented by the \_\_\_\_\_ **[athletic director, assistant principal, guidance counselor, etc.]** may be excused from the high school physical education requirement. Students electing such an excuse shall complete one-half (1/2) unit of at least sixty (60) hours of instruction in another course of study which is designated by the Board as meeting the high school curriculum requirements. ( ) A student who has participated in the junior reserve officer training corps for at least two (2) full school years while enrolled in grades 9 through 12 may be excused from the high school physical education requirement and may use credit for such participation to satisfy the requirement to complete one-half (1/2) unit in another course of study. Credit may be earned by:

- A. completing coursework;
- B. testing out of or demonstrating mastery of course content; or
- C. pursuing one (1) or more educational options in accordance with the Center's Credit Flexibility Program.

Credit may be earned at an accredited postsecondary institution through College Credit Plus (CCP).

Every high school may permit students below the ninth grade to take advanced work for credit. This work shall count toward the graduation requirements if it was both:

- A. taught by a person who possesses a license/certificate issued under State law that is valid for teaching high school;
- B. designated by the Board as meeting the high school curriculum requirements.

For students graduating in the class of 2018 and beyond:

**State Graduation Requirements**

The District will comply with State Board of Education requirements for graduation. Students shall earn required credits for graduation in the appropriate subject areas, and achieve one (1) of three (3) pathways the pathways as summarized below (available pathways change and are specific to each graduating class):

**Class of 2019 through Class of 2022**

**Students who have entered ninth grade before July 1, 2019 shall earn required credits for graduation in the appropriate subject areas, and achieve one (1) of three (3) pathways:**

- A. earning a State Board of Education approved, industry recognized credential or group of credentials and achieve the required score on a workforce readiness assessment selected by the State or a workforce readiness score on the Workkeys assessment; or
- B. earning a cumulative score on subject specific end-of-course exams equal to State Board requirements for the year of graduation; or
- C. earning remediation free scores in English language arts and math on a nationally recognized college admission exam such as ACT or SAT.

Students in the graduating classes of 2019 and 2020 may be eligible for graduation by completing two (2) additional alternative pathways:

- A. Academic Pathway. Take all end-of-course examinations and retake examinations in English Language Arts or Math at least once if the student received a score lower than a three (3), plus meet at least two (2) of the following conditions:
  1. attain an attendance rate of at least ninety three percent (93%) during twelfth grade year (not available for students who enter ninth grade after July 1, 2016)
  2. take at least four (4) full year or equivalent courses during twelfth grade and obtain a grade point average of 2.5 on a 4.0 scale during twelfth grade (students who entered ninth grade between July 1, 2016, and June 30, 2017, must obtain this GPA during eleventh grade as well)
  3. complete a capstone project during twelfth grade in accordance with District administrative guidelines (capstone projects for students who entered ninth grade between July 1, 2016, and June 30, 2017, must comply with guidance to be developed by the State)
  4. complete 120 hours of work in community service in accordance with District administrative guidelines (community service approved for students who entered ninth grade between July 1, 2016, and June 30, 2017, must comply with guidance to be developed by the State and be both approved and verified by the District)
  5. earn three (3) or more transcribed credit hours under the College Credit Plus Program at any time during high school
  6. pass an Advanced Placement or International Baccalaureate course and receive a score of three (3) or higher for an AP examination or four (4) or higher for an International Baccalaureate examination during high school
  7. earn a level three (3) score for each of "reading for information," "applied mathematics," and "locating information" components of the job skills assessment selected by the State Board
  8. obtain an industry recognized credential or a group of credentials equal to at least three (3) total points
  9. satisfy conditions required to receive an OhioMeans Jobs readiness seal

B. ~~Career Technical Pathway~~

~~Take all end-of-course examinations; complete a career-technical training program approved by ODE that includes at least four (4) career-technical courses; and meet one (1) of the following conditions:~~

- ~~1. demonstrate successful workplace participation with 250 hours of workplace experience and evidence of regular, positive evaluations from the employee or supervisor and a representative of the School District~~
- ~~2. obtain an industry-recognized credential or group of credentials equal to at least twelve (12) points~~
- ~~3. attain a cumulative score of at least proficient on career-technical education assessments or test modules required for the program~~

~~Class of 2023 and Beyond~~

~~Students who enter ninth grade after July 1, 2019, must satisfy the following two (2) requirements: ( ) The Board of Education permits students who enter ninth grade before July 1, 2019, to earn a diploma if they meet these requirements as an additional pathway to graduation. [DRAFTING NOTE: A District has the option of permitting students to earn a diploma by meeting the requirements.]~~

A. ~~Earn at least two (2) State diploma seals, one (1) of which must include:~~

- ~~1. Seal of Biliteracy;~~
- ~~2. OhioMeansJobs readiness Seal; or~~
- ~~3. State Diploma Seal in one (1) of the following areas: Industry-recognized Credential Seal; College-ready seal; Military Enlistment Seal; Citizenship seal; Science Seal; Honors Diploma Seal; Technology Seal;~~

~~The Board offers the following additional seal(s) in accordance with adopted administrative guidelines: ( ) Community Service Seal; ( ) Fine/Performing Arts Seal; ( ) Student Engagement Seal. [DRAFTING NOTE: A District must offer at least one (1) of these seals and develop guidelines for awarding the seal(s)].~~

B. ~~Attain a competency score on each of the Algebra I and English Language Arts II end-of-course examinations. Students who receive a proficient score on Algebra I or English Language Arts prior to entering high school will fulfill this requirement and will not be required to retake the exams. Students who fail to attain the competency score in either subject will be offered remedial support and will be required to retake the exam(s) at least once. A student who fails to achieve the competency score a second time may demonstrate competency in the failed subject area by completing one (1) of the following:~~

- ~~1. earn course credit through College Credit plus in that subject~~
- ~~2. provide evidence of enlistment in a branch of the armed services of the United States; or~~
- ~~3. complete two (2) of the following options, with at least one (1) of the options being a foundational option~~
  - ~~a. Foundational Options: earning a score of proficient or higher on three (3) or more State technical assessments; obtaining an industry-recognized credential; completing a pre-apprenticeship or apprenticeship in a chosen career field; providing evidence of acceptance into an apprenticeship program after high school that is restricted to participants eighteen (18) years-of-age-or older;~~
  - ~~b. Supporting Options: completing 250 hours of a work-based learning experience with evidence of positive evaluations; obtaining an OhioMeansJobs readiness seal; attaining a workforce readiness score selected by the State.~~

~~An honors diploma shall be awarded to any student who meets the established requirements for graduation or the requirements of his/her IEP; attains the applicable scores on the tests required by the State Board of Education to graduate; and meets any additional criteria the State Board may establish.~~

~~Participation in commencement exercises is a privilege and not a right. Commencement exercises will include only those students who have successfully completed requirements for graduation as certified by the high school principal or those students who have otherwise been deemed eligible to participate in such exercises. in accordance with the terms of their IEP. No student who has completed the requirements for graduation shall be denied a diploma as a disciplinary measure. A student may be denied participation in the ceremony of graduation when personal conduct so warrants. However, no student who has completed the requirements for graduation shall be denied a diploma as a disciplinary measure.~~

~~The Board also shall grant a diploma of adult education to all District residents over the age of twenty-one (21) who meet the requirements established by the State Board of Education.~~

~~The Superintendent shall establish whatever administrative guidelines are necessary to comply with State rules and regulations.~~

R.C. 3313.60, 3313.6021, 3313.603, 3313.61, 3313.611, 3313.6111, 3313.614

R.C. 3313.615, [3313.617](#), 3313.618, 3313.647, 3313.903, 3323.08

R.C. 3301.07, 0710, 0711

A.C. 3301-41-01, 3301-13-01 to 07

Legal

R.C. 3313.60, 3313.6021, 3313.603, 3313.61, 3313.611, 3313.6111, 3313.614

R.C. 3313.615, 3313.617, 3313.618, 3313.647, 3313.903, 3323.08

R.C. 3301.07, 0710, 0711

A.C. 3301-41-01, 3301-13-01 to 07

Book	Policy Manual
Section	Board Approved Policies Vol. 38, No. 2 January 2020
Title	Copy of Vol. 38, No. 2 - January 2020 New STUDENTS AT-RISK OF NOT QUALIFYING FOR A HIGH SCHOOL DIPLOMA
Code	po5460.02
Status	

#### 5460.02 - **STUDENTS AT-RISK OF NOT QUALIFYING FOR A HIGH SCHOOL DIPLOMA**

The Board of Education is committed to ensuring that all students have an opportunity to graduate with a high school diploma. To assist with this commitment, a graduation plan is developed for all students who are enrolled in high school. The Board also utilizes specific procedures and criteria to identify students who are at-risk of not qualifying for a high school diploma and provides appropriate interventions and supports to assist at-risk students in meeting graduation requirements.

#### **Development of a Graduation Plan**

The District will develop a graduation plan for each student enrolled in grades nine through twelve. The plan will be developed jointly by the student and a District representative and will remain in effect until the student qualifies for a high school diploma. The plan will be updated annually and will describe the targeted academic pathway(s) for the student to meet graduation requirements. Parents/guardians will be invited to assist in developing and updating the graduation plan.

The District may use a student's Individualized Education Plan ("IEP") in lieu of developing a graduation plan if the IEP contains academic goals that are substantively similar to a graduation plan.

#### **Criteria for Identifying Students At-Risk**

The determination of whether a student is at-risk of not qualifying for a high school diploma will be made using one (1) or more of the following criteria:

- A. student's lack of adequate progress in meeting the terms of a graduation plan;
- B.  excessive tardiness or absences from school;
- C.  history of in-school or out-of-school discipline such as suspension and expulsion;
- D.  failing quarter/semester grades in \_\_\_ or more classes for at least \_\_\_ semesters during high school;
- E.  failing semester grade in three (3) or more classes per semester \_\_\_\_\_;
- F.  \_\_\_\_\_.

Administrative guidelines will be implemented that further define the criteria and how it will be used to identify at-risk students.

#### **Procedures for Identifying Students At-Risk**

The Superintendent will develop and implement procedures for identifying at-risk students enrolled in grades nine through twelve.  Procedures may also include a process to identify at-risk students before they enter ninth grade.

The procedures will include a method for determining when a student is not making adequate progress in meeting the terms of their graduation plan, as well as a process for determining whether students meet any of the other criteria included in this policy and administrative guidelines. Students who are identified as at-risk will be provided appropriate interventions and supports in accordance with Board policy and administrative guidelines.

#### **Parent Notice**

Upon determination that a student has been identified as at-risk, and at least annually thereafter while the student remains identified as at-risk, the District will provide parents/guardians with written notice. The notice will include the following information:

- A. a statement that the student is at-risk of not qualifying for a high school diploma;
- B. a description of the curriculum requirements and/or the student's individualized education program requirements that must be completed, as well as any other requirements a student, must satisfy to qualify for a high school diploma; and
- C. a description of any additional instructional interventions and supports that are available to assist the student with meeting the qualifications for a diploma.

### **Interventions and Supports**

The Board will provide instructional interventions and supports for students identified as at-risk. The interventions and supports will be selected to assist the student in qualifying for a diploma. Interventions and supports may include the following:

- A.  mentoring programs;
- B.  tutoring programs;
- C.  earning high school credit through demonstration of subject area competency;
- D.  adjusted curriculum options;
- E.  career-technical program options;
- F.  mental health services;
- G.  physical health care services;
- H.  family engagement and support services;
- I.  \_\_\_\_\_
- J.  \_\_\_\_\_.

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R.C. 3313.617, 3313.618

Book	Policy Manual
Section	Board Approved Policies Vol. 38, No. 2 January 2020
Title	Copy of Vol. 38, No. 2 - January 2020 Revised AUTHORIZATION TO ACCEPT AND DISTRIBUTE ELECTRONIC RECORDS AND TO USE ELECTRONIC SIGNATURES
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Status	
Adopted	December 18, 2017

### 6107 - AUTHORIZATION TO ACCEPT AND DISTRIBUTE ELECTRONIC RECORDS AND TO USE ELECTRONIC SIGNATURES

Unless a provision of law ~~enacted after September 14, 2000,~~ specifically prohibits the use of an electronic record for the specified purpose, the Board of Education authorizes the acceptance and distribution/transmission of electronic records and electronic signatures to and from District staff and other persons, as well as between District staff members. The Board further authorizes District staff to create, generate, send, communicate, receive, store, process, use, and rely upon electronic records and electronic signatures. The Superintendent shall put in place measures to protect the integrity, security, and accessibility of electronic signatures and electronic records to comply with the mandates of State and Federal agencies or programs, including Medicaid.

All District staff shall comply with all provisions of the Uniform Electronic Transaction Act when creating, generating, sending, communicating, receiving, storing, processing, using, and relying upon electronic records. Further, all District staff and other persons who use electronic signatures when completing transactions with the Board shall do so in compliance with State law.

~~The Superintendent is authorized to develop administrative guidelines concerning~~ With regard to the acceptance and distribution/transmission of electronic records and electronic signatures. After giving due consideration to security, the Superintendent may specify the following:

- A. ~~The manner and format in which the electronic records must be created, generated, sent, communicated, received, and stored, and the systems established for those purposes.~~
- B. ~~If electronic records must be signed by electronic means, the type of electronic signature that is required, the manner and format in which the electronic signature must be affixed to the electronic record, and the identity of, or criteria that must be met, by any third party used by a person filing a document to facilitate the process.~~
- C. ~~Control processes and procedures as appropriate to provide for adequate preservation, disposition, integrity, security, confidentiality, and auditability of electronic records.~~
- D. ~~Any other required attributes for electronic records that are specified for nonelectronic records or reasonably necessary under the circumstances.~~

~~All District staff shall comply with all provisions of the Uniform Electronic Transaction Act when creating, generating, sending, communicating, receiving, storing, processing, using, and relying upon electronic records. Further, all District staff and other persons who use electronic signatures when completing transactions with the Board shall do so in compliance with State law.~~

15 U.S.C. 7001 et seq.

Ohio Revised Code Chapter 1306

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Legal 15 U.S.C. 7001 et seq  
Ohio Revised Code Chapter 1306