SCHOOL POLICIES

OF

FOCUS LEARNING ACADEMY/FOCUS NORTH HIGH SCHOOL

Ohio Community Schools

000 BYLAWS

001 DEFINITIONS AND HEADINGS

PROGRAM

101 MISSION STATEMENT

103 PROGRAM ACCOUNTABILITY

104 REPORT CARD/ANNUAL REPORT

105 OTHER REPORTING

106 SCHOOL TO WORK PROGRAMS

107 CTE ADVISING POLICY

200 PARENT/GUARDIAN/FOSTER CAREGIVER INVOLVEMENT IN THE SCHOOL PROGRAM

201 INDEPENDENT STUDY / EDUCATION OPTIONS

202 ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY

203 TITLE IX COORDINATOR

204 TITLE IX SEXUAL HARRASSMENT/ GRIEVANCE PROCEDURE

205 TITLE I SERVICES

206 TITLE I COMPLAINT PROCEDURE

207 RELIGION IN THE SCHOOL

208 RIGHTS OF INDIVIDUALS WITH DISABILITIES

209 REHABILITATION ACT, U.S.C. SECTION 504 GRIEVANCE PROCEDURE

210 DUTY TO REPORT SUSPECTED CHILD ABUSE AND NEGLECT

211 SPECIAL NEEDS

212 HEALTH SERVICES

213 NOTICE OF POLICY CHANGES

214 POLICY MANUAL (Parent Handbook/Student Contract)

215 USE OF TOBACCO ON SCHOOL PREMISES

216 USE OF MEDICATION

217 WELLNESS POLICY

PROFESSIONAL AND SUPPORT STAFF .

301 EMPLOYMENT OF TEACHING STAFF

302 JOB DESCRIPTIONS/CREATIONS

303 CRIMINAL HISTORY RECORDS CHECK

304 EQUAL EMPLOYMENT OPPORTUNITY

305 TITLE IX SEXUAL/UNLAWFUL HARASSMENT GRIEVANCE PROCEDURE

306 EMPLOYEE DRUG AND ALCOHOL POLICY

307 IMMIGRATION REFORM AND CONTROL ACT OF 1986

308 PRE-EMPLOYMENT MEDICAL TESTING

309 AIDS POLICY

310 UNREQUESTED LEAVES OF ABSENCES

311 STUDENT SUPERVISION AND WELFARE

312 STAFF GIFTS

313 EVALUATIONS OF ADMINISTRATORS, SUPPORT STAFF AND TEACHERS (OTES)

314 ABSENCE FOR JURY DUTY

315 BENEFITS

316 UNIFORMED SERVICES LEAVE

317 COPYING COPYRIGHTED MATERIALS

318 WORKPLACE VIOLENCE

319 AT-WILL EMPLOYMENT

320 TECHNOLOGY PRIVACY

321 LEAVE OF ABSENCE WITHOUT COMPENSATION

322 STAFF USE OF CELLULAR TELEPHONES

323 EYE PROTECTION POLICY

324 FRAUD REPORTING POLICY

325 ETHICS POLICY

STUDENTS

401 STUDENT ASSESSMENT

402 ADMISSION AND LOTTERY STANDARDS

403 ATTENDANCE

404 CHILD FIND

405 HEALTH EXAMINATIONS AND IMMUNIZATIONS

406 EMERGENCY MEDICAL AUTHORIZATION

407 STUDENT ASSESSMENT AND ACADEMIC PREVENTION/INTERVENTION SERVICES

408 REPORTING STUDENT PROGRESS

409 PROMOTION/RETENTION/GRADUATION

410 STUDENT CODE OF CONDUCT

411 STUDENT BILL OF RIGHTS/RESPONSIBILITIES

412 STUDENT DISCIPLINE

413 DRESS AND GROOMING

414 SEXUAL AND OTHER FORMS OF HARASSMENT

415 DISORDER AND DEMONSTRATION

416 DRUG PREVENTION

417 SCHOOLS AND LAW ENFORCEMENT AGENCIES

418 EXPULSION AND SUSPENSION POLICIES

419 PERMANENT EXCLUSION OF NON-DISABLED STUDENTS

420 REMOVAL OF EXCEPTIONAL STUDENTS

421 DUE PROCESS RIGHTS

422 SCHOOL SPONSORED PUBLICATIONS

423 EQUAL ACCESS FOR NON-SCHOOL SPONSORED STUDENT CLUBS & ACTIVITIES

424 PREGNANT STUDENTS

425 SEARCH AND SEIZURE

426 FIELD TRIPS

427 STUDENT FEES, FINES AND CHARGES

428 STUDENT EMPLOYMENT

429 GANG ACTIVITY

430 ANTI-HARASSMENT AND BULLYING

431 MISSING AND ABSENT CHILDREN

432 HOMELESS POLICY

433 CORPORAL PUNISHMENT

434 EXTRACURRICULAR ACTIVITIES

435 ACCEPTABLE USE POLICY

436 FAPE

437 RESTRAINT AND SECLUSION

438 IEP EXEMPTIONS FROM STATE MANDATED TESTING RESULTS

439 TRANSGENDER POLICY

440 POSITIVE BEHAVIOR AND INTERVENTION SUPPORTS

441 COLLEGE CREDIT PLUS

442 HONORS DIPLOMA

443 VULNERABLE STUDENTS: FOSTER CARE

444 ONLINE DAYS

445 CREDIT FLEXIBILITY

446 TRANSPORTATION

447 CELL PHONE USE IN SCHOOLS

448 PARENTS BILL OF RIGHTS

FINANCES

501 AUDITS

502 MAINTENANCE OF FINANCIAL RECORDS

503 REVIEW OF SCHOOL BUDGETS AND FINANCIAL REPORTS

504 PROCUREMENT

505 FEDERAL AND STATE FUNDS

506 FIXED ASSETS

507 AMENITIES FOR PARTICIPANTS AT MEETINGS AND/OR OTHER OCCASIONS

508 CONFLICT OF INTEREST AND COMPENSATION APPROVAL POLICIES

509 DISCRETIONARY FUNDS-BEREAVEMENT

510 BOARD REIMBURSEMENT AND COMPENSATION

511 CREDIT CARD USE

PROPERTY

601 PUBLIC CONDUCT ON SCHOOL PROPERTY

602 DANGEROUS WEAPONS

603 OSHA COMPLIANCE/RISK REDUCTION PROGRAMS

604 PROPERTY, EQUIPMENT AND SUPPLIES

605 ENERGY CONSERVATION

606 LOST AND FOUND

607 STAFF/STUDENT USE OF COMPUTER TECHNOLOGY AND NETWORK

608 GIFTS, GRANTS, DONATIONS

609 FACILITY SECURITY

610 TECHNOLOGY CONDITION EVALUATION AND DISPORAL POLICY

OPERATIONS

701 OPERATIONS MANAGEMENT

702 SCHOOL CALENDAR

703 PUBLIC RECORDS

704 PERSONNEL FILES

705 STUDENT RECORDS

706 CONFIDENTIALITY

707 CONTROL OF COMMUNICABLE DISEASES

708 CONTROL OF NON-CASUAL-CONTACT COMMUNICABLE DISEASES

709 CONTROL OF BLOOD BORNE PATHOGENS

710 EMERGENCY PREPAREDNESS AND EVACUATION OF SCHOOL BUILDINGS

715 EMERGENCY MEDICAL PROCEDURES

716 ACCIDENTS TO STUDENTS

717 EMPLOYEE ACCIDENTS

718 FOOD SERVICES

719 FREE AND REDUCED PRICE MEALS

720 RELIGIOUS/PATRIOTIC CEREMONIES AND OBSERVANCES

721 STUDENTS WITH SPECIAL DIETARY NEEDS AND FOOD ALLERGIES

722 RECORDS RETENTION AND DISPOSAL

723 BOARD COMMITTEES

724 COMMUNITY RELATIONS

801 PUBLIC INFORMATION PROGRAM

802 FINGERPRINTING STUDENTS

803 NEWS MEDIA RELATIONS

804 VISITORS

000 BYLAWS

001 DEFINITIONS AND HEADINGS

Whenever the following items are used in these policies, they shall have the meaning set forth below:

Board or Governing Authority

The Board of Directors of Focus Learning Academy/Focus North High School.

May

This word is used when an action is permitted but not required.

Equipment

This term means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the non-Federal entity for financial statement purposes, or $5000.

Parent

The natural or adoptive parents or the party designated by the courts as the legal guardian or custodian of a student. Both parents will be considered to have equal rights unless a court of law decrees otherwise.

Policy

A general, written statement adopted by the Governing Authority that defines its expectations or position on a particular matter and authorizes appropriate action that must or may be taken to establish and/or maintain those expectations.

School

Focus Learning Academy/Focus North High School

Shall

This word is used when an action is required. (The words “will” or “must” also signify a required action.)

Staff or Employee

The word “staff” or the words “staff member” includes and is interchangeable with the words Lead Instructor, Instructor, Teacher, Director, Enrollment Specialist, Dean of Students, Social Worker or employee. The word “employee” means a person working within/for the school.

Student

A person who is officially enrolled in the School or a program of the School

Superintendent

The Superintendent also means, to the extent permissible by law, the Superintendent’s designee.

PROGRAM

101 MISSION STATEMENT

The mission of Focus Learning Academy/Focus North High School is to empower students to become productive citizens. The academy is a non traditional high school for at risk students ages 16-22 who are interested in working towards a high school diploma and engaging in vocational options. Focus Learning Academy/Focus North High School is committed to the goal of preparing students for success: receiving a high school diploma, being prepared for the world of work; and/or being academically prepared to attend college. The Academy adapts to the needs of the at risk population by providing individualized and self paced instruction leading to a certified high school diploma. Students are expected to make the positive changes in their behaviors and attitudes that are necessary for their personal success. Focus Learning Academy/Focus North High School nurtures this success in each individual student as he/she prepares for the future.

The curriculum offered at Focus Learning Academy/Focus North High School is designed to provide students with a comprehensive field of study directly aligned to state standards. The direction of Focus is to provide career based instruction including alignment with state standards of Career Based Intervention. Students spend 6 hours per day in a computer lab mastering core subjects of English, Math, Science, Social Studies and elective credits. Students are also afforded the opportunity of working outside of the school on an internet source. The students may choose vocational courses as elective credits, choosing from vocational tracks enabling them to experience their selected vocation.

Philosophy

Focus Learning Academy/Focus North High School is a community of positive individuals who are dedicated to personal, social, and academic growth for the purpose of improving the quality of life for themselves, their families, and members of the community at large. Focus Learning Academy/Focus North High School does not discriminate on the basis of race, religion, gender, nationality, age, disability, or ethnic background.

103 PROGRAM ACCOUNTABILITY

Focus Learning Academy/Focus North High School is committed to continuously improving student achievement and the quality of the educational program. Standardized tests and in-classroom observations by lead instructors, plus discussion in regular meetings, will be utilized to assess the overall educational system, programs and teaching strategies. Evaluation is defined as the determination of the quality, effectiveness or value of a program, product, process or the like, and assessment as a process for collecting descriptive information (e.g. Student behaviors or performances) on which evaluative judgments may be made.

The evaluation and assessment design consists of four major elements:

* A strong commitment from staff to the school’s mission and to the concept of continuous improvement;
* A focus on the school’s stakeholders (Students, Parents and staff);
* Comparisons between outcomes currently being attained and those desired, or target outcomes identified in the School’s charter;
* A commitment to continuously improve Student achievement by constantly striving to improve the educational systems and programs the school provides;
* One consequence of not completing that curriculum is ineligibility to enroll in most state universities in Ohio without further coursework.

(Approved North 8-22-2024 East/West 8/28/2024)

104 REPORT CARD/ANNUAL REPORT

Once the School has been in existence for two (2) full years, the Ohio Department of Education shall issue a report card which shall be distributed to the Parents and Students of the School, the members of the board of education of the school district in which the School is located and to any other party requesting one from the Department of Education.

The Superintendent shall prepare for the Board’s review an annual report of the School’s activities and progress in meeting the goals and standards of R.C. 3314.03(A)(3) and (4) and the School’s financial status. Such report shall be submitted to the Sponsor, the Parents of Students and the Ohio Legislative Office of Education Oversight for which the Superintendent shall collect and provide any data that such Office requires. R.C. 3314.012 (D) and R.C. 3314.03 (A)(g).

105 OTHER REPORTING

The Treasurer shall report to the Governing Authority, all matters required by the Ohio Revised Code Section 3314.08(B)(2)(a)-(g).

106 SCHOOL TO WORK PROGRAMS

The Governing Authority strongly supports the School-to-Work Opportunities Act as a vehicle to help the School prepare Students more effectively for the world of work. Through this legislation, the School will be able to provide Students with the following learning experiences needed to develop career-related knowledge, attitudes, and skills as well as life-long learning skills:

School-based learning which includes career awareness, exploration, and counseling and the integration of academic and vocational learning.

Work-based learning which provides Students with a planned program of job training and/or various types of work experiences that are coordinated with school-based learning.

Connecting Activities that are designed to ensure that there is effective correlation and coordination between what Student learns in school and what they learn at work sites.

The Superintendent shall keep the Board informed periodically, but not less than once per year on the progress of the School toward the goals of the program.

Public Law 103-239, School-to-Work Initiatives Act of 1994

107 Career Advising Policy

**This policy on career advising will be reviewed at least once every two years and made available to students, parents, guardians and custodians, local post-secondary institutions and district residents. The policy is posted on the Focus website.**

**MODEL CAREER ADVISING POLICY:**

**1. Focus students will have ample opportunities throughout the school year to register for *Ohio Means Jobs K-12*, and *Career Cruising Online Career Portfolios*. Students will explore the online tools and resources offered by these two career planning systems such as; resume building, college prep assessments-SAT/ACT, real-world budgeting, learning more about specific career interests, in-demand jobs, possible occupations, and potential salaries**.

Therefore, students are strongly encouraged to link selected career pathways to their coursework by completing at least three activities using Ohio means Jobs K-12, and/or Focus secondary online career planning system Career Cruising accordingly to appropriate grade level 9-12. Additionally, the CTE instructors will extract activities, and lessons from Career Connections Learning Strategies offered by the Ohio Department of Education. It is our goal to help students to connect school work to one or more career fields through real work experiences, hands-on activities, and other implementation strategies.

**2. CAREER ADVISING**

There are three major positions (Academic Advisers, CTE Instructors, and CTE Director) to which Focus provides career advising to students in grades 9-12. In order to meet the needs of our student's career interests, Focus Academic Advisers, CTE Instructors, and /or CTE Director will personally meet with each student at least once yearly, to discuss individual student career explorations, academic progress, and post-secondary options. Student’s progress will be documented using student journals in DASL - Data, and Analysis for School Leadership.

**The Academic Advisers oversee the transcripts and records for each student. Each student will meet with the Academic Adviser to review their credits, assist in course selection and discuss graduation plans. Additionally, the Academic Adviser will also coordinate testing required for high school graduation as well as have information for the college entrance exams such as the SAT/ACT. For qualified students looking to enhance their high school experience, the Academic Adviser can assist in participation in College Credit Plus.**

** The Career & Technical Education (CTE) Instructors of Focus aim to ensure that students who participate in the CTE programs (Career-Based Intervention, Exercise Science & Sports Medicine, Interactive Media, Business & Administrative Services, Vocational & Job Training and Industry Credential Only) gain valuable work experience while in school, understand the relevance of their academic courses, complete the requirements to earn their high school diplomas and transition into institutions of higher education and/or the workforce.**

** The Career & Technical Education Director oversees the CTE department, and is responsible for planning, developing, and implementing various CTE school-wide events throughout the year for all students. Each event is strategically designed to holistically provide career readiness opportunities, raise career awareness, career planning, and personal and social development**

**3. Intervention for At-Risk Students**

**There are several methods Focus uses to address students who are at risk of dropping out of school. Below is our implementation progress once a student is identified as at risk of dropping out of school.**

**Referrals can be made by directors, teachers and support staff by verbal and/or written communication and then is documented into student journals, using our DASL - Data and Analysis for School Leadership.**

** Student Services help students to overcome social and emotional barriers that interfere with the student’s ability to obtain their educational, and personal goals**

** Retention Specialists help students to develop a consistent means of transportation to and from school; bus passes are giving out to assist.**

** Intervention Department helps students who are in need of extra intervention assistance; an Individual Education Plan is developed. Within the IEP academic goals, age-appropriate transition assessments and measurable postsecondary goals are written and implemented for students.**

** Career- Technical Education Department helps students that are facing a financial crisis and are labeled economically disadvantaged by assisting them in job readiness training, employability preparation and placement, off-site educational opportunities, and gaining employment. Students who are suffering from financial difficulty often are in jeopardy of dropping out of school.**

**Focus has adopted the Student Success Plan model provided by the Ohio Department of Education under the Career Advising Policy and Student Success Plan. The Focus Dropout Prevention team will collaborate on the implementation of the Student Success Plan. The student’s parent, guardian, or custodians are always welcome to provide feedback on their child’s process and request a copy if so desired.**

**4. TRAININGS ON ADVISING STUDENTS**

**CTE Instructors, Academic Advisers, and Directors have access to various resources, on how to advise students on career pathways by using the following: OhioMeansJobsK-12, Career Administration Management System, a host of local district trainings, Ohio Department of Education professional developments and trainings, and bi-weekly or monthly CTE meetings.**

**5. ACADEMICS AND CAREER PATHWAYS TO EARN A HIGH SCHOOL DIPLOMA**

** Focus offers College Credit Plus that Ohio permits public high school students to earn college credits (free of charge to the student) and/or high school credits through the successful completion of college courses. The purpose of the program is to promote rigorous academic pursuits and to provide a variety of options to high school students.**

** Focus offers a Business Management and Administrative Services program areas will prepare students for technical and professional level careers in business management, human resources, operations management, distribution and logistics, supply chain and legal or medical office management.**

** Focus offers an Interactive Media program that prepares students for careers using multimedia technology to develop online products for business, training, entertainment, communications, and marketing. Students will gain the necessary technical and academic skills to create, design and produce interactive media products and services. Students who are on this pathway can pursue post-secondary enrollment options to Columbus State Community College.**

** Focus offers an Exercise Science and Sports Medicine program that will prepare students with the mathematics, science and technical skills to assist with exercise and rehabilitative procedures for the human body.**

**6. ACADEMICS AND/OR CAREER-TECHNICAL CREDITS FLEX**

**Process- Any student interested in pursuing a course through Credit Flexibility should do the following: Make an appointment with the Academic Adviser to learn about the Credit Flexibility process and guidelines. Complete a Focus Credit Flexibility Application and submit the completed application to an Academic Adviser for review.**

**Educational Option(s)**

** The student will have 120 days to complete the credit flexibility action plan approved by the Credit Flexibility Committee.**

** At 60 days and 90 days, a progress review will take place. If the teacher of the record feels that the student is not making adequate progress, the student may be withdrawn with a penalty from the course.**

** If the student is making adequate progress but needs more time, the teacher of record can elect to extend the timeline up to 180 days.**

**Flexibility Plan Is Offered in All Focus Courses**

**Plan Option: Please check one. A new proposal form must be completed for each course.**

**a. Demonstrating proficiency of an existing Focus course (testing out\*)**

**b. Create Flex Plan for a new course not currently offered at Focus**

**c. Pursue Focus approved Educational Option (internship, independent study, online option, etc.).**

**d. If you choose Option B or C, please indicate the assessment method you will use to earn flexible credit: (you may choose more than one):**

**Project(s) Presentations Community Service**

**Performance/Labs Internship Research Paper/Project**

**7. Documentation on career advising for each student and student’s parent, guardian or custodian to review.**

* **Off-Site Education Opportunities**
* **Individual Career Plan**
* **Career Technical Education Public Notices**
* **CTE Course Map**

**SERVICES PROVIDED FOR STUDENTS WHO NEED REMEDIATION IN MATHEMATICS AND ENGLISH LANGUAGE ARTS.**

**District Wide Literacy Initiative – This initiative is design to reach all students across any learning styles and abilities. The Focus schools incorporate literacy on a weekly basis students and Focus North schedules time to ensure that students are accurately exposed and participating in the Literacy Initiative.**

**Focus encourages seniors to do dual enrollment at Columbus State Community College for dual enrollment or post-secondary education.**

**Columbus State Dual Enrollment is another way to help students with the transition from high school to college.**

**Students can take free practice exams which include: SAT, ACT, High School Exit Exams with the focus on mathematics and reading.**

**Ohio Means Jobs is a worldwide provider of free, online practice exams. “We exist to serve the education and testing markets, and we're proud to help you pass your upcoming exams.”**

**COLUMBUS STATE**

**Columbus State Community College offers two high school partnership programs which can help high school students make successful transitions from high school to college.**

**Dual Enrollment**

**Dual Enrollment allows high school students to take college classes without traveling to a CSCC location. Unlike the PSEO Program, Dual Enrollment classes are offered in high school with high school teachers who meet the same educational standards as CSCC instructors. Students don't have to travel, and college-level courses fit more easily into a busy high school schedule. Dual Enrollment home page**

**Post-Secondary Enrollment Options (PSEO)**

**This program allows students currently enrolled in high school to take Columbus State degree-oriented college-level classes before receiving a high school or home school diploma. The classes are taken on one of our campuses or at one of our Regional Learning Centers. PSEO home page**

**PROGRAM ADMINISTRATION**

200 PARENT/GUARDIAN/FOSTER CAREGIVER INVOLVEMENT IN THE SCHOOL PROGRAM/ PARENT BILL OF RIGHTS

In support of strengthening student academic achievement, local schools that receive Title 1, Part A funds must develop jointly with, agree upon with, and distribute to, parents/guardians/foster caregivers of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental/guardian involvement and describes how the school will implement specific parental involvement activities, and is incorporated into the school’s plan.

The Focus Learning Academy/Focus North High School agrees to implement the following statutory requirements. Parental involvement means the participation of parents/guardians/foster caregivers in regular, two-way and meaningful communication involving students’ academic learning and other school activities.

In accordance with ORC 3313.472, any parent/guardian/foster caregiver volunteering or working in the school will be required to undergo a criminal records check to be kept securely on file with the school.

Focus will take the following actions to involve parents/guardians/foster caregivers in the joint development of its district wide parental involvement plan under Section 1112 of the ESEA:

* Holding a parental involvement meeting to review the policy and/or draft a new policy
* Providing parents/guardians/foster caregivers with a written copy of the policy
* Reviewing the policy with parents/guardians/foster caregivers as appropriate
* Making school staff available to parents/guardians/foster caregivers (at parents/guardians/foster caregivers request) to review the policy through a variety of communication methods and times during the school year

Focus will take the following actions to involve parents/guardians/foster caregivers in the process of school review and improvement under Section 1116 of the ESEA:

* Holding regular meetings to discuss policies and suggest changes to its school wide and/or school improvement plan
* Providing a review of the school report card and its meaning with parents/guardians/foster caregivers and allowing them to comment
* Providing parents/guardians/foster caregivers with a survey of the program to allow them to comment if they cannot attend the meetings
* Giving parents/guardians/foster caregivers an opportunity to comment on programs at family events and or parent advisory committee meetings
* Maintaining an open door policy so that parents/guardians/foster caregivers feel free to send comments to school staff with the communication tools available to them through the school

Focus will provide the following necessary coordination, assistance and other support to assist the school in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

* Provide a variety of high-quality curriculum and learning materials
* Provide assistance in understanding academic achievement standards and assessments and how to monitor students progress
* Provide opportunities for ongoing communication between families and teachers
* Work to foster the parent/student/school relationship by being proactive in communicating with parents/guardians/foster caregivers and by offering parents/guardians/foster caregivers a variety of times and modes for communicating with school staff.

Focus will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies in other Focus programs by:

* Providing parents/guardians/foster caregivers with materials to assist them in understanding academic content standards and the best practices for helping their child achieve in school
* Providing intervention resources to students and parents/guardians/foster caregivers
* Providing a variety of high-quality resources to supplement the child’s education
* Providing parents/guardians/foster caregivers with information regarding a variety of educational and community resources

Focus will build the school’s and parent’s/guardian’s capacity for strong parental involvement in order to ensure effective involvement of parents/guardians/foster caregivers and to support a partnership among the school, parents and community to improve student academic achievement through the following activities:

1) The school will provide assistance to the parents of children served by the school in understanding topics such as the following, by undertaking the actions described in this paragraph:

* Providing technical training, help and assistance to parents to help children successfully attend school at the Focus Learning Academy/Focus North High School
* Providing assistance to parents in accessing student grades and reports
* Helping parents/guardians/foster caregivers understand state academic standards
* Helping parents/guardians/foster caregivers to understand the important role they plan in educating their child
* Providing a variety of staff times and communication methods to give parents/guardians/foster caregivers the opportunity to communicate with the school for the purpose of meeting the specific educational needs of the student

2) The school will provide materials and training to help parents work with their children to improve their child’s academic achievement, such as literacy training and using technology as appropriate to foster parental involvement by:

* Providing a variety of online resources
* Providing parents/guardians/foster caregivers with materials at orientation
* Providing technical training and assistance to parents
* Providing various means of communicating
* Providing activities through the school to enrich the child’s education
* Providing benchmark hours to help the student stay on track in their progress
* Providing resources to help parents foster stronger reading, writing and math skills in their children
* Allowing time for meaningful two-way communication between the family and the school
* Offering a variety of educational opportunities to families

Focus

will take the following actions to ensure that any information related to the school and parent programs, meetings and other activities, is sent to the parents of participating students in an understandable and uniform format, including alternative formats upon request and, the extent practicable, in a language the parents can understand through:

* School email
* Posting on front page of Learning Management System
* Postings in the Parent Lounge
* Written and virtual announcements
* Letters via regular mail
* Letters sent home with students

This policy has been adopted jointly with and agreed on with parents of children participating in the Title programs of the school.

201 INDEPENDENT STUDY / EDUCATION OPTIONS

The Governing Authority recognizes that life circumstances including childcare, health issues or employment obligations often interfere with student’s ability to regularly attend school. Similarly, opportunities that offer exceptional growth and life experience potential that may interfere with regular school attendance often present themselves to students. While the basic nature of Focus Learning Academy/Focus North High School is to employ face-to-face experience in the classroom/worksite/training areas, the Executive Director may authorize individual students to complete their schoolwork independently subject to the following limits.

* Students may not engage in more than five (5) independent study courses at any one time.
* The student and teacher shall jointly develop a written plan of action for each independent study course.
* Students shall make contact with each assigned teacher at least once per week (minors) or once every two weeks (adults).
* Students must comply with progress benchmarks and timelines established and agreed to by the teacher, an administrator, and the student or his parent.
* Students participating in independent study are not excused from their requirements to take the Ohio Graduation test, End of Course tests and/or similar tests.

Students who are actively engaged in independent study or education options and are meeting all the established benchmarks and performance requirements established, shall be considered in attendance, and shall not be considered absent from school.

202 ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY

It is the policy of the School to provide an equal opportunity for all children to achieve their maximum potential through the curriculum offered regardless of race, color, creed, disability, religion, sex, ancestry, national origin, social or economic background or other legally protected category.

The Board appoints the Director to be the Compliance Officer whose responsibility it will be to ensure that Federal and State regulations are complied with and that any complaints are dealt with promptly in accordance with law. S/He shall also ensure that proper notice of nondiscrimination rights under applicable laws is provided to Students, their Parents, staff members and the general public.

Any complaints shall be addressed in accordance with the provisions, respectively, of:

§ 204 - Title IX Grievance Procedure and/or

§ 206 - Title I Complaint Procedure and/or

§ 209 - Rehabilitation Act, U.S. Code, Section 504 Grievance Procedure.

203 TITLE IX COORDINATOR

The School intends to comply with Title IX of the Education Amendments Act of 1972, which states, in part: "No persons in the United States shall on the basis of sex be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving financial assistance...."

The Executive Director or appropriately qualified/trained designee(s), shall be the Compliance Officer/Title IX Coordinator and is responsible for assigning the investigation, monitoring the Title IX process and overseeing the Title IX Team (Investigators, Decision Makers, Appeals Decision Makers) following any complaint alleging noncompliance with Title IX.

A specific procedure for grievances related to Title IX issues is set forth as the "Title IX Sexual Harassment Grievance Procedure”, Policy #305.

204 TITLE IX GRIEVANCE PROCEDURE

The Title IX Grievance Procedure listed below is meant to provide for prompt and equitable resolution of student and employee complaints. All attempts should be made to resolve grievances at the lowest level possible.

Level I — Informal Procedure

If a student or employee believes there is a basis for a grievance related to Title IX, he/she may present the grievance to the Title IX Coordinator within fifteen (15) calendar days of the conduct alleged to be in violation of Title IX. The Title IX Coordinator shall investigate the alleged grievance. The Title IX Coordinator and the student or employee shall meet in an effort to resolve the matter informally. The Title IX Coordinator shall make a decision on the grievance and shall give that decision orally to the student or employee.

Level II — Formal Procedure (Governing Authority)

If the student or employee believes that there still is a basis for a grievance, he or she may make a written statement of the grievance to the Governing Authority. This written statement must be filed within ten (10) working days of the date of the Title IX Coordinator’s decision, and shall state the date and nature of the alleged grievance and the relief sought. If the grievant is a student, the Title IX Coordinator shall assist in preparing the written statement and assure it is timely filed.

The Governing Authority shall make a decision on the grievance and shall give that decision in writing to the Title IX Coordinator and the student or employee.

Level III — Office for Civil Rights

If the student or employee is not satisfied with the Governing Authority’s decision, he/she may appeal it to the Office for Civil Rights.

A student or employee who believes there is a basis for a grievance related to Title IX may file a written complaint with the Office for Civil Rights, U.S. Department of Education, Team Leader, Office for Civil Rights, 600 Superior Avenue East, Suite 750, Bank One Center, Cleveland, Ohio 44114-2611. Any such written complaint must be filed within 180 days from the date of the alleged discrimination.

205 TITLE I SERVICES

The Board elects to augment the educational program of educationally disadvantaged Students by the use of Federal funds and in accordance with Title I of the Amendments in the Elementary and Secondary School Improvement Act of 1965.

The Superintendent shall prepare and present to the Department of Education a plan for the delivery of services, which meets the requirements of the law, including those described below. The plan shall be developed by appropriate staff members and parents of students who will be served by the plan.

A. Assessment

The School shall annually assess the educational needs of eligible students, as determined by Federal and State criteria. Such assessment shall include performance measures mandated by the Department of Education, as well as those determined by the School professional staff, that will assist in the diagnosis, teaching and learning of the participating Students.

B. Scope

The School shall determine whether the funds will be used to upgrade the educational program of the entire School and/or to establish or improve programs that provide services only for eligible students in greatest need of assistance. The program shall include the components required by law as well as those agreed upon by participating staff and Parents.

C. Participation

The Title I program shall be developed and evaluated in consultation with Parents and professional staff members involved in its implementation. Appropriate training will be provided to staff members who provide Title I services. Parent participation shall meet the requirements of Section 1118 of the Act.

D. Comparability of Services

Title I funds will be used only to augment, not to replace, State and local funds. The Special Education Coordinator shall take steps as necessary to achieve comparability of services.

The determination of the comparability of services may exclude, in accordance with Federal regulations, State and local funds spent on compensatory education programs, bilingual education programs, and programs for educationally-disabled students. The determination of comparability will not take into account unpredictable changes in student enrollments or personnel assignments.

E. Professional Development

The Director or appropriately qualified/trained designee/s, shall develop administrative guidelines whereby members of the professional staff participate in the design and implementation of staff development activities that meet the requirements of Section 1119 of the Act and:

Involve Parents in the training, when appropriate;

Combine and consolidate other available Federal and School funds; and

Foster cooperative training with institutions of higher learning and other educational organizations including other school districts.

F. Simultaneous Services

In accordance with law, a school offering Title I services may also serve other students with similar needs.

206 TITLE I COMPLAINT PROCEDURE

Complaints shall be directed to the Executive Director or appropriately qualified/.trained designee/s.

Resolution of a complaint shall not exceed thirty (30) days. In accordance with regulations established by the Commission, the State Education Agency may extend the thirty (30) day limit due to exceptional circumstances.

Responsibilities of the Director:

The Director must review the records, and, if necessary, request additional information within ten (10) working days.

The Director shall clarify the issues and attempt to resolve them by making recommendations to the Executive Director for resolution

A complaint that is not resolved to the complainant’s satisfaction within fifteen (15) working days shall be referred to the Governing Authority.

The Board shall appoint a hearing panel composed of the Superintendent, Board President, or Vice President and another member of the Governing Authority.

It shall be the responsibility of the hearing panel to clarify the issues and attempt to resolve the problem.

The hearing panel must keep official records of all proceedings.

The complainant or complainant’s representative will be given an opportunity to present evidence and question the parties involved.

The Superintendent shall give written notice to the complainant of the panel’s resolution of the complaint.

The complainant has the right to appeal the resolution of the complaint to the State Educational Agency within thirty (30) days after receipt of the written decision.

Actual expenses incurred, in accordance with the School’s policies, may be a part of the local budget for the Title I program, subject to review and approval by the Board.

207 RELIGION IN THE SCHOOL

Religious belief and disbelief are matters of personal consideration rather than governmental authority and the Students of this public school are protected by the First Amendment from the establishment of religion in the schools. Accordingly, no devotional exercises or displays of a religious character will be permitted at the School in the conduct of any program or activity under the jurisdiction of the School, nor shall instructional activities be permitted to advance or inhibit any particular religion or religion generally.

An understanding of religions and the contributions that religion has made to the advancement of civilization is essential to the thorough education of young people and to their appreciation of a pluralistic society. To that end, the curriculum shall be developed to include, as appropriate to the various ages and attainments of the Students, instruction about the religions of the world.

The Governing Authority acknowledges the degree to which a religious consciousness has permeated the arts, literature, music and issues of morality. The instructional and resource materials approved for use frequently contain religious references or concern moral issues that have traditionally been the focus of religious concern. That such materials may be religious in nature shall not, by itself, bar their use by the School. The Board directs that teaching staff members employing such materials be neutral in their approach and avoid using them to advance or inhibit religion in any way.

Religious traditions vary in their perceptions and doctrines regarding the natural world and its processes. The curriculum is chosen for its place in the education of the students of the School, not for its conformity to religious principles. Students should receive unbiased instruction in the schools so that they may privately accept or reject the knowledge so gained in accordance with their own religious tenets.

Accordingly, no Student shall be exempted from attendance in a required course on the grounds that the instruction therein interferes with the free exercise of his/her religion.

208 RIGHTS OF INDIVIDUALS WITH DISABILITIES

It is the policy of Focus Learning Academy/Focus North High School that no otherwise qualified person shall, solely by reason of his/her disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity sponsored by the School.

As used in this policy “individual with a disability” means a person who has, or had, or is regarded or was regarded as having, a disabling condition; “disabling condition” means a physical or mental impairment that substantially limits one or more of a person's major life activities and includes specific learning disabilities.

Notice of the School’s policy on nondiscrimination in employment and education practices shall be given in this Policy manual, posted in the School, and published in any School statement regarding the availability of employment positions or special education services.

Employment

No employee or candidate for employment shall be discriminated against in recruitment, employment, promotion, training or transfer solely because of his/her disabling condition.

No candidate for employment shall be required to answer a question regarding a disabling condition and no such candidate will be discriminated against based on a disabling condition that is not directly related to the essential functions of the position for which she/he has applied.

Reasonable modifications in scheduling and the allocation of duties, not directly affecting the instructional program, shall be made to accommodate employment conditions to the needs of individuals with disabilities.

Facilities

Barrier‑free access to School facilities or an alternative means of providing services shall be provided as required by law so that no individual with a disability is excluded from participation in a School program solely by reason of his/her disability. The School will comply with the building, program and other accessibility requirements of the Americans with Disabilities Act (ADA) and other applicable laws.

Program

All reasonable efforts shall be made to serve the School’s special needs children eligible for special education and/or related services in accordance with the School’s Special Needs procedures and practices. A free appropriate public education shall be provided for each child with a disability who is determined to be in need of special education and/or related services.

Such a program of special education shall be provided in the least restrictive environment and in barrier‑free facilities comparable to those provided for non-disabled students. To the maximum extent appropriate to the student's disability, a disabled Student shall be placed in an educational setting with non-disabled or less severely disabled Students.

No student will be denied, because of his/her disability, participation in co‑curricular, intramural, or interscholastic activities or any of the services offered or recognitions rendered regularly to the students of the School.

The due process rights of disabled students and their parents will be rigorously enforced.

Enforcement

The Executive Director shall be the Section 504 Compliance Officer. A complaint regarding a violation of law and this policy in an employment decision shall be subject to a grievance procedure that provides for the prompt and equitable resolution of disputes.

209 REHABILITATION ACT, U.S.C. SECTION 504 GRIEVANCE PROCEDURE

The grievance procedure shall follow these steps:

The grievant will file a written complaint, stating the specific facts of his/her grievance and the alleged discriminatory act, with the Section 504 Compliance Officer within fifteen (15) calendar days of the conduct alleged to be in violation of Section 504.

The compliance officer shall make all reasonable efforts to resolve the matter informally.

In the event the complaint cannot be resolved informally, the Compliance Officer will investigate the matter and will provide a written copy of his/her determination to both parties.

The grievant may appeal the determination of the compliance officer to the Board of Trustees within ten (10) calendar days of the receipt of the Compliance Officer's determination. The appeal shall be in writing and attached to copies of the original complaint and the written determination of the compliance officer. The Governing Authority may, at its discretion, convene a hearing at which the parties may present testimony and argument.

The Governing Authority shall provide both parties with a written decision.

Employees of the School shall be informed that a complaint may be filed without fear of reprisal from the Governing Authority or any of its employees or agents. The grievant shall be notified of his/her rights of appeal at each step of the process, and accommodations to the needs of the disabled grievant shall be made. A grievant shall be informed of his/her right to file a formal complaint under Section 504.

A complaint regarding the identification, evaluation, classification, or educational program of an educationally disabled student shall be reviewed in accordance with the School’s Special Needs policy.

Evaluation and Compliance

The Superintendent shall evaluate School programs and practices on nondiscrimination, in accordance with law, and to report evaluation findings to the Board. The Superintendent will submit such assurances of compliance as are required by law.

A complainant who believes there is a basis for a grievance related to the Rehabilitation Act may file a written complaint with the Office for Civil Rights, U.S. Department of Education, 55 Erieview Plaza, Room 300, Cleveland, Ohio 44114-1816. Any such written complaint must be filed within the earlier of (i) 30 days from the date of the Executive Committee’s decision, or (ii) 90 days from the date the complainant made his or her complaint to the compliance officer.

210 DUTY TO REPORT SUSPECTED CHILD ABUSE AND NEGLECT

Because of their sustained contact with school-age children, teachers, counselors, community coordinators and other School employees are in a unique position to identify abused or neglected children.

To comply with Section 2151.421 of the Ohio Revised Code, any School teacher, School employee, service provider working on contract with the School, or governing authority member who knows or suspects that a student under eighteen years of age (or a mentally retarded, developmentally disabled, or physically impaired student under twenty-one (21) years of age) has suffered or faces a threat of suffering any physical or mental wound, injury, disability, or condition of a nature that reasonably indicates abuse or neglect of the student shall immediately report that knowledge or suspicion, by telephone or in person, to the Franklin County Children’s Services Board, the Columbus City Police or, if the student is not a resident of Franklin County, to the public children’s services agency or a municipal or county police officer of the county in which the student resides. S/He shall also notify the Director.

If the agency or officer receiving the report requests a written report, the Director shall provide a written report containing the following information:

The names and addresses of the Student and the Student’s Parents or the person or persons having custody of the Student, if known;

The Student’s age and current condition;

The nature and extent of the Student’s known or suspected injuries, abuse, or neglect, or of the known or suspected threat of injury, abuse, or neglect, including any evidence of previous injuries, abuse, or neglect; and

Any other information that might be helpful in establishing the cause of the known or suspected injury, abuse or neglect, or of the suspected threat of injury, abuse or neglect.

In addition, the Director may take color photographs of areas of trauma visible on the student and include them with the written report.

The identity of the reporting person shall be confidential, subject only to disclosure by consent or court order. Information concerning alleged child abuse of a student is confidential information and shall not be shared with any unauthorized person. A staff member who violates this policy will be subject to disciplinary action and/or civil and/or criminal penalties.

The Director will be mindful of the possibility of physical or mental abuse being inflicted on a student by an employee. Any such instances, whether real or alleged, should be reported to the Executive Director who will investigate and take appropriate action in accordance with statute.

Anyone making a report under 2151.421 of the Ohio Revised Code is presumed to be acting in good faith and is immune from any civil or criminal liability that might otherwise result from making the report. A report made under this section is confidential as set forth in 2151.421 of the Ohio Revised Code. No person may disclose the contents of any report made under this section except as provided above.

Failure to make a report required by this section, or unauthorized disclosure of the contents of a report made under this section, may result in disciplinary action against the employee.

211 SPECIAL NEEDS

The School’s education program will provide an accommodating and facilitating environment for most students labeled with special needs. The School is dedicated to enabling the social, academic and emotional growth of all of its students.

The Superintendent shall establish and execute administrative procedures and practices necessary to ensure all enrolled students receive a free appropriate public education regardless of handicapping condition or disability.

Upon enrolling at the School, previously classified students will have their Individual Educational Plan (IEP) reviewed by the appropriate Intervention Specialist, and the parent. IEP teams will also include at least one regular education teacher, an administrative representative, and other specialist(s) as needed or required by law.

The School will, in circumstances either allowed or required by applicable law: (1) allow adjusted performance/passing standards for Students who have demonstrated limited intellectual capacity, and if deemed necessary by the School, (2) provide specialized tutoring and resource assistance, and (3) incorporate in-class parental assistance within the classroom. At least once per year a workshop or handouts addressing topics on working with underachieving Students will be made available to families of at-risk and special needs Students.

The School will comply with all laws governing the provision of services to Students with special needs. In compliance with the Individuals with Disabilities Education Act (IDEA), multi-factored evaluations beyond those mentioned above will be conducted as needed on all Students classified “special education.” Psychological evaluations and re-evaluations will be conducted as specified by law. The School will comply with the building, program and other accessibility requirements of the Americans with Disabilities Act (ADA) and other applicable laws.

ORC 3314.03, ORC 3323, OAC 3301-51

212 HEALTH SERVICES

In compliance with law, the School may require students to submit to periodic health examinations to protect the School community from the spread of communicable disease.

If the School conducts tests for determining defects in hearing and vision in Students, then the School shall keep an accurate record of such tests and of measures taken to correct such hearing and visual defects. Statistical data from such records shall be made available to official State and Local health, education, and human services departments and agencies. Individual records shall be made available to such departments and agencies only in cases where there is evidence that no measures have been taken to correct defects determined by such tests, provided that such records shall be made available to School authorities where they are deemed essential in establishing special education facilities for children with hearing and visual defects.

213 NOTICE OF POLICY CHANGES

From time to time, policies, rules and regulations may be changed. The Executive Director will provide notification of changes and/or notice will be posted in the School’s administrative offices and public areas of the School’s Web site.

214 POLICY MANUAL (Parent Handbook/Student Contract)

Distribution and Maintenance

The Parent Handbook/Student Contract is intended to be a useful guide to all members of the Board, the administration, all personnel employed by the School, the Students of the School, and to the public.

All Policies shall be considered public records and shall be open for inspection in the school offices and in the office of the Director during regular office hours.

215 USE OF TOBACCO ON SCHOOL PREMISES

The use of tobacco presents a health hazard, which can have serious consequences, both for the user and the nonuser and is, therefore, of concern to the Board.

For purposes of this policy, "use of tobacco" shall mean all uses of tobacco, including a cigar, cigarette, pipe, snuff, or any other matter or substances that contain tobacco.

In order to protect students and staff who choose not to use tobacco from an environment noxious to them, and because the Governing Authority cannot, even by indirection, condone the use of tobacco, the use of tobacco in School buildings is prohibited at all times. “School buildings” includes buildings owned, leased or used by the School.

216 USE OF MEDICATION

The Governing Authority shall not be responsible for the diagnosis and treatment of Student illness. The administration of prescription medication and/or medically-prescribed treatments to a student during school hours will be permitted only when failure to do so would jeopardize the health of the student, the student would not be able to attend School if the medication or treatment were not made available during school hours, or if the student is disabled and requires medication to benefit from his/her educational program.

For purposes of this Policy, “medication” shall include all medicines including those prescribed by a physician and any non-prescribed (over-the-counter) drugs, preparations, and/or remedies. “Treatment” refers both to the manner in which a medication is administered and to health-care procedures which require special training, such as catheterization.

All medication shall be administered by the Director or designee.

Inhaler

A student may possess and use a metered dose inhaler or a dry powder inhaler to alleviate asthmatic symptoms, or before exercise to prevent the onset of asthmatic symptoms, if both of the following conditions are satisfied:

The student has the written approval of the student’s physician and, if the student is a minor, the written approval of the parent, guardian or other person having care or charge of the student. The physician’s written approval shall include at least all of the following information:

1. the student’s name and address;
   1. the names and dose of the mediation contained in the inhaler;
   2. the date the administration of the medication is to begin;
   3. the date, if known, that the administration of the medication is to cease;
   4. written instructions that outline procedures School personnel should follow in the event that the asthma medication does not produce the expected relief from the student’s asthma attack;
   5. any severe adverse reactions that may occur to the student using the inhaler and that should be reported to the physician;
   6. any severe adverse reactions that may occur to another student, for whom the inhaler is not prescribed, should such a student receive a dose of the medication;
   7. at least one (1) emergency telephone number for contacting the physician in an emergency;
   8. at least one (1) emergency telephone number for contacting the parent, guardian, or other person having care or charge of the student in an emergency;
   9. any other special instructions from the physician.

The Director has received copies of the written approvals required by Subparagraph 1 of this section.

If these conditions are satisfied, the student may possess and use the inhaler at School or at any activity, event or program sponsored by or in which the School is a participant.

The School, a member of the Governing Authority or its representatives, or any staff or employee is not liable in damages in a civil action for injury, death, or loss to person or property allegedly arising from a staff member’s prohibiting a Student from using an inhaler because of a staff member’s good faith belief that the conditions of Subparagraphs 1 and 2 of this Section had not been satisfied.

The School, a member of the Board, the Board’s representatives, or any staff or employee is not liable in damages in a civil action for injury, death, or loss to person or property allegedly arising from a staff member’s permitting a student to use an inhaler because of a staff member’s good faith belief that the conditions of Subparagraphs 1 and 2 of this Section had been satisfied.

Furthermore, when the School is required by this Section to permit a student to possess and use an inhaler because the conditions of Subparagraphs 1 and 2 of this Section have been satisfied, the School, any member of the Board, or the Board’s representatives, or any staff or employee is not liable in damages in a civil action for injury, death, or loss to person or property allegedly arising from the use of the inhaler by a student for whom it was not prescribed. This Section does not eliminate, limit, or reduce any other immunity or defense that a School, member of a School Board (Governing Board, Governing Authority or Board of Trustees), or staff or employee may be entitled to under Chapter 2744. or any other provision of the Revised Code or under the common law of this state.

Prescribed Medications:

Some students are able to attend school only through effective use of medication. If possible, all medication should be given under the supervision of parent(s) or guardian(s). When this is not possible, school personnel may give prescribed medication as assistance to parents or guardians only when the following conditions are met. Injections are not to be given by school personnel except in the event of an extreme allergic reaction to a bee sting as noted below. If an injection is required, the emergency squad shall be called.

A.) Documentation appropriate to R.C. 3313.713 must be in the school's records. Documentation must include as a minimum:

1. Information from physician:
   1. identification of the student;
   2. the medication and dosage required;
   3. the times required;
   4. possible reactions needing the attention of a physician;
   5. any special instructions including storage and sterile requirements;
   6. the date when the medication is no longer needed;
   7. the date of the request;
   8. the physician's name, address, phone number;
   9. the physician's signature.
2. Information from parent or guardian:
   1. Parent or guardian request for the assistance of school personnel to administer medication.
   2. Parent or guardian agreement to notify the school in writing of a change in physician, of a change regarding dosage or if any other modification of the request for assistance.
3. Information from the school:
   1. signature of the building principal;
   2. signature of any other staff person authorized to provide the requested medication; and
   3. provide emergency squad with a copy of the Request for Assistance in Dispensing Prescribed Medication Form for injections.

B.) School personnel including co-curricular and extra-curricular personnel, may give non-prescribed medication as assistance to parents or guardians only when the following conditions are met:

1. Information from parent or guardian in writing:
   1. identification of student;
   2. the medication and dosage required (other than listed dosage would require a physician's note);
   3. the times required; and
   4. the parent/guardian signature.
2. Information from the school:
   1. signature of the building principal;
   2. signature of any other staff person authorized to provide the requested medication.

C.) Medication shall be delivered to the school by parent(s) or guardian(s) in the labeled container in which it was dispensed by the physician or licensed pharmacist. Material contained shall be presumed to be authentic to its labeling.

D.) Storage appropriate to the utilization of a medication must be available.

E.) No student is allowed to provide or sell any type of medication to another student. Violation of this rule will be considered violation of the Student Code of Conduct.

Bee-Sting Medication

The School is to be notified, in writing, of a student who is sensitive to bee stings by his/her parents or physician. In all cases, this information should be conveyed to the principal. In addition, parents should make a notation concerning any allergies on the student's emergency medical authorization form. For field trips, parent or guardian must make the medication available to the trip leader. The teacher organizing and leading the field trip should be made aware of the student who is sensitive to bee stings so that they can be adequately prepared.

The student's parent will be responsible for providing the medication and is to be informed that the school will call emergency medical services each and every time his/her child receives the medication.

If a situation occurs requiring the administration of sting medication, school personnel are to contact 911 and request that a mobile unit be dispatched to the school to deal with complications that may arise. The parents should be contacted immediately after the call to emergency services.

It may sometimes occur that a student and his/her parents are aware of the student's extreme sensitivity to bee stings or some other substance. Due to the uniquely dangerous and life-threatening nature of allergic reactions, school personnel may administer emergency injections to such students who are exhibiting symptoms which a school employee believes in good faith, as a result of training, personal knowledge, or experience, to be symptoms of a life threatening allergic reaction. Such injections without specific permission should only be administered only as a last resort when medical personnel and/or parent or guardian cannot be reached or be present in time to take effective action.

A waiver form must be completed by each parent or guardian of a student who is known to be sensitive to bee stings or may have other allergic reactions.

Nothing in the above policy shall be construed as a waiver of the "Good Samaritan Law," or any other immunity or privilege available to school employees under State law.

**Students with Diabetes**

All students enrolled in the school will receive appropriate and needed diabetes care in accordance with an order signed by the treating physician. The care includes any of the following:

1. Checking and recording blood glucose levels and ketone levels, or assisting the student with the check.

2. Responding to blood glucose levels outside of the student’s target range.

3. Administering glucagon or other prescribed emergency treatment during a case of severe hypoglycemia.

4. Administering or assisting in the administration of insulin

5. Providing oral diabetes medication

6. Understanding schedules and food intake for meals and snacks to calculate medication dosages pursuant to the physician’s order.

7. Following the physician’s instructions regarding meals, snacks, and physical activity

8. Administering diabetes medication as long as the following conditions are met:

a. Administered by a school nurse, or in the absence of a school nurse an employee trained in Diabetes care.

b. The school receives a written request with the following information:

i. The name and address of the student;

ii. The school and class in which the student is enrolled;

iii. The name of the drug and the dosage to be administered;

iv. The times or intervals at which each dosage of the drug is to be administered;

v. The date the administration of the drug is to begin;

vi. The date the administration of the drug is to cease;

vii. Any severe adverse reactions that should be reported to the prescriber and one or more phone numbers at which the prescriber can be reached in an emergency;

viii. Special instructions for administration of the drug, including sterile conditions and storage.

c. The parent, guardian, or custodian agrees to submit a revised statement upon any changes.

d. The person administering the drug has a copy of the statement

e. The medication is in the prescribed container

The board may provide training to employees to ensure that a student with diabetes receives proper care. The training shall take place prior to the beginning of the school year, or as needed but no later than fourteen days after receipt of a physician’s order regarding a student with diabetes.

Within fourteen days of receipt of a physician’s order regarding a student with diabetes, the board or governing authority shall inform the students’ parent, guardian, or custodian that the student may be entitled to a 504 plan.

Upon written request of the parent, guardian, or custodian, a student with diabetes shall be permitted to attend their own care in accordance with the Physician’s order if the student’s treating physician determines the student capable of performing the tasks. The student shall be permitted to perform the care tasks in any area and to possess all necessary supplies and equipment. If the student uses the medical equipment for purpose other than the student’s own care, the board may revoke the student’s permission to attend to their own care.

R.C. 3313.711, 3313.712, 3313.713, 3314.14 3313.716

**217 Wellness Policy**

*Note: This school-level wellness policy meets the minimum Federal standards for local school wellness policy implementation under the final rule of the* [*Healthy, Hunger-Free Kids Act of 2010*](https://www.gpo.gov/fdsys/pkg/FR-2016-07-29/pdf/2016-17230.pdf)*, the Alliance for a Healthier Generation Healthy Schools Program Bronze-level award criteria, and minimum best practice standards accepted in the education and public health fields.*

**Preamble**

Focus is committed to the optimal development of every student. The School believes that for students to have the opportunity to achieve personal, academic, developmental and social success, we need to create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture’s (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities – do better academically. Finally, there is evidence that adequate hydration is associated with better cognitive performance.

This policy outlines the School’s approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

* Students in the School have access to healthy foods throughout the school day ‒ both through reimbursable school meals and other foods available throughout the school campus‒ in accordance with Federal and state nutrition standards;
* Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
* Students have opportunities to be physically active before, during and after school;
* Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
* School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
* The community is engaged in supporting the work of the School in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
* The School establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of the policy and its established goals and objectives.

This policy applies to all students, staff at Focus. Specific measureable goals and outcomes are identified within each section below.

* *The School will coordinate the wellness policy with other aspects of school management, including the School’s School Improvement Plan, when appropriate.*

1. **School Wellness Committee**

***Committee Role and Membership***

The School will convene a representative school wellness committee (hereto referred to as the DWC or work within an existing school health committee) that meets at least four times per year establish goals for and oversee school health and safety policies and programs, including development, implementation and periodic review and update of this school-level wellness policy (heretofore referred as “wellness policy”).

The DWC membership will represent all school levels – grades 9-12- and include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program, physical education teachers; health education teachers; social services staff [e.g., school counselors, psychologists, social workers, school, school board members); and the general public. When possible, membership will also include Supplemental Nutrition Assistance Program Education coordinators (SNAP-EDEDSNAP-Ed). To the extent possible, the DWC will include representatives from each school building and reflect the diversity of the community.

* *Each Focus school will establish an ongoing School Wellness Committee (SWC) that convenes to review school-level issues, in coordination with the consortium DWC.*

***Leadership***

The Superintendent or designee(s) will convene the DWC and facilitate development of and updates to the wellness policy, and will ensure each school’s compliance with the policy.

The designated official for oversight is the Executive Director.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name** | | **Title / Relationship to the School or School** | **Email address** | **Role on Committee** |
|  | | Executive Director |  | Oversees DWC |
|  | | Director-North |  | Food Nutrition Program Coordinator |
|  | | Director-West |  | Member |
|  | | Director-East |  | Member |
|  | | Student Services Director |  | Member |
|  | | Student Advocate |  | Member |
|  | | Field Placement Coordinator |  | Member |
|  | | Phys Ed/Health Teacher |  | Member |
|  | Office Manager  East |  | Member |
|  | Retention Specialist West |  | Member |
|  | Office Manager  North |  | Member |
|  | Enrollment Assistant |  | Member |

Each school will designate a school wellness policy coordinator, who will ensure compliance with the policy. Refer to Appendix A for a list of school-level wellness policy coordinators.

1. **Wellness Policy Implementation, Monitoring, Accountability and Community Engagement**

***Implementation Plan***

The School will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions and timelines specific to each school; and includes information about who will be responsible to make what change, by how much, where and when; as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness. It is recommended that the school use the [Healthy Schools Program online tools](http://www.schools.healthiergeneration.org/) to complete a school-level assessment based on the Centers for Disease Control and Prevention’s School Health Index, create an action plan that fosters implementation and generate an annual progress report.

This wellness policy and the progress reports can be found at: *focuslearn.org.*

***Recordkeeping***

The School will retain records to document compliance with the requirements of the wellness policy at the Executive Director’s office. Documentation maintained in this location will include but will not be limited to:

* The written wellness policy;
* Documentation demonstrating that the policy has been made available to the public;
* Documentation of efforts to review and update the Local Schools Wellness Policy; including an indication of who is involved in the update and methods the school uses to make stakeholders aware of their ability to participate on the DWC;
* Documentation to demonstrate compliance with the annual public notification requirements;
* The most recent assessment on the implementation of the local school wellness policy;
* Documentation demonstrating the most recent assessment on the implementation of the Local School Wellness Policy has been made available to the public.

***Annual Notification of Policy***

The School will actively inform families and the public each year of basic information about this policy, including its content, any updates to the policy and implementation status. The School will make this information available via the school website and/or school-wide communications. The School will provide as much information as possible about the school nutrition environment. This will include a summary of the School’s events or activities related to wellness policy implementation. Annually, the School will also publicize the name and contact information of the School official leading and coordinating the committee, as well as information on how the public can get involved with the school wellness committee.

***Triennial Progress Assessments***

At least once every three years, the School will evaluate compliance with the wellness policy to assess the implementation of the policy and include:

* The extent to which schools under the jurisdiction of this policy are in compliance with the wellness policy;
* The extent to which the School’s wellness policy compares to the Alliance for a Healthier Generation’s model wellness policy; and
* A description of the progress made in attaining the goals of the School’s wellness policy.

The position/person responsible for managing the triennial assessment and contact information is the Student Services Representative-Focus West-614-545-2000.

The DWC, in collaboration with individual schools, will monitor schools’ compliance with this wellness policy.

The School will actively notify households/families of the availability of the triennial progress report.

***Revisions and Updating the Policy***

The DWC will update or modify the wellness policy based on the results of the annual School Health Index and triennial assessments and/or as School priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. **The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.**

***Community Involvement, Outreach and Communications***

The School is committed to being responsive to community input, which begins with awareness of the wellness policy. The School will actively communicate ways in which representatives of DWC and others can participate in the development, implementation and periodic review and update of the wellness policy through a variety of means appropriate for that school. The School will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards. The School will use electronic mechanisms, such as email or displaying notices on the school’s website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy. The School will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the school and individual schools are communicating important school information with parents.

The School will actively notify the public about the content of or any updates to the wellness policy annually, at a minimum. The School will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

1. **Nutrition**

***School Meals***

Our school is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; that are moderate in sodium, low in saturated fat, and have zero grams *trans* fat per serving (nutrition label or manufacturer’s specification); and to meeting the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs.

All schools within the School participate in USDA child nutrition programs, including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), and Focus is committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

* Are accessible to all students;
* Are appealing and attractive to children;
* Are served in clean and pleasant settings;
* Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (The School offers reimbursable school meals that meet [USDA nutrition standards](http://www.fns.usda.gov/school-meals/nutrition-standards-school-meals).)
* Promote healthy food and beverage choices using at least ten of the following [Smarter Lunchroom techniques](http://smarterlunchrooms.org/ideas):
  + Whole fruit options are displayed in attractive bowls or baskets (instead of chaffing dishes or hotel pans).
  + Sliced or cut fruit is available daily.
  + Daily fruit options are displayed in a location in the line of sight and reach of students.
  + All available vegetable options have been given creative or descriptive names.
  + Daily vegetable options are bundled into all grab-and-go meals available to students.
  + All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal.
  + White milk is placed in front of other beverages in all coolers.
  + Alternative entrée options (e.g., salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas.
  + A reimbursable meal can be created in any service area available to students (e.g., salad bars, snack rooms, etc.).
  + Student surveys and taste testing opportunities are used to inform menu development, dining space decor and promotional ideas.
  + Student artwork is displayed in the service and/or dining areas.
  + Daily announcements are used to promote and market menu options.

The School child nutrition program will accommodate students with special dietary needs.

Students will be allowed at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch, counting from the time they have received their meal and are seated (meets Healthy Schools Program Gold-level criteria).

Students are served lunch at a reasonable and appropriate time of day.

Participation in Federal child nutrition programs will be promoted among students and families to help ensure that families know what programs are available in their children’s school.

The School will implement at least four of the following five Farm to School activities (meets Healthy Schools Program Gold-level criteria;

Local and/or regional products are incorporated into the school meal program;

Messages about agriculture and nutrition are reinforced throughout the learning environment;

School hosts a school garden;

School hosts field trips to local farms; and

School utilizes promotions or special events, such as tastings, that highlight the local/ regional products.

***Staff Qualifications and Professional Development***

All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the [USDA professional standards for child nutrition professionals](http://www.fns.usda.gov/sites/default/files/CN2014-0130.pdf). These school nutrition personnel will refer to [USDA’s Professional Standards for School Nutrition Standards website](http://professionalstandards.nal.usda.gov/) to search for training that meets their learning needs.

***Water***

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day\* and throughout every school campus\* (“school campus” and “school day” are defined in the glossary). The school will make drinking water available where school meals are served during mealtimes.

* *Water cups/jugs will be available in the cafeteria if a drinking fountain is not present.*
* *All water sources and containers will be maintained on a regular basis to ensure good hygiene and health safety standards. Such sources and containers may include drinking fountains, water jugs, hydration stations, water jets and other methods for delivering drinking water.*
* Students will be allowed to bring and carry (approved) water bottles filled with only water with them throughout the day.

***Competitive Foods and Beverages***

The School is committed to ensuring that all foods and beverages available to students on the school campus\* during the school day\* support healthy eating. The foods and beverages sold and served outside of the school meal programs (e.g., “competitive” foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day and create an environment that reinforces the development of healthy eating habits. A summary of the standards and information, as well as a Guide to Smart Snacks in Schools are available at: <http://www.fns.usda.gov/healthierschoolday/tools-schools-smart-snacks>. The Alliance for a Healthier Generation provides a set of tools to assist with implementation of Smart Snacks available at [www.foodplanner.healthiergeneration.org](http://www.foodplanner.healthiergeneration.org).

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day will meet or exceed the USDA Smart Snacks nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts.

***Celebrations and Rewards***

All foods offered on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards including through:

1. Celebrations and parties. The school will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas. Healthy party ideas are available from the [Alliance for a Healthier Generation](https://www.healthiergeneration.org/take_action/schools/snacks_and_beverages/celebrations/) and from the [USDA](http://healthymeals.nal.usda.gov/local-wellness-policy-resources/wellness-policy-elements/healthy-celebrations).
2. Classroom snacks brought by parents. The School will provide to parents a [list of foods and beverages that meet Smart Snacks](https://www.healthiergeneration.org/live_healthier/eat_healthier/alliance_product_navigator/browse_products/?product_category_id=720) nutrition standards.
3. Rewards and incentives. The School will provide teachers and other relevant school staff a [list of alternative ways to reward children](https://www.healthiergeneration.org/take_action/schools/snacks_and_beverages/non-food_rewards/). Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.   
   *[Meets Healthy Schools Program Silver-level criteria]*

***Fundraising***

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus\* during the school day\*. The School will make available to parents and teachers a list of healthy fundraising ideas [*examples from the* [*Alliance for a Healthier Generation*](https://www.healthiergeneration.org/take_action/schools/snacks_and_beverages/fundraisers/) *and the* [*USDA*](http://healthymeals.nal.usda.gov/local-wellness-policy-resources/wellness-policy-elements/healthy-fundraising)].

*[Given the pervasiveness of food fundraisers in many schools and the wide availability of profitable, healthy fundraising options, additional policy language is encouraged:*

* Focus will encourage non-food fundraisers, and encourage those promoting physical activity (such as walk-a-thons, Jump Rope for Heart, fun runs, etc.).
* Fundraising during and outside school hours will sell only non-food items or foods and beverages that meet or exceed the Smart Snacks nutrition standards. These fundraisers may include but are not limited to, donation nights at restaurants, cookie dough, candy and pizza sales, market days, etc. (Meets Healthy Schools Program Gold-level criteria)]

***Nutrition Promotion***

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff, teachers, parents, students and the community.

The School will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will occur through at least:

* Implementing at least ten or more evidence-based healthy food promotion techniques through the school meal programs using [Smarter Lunchroom techniques](http://smarterlunchrooms.org/ideas); and
* Ensuring 100% of foods and beverages promoted to students meet the USDA Smart Snacks in School nutrition standards. Additional promotion techniques that the School and individual schools may use are available at <http://www.foodplanner.healthiergeneration.org/>.

***Nutrition Education***

The School will teach, model, encourage and support healthy eating by all students. Schools will provide nutrition education and engage in nutrition promotion that:

* Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
* Is part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences and elective subjects;
* Includes enjoyable, developmentally-appropriate, culturally-relevant and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits and school gardens;
* Promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products and healthy food preparation methods;
* Emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
* Links with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods and nutrition-related community services;
* Teaches media literacy with an emphasis on food and beverage marketing; and
* Includes nutrition education training for teachers and other staff.

***Essential Healthy Eating Topics in Health Education***

The School will include in the health education curriculum a minimum of 12 of the following essential topics on healthy eating:

* Relationship between healthy eating and personal health and disease prevention
* Food guidance from [MyPlate](http://www.choosemyplate.gov)
* Reading and using FDA's nutrition fact labels
* Eating a variety of foods every day
* Balancing food intake and physical activity
* Eating more fruits, vegetables and whole grain products
* Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain *trans* fat
* Choosing foods and beverages with little added sugars
* Eating more calcium-rich foods
* Preparing healthy meals and snacks
* Risks of unhealthy weight control practices
* Accepting body size differences
* Food safety
* Importance of water consumption
* Importance of eating breakfast
* Making healthy choices when eating at restaurants
* Eating disorders

[The Dietary Guidelines for Americans](https://www.choosemyplate.gov/dietary-guidelines)

* Reducing sodium intake
* Social influences on healthy eating, including media, family, peers and culture
* How to find valid information or services related to nutrition and dietary behavior
* How to develop a plan and track progress toward achieving a personal goal to eat healthfully
* Resisting peer pressure related to unhealthy dietary behavior
* Influencing, supporting, or advocating for others’ healthy dietary behavior

***Food and Beverage Marketing in Schools***

The School is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The School strives to teach students how to make informed choices about nutrition, health and physical activity. These efforts will be weakened if students are subjected to advertising on School property that contains messages inconsistent with the health information the School is imparting through nutrition education and health promotion efforts. It is the intent of the School to protect and promote student’s health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the School’s wellness policy.

Any foods and beverages marketed or promoted to students on the school campus\* during the school day\* will meet or exceed the USDA Smart Snacks in School nutrition

Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes an oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product. This term includes, but is not limited to the following:

* Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
* Displays, such as on vending machine exteriors
* Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards (Note: immediate replacement of these items are not required; however, schools will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is in financially possible over time so that items are in compliance with the marketing policy.)
* Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, pupil assignment books or school supplies displayed, distributed, offered or sold by the School.
* Advertisements in school publications or school mailings.
* Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

As the School/school nutrition services/Athletics Department/PTA/PTO reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the School wellness policy.

1. **Physical Activity**

Children and adolescents should participate in at least 60 minutes of physical activity every day. A substantial percentage of students’ physical activity can be provided through a comprehensive school physical activity program (CSPAP). A CSPAP reflects strong coordination and synergy across all of the components: quality physical education as the foundation; physical activity before, during and after school; staff involvement and family and community engagement with the school is committed to providing these opportunities. Schools will ensure that these varied physical activity opportunities are in addition to, and not as a substitute for, physical education (addressed in “Physical Education” subsection). The school will be encouraged to participate in *Let’s Move!* Active Schools ([www.letsmoveschools.org](http://www.letsmoveschools.org)) in order to successfully address all CSPAP areas.

Physical activity during the school day (including but not limited to recess, classroom physical activity breaks or physical education) **will not be withheld** as punishment for any reason*. This does not include participation on sports teams that have specific academic requirements*. The school will provide teachers and other school staff with a [list of ideas](http://cspinet.org/new/pdf/constructive_classroom_rewards.pdf) for alternative ways to discipline students.

To the extent practicable, the School will ensure that its grounds and facilities are safe and that equipment is available to students to be active. The School will conduct necessary inspections and repairs.

***Physical Education***

The School will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts (discussed in the “*Essential Physical Activity Topics in Health Education*” subsection). The curriculum will support the essential components of physical education.

All students will be provided equal opportunity to participate in physical education classes. The School will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.

All **secondary students** (high school) are required to take the equivalent of one academic year of physical education.

The School physical education program will promote student physical fitness through individualized fitness and activity assessments (via the [Presidential Youth Fitness Program](http://www.pyfp.org/) or other appropriate assessment tool) and will use criterion-based reporting for each student.

* Students will be moderately to vigorously active for at least 50% of class time during most or all physical education class sessions (meets Healthy Schools Program Silver-level criteria).
* All physical education teachers at Focus will be required to participate in at least a once a year professional development in education (meets Healthy Schools Program Silver-level criteria).
* All physical education classes at Focus are taught by licensed teachers who are certified or endorsed to teach physical education (meets Healthy Schools Program Gold-level criteria).
* Waivers, exemptions, or substitutions for physical education classes are not granted.

***Essential Physical Activity Topics in Health Education***

Health education will be required the school will require students to take and pass at least one health education course. The School will include in the health education curriculum a minimum of 12 the following essential topics on physical activity:

* The physical, psychological, or social benefits of physical activity
* How physical activity can contribute to a healthy weight
* How physical activity can contribute to the academic learning process
* How an inactive lifestyle contributes to chronic disease
* Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition
* Differences between physical activity, exercise and fitness
* Phases of an exercise session, that is, warm up, workout and cool down
* Overcoming barriers to physical activity
* Decreasing sedentary activities, such as TV watching
* Opportunities for physical activity in the community
* Preventing injury during physical activity
* Weather-related safety, for example, avoiding heat stroke, hypothermia and sunburn while being physically active
* How much physical activity is enough, that is, determining frequency, intensity, time and type of physical activity
* Developing an individualized physical activity and fitness plan
* Monitoring progress toward reaching goals in an individualized physical activity plan
* Dangers of using performance-enhancing drugs, such as steroids
* Social influences on physical activity, including media, family, peers and culture
* How to find valid information or services related to physical activity and fitness
* How to influence, support, or advocate for others to engage in physical activity
* How to resist peer pressure that discourages physical activity.

***Classroom Physical Activity Breaks***

The School recognizes that students are more attentive and ready to learn if provided with periodic breaks when they can be physically active or stretch. Thus, students will be offered **periodic opportunities** to be active or to stretch throughout the day on all or most days during a typical school week. The School recommends teachers provide short (3-5-minute) physical activity breaks to students during and between classroom time at least three days per week. These physical activity breaks will complement, not substitute, for physical education class,.

The School will provide resources and links to resources, tools, and technology with ideas for classroom physical activity breaks. Resources and ideas are available through [USDA](http://healthymeals.nal.usda.gov/resource-library/physical-activity-school-aged-children/activities-and-tools) and the [Alliance for a Healthier Generation](https://www.healthiergeneration.org/take_action/schools/physical_activity/physical_activities/).

***Active Academics***

Teachers will incorporate movement and kinesthetic learning approaches into “core” subject instruction when possible (e.g., science, math, language arts, social studies and others) and do their part to limit sedentary behavior during the school day.

The School will support classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects by providing annual professional development opportunities and resources, including information on leading activities, activity options, as well as making available background material on the connections between learning and movement.

Teachers will serve as role models by being physically active alongside the students whenever feasible.

***Before and After School Activities***

The School offers opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods. The School will encourage students to be physically active before and after school by making available:

-Walking Club, Community Clean Up, Basketball Club, Exercise Videos, Morning Yoga, Health Challenges, Wii Work Out Sessions, Weight Lifting Club.

***Active Transport***

The School will support active transport to and from school, such as walking or biking. The School will encourage this behavior by engaging in *six or more* of the activities below; including but not limited to:

* Designate safe or preferred routes to school
* Promote activities such as participation in International Walk to School Week, National Walk and Bike to School Week
* Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area)
* Instruction on walking/bicycling safety provided to students
* Promote safe routes program to students, staff, and parents via newsletters, websites, local newspaper
* Use crossing guards
* Use crosswalks on streets leading to schools
* Use walking school buses
* Document the number of students walking and or biking to and from school
* Create and distribute maps of school environment (e.g., sidewalks, crosswalks, roads, pathways, bike racks, etc.)

1. **Other Activities that Promote Student Wellness**

The School will integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues and physical activity facilities. The School will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

The School will encourage teachers to coordinate content across curricular areas that promote student health, such as teaching nutrition concepts in mathematics, with consultation provided by either the school or the School’s curriculum experts.

All efforts related to obtaining federal, state or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and complementary of the wellness policy, including but not limited to ensuring the involvement of the DWC/SWC.

All school-sponsored events will adhere to the wellness policy guidelines. All school-sponsored wellness events will include physical activity and healthy eating opportunities when appropriate.

***Community Partnerships***

The School will develop and/or enhance relationships with community partners (e.g., hospitals, universities/colleges, local businesses, SNAP-Ed providers and coordinators, etc.) in support of this wellness policy’s implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals.

***Community Health Promotion and Family Engagement***

The School will promote to parents/caregivers, families, and the general community the benefits of and approaches for healthy eating and physical activity throughout the school year. Families will be informed and invited to participate in school-sponsored activities and will receive information about health promotion efforts.

As described in the “Community Involvement, Outreach, and Communications” subsection***,*** the School will use electronic mechanisms (e.g., email or displaying notices on the school’s website), as well as non-electronic mechanisms, (e.g., newsletters, presentations to parents or sending information home to parents), to ensure that all families are actively notified of opportunities to participate in school-sponsored activities and receive information about health promotion efforts.

***Staff Wellness and Health Promotion***

The DWC will have a staff wellness subcommittee that focuses on staff wellness issues, identifies and disseminates wellness resources and performs other functions that support staff wellness in coordination with human resources staff. The subcommittee leader’s name Caitlin Jones, Students Services and Family Advocate at Focus West. She can be contacted at 614-545-2000.

Focus will implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors by considering all suggested activities by staff members including but not limited to: Walking Clubs, Bowling Leagues, Meditation/Yoga Clubs, Morning walks, Exercise Videos, Push Up Challenges etc.The School promotes staff member participation in health promotion programs and will support programs for staff members on healthy eating/weight management that are accessible and free or low-cost.

***Professional Learning***

When feasible, the School will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help School staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing school reform or academic improvement plans/efforts.

*Glossary:*

**Extended School Day** – the time during, before and afterschool that includes activities such as clubs, intramural sports, band and choir practice, drama rehearsals and more.

**School Campus** - areas that are owned or leased by the school and used at any time for school-related activities, including on the outside of the school building, school buses or other vehicles used to transport students, athletic fields and stadiums (e.g., on scoreboards, coolers, cups, and water bottles), or parking lots.

**School Day** – the time between midnight the night before to 30 minutes after the end of the instructional day.

**Triennial** – recurring every three years.

PROFESSIONAL AND SUPPORT STAFF

301 EMPLOYMENT OF TEACHING STAFF

The Governing Authority hires teachers based on their interest, demonstrated competence and qualifications to fully and faithfully execute Focus Learning Academy/Focus North High School academic program and academic content standards and fulfill the school’s mission. Teachers are required to have Ohio state teacher certification (if teaching more than twelve (12) hours per week), or otherwise as permitted by Ohio law as it changes from time to time.

302 JOB DESCRIPTIONS/CREATIONS

Job descriptions for professional and operational positions are created by the Superintendent and summarize employee duties so as to promote effectiveness, efficiency and economy in the operation of the School. Each employee shall be provided with a copy of his/her job description at the time of employment. Employees will be evaluated, at least in part, against their job descriptions. Evaluations and other personnel issues are found in the Staff Handbook.

303 CRIMINAL HISTORY RECORDS CHECK

To more adequately safeguard Students and staff members, the Board requires an inquiry into the background of each applicant being seriously considered for employment by the Governing Authority. This requirement includes all substitutes, persons employed on a part‑time basis such as coaches, artists, actors, performers or activity supervisors who may have care, custody or control of students. All applicants must cooperate with the School and complete all forms or other steps necessary to obtain the criminal records check.

The Director shall obtain a records check that complies with the law and ensures that, at the time of the initial application, the applicant is properly informed of the requirement to obtain: a) a criminal history records check prior to employment, b) a set of the applicant's fingerprints, c) proof that the applicant has been a resident of Ohio for the five (5) years previous to the criminal history records check, and if not, that criminal history information from the Federal Bureau of Investigation is obtained.

Any information and records obtained from such inquiries are confidential and shall not be released or disseminated except with prior governing authority authorization and/or as permitted or required by law.

Should it be necessary to employ a person prior to receipt of the criminal history records, the Director may employ the person on a conditional basis for only two months or until the report is received. If the results of the criminal records check indicate that the applicant does not qualify for employment, the Director shall immediately release the applicant from employment.

R.C. 3319.39

304 EQUAL EMPLOYMENT OPPORTUNITY

It is the policy of the School to provide an equal opportunity for employment to all qualified individuals regardless of race, color, religion, sex, sexual orientation, age, national origin, ancestry, disability, handicap, citizenship, veteran or other legally protected status.

The Executive Director, or appropriately qualified/trained designee/s, will function as the Compliance Officer whose responsibility it will be to ensure that Federal and State regulations are complied with and that any complaints are dealt with promptly in accordance with law. S/He shall also ensure that proper notice of nondiscrimination rights under applicable laws is provided to applicants and employees.

See specific procedures for complaints or grievances as set forth in §§ 204, 206 and 209 and 306.

305 SEXUAL/UNLAWFUL HARASSMENT/ GRIEVANCE PROCEDURE

It is the policy of the School to maintain a work and educational environment that is free from discrimination, including sexual and other unlawful harassment. In keeping with this policy, the School prohibits any form of unlawful harassment based on race, color, religion, sex, age, national origin, ancestry, disability, handicap, citizenship, veteran or other legally protected status, by any of its employees, supervisors, managers, visitors or others in the work and educational environment.

Unlawful harassment is verbal or physical conduct that is unwelcome and is based on race, color, religion, sex, age, national origin, ancestry, disability, handicap, citizenship, veteran or other legally protected status. It occurs when:

* submission to the unwelcome conduct is made either an explicit or implicit condition of an individual’s employment;
* submission to or rejection of the unwelcome conduct is used as a basis for an employment decision that results in a tangible job detriment, such as hiring, firing, reducing hours or responsibilities, failing to promote, or reassignment to a position with significantly different responsibilities; or
* the unwelcome conduct unreasonably interferes with the employee’s work performance or is sufficiently severe or pervasive to constitute a hostile, intimidating or offensive work environment.

Sexual Harassment means conduct, on the basis of sex, that falls under one of more of the following:

1. Quid pro quo harassment: An employee conditioning an educational aid, benefit or service on an individual’s participation in unwelcome sexual conduct.
2. Unwelcome conduct on the basis of sex that is so severe, pervasive and objectively offensive that it effectively denies a person equal access to the school’s education program or activity (i.e., hostile environment)
3. Sexual assault as defined in the Clery Act, or dating violence, domestic violence or stalking as defined in the Violence Against Women Act.

Unlawful sexual harassment includes unwelcome sexual advances, requests for sexual favors, derogatory jokes, display of pornographic or sexually suggestive materials and other verbal or physical conduct of a sexual nature.

A violation of this policy will subject an individual to discipline, which may include termination. The type of discipline (if any) that is warranted will depend on all the circumstances, including the nature of the conduct and the context in which it occurred.

If any individual feels that they have been discriminated against or harassed, they should immediately report their concern to the Title IX Compliance Officer/Coordinator or a member of the Administrative Team via the Title IX Compliant form, found on the website –focuslearn.org or by requesting the form from an Administrative Team member.

No form of reprisal will be taken or permitted against any person who reports an incident of harassment or provides information during the investigation of a complaint. The Executive Director as the Title IX Coordinator or their designee will begin the preliminary Title IX process and assign the case to a Title IX Investigator to begin a prompt and thorough investigation of allegations, document the findings and make recommendations to the Title IX Decision Maker. If the Decision Maker of the designee determines that unlawful discrimination or harassment occurred, it will take prompt corrective action calculated to eliminate the discrimination or harassment.

306 EMPLOYEE DRUG AND ALCOHOL POLICY

It is the policy of the School to maintain a workplace that is free of illegal drugs and alcohol.

The use, sale, purchase, manufacture, distribution, dispensation, possession, and/or transfer of an illegal drug and/or alcohol, or being under the influence of an illegal drug and/or alcohol, during work time or at any time while on property owned, leased or utilized by the School, is prohibited.

An “illegal drug” means any narcotic, depressant, stimulant, hallucinogen, cannabinoid or other substance subject to the federal Controlled Substance Act, which is not lawfully prescribed to or lawfully obtained by an employee. “Alcohol” includes, but is not limited to, distilled spirits, liquor, beer, wine, malt liquor or any other intoxicant used as a beverage. The “property of the School” includes, but is not limited to, premises owned, leased, or used by the School and vehicles or equipment owned, leased or operated by the School.

Any employee who violates this policy will be subject to disciplinary action up to and including discharge. The disciplinary sanction may include the satisfactory completion of an appropriate rehabilitation program.

Employees needing help in dealing with drug or alcohol use or dependency are encouraged to contact the Executive Director, Superintendent or a member of the Governing authority.

Employees must, as a condition of employment, abide by the terms of this policy and report to the Executive Director any conviction under a criminal drug statute, for violations occurring on the School’s premises or property or while conducting School business. A report of a conviction must be made within five days after the conviction. This requirement is mandated by the Drug Free Workplace Act of 1988.

The Executive Director, Superintendent or the Board may condition any offer of employment upon the applicant passing a drug/alcohol test. Any applicant subjected to drug/alcohol testing shall complete a consent form upon request. The Board shall reject for hire any applicant who fails or refuses to complete a consent form or submit to testing upon request, or who fails to pass a post-offer drug/alcohol test when such a test is required.

307 IMMIGRATION REFORM AND CONTROL ACT OF 1986

The Board shall hire only United States citizens and others lawfully authorized to work in the United States. Any person hired will be required to provide satisfactory documentation of identification and employment authorization as set forth in Federal law and regulations.

308 PRE-EMPLOYMENT MEDICAL TESTING

The School may require, after a conditional offer of employment, that candidates submit to and pass a tuberculin test in order to assure the absence of tuberculosis in a communicable state.

Tuberculin Testing - All Employees

Newly employed teachers and other employees of the School may:

Present documented evidence of having a negative tuberculin test (Mantoux Test 5 TU PPD preferred) within thirty (30) days of the first day of work;

If a known positive reactor, have a chest X‑ray and other appropriate examinations revealing the absence of tuberculosis in a communicable state within 10 days of the positive reaction.

Currently employed teachers, administration or staff shall:

Present documented evidence of having a negative tuberculin test (Mantoux 5 TU PPD preferred) every third year;

If a known positive reactor, have a chest X‑ray annually or if the person has completed a course of preventative therapy or adequate chemotherapy in accordance with guidelines prescribed by the Director of the Ohio Department of Health, have a chest X‑ray at three (3) year intervals;

Have additional tuberculosis screening at more frequent intervals at the discretion of the Board of Health of Franklin County.

The School may submit annual summary reports of tuberculosis examinations to the Board of Health of Franklin County on forms prescribed by the Director of the Ohio Department of Health.

309 AIDS POLICY

The School will not discriminate with respect to compensation, terms, conditions, benefits, or privileges of employment against applicants and employees because they have Acquired Immune Deficiency Syndrome (AIDS), Human Immunodeficiency Virus (HIV) or related conditions, as long as the applicant or employee is able to meet work performance standards and perform essential job functions (with or without reasonable accommodation).

The School will take steps needed to maintain confidentiality and to address student and employee safety issues, and will comply with all applicable laws regarding persons with AIDS, HIV or related conditions.

310 UNREQUESTED LEAVES OF ABSENCES

The Governing Authority may place a professional staff member on unrequested leave of absence for physical or mental inability when the staff member is unable to perform assigned duties. The School will comply with applicable laws requiring accommodation of qualified individuals with disabilities who are able to perform essential job functions with or without reasonable accommodation(s).

If the Governing Authority believes the staff member is unable to perform assigned duties, the professional staff member will be offered the opportunity for a meeting to discuss these issues.

Prior to placing a professional staff member on unrequested leave, the Governing Authority may require the staff member to submit to an appropriate examination by a health care provider designated and compensated by the School. The results of any such examination shall be treated as a confidential medical record and will be used only in compliance with law.

If, as a result of such examination, the professional staff member is found to be unable to perform assigned duties and no reasonable accommodations are appropriate or available, the professional staff member may be placed on involuntary leave of absence for a period to be determined by the Board and/or be his or her employment terminated in accordance with applicable law.

311 STUDENT SUPERVISION AND WELFARE

Professional and support staff members because of their proximity to students are frequently confronted with situations, which if handled incorrectly, could result in liability to the School and personal liability to the professional staff member. Compliance with the following guidelines will minimize that possibility.

Each staff member shall maintain a standard of care for supervision, control and protection of students commensurate with assigned duties and responsibilities.

A staff member should not voluntarily assume responsibility for duties s/he cannot reasonably perform. Such assumption carries the same responsibilities as assigned duties.

A staff member shall provide proper instruction in the safety matters presented in assigned curriculum guides.

Each staff member shall immediately report to the Director any accident or safety hazard s/he detects

A staff member shall not send students on any personal errands

A staff member shall not associate with students, particularly those of the opposite sex, at any time in a manner which gives the appearance of impropriety, including, but not limited to, the creation or participation in any situation or activity which could be considered abusive or sexually suggestive or involve illegal substances such as tobacco, alcohol, or drugs

If a student comes to a staff member to seek advice or to ask questions regarding a personal problem related to sexual behavior, substance abuse, mental or physical health, and/or family relationships, the staff member may help the student make contact with certified or licensed individuals in the community or the facility who specialize in the assessment, diagnosis, and treatment of the student's problem. Under no circumstances should a staff member attempt, unless properly licensed and authorized to do so, to counsel, assess, diagnose or treat the student's problem or behavior.

A staff member shall not transport students in a private vehicle without the approval of the Executive Director.

A student shall not be required to perform work or services that may be detrimental to his/her health.

Pursuant to the Ohio laws, each staff member shall report immediately to the Director any sign of suspected child abuse or neglect. The Director shall follow required procedures for reporting suspected child abuse or neglect to proper legal authorities.

312 STAFF GIFTS

The Board shall consider as appropriate the presentation of token gifts to members of the staff who have rendered outstanding service for an extended period of time, and who have earned the high regard of other staff members and the community.

Students and their parents shall be discouraged from the routine presentation of gifts to School employees on occasions such as religious holidays. Where a Student feels a spontaneous desire to present a gift to a staff member, the gift should not be elaborate or unduly expensive. The Board shall consider as always welcome, and in most circumstances more appropriate, the writing of letters to staff members, expressing gratitude or appreciation.

The provisions herein shall not be interpreted as intending to discourage acts of generosity in unusual situations.

313 EVALUATIONS OF ADMINISTRATORS, SUPPORT STAFF AND TEACHERS

Administrative Teams members, Teachers, and support staff will be assessed by the Director on their job performance including their level of adherence to the mission and the extent to which they devote their energies and resources to assisting the School to attain its goals. Additional methods of professional assessment may be developed by the Governing Authority or its designee. Evaluations will be conducted annually or more or less frequently as needed. There shall be a compilation of periodic observation(s) of the Teacher’s professional services made prior to formal evaluation. The formal performance assessment, evaluation and report shall address all aspects of the Teachers's professional behavior and performance including but not limited to classroom observation reports and student achievement data. It shall also be consistent with the performance responsibilities listed in the job description for a Lead Instructor and with the school’s contract with its sponsor.

The School, though the LPDC or equivalent professional development entity, and administration will provide Lead Instructors with assistance in continuous professional improvement and growth and the School will not tolerate inadequate or poor performance.

**OTES**

Ohio Teacher Evaluation System:

Legal References: ORC 3318.112: 3319.58 Legislative Reference: AM Sub. HB 153

The Focus Learning Academy Southeast, Focus Learning Academy Southwest, and Focus North High School Board of Directors adopts the following teacher evaluation policy in accordance with the standards-based statewide teacher evaluation framework adopted by the State Board of Education. The Board acknowledges that this teacher evaluation policy aligns with the *Standards for the Teaching Profession* as set forth in State law.

The Board directs the Executive Director and School Director to implement this policy in accordance with State law.

This policy applies to district employees who meet one of the following categories:

A teacher working under a license issued under Ohio Revised Code \_ORC\_ Sections 3319.22, 3319.26, 3319.222 or 3319.226 who spends at least 50% of their time providing content related student instruction: or

A teacher working under a permanent certificate issued under ORC 3319.222 as existed prior to September 2003 who spends at least 50% of their time providing content-related student instruction; or

A teacher working under a permanent certificate issued under ORC 3319.222 as it existed prior to September 2006 who spends at least 50% of their time providing content-related student instruction; or

A teacher working under a permit issued under ORC 3319.301 who spends at least 50% of their time providing content-related student instruction.

School Directors shall be evaluated in accordance with the Ohio Principal Evaluation policy to be adopted by the Board in accordance with ORC 3319.02.

This policy does not apply to the Executive Director, treasurer or “other administrator” as defined by ORC 3319.02. This policy also does not apply to Retention Specialists or substitute teachers.

Assigning an Effectiveness Rating

Each evaluation will result in an effectiveness rating of “Accomplished,” “Proficient,” “Developing;” or “Ineffective.” An effectiveness rating is based on the following two categories: 1) Teacher Performance; and 2) Student Growth Measures. Fifty percent (50%) of the evaluation will be attributed to teacher performance and fifty-per cent (50%) will be attributed to multiple measures of student growth. Teacher Performance and Student Growth Measures ratings are combined to reach the summative teacher effectiveness rating. The Evaluation Matrix provided by the Ohio Department of Education shall be used in this process.

The school Director will annually submit to the Ohio Department of Education the number of teachers assigned an effectiveness rating.

Calculating Teacher Performance

Teacher Performance is evaluated during the two cycles of formal observations and periodic classroom walkthroughs using the OTES performance rubric.

Fifty-percent (50%) of the effectiveness rating will be attributed to Teacher Performance through a holistic process based upon the following *Ohio Standards for the Teaching Profession* rubric and training for credentialed evaluators:

Understanding student learning and development and respecting the diversity of the students they teach;

Understanding the content area for which they have instructional responsibility;

Understanding and using varied assessments to inform instruction, evaluate and ensure student learning;

Planning and delivering effective instruction that advances individual student learning;

Creating learning environments that promote high levels of learning and student achievement;

Collaborating and communicating with students, parents, other educators, district administrator and the Community to support student learning; and

Assuming responsibility for professional growth, performance and involvement.

Calculating Student Growth Measures

For the purposes of the Ohio Teacher Evaluation System (OTES), student growth means the change in student achievement for an individual student between two or more points in time. This component of the evaluation includes some combination of locally developed measures.

Locally Developed Measures: For course of instruction in which teacher level value-added data is unavailable, but ODE approved assessments are available, the Executive Director and administrative team, in consultation with teachers, shall establish a process in accordance with ODE guidance to create Student Learning Objectives (SLOs) to measure student growth in the course of instruction.

In calculating student academic growth, a student will not be included if the student has sixty or more unexcused absences for the school year.

Data from these multiple measures will be scored on five levels in accordance with ODE guidance and converted to a score in one of three levels of student growth: 1) “Above”; 2) “Expected”; and 3) “Below.”

Evaluation Timeline

District administrators shall conduct an evaluation of each teacher subject to this policy at least annually. Each evaluation shall include: (1) Two (2) cycles of formal observation of at least thirty minutes each; and (2) Periodic classroom walkthroughs by the evaluator. All teacher evaluations shall be completed by the first day of May and each teacher subject to this policy shall be provided with a written copy of the evaluation results by the tenth day of May.

For those teachers who are on limited or extended limited contracts pursuant to ORC 3319.11, one evaluation consisting of at least three formal observations must be concluded annually by the first day of May. Each teacher on a limited or extended limited contract shall be provided with a written copy of the evaluation results by the tenth day of May.

The Board, via resolution, elects to evaluate a teacher receiving and effectiveness rating of “Accomplished” on the teacher’s most recent evaluation conducted pursuant to this policy once every two years. Any biennial evaluation conducted under this provision must be conducted and completed by the first day of May and the teacher shall be provided with a written copy of the evaluation results by the tenth day of May,

The Board elects to evaluate a teacher receiving an effectiveness rating of “Accomplished” on the teacher’s most recent evaluation conducted pursuant to this policy via two cycles of formal observations and periodic classroom walkthroughs.

Credentialed Evaluators

Each teacher evaluation conducted under this policy shall be conducted by a person who holds a credential established by the Ohio Department of Education for being an evaluator. Every evaluator must complete state-sponsored evaluation training and is required to pass an online credentialing assessment. List of approved credentialed evaluators:

Executive Director

Director

Professional Growth and Improvement Plans

The Focus schools require professional growth and improvement plans for teachers depending on meeting student growth levels. The structure and components of each are a local decision. Teachers, along with their Director, must develop professional or improvement plans based on the Evaluation Matrix.

Teachers who meet above-expected levels of student growth must develop a professional growth plan. The professional growth plan may include goals set by the teacher and Director per the OTES Evaluation rubric.

Teachers who meet expected levels of student growth must develop a professional growth plan collaboratively with the Director. The professional growth plan shall include goals set by the teacher and Director per the OTES Evalution rubric

Teachers who meet below-expected levels of student growth must develop an improvement plan with the Director. The improvement plan shall include goals set by the teacher and Director per the OTES Evaluation rubric and a timeline for improvement including a probationary period

Testing for Teachers in Core Subject Areas

Core content area teachers who receive a rating of “Ineffective” on evaluations for two out of three

straight years are required to retake all written examinations of contents knowledge selected by ODE. “Core subject area” means reading English language arts, mathematics, science, foreign language, government, economics, fine arts, history, and geography.

Retention and Promotion Decisions

RC 3319.111(E) requires boards of education to include in its teacher evaluation policy procedures for using the evaluation in making retention and promotion decision. This is a local decision and will be made by the Director, in consultation with district administrators and teachers.

The Board adopts the following procedures to be used by district administrators in making retention and promotion decisions:

If the first observations proves the teacher to be rated as “Developing” or “Ineffective”, an immediate professional growth plan will be established. If at the post conference and/or summative evaluation the teacher has shown no progress in regards to the professional growth plan, the Director then has the discretion to recommend retention or non contract renewal to the Executive Director. .

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

Removal of Poorly-Performing Teachers

RD 3319.111(E) requires boards of education to include in its teacher evaluation policy procedures for using the evaluation in removing poorly-performing teachers. This is a local decision by administrators, in consultation with teachers.

Professional Development

The SBOE adopted statewide framework requires boards of education to include in its evaluation

policy the district’s plan for the allocation of financial resources to support professional development. This is a local decision that needs to be made by the administration, in consultation with the teachers.

The Board’s plan for the allocation of financial resources to support professional development is as follows:

Focus schools will set aside adequate funding to support all professional development needs. Professional Development is individualized based on the results of the evaluation rubric and the district professional development plan.

314 ABSENCE FOR JURY DUTY

An employee summoned to serve as a juror shall give reasonable notice to the Director prior to starting service as a juror, and each day when the employee’s presence at court is required. Any full-time or exempt employee who is absent from duty for jury service shall continue to receive their pay as an employee of the School during such jury service.

315 BENEFITS

As employees, all leaves, absences, work outside school hours and benefits not mentioned herein may be found in the Staff Handbook or the individual contract. The Governing Authority reserves the right to modify or terminate benefits as provided by plan terms and/or by law.

316 UNIFORMED SERVICES LEAVE

The School will comply with applicable Ohio and Federal law on leaves for employees in the Uniformed Services. Uniformed Services Leave is unpaid. Persons returning from Uniformed Services Leave must meet certain criteria to be eligible for re-employment. The School will comply with applicable Ohio and Federal law on employment and re-employment of persons who serve in the uniformed services.

317 COPYING COPYRIGHTED MATERIALS

The Board encourages Lead Instructors and staff assigned to the School to make judicious use of appropriate printed materials, sound recordings and electronic programs in the curriculum but recognizes that Federal law, applicable to public school districts, protects authors and composers from the unauthorized use of their copyrighted work.

The copyright law of the United States (Title 17, USC) governs the making of photocopies or other reproductions of copyrighted materials. According to the copyright law, it is illegal to copy or reproduce on disk or paper, by use of school equipment or any other means, materials for which the person reproducing or the School does not own the copyright, unless the written permission of the copyright owner has been obtained, or unless the activity is within some of the limited exceptions to the copyright laws. Copyright infringement carries with it serious civil and criminal penalties under law.

Title 17, Section 107, regarding the Fair Use of copyrighted work, reads in pertinent part:

. . . [T]he fair use of a copyrighted work, including such use by reproduction in copies or photo records or by any other means specified by that section, for purposes such as criticism, comment, news reporting, teaching (including multiple copies for classroom use), scholarship, or research, is not an infringement of copyright. In determining whether the use made of a work in any particular case is a fair use the factors to be considered shall include--

The purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;

The nature of the copyrighted work;

The amount and substantiality of the portion used in relation to the copyrighted work as a whole; and

The effect of the use upon the potential market for or value of the copyrighted work.

318 WORKPLACE VIOLENCE

Workplace violence is unlawful and against School policies. Violent behavior will not be tolerated. Any staff member who instigates or participates in workplace violence will be subject to disciplinary action, up to and including termination. In addition, abusive or offensive comments, threats or stalking will not be tolerated and will result in disciplinary action, up to and including termination.

319 AT-WILL EMPLOYMENT

Employees of Focus Learning Academy/Focus North High School are employed at-will of the Management Company, which means that any employee may be disciplined or terminated for any reason and at any time, with or without cause. Nothing in this Policy manual is intended or should be interpreted by any employee to promise, offer or provide employment or benefits for a definite time period or for a lifetime. No one from the School or representing the School has the right or authority to make any arrangement or agreement contrary to these terms.

Due Process for Employment Termination

Employees occupying full-time or part-time regular positions -- excluding those on initial probationary status-- are entitled, upon timely request, to a hearing to review the termination of their employment.

Procedure:

Following discharge from employment in a full-time or part-time regular position, the employee concerned may request a hearing to review the decision made by the school. The request must be made to the Management Company CEO in writing within ten (10) business days.

Except for announcements as may be required, public statements and publicity about the case either by the discharged employee or by the school will not be permitted until the proceedings have been completed. Failure to comply with this policy constitutes grounds for immediate termination.

The discharged employee may at any time request in writing that the proceedings be discontinued and will waive all further hearing rights.

After receiving the dismissed employee's request for a hearing, the CEO will, within three (3) business days, set the time for a hearing and designate a hearing committee of the Management Company to hear the appeal and make recommendations to the Management Company. The Hearing Committee shall not include employee’s immediate supervisor or the Executive Director.

During the proceedings, either party may have an advisor who may be an attorney. The proceedings shall be closed to all except the discharged employee, his/her advisor, school representative(s), the school’s attorney and the Committee conducting the hearing.

The fact-finding portion of the hearing shall be tape-recorded. Committee deliberations after the fact finding portion shall not be recorded, to protect the rights of employees serving on the Committee.

The CEO shall review the Committee's findings and recommendation.

Within five business days of receipt of the Committee's recommendation, the CEO shall render a decision to the dismissed employee and to the appropriate administrative personnel; that decision shall be the final decision of Focus Learning Academy/Focus North High School.

320 TECHNOLOGY PRIVACY

The Board recognizes a staff member’s right to privacy in her/his personal life.

The School has established this policy to inform staff members of the School's position with respect to staff‑member privacy in the workplace and to protect the School's interests. All computers, telephone systems, electronic mail systems and voice mail systems are the School's property and are to be used primarily for business purposes. The School retains the right to access and review all electronic and voice mail, computer files, databases, and any other electronic transmissions contained in or used in conjunction with the School's computer system, telephone system, electronic mail system and voice mail system. Staff members should have no expectation that any information contained on such systems is confidential or private. The School may review such information at any time with or without the staff member's knowledge. The use of passwords does not guarantee confidentiality, and the School retains the right to access information in spite of a password. All passwords or security codes must be registered with the School. A staff member's refusal to permit such access may be grounds for discipline up to and including discharge.

Computers, electronic mail and voice mail are to be used for business purposes. Personal messages via School‑owned technology should be limited in accordance with the School’s guidelines. Staff members are encouraged to keep their personal records and personal business at home.

Because the School's computer and voice mail systems are to be used primarily for business purposes, staff members are prohibited from sending offensive, discriminatory, or harassing computer, electronic, or voice mail messages. This policy is necessary to ensure that School resources are used properly. Review of computer files, electronic mail and voice mail will only be done in the ordinary course of business and will be motivated by a legitimate business reason. If a staff member's personal information is discovered, the contents of such discovery will not be reviewed by the School, except to the extent necessary to determine if the School's interests have been compromised. Any information discovered will be limited to those who have a specific need to know that information. The administrators and supervisory staff members authorized by the Superintendent have the authority to search and access information electronically.

321 LEAVE OF ABSENCE WITHOUT COMPENSATION

The School will comply with the regulations as set forth in the Family and Medical Leave Act of 1993 (FMLA), including the special provisions which apply to school employees. Request for such leave shall be submitted in writing. Failure to comply with the terms for which a leave is requested will be grounds for termination of the leave and employment.

General

When an eligible employee makes a request, or if the School determines that an absence is FMLA qualifying, the School will grant an unpaid leave for up to 12 work weeks during a rolling 12 month period, if the procedures in this policy are followed and leave is for any of the following reasons:

The birth or adoption of a child, or the foster care placement of a child;

To care for a family member of the employee if that individual has a serious health condition; or

A serious health condition of the employee that renders the employee unable to perform his or her job functions.

In accordance with the Family and Medical Leave Act of 1993 (FMLA), employees returning from FMLA qualifying leave shall be given the opportunity to return to work at the same pay, but are not guaranteed the same position or job assignment. The Executive Director will make job assignments based on the needs at the time the employee returns to work.

Employees are limited to a maximum of twelve (12) work week’s unpaid leave for any of these purposes. If the leave is for birth, adoption or foster care placement, the leave must be completed within twelve (12) months of the date of birth, adoption or placement.

Available leave will be calculated by determining the amount of leave used by an employee for the twelve (12) months prior to each day for which leave is requested and subtracting that number from the total of days equal to twelve (12) work weeks. This is referred to as the rolling method of calculation. Leave time may be calculated differently under special rules, which apply to instructional employees who request or take leaves near the end of the school term and/or who take intermittent or reduced leave. The School may require an instructional employee to continue a leave until the end of the school term in certain situations permitted under the FMLA regulations.

Employees may choose to substitute paid vacation for leave but the School will not require that they do so. When it is necessary to make per diem deductions to an employee’s salary due to days not worked and taken off without compensation, the following formula will be used:

Annual Salary / Days in Official Calendar = Per Diem Salary

"Official Calendar” means the annual period employees are required to work and may mean different periods for administrative, instructional and staff employees. The same or an equivalent position will be guaranteed upon timely return from leave, with certain exceptions as permitted by law.

Advance Notice

Employees must give the School thirty (30) days advance notice for foreseeable leaves. If thirty (30) days notice is not possible, employees must give as much prior notice as is practicable. If the School has reason to believe that an employee’s absence is for an FMLA qualifying reason, it may designate the absence as FMLA leave with prompt written notification to the employee.

Medical Certification

Employees requesting leave, either for their own serious illness or to care for a seriously ill family member, must submit written medical certification from a health care provider. The Board may require re-certification at reasonable intervals during the leave.

Health Benefits during Leave

Employees’ health care coverage will be maintained at their cost during leave.

Additional Medical or Family Leave

A written request for additional unpaid leave of absence may be granted at the discretion of the Governing Authority.

322 STAFF USE OF CELLULAR TELEPHONES

The Governing Authority recognizes that cellular telephones are a powerful communications tool and that their use greatly facilitates timely and effective communications. Employees who by the nature of their job have a routine and continuing business need for the use of cell phones for official School business may be reimbursed for the use of their personal Cellular telephones as a tool to conduct Board business and to enhance business efficiencies. The Executive Director will designate positions for which cellular telephone contact is expected. The Chief Financial Officer is authorized to reimburse employees a reasonable amount as recommended by the Executive Director per month for the use of personal cellular telephones.

Using a cellular telephone while operating a vehicle is strongly discouraged. Employees shall plan calls to allow placement of calls either prior to traveling or while on rest breaks or use hands-free equipment if the call must be made while operating a vehicle.

Cellular telephone calls are not secure. Therefore, employees should use discretion in relaying confidential information, particularly as it relates to students.

323 EYE PROTECTION POLICY

The School will ensure that all staff and students wear appropriate eye and face protection which complies with all Federal and State standards when working in areas that expose them to hazards such as flying particles, molten metal, liquid chemicals, acids or caustic liquids, chemical gases or vapors or potentially injurious light radiation. Staff may obtain appropriate eye protection (safety glasses, goggles, etc.) from the Executive Director who will also provide information on the proper use and care of the eye and face protection device.

The teacher will provide the devices to the students.

Staff regularly working in potential eye-hazard areas who need prescription may submit a request through the Executive Director for prescription safety glasses. The School will assume the cost of the glasses.

**324 FRAUD REPORTING POLICY**

The Board of Directors of Focus understands the importance of detecting fraud in any state funded agency. The Board then directs the Executive Director to adhere to the Auditor of State’s fraud reporting recommendations and requires that all staff members be informed about the process.

In 2003,the Auditor of State’s fraud hotline was created. The hotline was established as a way for all Ohioans to report potential fraud throughout government. House Bill 66 (HB 66) made several changes to the Auditor of State’s fraud hotline. The bill requires the Auditor of State to maintain a system for the reporting of fraud, including misuse of public money by any public official or office. The system allows all Ohio citizens the opportunity to make anonymous complaints through a toll‐free telephone number, the Auditor of State’s website, or through the United States’ mail.

The Auditor of State is required to keep a log of all complaints filed. The log is a public record under Section 149.43 of the Revised Code and must contain the following: the date the complaint was received, a general description of the nature of the complaint, the name of the public office or agency with regard to which the complaint is directed, and a general description of the status of the review by the Auditor’s office. Information in the log may be redacted if Section 149.43 of the Revised Code or another statute provides an applicable exemption. During the course of Auditor of State investigations, information will be redacted pursuant to Section 149.43(A)(2) in order to conduct thorough investigations.

The new legislation also has a direct impact on all public employers. On the bill’s effective date, May 4, 2012, public offices, including community schools, must make their employees aware of the fraud‐reporting system. Public offices also must provide information about the fraud reporting system to all new hires. All new employees must confirm that they received this information within thirty days after beginning employment.

Section 117.103 requires the Auditor of State to confirm that public offices have so notified new employees. The statute provides two ways to verify compliance. First, public offices may require new employees to sign forms acknowledging the employees were notified of the fraud‐reporting system. The Auditor of State has created a model form, which may be found on the Auditor of State website. Alternatively, public offices may consider providing the fraud reporting system information in the employee manual for the public office. The employee should sign and verify the employee’s receipt of such a manual. This option satisfies the bill’s requirements on public employers.

The legislation also extends the current whistle‐blower protections contained in Section 124.341 of the Revised Code to employees who file a complaint with the new fraud‐ reporting system. If a classified or unclassified employee becomes aware of a situation and reports it to the Auditor of State’s fraud‐reporting system, the employee is protected against certain retaliatory or disciplinary actions. If retaliatory or disciplinary action is taken against the employee, the employee has the right to appeal with the State Personnel Board of Review.

**325 ETHICS POLICY**

Policy Statement

It is policy of Focus to carry out its mission in accordance with the strictest ethical guidelines and to ensure that Focus members and employees conduct themselves in a manner that fosters public confidence in the integrity of Focus, its processes, and its accomplishments.

General Standards of Ethical Conduct

All Focus officials and employees must, at all times, abide by protections to the public embodied in Ohio’s ethics laws, as found in Chapters 102. and 2921. of the Ohio Revised Code, and as interpreted by the Ohio Ethics Commission and Ohio courts. (A copy of these laws is provided by Focus, and receipt acknowledged, as required in R.C. 102.09(D).) Officials and employees must conduct themselves, at all times, in a manner that avoids favoritism, bias, and the appearance of impropriety.

A general summary of the restraints upon the conduct of all officials and employees includes, but is not limited to, those listed below.

No official or employee shall:

Solicit or accept anything of value from anyone doing business with Focus

Solicit or accept employment from anyone doing business with Focus, unless the official or employee completely withdraws from Focus activity regarding the party offering employment, and Focus approves the withdrawal;

Use his or her public position to obtain benefits for the official or employee, a family member, or anyone with whom the official or employee has a business or employment relationship;

Be paid or accept any form of compensation for personal services rendered on a matter before any board, commission, or other body of Focus, unless the official or employee qualifies for the exception, and files the statement, described in R.C. 102.04(D);

Hold or benefit from a contract with, authorized by, or approved by, Focus, (the Ethics

Law does except some limited stockholdings, and some contracts objectively shown as the lowest cost services, where all criteria under R.C. 2921.42 are met);

Vote, authorize, recommend, or in any other way use his or her position to secure approval of a Focus contract (including employment or personal services) in which the official or employee, a family member, or anyone with whom the official or employee has a business or employment relationship, has an interest;

Solicit or accept honoraria (see R.C. 102.01(H) and 102.03(H)) ;

During public service, and for one year after leaving public service, represent any person, in any fashion, before any public agency, with respect to a matter in which the official or employee personally participated while serving with Focus

Use or disclose confidential information protected by law, unless appropriately authorized; or Ohio Ethics Commission

Use, or authorize the use of, his or her title, the name “Focus,” or “the FOCUS acronym,”

or Focus ’s logo in a manner that suggests impropriety, favoritism, or bias by Focus or the official or employee;

For purposes of this policy:

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

“Anyone doing business with Focus ” includes, but is not limited to, any person,

corporation, or other party that is doing or seeking to do business with, regulated by, or has interests before Focus .

Financial Disclosure

Every Focus official or employee required to file a financial disclosure statement must file a complete and accurate statement with the Ethics Commission by April 15 of each year. An official or employee elected, appointed, or employed to a filing position after February 15 must file a statement within ninety

days of appointment or employment.

Ethics Education

Providing ethics education and information is an inherent part of good ethics governance. The Ethics Commission is available to provide educational seminars and informational materials. The Commission can be contacted at (614) 466-7090.

Assistance

The Ethics Commission is available to provide advice and assistance regarding the application of the Ethics Law and related statutes. The Commission can be contacted at (614) 466-7090. The Commission’s web site address is: www.ethics.ohio.gov. Focus counsel is available to answer questions involving this policy.

Penalties

Failure of any Focus official or employee to abide by this Ethics policy, or to comply with the Ethics Law and related statutes, will result in discipline, which may include dismissal, as well as any potential civil or criminal sanctions under the law.

Changes

This policy may be changed only by stipulated official or majority vote of the legislative authority of Focus.

STUDENTS

401 STUDENT ASSESSMENT

The School shall comply with the Ohio State Testing requirements of R.C. §3301.0710 and .0711. The Director or appropriately qualified/trained designee(s), shall be responsible for all testing procedures and the safeguarding of all test materials.

The school shall administer an initial assessment and/or other validated and recognized assessment tests as shall be determined and instituted by resolution of the Board of Directors to all enrolled students within the appropriate testing windows as established by the test publisher. .

402 ADMISSION AND LOTTERY STANDARDS

Admission to the school shall be open to any individual 9th grade to age twenty-two at the time of enrollment who are entitled to attend school pursuant to section 3313.64 or 3313.65 of the Revised Code in a school district in the State.

Focus Learning Academy/Focus North High School shall not discriminate in the admission of students to the school based on race, creed, color, handicapping condition or sex:

Upon admission of any handicapped student, Focus Learning Academy/Focus North High School will comply with all federal and state laws regarding the education of handicapped students.

The School shall not limit admission to students based on intellectual ability, measures of achievement or aptitude, or athletic ability.

The School shall not offer or provide incentives to parents of prospective students per ORC 3313.648.

The School will serve not less than 50 or more than 750 students and shall not admit students that exceed the capacity of the school's programs, classes, grade levels or facilities.

At the time of application and/or orientation, students are required to present the following enrollment documentation.

-Completed enrollment packet and one of the following forms of proof of residence:

-Proof of residence: Utility bill including: Gas bill, water bill, electric bill, or cable bill (issued within the last 90 days from enrollment), copy of current lease or mortgage statement, voter registration card, bank statement, a paystub or paycheck issued to the parent or student within 90 days of enrollment that includes the address of the parent’s or student’s primary residence, change of address verification from United States Postal Service, letter from Jobs and Family Services verifying address, Current home owner’s or renter’s insurance declaration page or current real property tax bill

At the time of application and/or orientation or if a student reenrolls, parents, foster care givers, legal guardian’s and/or adult students are also required to present the following enrollment documentation.

-Birth Certificate (Baptismal certificate, passport or naturalization papers also accepted)

-Immunization Records

-Custody, Divorce, Adoption or Guardianship papers

-Special Needs Documentation (IEP, ETR, MFE if applicable)

{ALL CHANGES TO RESIDENCE MUST BE REPORTED TO THE SCHOOL WITH 48 HOURS WITH A VALID PROOF OF RESIDENCE VERIFYING THE CHANGE}

The school shall review the residency records of students monthly.  Parents/guardians/foster caregivers or students 18 years of age and older are required to provide the school with one of the above-specified documents as Proof of Residency/Address Verification annually and at any time a change of address, residency or custody changes.

**Annually, the School shall require parents and/or students eighteen years or older to**

**verify their addresses in a signed writing (through a “check the box” or other process),**

**which may include a signed email or text message**.

**GOVERNING AUTHORITY ANNUAL VERIFICATION OF STUDENT RESIDENCY RECORDS**

**Annually, at the end of each school year, the Governing Authority shall be provided a report of**

**the annual verification regarding the district of residence for each student. A monthly report will also be provided and approved at each Board meeting.**

Grade Placement

Upon enrollment, each student’s level of academic achievement in reading, math, and language usage will be assessed to determine their level of academic standing to ensure proper placement in courses. The student’s score from the assessments may be used to inform grade level placements for the purposes of EMIS and other required reporting.

The School shall accept and recognize any high school credits students have earned at Ohio community schools, chartered public, chartered non public high schools, and their counter parts in other states when appropriate documentation of those course completions is received from the school in which they were earned.

Upon receipt of appropriate records and documentation, credits earned in another high school will be used to determine grade level placement as follows:

|  |  |  |
| --- | --- | --- |
| Age | Required # of Credits | Grade |
| 14-15 yrs. of age | 0-4 credits | 9th |
| 15-16 yrs. of age | 4-8 credits | 10th |
| 16-17 yrs. of age | 8-15 credits | 11th |
| 17-18 yrs. of age | 15 plus credits and competency on ELA2/Alg1 or 6 points in ICO | 12th |

Open Enrollment

In accordance with the Ohio Revised Code Sections 3314.03(A)(19) and 3314.06(C), the School shall allow a student eligible to attend any school district in the State of Ohio to enroll in the School on a non-tuition basis under this open enrollment plan, provided however, that such student is eligible under, subject to, and complies with the admission policies and procedures, of the School.

At-Risk Definitions

While it is fully anticipated that Focus Learning Academy/Focus North High School will enroll a disproportional number of students who have been underserved and are at risk of not graduating from high before reaching their 22nd birthday, the School will not restrict enrollment to students who meet defined at-risk criteria.

(Policy amended 8-17-2023 FNHS) (Policy amended 8-16-2023 FLA East/West)

403 ATTENDANCE

Students enrolled in the School must attend School regularly in accordance with the laws of the State. The educational program offered by Focus Learning Academy/Focus North High School is predicated upon the presence of the student and requires continuity of instruction and classroom participation.

A positive school climate requires students to: follow school rules; accept guidance from school staff; respect themselves and others; and be active citizens. The Board of Education has zero tolerance of violent, disruptive or inappropriate behavior by its students. Student conduct shall be governed by the rules and provisions of the Student Code of Conduct. This policy will be reviewed periodically.

It is the responsibility of students, teachers and administrators to maintain a school environment that:

A. Encourages all students to be actively engaged in their learning;

B. Has consequences that are fair and developmentally appropriate;

C. Relies on preventive and supportive interventions to support positive behavior and academic outcomes; and

D. Fairly enforces the Student Code of Conduct.

Regular school attendance is an important ingredient in students’ academic success. Excessive absences interfere with students’ progress in mastering knowledge and skills necessary to graduate from high school prepared for higher education and the workforce. To support academic success for all students, the district will partner with students and their families to identify and reduce barriers to regular school attendance. The district will utilize a continuum of strategies to reduce student absences including, but not limited to:

 Notifying the parent or guardian of a student’s absence;

 Developing and implementing an absence intervention plan on a case-by-case basis, which may include supportive services for students and families;

 Counseling;

 Parent education and parenting programs;

 Mediation;

 Intervention programs available through juvenile authorities; or

 Referral for truancy if applicable.

Attendance shall be required of all students enrolled at the School during the days and hours that the School is in session and classes are assigned unless it is shown to the satisfaction of the Executive Director or his designee that:

the bodily condition of the Student is such as to prevent attendance at school,

he/she is actively engaged in independent study or education options as authorized per Policy 201,

that s/he is receiving instruction at home from a person qualified to teach the branches of education in which instruction is required,

the student is absent for observation or celebration of a bona fide religious holiday, or

the absence was due to circumstances beyond the reasonable control of the student.

An excuse for absence from school may be approved on the basis of one or more of the following conditions:

(a) Illness of the child. (The approving authority may require the written statement of a physician/mental health professional if it is deemed appropriate.)

(b) Illness in the family necessitating the presence of the child. (The approving authority may require the written statement of a physician and an explanation as to why the child's absence was necessary, if it is deemed appropriate.)

(c) Quarantine of the home. (The absence of a child from school under this condition is limited to the length of quarantine as determined by the proper health officials.)

(d) Death of a relative. (The absence arising from this condition is limited to a period of three days unless a reasonable causes may be shown by the applicant child for a longer absence.)

(e) Medical or dental appointment. (The approving authority may require the written statement of a physician or dentist if its deemed appropriate.)

(f) Observance of religious holidays. (Any child shall be excused if his/her absence was for the purpose of observing a religious holiday consistent with his/her truly held religious beliefs.)

(g) College visitation. (The approving authority may require verification of the date and time of the visitation by the college, university, or technical college.)

(h) Emergency or other set of circumstances in which the judgment of the superintendent of schools constitutes a good and sufficient cause for absence from school. Pursuant to division (C) of section[3321.04](http://codes.ohio.gov/orc/3321.04) of the Revised Code, the board of education of the city or exempted village school district or the governing board of the educational service center in which a public school is located or the governing authorities of a private or parochial school may in the rules governing the discipline in such schools, prescribe the authority by which and the manner in which any child may be excused for absence from such school for good and sufficient reasons.

Replaces: 3301-51-13

**Cite as Ohio Admin. Code 3301-69-02**

The School shall consider each student assigned to a program or other guided learning experiences to be in regular attendance for the program provided that s/he reports to such staff member s/he is assigned for guidance at the place in which s/he is conducting study, and regularly demonstrates progress toward the objectives of the course of study.

The primary responsibility for a student’s attendance at School rests with his/her parent(s) or guardian(s). Parent(s)/guardian(s) must notify the School on the day a student is absent unless previous notification has been given in accordance with school procedure for excused absences. The Director is also required to notify the parents, custodial parent, guardian, legal custodian, or other person responsible for each student less than eighteen (18) years of age who is absent from school without an approved excuse. Parents or other responsible persons shall provide the School with their current home and/or work telephone numbers, email address, and home addresses, as well as emergency telephone numbers.

If applicable, the Director or his designee may require a written statement of the cause or reason for any absence from the parent of a student, or from an adult student who has been absent from school or from class for any reason. Focus Learning Academy/Focus North High School reserves the right to verify such statements and to investigate the cause of each single absence.

Any Student who, due to a medically‑documented physical or mental impairment, exceeds or may exceed the required limit on excused absence shall be referred for evaluation of eligibility either under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973 for appropriate accommodation.

Habitual Truancy

Whenever any Student under the age of eighteen (18) has any of the following circumstances, s/he will be considered a “habitual truant.”

a. Absent 30 or more consecutive hours without a legitimate excuse;

b. Absent 42 or more hours in one school month without a legitimate excuse;

c. Absent 72 or more hours in one school year without a legitimate excuse.

Or if the following circumstances occur:

a. Absent 38 or more hours in one school month with or without a legitimate excuse;

b. Absent 65 or more hours in one school year with or without a legitimate excuse.

The Board authorizes the Director or his designee to inform the student and his/her parents of the truancy record and will refer the student and his/her parent to the Attendance Intervention Team. The Governing Authority also authorizes the Director or his designee to deactivate the student’s work permit, to notify the Registrar of Motor Vehicles and to create an Absence Intervention Plan. Notice of the AIP will be provided to the student’s parent guardian or custodian. At no time, however, will the student be expelled or suspended out of school due to excessive absences or truancy.

**STUDENT DISCIPLINE CHANGES**

1. Focus may permit students to make up missed work due to out-of-school suspensions per district policy;

2. Focus cannot apply any remaining part or all of a suspension to the following school year, but the superintendent may require a student to participate in community service or an alternative consequence for the number of hours equal to the time left on the suspension.

**EMIS REPORTING CHANGES**

1. When Focus notifies a parent that a student has excessive absences;

2. When a student has been absent without a legitimate excuse for 30 or more consecutive hours, 42 or more hours in one school month, or 72 or more hours in one school year;

3. When a child, who has been adjudicated an unruly child for being a habitual truant, violates the court order regarding that adjudication;

4. When an absence intervention plan has been implemented for a child.

**DISTRICT RESPONSIBILITIES WHEN A CHILD HAS EXCESSIVE ABSENCES**

When a student is excessively absent from school, the following will occur:

1. Focus will notify the student’s parents in writing within seven days of the triggering absence;

2. The student will follow the district’s plan for absence intervention; and

3. The student and family may be referred to community resources.

**DISTRICT RESPONSIBILITIES WHEN A CHILD IS HABITUALLY TRUANT**

When a student is habitually truant, the following will occur:

1. Within seven days of the triggering absence, Focus will do the following:

a. Convene members of the absence intervention team;

b. Make three meaningful attempts to secure the participation of the student’s parent or guardian on the absence intervention team.

2. Within 10 days of the triggering absence, the student will be assigned to the selected absence intervention team;

3. Within 14 days after the assignment of the team, Focus will develop the student’s absence intervention plan;

4) Withdraw the student at 72 hours of consecutively missed hours.

5) Notify the District of Residence of the withdrawal and the Absence Intervention Plan on file.

\*\* If the student does not return to school or otherwise make progress on the plan within 61 days or continues to be excessively absent, it will be the responsibility of the District of Residence to file a complaint in the juvenile court.

Parent Education Program

The Director is authorized to establish a Parent Education Program for parents of habitually truant students. As a last resort, any Parent who does not complete the program is to be reported to law enforcement authorities for neglect of Parent education, a fourth class misdemeanor if found guilty per ORC 2919.222.

Promotion Exception

The School prohibits the promotion of a student to the next grade level if the student has been truant for more than 10% of the required attendance days of the current school year and failed two or more of the required curriculum subject areas, unless the student's principal and teachers of any failed subject areas agree the student is academically prepared for the next grade level.

Involuntary Automatic Withdrawal

The Director shall involuntarily withdraw any habitually truant student after 18 consecutive days (72 hours) of unexcused absence per ORC 3314.03. Notice of the involuntary withdrawal shall be made in writing to the parent of students under the age of eighteen (18) and to any involuntarily withdrawn adult student.

The Superintendent shall report the number and circumstances surrounding all involuntarily withdrawn students to the Governing Authority at each regular Board meeting per O.R.C. 3321.01.

Applicable Ohio Revised Code Sections contained within this policy:

ORC 3313.20 (Rules - locker search policy - professional meetings)

ORC 3313.534 (Policy of zero tolerance for violent, disruptive or inappropriate behavior)

ORC 3313.66 (Suspension, expulsion or permanent exclusion-removal from curricular or extracurricular activities)

ORC 3313.661 (Policy regarding suspension, expulsion, removal, and permanent exclusion)

ORC 3313.662 (Adjudication order permanently excluding pupil from public schools)

ORC 3321.191 (Adoption of policy regarding student absences; intervention strategies)

404 CHILD FIND

The School supports and complies with all applicable federal and state laws, procedures and policies regarding the School’s child find responsibilities. The School will conduct all child find activities for students with disabilities or suspected disabilities who are enrolled in the School (its geographical area) so that they are appropriately located, identified and referred for evaluation. Parents or guardians have the right to review their child’s records and refuse permission to release information (except as required by, or permitted by, law to be released).

 Pursuant to Ohio law, the School is required to perform the same child find duties as city, local, exempted village school districts, and will endeavor to adhere to its responsibilities in a manner that does not duplicate the duties of the city, local, or exempted village school districts.

 A Child Find Notice shall be published in a newspaper of general circulation in the geographic area covered by the identification activity before any major identification activity. A notice also appears on the website.

 See the Child Find Notice below (Legal references: 20 USC § 1412 et seq.; OAC 3301-51-03):

*In accordance with Federal Regulations, Individuals with Disabilities Educational Act, Child Find Identification (34 CFR section 300.125, 300.451), Rule 3301-51-03(A) and (B) of the Operating Standards for Ohio’s Schools Serving Children with Disabilities, this is notification that Focus Learning Academy and Focus North High School, have a Child Find Policy for identifying, locating and evaluating all students with disabilities or suspected disabilities (grades nine through twelve) attending the district and in the geographical region who have a disability regardless of the severity of their disabilities, and who are in need of special education and related services.*

**405 HEALTH EXAMINATIONS AND IMMUNIZATIONS**

The School may make and enforce rules to secure the immunization of, and to prevent the spread of communicable diseases among the pupils attending the School, as in its opinion the safety and interest of the public require. The Board of Health, on application of the School, at the public expense, without delay, shall provide the means of immunization to Students who are not so provided by their parents or guardians.

The Executive Director may exempt a Student from being immunized against either or both rubeola and mumps if the student presents a signed statement from a parent or physician indicating s/he has had natural rubeola or mumps and does not need to be immunized. The student will be allowed to attend School only if a physician's statement indicates there is no danger of contagiousness.

The Executive Director may also exempt a student from immunization if a physician certifies in writing that immunization from a particular disease is medically contra‑indicated. The Executive Director may prohibit the student from attending School, however, if the immunization would have been for mumps, poliomyelitis, rubeola, rubella, diphtheria, pertussis or tetanus.

A Student may also be exempted from immunization if a parent or guardian objects in writing for good cause, including religious conviction. The Board shall allow a student to attend school who has not been immunized because of such objection.

The State of Ohio, and the School, will honor the above objection(s); however, it must be understood that the School may immediately and automatically exclude such children from school in the event of any outbreak of disease for which such children are not properly immunized per O.R.C. 3313.67

406 EMERGENCY MEDICAL AUTHORIZATION

The “Emergency Medical Authorization Form.” will be distributed to the parents or guardians of all enrolled students within the first week of the school year each year. In the event emergency medical treatment for a student is necessary, the School will adhere to the instructions on the authorization form.

Emergency Medical Authorizations will be kept in a separate, easily accessible file in the care of the Director during the school year. At the end of the school year, the authorizations will be stored until being replaced the following school year.

Any time a student or a group of students are taken away from the School’s facilities as participants in a school event, the staff in charge of the event must take the Emergency Medical Authorizations for those students. This includes, and is not limited to, music trips, athletic trips, field trips and academic contest participants. This does not include student spectators at events.

Whenever it is necessary for staff members to use emergency procedures in order to care properly for a student, they are to take standard safety precautions, follow the procedures described in the Emergency Medical Procedures policy (§ 715), and are not to abide by any “Do Not Resuscitate” (DNR) agreement that may exist for a student, unless ordered to do so by a court of law.

407 STUDENT ASSESSMENT AND ACADEMIC INTERVENTION SERVICES

The School shall assess student achievement and needs in all program areas in compliance with State law and the rules adopted by the State Board of Education as applicable to community schools. The purpose of such assessments will be to determine the progress of students and to assist them in attaining student performance objectives and the educational outcome goals of this District.

The School shall administer the state-mandated, statewide assessment tests (e.g., diagnostic assessments, and achievement tests) to students at the times designated by the State Board of Education. The School may, for medical reasons or other good cause, excuse a student from taking a state-mandated, statewide assessment test on the date scheduled, but any such test shall be administered to such excused student not later than nine (9) days following the scheduled date. The School shall annually report, not later than June 30th, the number of students who have not taken one or more of the state-mandated, statewide assessment tests to the State Board of Education.

The school shall administer a nationally normed computer adaptive achievement test in mathematics and reading to all students prior to November 30th of each year and again between March 1st and June 15th. The assessment may be administered one additional time throughout the school year in accordance with the test publisher’s guidelines. The School shall provide prevention/intervention services in pertinent subject areas to students who fall below standard and who have been identified according to the Multi-Tiered System of Supports framework adopted by the school.

The Director shall develop a program of testing that includes:

State-mandated, statewide assessment tests (e.g., diagnostic assessments and proficiency)

Diagnostic performance-based tests to measure achievement in mathematics and reading;

The Director shall further develop:

Procedures for the regular collection of student performance data;

A plan of classroom-based intervention services to meet the instructional needs of individual students as determined by the results of diagnostic and computer adaptive achievement tests; and

Procedures for using student performance data to evaluate the effectiveness of intervention services and, if necessary, to modify such services.

For any student who failed to demonstrate at least a score at the proficient level on a state mandated test or did not demonstrate sufficient growth, the School shall provide appropriate intervention services in each test area, including intensive intervention required under R.C. 3313.608. This provision does not apply to any student receiving services pursuant to an individualized education program.

The Board shall also require that:

Data regarding individual test scores be entered on the student's cumulative record, where it will be subject to the Board’s student records policy;

The aggregate results of each school-wide, program-wide and District-wide test are made part of the public record.

The Board shall keep records for each student including the following:

A student data verification code in accordance with R.C. 3301.0714(D)(2)

Which tests are required and which are not

Which tests, required or not required, are taken and which are not taken at each test administration period

Score for each test taken, required or not

Whether the student attained the designated performance standard expected for each required test

What, if any, tests must still be taken

Whether or not intervention must be provided, and

For each test required for graduation, the date passed must be recorded on the student’s transcript

When a student who has taken state-mandated assessment tests in one (1) school leaves that school to enroll in another school, the school last attended shall provide, immediately upon request by a school official, all applicable records set forth above.

All identified disabled students in the School shall be considered for participation in the State-mandated proficiency testing. The extent of the identified disabled student’s participation shall be determined by the IEP Team. Accordingly, the student’s IEP shall require that s/he:

Take the state mandated tests in the same manner as other students;

Take the state mandated tests with accommodations appropriate for his/her disability; or

Take an alternate assessment that has been approved by the state department of education.

The Executive Director shall implement administrative guidelines that comply with the State Department's regulations with regard to the administration of the State-mandated, statewide assessment tests, including the reporting of results.

Program evaluations will be reviewed and updated every five (5) years. A schedule for such will be developed and implemented by the Superintendent.

This policy shall be reviewed and updated annually.

R.C. 3301.0710, .0711, .0715, 3313.608, 3313.608(D), 3313.6012  
(Updated 11-15-2018 FNHS)

(Updated 11-28-2018 FLA E/W)

408 REPORTING STUDENT PROGRESS

The School will utilize a range of assessment methods to judge student performance. The School recognizes its responsibility for providing a system of grading student achievement that can help the student, teachers and parents judge properly how well the student is achieving the goals of the School’s program.

The Board believes that the School’s grading system should be a reliable system and one that ensures each student’s grades signify accurately his/her degree of accomplishment of those expected learning goals which are to be stated for each program at every grade level -9th through 12th.

The Director shall develop procedures for grading which:

Have clear, consistent criteria and standards based to the extent possible on objective assessments. Subjective assessment;

Help each student understand in each course or program what behavior and/or achievement is needed to earn each grade as well as what will produce a failing grade; and

Provide frequent opportunities for each student to obtain information as to his/her progress toward the learning goals of his/her courses or programs.

**409 Promotion-Retention-Graduation**

It shall be the policy of the Board to acknowledge each Student's successful completion of the instructional program by the award of a diploma at graduation ceremonies.

In compliance of ORC 3313.609, Focus implements a promotion and retention policy that prohibits the promotion of a student to the next grade level if the student has been truant for more than 10% of the required attendance days of the current school year and failed two or more of the required curriculum subject areas, unless the student's principal and teachers of any failed subject areas agree the student is academically prepared for the next grade level.

Focus shall provide every student with opportunities to acquire the knowledge and skills required to meet local course of study objectives. The school shall provide rich, relevant curriculum to meet Ohio diploma requirements. Focus shall provide students with the opportunity to acquire knowledge and skills and earn credits toward graduation through a variety of methods that shall include, but not be limited to, the following: dual enrollment and credit flex. Focus shall provide for an assessment system that aligns with their courses of study. Student advancement through the learning process shall be recorded, validated and retained.

Upon entry into Focus, students will be reviewed for qualification for Academic Disadvantagement by the Academic Adviser based on the following criteria:

1. **Baseline Skills Assessments:** After the Enrollment process is complete, the Academic Adviser will check the STAR testing scores. Any student that scores at the 8th grade level (50th percentile) will be marked Academically Disadvantaged.

2. **Age/Transfer Credits**: Upon receipt and review of all transfer credits, the Academic Adviser will determine if the student has earned enough credits to be properly placed in his/her appropriate grade level.

An automatic qualifying factor for promotion includes a situation in which the student is at least 1 year in age senior to his/her grade level, (i.e. student is 18 years of age and credit completion shows that they should be placed in the 9th grade). The standard placement/grade promotion process will be as follows:

Transfer Credit Equivalency:

4 Core Credits 9th Grade

8 Core Credits 10th Grade

12 Core Credits 11th Grade

16 Core Credits +completion of 14 points on End of Course (AIR) tests 12th Grade

If the student is at least 1 years in age senior to his grade level and/or the student has passed the Reading and Writing Ohio Graduation Test (OGT) or has achieved a sufficient number of points on the Language Arts and Math American Institute of Research (AIR) end of course exams, an exception to the credit equivalency may be considered.

**The Director of Focus may reserve the right to make exceptions based on individual student needs in consultation with the Executive Director and/or other Administrative Team Members.**

**Exceptional Child** (EC): A student officially identified as having a disability condition through the administration of an ETR (Evaluation Team Report) and is receiving special education and related services in accordance with an IEP (Individual Education Program) is reported with the appropriate option in the Disability Condition Element, and not as Academically Disadvantaged\*

The Academic Adviser will confer with the Intervention Department to determine if the student should be considered Academically Disadvantaged.

**Career Based Intervention (CBI) program**: A student must meet the following requirements to be a member of the CBI program:

A. Age 16-21

B. 0-15 Credits (Freshman-Junior Level)

C. Enrolled in (1) Academic course

(1) Corresponding CBI elective course

Once qualified for the CBI program, a career-technical student should be reported as Academically Disadvantaged if he/she lacks knowledge in one or more of the academic areas of mathematics, English/language arts, science or social studies, performs two or more years below grade level on standardized tests, including but not limited to the OGT testing and/or AIR testing.

The graduation requirements for Focus students for the classes of 2018 and beyond include curriculum and three options to show readiness for next steps in college and careers.

The state of Ohio and Focus require students to take and complete a minimum of 20 credits including: English Language Arts 4, Health ½, Math 4, Phys Ed ½, Science 3, Social Studies 3, Electives 5. Economics and Fine Arts are also requirements.

Focus students will also meet one of the following:

1) Ohio State Tests-Students will earn a cumulative passing score of 18 points, using 7 end of course state tests. To ensure students are well rounded, they must earn a minimum of 4 points in math, four points in English and six points across science and social studies. End of course exams shall include Algebra 1 and geometry or integrated math I and II, biology, American history and American government and English I and English II. Students studying Advanced Placement (AP) or International Baccalaureate (IB) courses in biology, American history or American government may take and substitute test scores for end of course state exams to avoid double testing. Students also may substitute grades from College Credit Plus courses in these science and social studies subjects for end of course exams.

2) Industry credential and workforce readiness-Students earn 12 points through a State Board of Education approved, industry recognized credential or group of credentials in a single career field and achieve a wokforce readiness score on the WorkKeys assessment.

3) College Admission test-students earn “remediation free” scores in English language arts and mathematics on a nationally recognized college admission exam.

All graduates are eligible to participate in all graduation activities.

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

O.R.C. 3313.61, O.R.C. 3313.611, O.R.C. 3301.0710, O.R.C. 3301.0711, O.R.C. 3314.03

410 STUDENT CODE OF CONDUCT

Students shall comply with all School rules and policies. Respect for law and for those persons in authority shall be expected of all students. This includes conformity to School rules as well as general provisions of law affecting students. Respect for real and personal property, pride in one's work, achievement within the range of one's ability, and exemplary personal standards of courtesy, decency, and honesty shall be maintained at the School and shall also be expected of all members of the School community. School personnel, students and parents are responsible for the conduct of students in the School, on property used by the School, on vehicles used by the School and at School-related events.

The Board's primary concern is that students learn in an environment conducive to learning. Students in the School have the responsibility to act in such a way as not to interfere with the rights of others to the proper educational opportunity. By accepting the right to participate in School programs on or off School property, the students shall also accept the responsibility to conduct themselves according to the rules, regulations and provisions governing the operation of these programs.

Student conduct and discipline for violations of school rules or policies shall be governed by the rules and provisions of the Student Code of Conduct, Student Bill of Rights/Responsibilities, Student Discipline and Expulsion and Suspension Policies.

These policies describe: (1) the types of conduct that will lead to certain disciplinary action; and (2) the procedures to be employed in removals, suspensions and expulsions of Students. The Student Code of Conduct and Student Discipline policies shall be made available to Students and Parents and posted within the school.

Students accused of violating a School rule or committing an act of misbehavior shall be so informed and shall have an opportunity to express their viewpoint before a decision is made about the type of disciplinary action to be taken.

Students eighteen (18) years of age and older are considered by law to be adults. As such, they are entitled to function in place of their parents in matters of conduct and discipline. However, if a matter as serious as suspension or expulsion of an “adult student” is pending, the School’s administration will assume the Parent(s) or guardian(s) will want to know. Thus, they will be so notified.

The School will not tolerate any form of violence, disruptive or inappropriate behavior nor excessive truancy, which is defined as more than ten (10) consecutive days of unexcused absence. In addition to disciplinary action, the School may take steps or develop strategies that will help prevent students from demonstrating any of these unacceptable behaviors.

Serious misconduct or rules violations, or other just cause, may result in student suspension or expulsion. “Other just cause” means any behavior deemed by the Director to warrant student suspension or expulsion, and may include conduct of a serious or unsafe nature or may include repeated lesser infractions.

411 STUDENT BILL OF RIGHTS/RESPONSIBILITIES

The Board recognizes that students possess not only the right to an education but the rights of citizenship as well.

In granting students the education to which they are entitled, the School shall provide them with the nurture, counsel and custodial care appropriate to their age and maturity. At the same time, no student shall be deprived of the basic right to equal treatment and equal access to the educational program, due process, a presumption of innocence, free expression and association, and the privacy of his/her own thoughts.

Attendant upon the rights guaranteed to each student are certain responsibilities, which include respect for the rights of others, obedience to properly constituted School authority and compliance with the rules and regulations of the School.

The Board realizes that as students differ in age and maturity, so they differ in ability to handle both the rights of citizens and the concomitant responsibilities. The exercise of each right shall be granted, therefore, with due regard for the degree of responsibility possessed by the student and the student's need for the continuing guidance and control of those responsible for his/her education.

A student who has reached the age of majority possesses the full rights of an adult and may authorize those School matters previously handled by his/her parents. Each student who has reached the age of majority shall assume the full responsibility for his/her performance in School, attendance and compliance with School rules and regulations.

As members of the School community, students have both rights and responsibilities described in part below.

All individuals are deserving of respect and acceptance. Both adults and youth at the School will exhibit respectful behavior in their speech and actions. All individuals are expected to set positive examples.

Students have a right to a learning environment free from physical and verbal threats and harassment. Individuals must not threaten or harass others. Neither must they cause or encourage threatening or harassment of others.

Students have a right to learn free from excessive distractions. Individuals must maintain behavior, including dress, vocalization and other actions, which will allow others to learn.

Students have a right to the ownership, possession and respect of their property. Individuals must obtain permission before taking and/or utilizing the property of others. (For exceptions, see Search and Seizure below.) Property must be treated with care and respect.

Students have a right and are encouraged to ask questions when they do not understand, as long as the questions are presented respectfully and are appropriate for the setting. At times, questions may need to be deferred.

Students have a right to disagree with statements and policies affecting them as long as the students’ positions are stated respectfully and in a way that does not disrupt the functioning of the class. Disagreement does not mean that statements and policies affecting students will be changed.

Students have a right to obtain an explanation of rules and expected behaviors before they are accused of breaking the rules.

412 STUDENT DISCIPLINE

At Focus Learning Academy/Focus North High School, discipline is the joint responsibility of students, parents, teachers and administrators. Each member of the School is required to conduct him or herself in a way that respects the dignity, welfare and property of each other member. Adult members will understand that their most effective means of shaping good behavior in students is through teaching good behavior, modeling good behavior, and rewarding good behavior and the progress toward it. These actions on the part of adults create a nurturing environment that enables students to be full members of a mutually respectful social structure.

Likewise, communication between School faculty and parents regarding consistency in expectations between home and school are central to enabling Students to develop sociable behavior. Communication and modeling are teachers’, volunteers’, and parents’ first responsibilities. Their second responsibilities are conferences and mediation. Corrective disciplinary measures are a last, not first, resort.

All actions with regard to special education Students will comply with the Individuals with Disabilities Education Act (IDEA).

413 DRESS AND GROOMING

The Governing Authority recognizes that each student's mode of dress and grooming is a manifestation of personal style and individual preference. The Board will not interfere with the right of students and their parents to make decisions regarding their appearance, except when their choices interfere with the educational program of the School. The Board authorizes the Executive Director to establish a reasonable dress code and grooming guidelines to promote discipline, maintain order, secure the safety of students and provide a healthy environment conducive to academic purposes. Prohibited student dress or grooming practices include those which:

Present a hazard to the health or safety of the student himself/herself or to others in the School;

Materially interfere with school work, create disorder or disrupt the educational program.

The Executive Director may also establish the dress requirements for members of school groups that represent the School at a public event.

414 SEXUAL AND OTHER FORMS OF HARASSMENT

Students have the right to learn in an environment untainted by sexual or other forms of illegal harassment or discrimination. Offensive conduct which has the purpose or effect of unreasonably interfering with learning performance or creating an intimidating, hostile, discriminatory, or offensive learning environment, or which disrupts the educational process or impedes the legitimate pedagogical concerns of the School, is strictly prohibited.

Sexual harassment includes all unwelcome sexual advances, requests for sexual favors, and verbal or physical contacts of a sexual nature. Other prohibited conduct includes that which has the purpose or effect of creating an intimidating, hostile, discriminatory or offensive learning environment based on gender, religion, race, color, ethnicity, disability and/or other legally protected category.

The harassment by a student of a staff member or fellow student is strictly forbidden. Any student who is found to have harassed a staff member or student will be subject to discipline.

The harassment of a student or a staff member should be reported immediately by the student or staff member to any teacher or to the Director. Any person who receives such a report shall immediately advise the Director, Executive Director, Superintendent or a Governing Authority member, who will investigate and take appropriate action in accordance with Governing Authority directives.

415 DISORDER AND DEMONSTRATION

The School recognizes the right of each student to attend School for the purpose of receiving an education. The disruption of the educational program of the School by disorder or any other purposeful activity will not be countenanced.

For purposes of this policy, disorder shall be any deliberate activity by an individual or a group, whether peaceful or violent, which interferes with the normal operation of the School.

The School, having the responsibility for providing an educational program for the students of the School, shall have the authority to preserve order for the proper functioning of that program.

Students shall not be disturbed in the exercise of their constitutionally guaranteed rights to assemble peaceably and to express ideas and opinions, privately or publicly, provided that such exercise does not infringe on the rights of others and does not interfere with the operation of the School.

416 DRUG PREVENTION

The School recognizes that the misuse of drugs is a serious problem with legal, physical and social implications for the whole community.

For purposes of this policy, “drugs” shall mean:

all controlled substances as so designated and prohibited by applicable Federal and Ohio law;

all chemicals which release toxic vapors;

all alcoholic beverages;

any prescription or patent drug, except those for which permission to use in school has been granted pursuant to Board policy;

anabolic steroids; and

any substance that is a “look‑alike” to any of the above.

The School prohibits the use, possession, concealment, or distribution of any drug or any drug‑related paraphernalia, as the term is defined by law, on School grounds, on School vehicles and vehicles used for School-sponsored events, and at any School‑sponsored event.

The School’s drug prevention program:

Emphasizes the prevention of drug use;

Provides for a comprehensive, age‑appropriate, developmentally‑based drug and alcohol education and prevention program which:

Addresses the legal, social, psychological, and health consequences of drug and alcohol use;

Provides information about effective techniques for resisting peer pressure to use illicit drugs and alcohol;

Assists students to develop skills to make responsible decisions about substance abuse and other important health issues;

Promotes positive emotional health, self‑esteem, and respect for one's body;

Advises students that the use of illicit drugs and the unlawful possession and use of alcohol is wrong and harmful; and

Meets the minimal objectives as stated in the essential performance objectives for health education as established by the state department of education

Disciplinary sanctions, up to and including expulsion and referral for prosecution, will be imposed on students who violate this Policy.The sanctions may include, together with punitive action, voluntary referral to appropriate persons or agencies for screening and assessment. Such referral may only be made to qualified and properly licensed individuals or programs.

The School will provide information about any drug and alcohol counseling and rehabilitation and re‑entry programs available to students and will direct students and their parents to the appropriate programs.

All parents and students will receive a copy of this policy regarding the unlawful possession, use or distribution of illicit drugs and alcohol by Students. This policy serves as notification to parents and students that compliance with this policy and other standards of conduct is mandatory.

The Director will conduct a biennial review of the School’s program to determine its effectiveness and implement changes as needed and to ensure that disciplinary sanctions are consistently enforced.

The School will provide a student assistance program which includes guidelines for prevention, intervention, referral, treatment, and after‑care. Such a program must be comprehensive in nature, addressing all issues affecting students' academic, social and emotional well being in the educational setting that may negatively affect behavior and interfere with their ability to learn.

The School will establish means for dealing with students suspected of drug use or suspected of possessing or distributing drugs in school and ensure that the School’s policies and procedures on Search and Seizure, Suspension and Expulsion, and Permanent Exclusion, among others, are complied with fully.

The Director shall take such steps as may be necessary to notify all students likely to be affected and their Parents and appropriate law enforcement agency of the Board policy on the use of drugs.

417 SCHOOLS AND LAW ENFORCEMENT AGENCIES

It is desirable and advisable that the School maintain a good relationship with police, the Court, parole officers, Children's Services Board and other agencies that deal with the public welfare, insofar as it benefits and protects the Student, the School, personnel, School property and the home.

Whenever a law enforcement officer (including police, parole, children’s services, Board or other agency representative) calls at the School in the performance of duty, the officer shall, upon arrival, be required to:

Contact the proper school official;

Produce satisfactory personal identification indicating the source of authority; and

State the purpose of business with the school

In cases where the officer requests permission to question a student during School hours, the Director or his/her designee shall first contact the parent or guardian for permission to question the student, and the parent or guardian shall be given the opportunity to be present during the questioning. The student shall then be called to the office for the interview.

The Director shall remain present during the questioning, to represent the best interests of the School, and may facilitate the interview or otherwise assist the student and parent or guardian if it seems advisable.

If the parent or guardian gives permission for the interview to take place, but cannot be present, or waives that right, then the Director or his/her designee must be present to facilitate the interview or otherwise assist the student to the best of their ability. The student may specifically request another counselor or teacher to be present also.

If the parent or guardian refuses permission to question the student during School hours, or cannot be contacted, the officer shall be informed of this, and the student shall not be called to the office for the interview.

In any case, in which the officer wishes to take the student from School premises for questioning, permission from the parent or guardian to release the student to the officer shall be secured by the Director. However, if the officer actually arrests the student for the commission of a crime, the student is to be released, even though the parents or guardians cannot be reached for notification; or having been reached, refuse consent.

Statutory regulations concerning the rights of students as citizens shall be observed at all times and complied with by both law enforcement and school officials. Students are entitled to full protection under the law.

All types of officers and agency representatives shall be required to follow the procedures described in this Policy.

418 EXPULSION AND SUSPENSION POLICIES

The governing Authority recognizes that exclusion from the educational program of the school, whether by emergency removal, suspension, expulsion, or permanent exclusion, is the most severe sanction that can be imposed on a student, and one that cannot be imposed without due process.

No student is to be removed, suspended, expelled, or excluded from an activity, program, or a school unless his/her behavior represents misconduct as specified in the Student Code of Conduct as published. The Code shall also specify the procedures to be followed by school officials. In addition to the procedural safeguards and definitions set forth in this policy and the student handbook, the procedures set forth in Policy 420 shall apply to students identified as disabled under the Individuals with Disabilities Education Act (IDEA) and/or Section 504 of the Rehabilitation Act of 1973.

For purposes of this policy and the Director's administrative guidelines, the following shall apply:

"Emergency removal" shall be the exclusion of a student who poses a continuing danger to District property or persons in the District or whose behavior presents an on-going threat of disrupting the educational process provided by the District.

"Suspension" shall be the temporary exclusion of a student by the school principal from the District's program, including extracurricular activities, for a period not to exceed ten (10) school days.

"Expulsion" shall be the exclusion of a student from the schools of this District, including extracurricular activities, for a period not to exceed the greater of eighty (80) school days or the number of school days remaining in a semester or term in which the incident that gives rise to the expulsion takes place, unless the incident involves a firearm. If a student brings a firearm on school property, in a school vehicle, or to any school-sponsored activity, s/he shall be expelled for one (1) year unless the Superintendent reduces the punishment for reasons related to the specific circumstances. The Superintendent may expel a student for up to one (1) year if the student brings a knife onto school property, in a school vehicle, or to any school-sponsored activity. A student may also be expelled for a year if s/he possesses a firearm or knife at school or any other property owned or controlled by the Board which firearm or knife was initially brought onto District property by another person. In compliance with Federal law, the Superintendent shall also refer any student expelled for possession of a firearm to the criminal justice or juvenile delinquency system serving the District.

“Firearm” is defined as any weapon, including a starter gun, which will or is designed to or may readily be converted to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, any firearm muffler or silencer, or any destructive device.

A destructive device, includes, but is not limited to any explosive, incendiary, or poison gas, bomb, grenade, rocket having a propellant charge of more than four (4) ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, or other similar device.

A knife is defined as any cutting instrument consisting of at least one sharp blade.

The specific circumstances under which the Director may modify a one (1) year expulsion could include:

* A recommendation from the group of persons knowledgeable of the student's educational needs in accordance with Policy 420 - Suspension/Expulsion of Students with Disabilities;
* The student was unaware that s/he was possessing a firearm or knife;
* the student did not understand that the item s/he possessed was considered a firearm or knife;
* the student brought the item to school as part of an educational activity and did not realize it would be considered a firearm or knife.

If at the time of a suspension or expulsion, there are fewer days remaining in the school year than the number of days of the suspension or expulsion, any or all of the remaining period may be applied to the following school year at the discretion of the Director.

"Permanent exclusion" shall mean the student is banned forever from attending a public school in the State of Ohio. (See policy 5610.01)

If a student is expelled for more than twenty (20) school days or for any period of time that extends into the next school year, the Superintendent shall provide the student and his/her parents or guardians with the names, addresses, and telephone numbers of those public or private agencies in the community which offer programs or services that help to rectify the student's behaviors and attitudes that contributed to the incident(s) that caused the expulsion.

The Governing Authority also authorizes the Director to suspend a student from any or all co-curricular or extra-curricular activities for violations of the Code of Conduct. The length of suspension shall be in accordance with the discipline code.

The Governing Authority authorizes the Director to provide for options to suspension/expulsion of a student from school, which may include alternative educational options.

A student who has been temporarily expelled by another school or school district may be denied admission to the School during the period of expulsion even if that student would otherwise be entitled to attend the School. Prior to denying admission, however, the Director shall offer the student an opportunity for a hearing to review the circumstances of the expulsion and any other factors the Director determines to be relevant.

The Board designates the Executive Director as its representative at all hearings regarding the appeal of a suspension. The Board will hear the appeal of an expulsion.

The Executive Director shall develop administrative guidelines that provide appropriate procedures for implementing this policy and ensure compliance with applicable statutes.

A copy of this policy is to be posted in a central location in each school and made available to students and parents upon request. Key provisions of the policy should also be included in the student handbook.

R.C. 3313.66, .661 and .662

419 PERMANENT EXCLUSION OF NON-DISABLED STUDENTS

A student may be permanently excluded from attending any of the public schools of this State if the student is convicted of or adjudicated a delinquent child for committing, when s/he was sixteen (16) years of age or older, an act that would be a criminal offense if committed by an adult and if the act is any of the following:

|  |  |  |
| --- | --- | --- |
|  | A. | O.R.C. 2923.122 which includes a person knowingly conveying or attempting to convey or possess any deadly weapon or dangerous ordnance or any object which is indistinguishable from a firearm whether or not the object is capable of being fired and represents the object to be a firearm onto any property owned or controlled by (including a school bus), or to any activity held under the auspices of the Board. |
|  | B. | O.R.C. 2923.12 or of a substantially similar municipal ordinance which makes it unlawful for a person to knowingly carry or have, conceal on his/her person or conceal ready-at-hand, any deadly weapon or dangerous ordnance on property owned or controlled by, or at an activity held under the auspices of the Board. |
|  | C. | O.R.C. 2925.03 which makes it illegal to traffic in drugs if the trafficking was committed on property owned by or controlled by, or at an activity held under the auspices of the Board. |
|  | D. | O.R.C. 2925.11 which makes it illegal to obtain, possess, or use a controlled substance, other than a minor drug possession offense, if on property owned or controlled by, or at an activity held under the auspices of the Board. |
|  | E. | A violation of the following sections if the violation was committed on property owned or controlled by or at an activity held under the auspices of the Board, or if the victim at the time of the commission of the act was an employee of the Board: |

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | 1. | O.R.C. 2903.01, aggravated murder; |
|  |  | 2. | O.R.C. 2903.02, murder; |
|  |  | 3. | O.R.C. 2903.03, voluntary manslaughter; |
|  |  | 4. | O.R.C. 2903.04, involuntary manslaughter; |
|  |  | 5. | O.R.C. 2903.11, felonious assault; |
|  |  | 6. | O.R.C. 2903.12, aggravated assault; |
|  |  | 7. | O.R.C. 2907.02, rape; |
|  |  | 8. | O.R.C. 2907.05, gross sexual imposition; |
|  |  | 9. | O.R.C. 2907.12, felonious sexual penetration. |

|  |  |  |
| --- | --- | --- |
|  | F. | Complicity in any violation set forth in the section on reasons for permanent exclusion that was alleged to have been committed in the manner described above, regardless of whether the act of complicity was committed on property owned or controlled by, or at an activity held under the auspices of the Board. |

If the Superintendent obtains or receives proof that a student has been convicted of committing a violation listed in the section on reasons for permanent exclusion when s/he was sixteen (16) years of age or older or was adjudicated a delinquent child for the commission, when s/he was sixteen (16) years of age or older, of a violation listed in the section on reasons for permanent exclusion, the Superintendent may issue to the Board a request that the student be permanently excluded from public school attendance if the following apply:

|  |  |  |
| --- | --- | --- |
|  | A. | After obtaining or receiving proof of the conviction or adjudication, the Superintendent or designee determines that the student’s continued attendance in school may endanger the health and safety of other students or school employees and gives the student and his/her parent, guardian, or custodian, written notice that the Superintendent intends to recommend to the Board that the Board adopt a resolution requesting the Superintendent of Public Instruction to permanently exclude the student from public school attendance. |
|  | B. | The Superintendent or designee forwards to the Board the Superintendent’s written recommendation which includes the determination that the Superintendent made pursuant to this Board policy and a copy of the proof s/he received showing that the student has been convicted of or adjudicated a delinquent child for a violation listed in the section on reasons for permanent exclusion that was committed when the student was sixteen (16) years of age or older. |
|  | C. | Within fourteen (14) days after receipt of recommendation from the Superintendent that a student be permanently excluded from public school attendance, the Board may adopt a resolution requesting the Superintendent of Public Instruction to permanently exclude the student who is the subject of the recommendation from public school attendance, only after review and consideration of all of the following available information: |

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | 1. | The academic record of the student and a record of any extra-curricular activities in which s/he was previously involved. |
|  |  | 2. | The disciplinary record of the student and any available records of his/her prior behavioral problems other than the behavioral problems contained in the disciplinary record. |
|  |  | 3. | The social history of the student. |
|  |  | 4. | The student’s response to the imposition of prior discipline and sanctions imposed for behavioral problems. |
|  |  | 5. | Evidence regarding the seriousness of and any aggravating factors related to the offense that is the basis of the resolution seeking permanent exclusion. |
|  |  | 6. | Any mitigating circumstances surrounding the offense that gave rise to the request for permanent exclusion. |
|  |  | 7. | Evidence regarding the probable danger posed to the health and safety of other students or of school employees by the continued presence of the student in a public school setting. |
|  |  | 8. | Evidence regarding the probable disruption of the teaching of any graded course of study by the continued presence of the student in a public school setting. |
|  |  | 9. | Evidence regarding the availability of alternative sanctions of a less serious nature than permanent exclusion that would enable the student to remain in a public school setting without posing a significant danger to the health and safety of other students or of school employees and without posing a threat of the disruption of the teaching of the District’s graded course of study. |

If the Board does not adopt a resolution requesting the Superintendent of Public Instruction to permanently exclude the student, it shall immediately send written notice of that fact to the Superintendent, to the student who was the subject of the proposed resolution, and to that student’s parent, guardian, or custodian.

If the Board adopts a resolution requesting the Superintendent of Public Instruction to permanently exclude the student, the Board shall immediately forward to the Superintendent of Public Instruction the written resolution, proof of the conviction or adjudication that is the basis of the resolution, a copy of the student’s entire school record, and any other relevant information, and shall forward a copy of the resolution to the student who is the subject of the recommendation and to his/her parent, guardian, or custodian.

The Board shall designate a representative to present its case for permanent exclusion to the Superintendent of Public Instruction or referee appointed by him/her. At the adjudication hearing held pursuant to O.R.C. 3301.121, the representative of the Board shall present evidence in support of the requested permanent exclusion.

**Probation**

A student who has been permanently excluded pursuant to this guideline and O.R.C. 3301.121 may request that the Superintendent admit the student on a probationary basis for a period not to exceed ninety (90) school days. Upon receiving the request, the Superintendent may enter into discussions with the student and with the student’s parent, guardian, or custodian, or a person designated by the student’s parent, guardian, or custodian to develop a probationary admission plan designed to assist the student’s probationary admission to the school. The plan may include a treatment program, a behavioral modification program, or any other program reasonably designed to meet the educational needs of the student and the disciplinary requirements of the school.

If the Superintendent, the student, and the student’s parent, guardian, or custodian, or a person designated by the student’s parent, guardian, or custodian, agree upon a probationary admission plan, the Superintendent shall issue to the Board a recommendation that the student be allowed to attend school within the District under probationary admission, the reasons for the recommendation, and a copy of the agreed-upon probationary admission plan. Within fourteen (14) days after the Board receives the recommendation, reasons, and plan, the Board may adopt the recommendation by a majority vote of its members. If the Board adopts the recommendation, the student may attend school under probationary admission for a period not to exceed ninety (90) days or any additional probationary period permitted under this guideline.

If a student is permitted to attend school under probationary admission pursuant to this guideline and fails to comply with the probationary admission plan, the Superintendent may immediately remove the student from the school and issue to the Board a recommendation that the probationary admission be revoked. Within five (5) days after the Board receives the recommendation, the Board may adopt the recommendation to revoke the student’ probationary admission by a majority vote of its members. If a majority of the Board does not adopt the recommendation to revoke the student’s probationary admission, the student shall continue to attend school in compliance with the probationary admission plan.

If a student who is permitted to attend school under probationary admission pursuant to this guideline, complies with the probationary admission plan prepared pursuant to this guideline, the student or his/her parent, guardian, or custodian, at any time before the expiration of the ninety (90) day probationary admission period, may request the Superintendent to extend the terms and period of his/her probationary admission for a period not to exceed ninety (90) days or to issue a recommendation that the student’s permanent exclusion be revoked and the student be allowed to return to the public schools of the State.

If a student is granted an extension of his/her probationary admission, the student or his/her parent, guardian, or custodian, in the manner described in this guideline, may request and the Superintendent and Board, in the manner described, may recommend and grant subsequent probationary admission periods not to exceed ninety (90) days each. If a student who is permitted to attend school under an extension of a probationary admission plan complies with the probationary admission plan prepared pursuant to the extension, s/he or his/her parent, guardian, or custodian, may request a revocation of the student’s permanent exclusion in the manner described in this guideline.

Any extension of a probationary admission requested by a student, his/her parent, guardian, or custodian, pursuant to this guideline shall be subject to the adoption and approval of a probationary admission plan in the manner described in this guideline, and may be terminated as provided herein.

If the student has complied with any probationary admission plan and the Superintendent issues a recommendation that seeks revocation of the student’s permanent exclusion pursuant to this guideline, the student’s compliance with any probationary admission plan may be considered along with other relevant factors in any determination or adjudication conducted pursuant to this guideline.

Except as provided in this guideline, any information regarding the permanent exclusion of a student shall be included in the student’s official records, and shall be included in any records sent to any School District that requests the student’s records.

When a student, who has been permanently excluded from public school attendance, reaches the age of twenty-two (22) or when the permanent exclusion of a student has been revoked, all references to the permanent exclusion from the student’s file shall be removed and destroyed. A student who has reached the age of twenty-two (22) or whose permanent exclusion has been revoked, may send a written notice to the Superintendent requesting the Superintendent to ensure that the records are removed from the student’s file and destroyed. Upon receipt of the request and a determination that the student is twenty-two (22) years of age or older, or that the student’s permanent exclusion has been revoked, the Superintendent shall ensure that the records are removed from the student’s file and destroyed.

This guideline does not and shall not be construed to prohibit any person who has been permanently excluded pursuant to this guideline and O.R.C. 3301.121 from seeking a certificate of high school equivalence. A person who has been permanently excluded may be permitted to participate in a course of study in preparation for the tests of general educational development, except that s/he shall not participate during normal school hours in that course of study in any building or structure owned or controlled by this Board.

This guideline does not, and shall not be construed to relieve this Board from any requirement under O.R.C. 2151.357 or 3313.64 to pay for the costs of educating any student who has been permanently excluded pursuant to this guideline. Except as otherwise authorized by O.R.C. 2151.358, 3301.121, and 3313.662, any school employee in possession of or having access to sealed adjudication records of a student that were the basis of the student’s permanent exclusion who knowingly releases, disseminates, or makes available for any purpose involving employment bonding, licensing, or education to any person or to any department, agency, or other instrumentality of the State, or of any of its political subdivisions, any information or other data concerning any arrest, complaint, trial, hearing, adjudication, or correctional supervision, the records of which have been expunged or sealed pursuant to this section, is guilty of divulging confidential information, a misdemeanor of the fourth degree.

The failure of the Superintendent or the Board to provide the information regarding the possibility of permanent exclusion in the notice required by this guideline is not jurisdictional, and the failure shall not affect the validity of any suspension or expulsion procedure that is conducted in accordance with this guideline or the validity of a permanent exclusion procedure that is conducted in accordance with O.R.C. 3301.121 and 3313.662.

420 REMOVAL OF EXCEPTIONAL STUDENTS

General Procedures for Disciplinary Removals

3301-51-05 (K)(2)

If the school initiates disciplinary procedures applicable to all students, the district shall ensure that the special education and disciplinary records of the student with a disability are transmitted for consideration by the person or persons making the final determination regarding the disciplinary action

3301-51-05 (K)(3):

The Focus Learning Academy/Focus North High School shall ensure the provision of FAPE to all students with disabilities, ages three through age twenty-one, including students with disabilities who have been suspended or expelled from school except as applied in 3301-51-05 (K)(4).

3301-51-05 (K)(4)

To the extent removal would be applied to students without disabilities, the Director may order a student with a disability to be removed from his or her current placement for not more than a total of ten school days in a school year for any violation or combination of violations of school rules without providing services if services are not provided to a student without disabilities who has been similarly removed.

3301-51-05 (K)(5)

After a student with a disability has been removed from his or her current placement for more than a total of ten school days in the same school year, during any subsequent days of removal, the Focus Learning Academy/Focus North High School will:

3301-51-05 (K)(5)(a)

Provide services to the extent necessary to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the student’s IEP.

3301-51-05 (K)(5)(b)

Provide services as determined by the IEP team in an appropriate interim alternative educational setting when the disciplinary removal is the result of a weapon or drug violation or because of dangerous behavior. The time spent in the interim alternative educational setting shall be for the same amount of time that a student without a disability would be subjected to discipline, but for not more than forty-five days if the offense is a manifestation of the student’s disability.

Behavior Intervention Plan and Functional Behavioral Assessment

3301-51-05 (K)(6)

Either before or not later than ten business days after either first removing the student for more than ten school days in a school year or commencing a removal that constitutes a change of placement:

3301-51-05 (K)(6)(a)

If the school district did not conduct a functional behavioral assessment and implement a behavioral intervention plan for the student before the behavior subject to disciplinary action, the Focus Learning Academy/Focus North High School shall convene an IEP meeting to develop an assessment plan.

3301-51-05 (K)(6)(b)

As soon as practicable after developing the assessment plan and completing the assessments required by the plan, the school district shall convene an IEP meeting to review the functional behavior assessment and develop appropriate behavioral interventions, to address the student’s behavior and implement those interventions.

3301-51-05 (K)(6)(c)

If the student already has a behavioral intervention plan, based on a functional behavioral assessment, the IEP team shall review the plan and its implementation and modify it, as necessary, to address the behavior subject to disciplinary action.

3301-51-05 (K)(6)(c)(i)

If the removal is not a change of placement, then an IEP meeting is not required for the review. However, if one or more IEP team members believe that modifications are needed, the team shall meet to modify the plan and its implementation to the extent the team determines necessary.

3301-51-05 (K)(6)(c)(ii)

If the removal is a change of placement, the IEP team must meet to review the behavioral intervention plan.

Manifestation Determination

3301-51-05 (K)(7)

If a removal is a change of placement, not later than the date on which the decision to take that action is made the parents and/or adult student must be notified of that decision and be provided the procedural safeguards notice; and immediately, if possible, but in no case later than ten school days after the date on which the decision to take that action is made, a manifestation determination review must be conducted to determine the relationship between the student’s disability and the behavior subject to the disciplinary action.

3301-51-05 (K)(8)

If the student’s parent or the adult student disagrees with a determination that the student’s behavior was not a manifestation of the student’s disability or any decision regarding placement, the parent or the adult student may request an expedited due process hearing.

421 DUE PROCESS RIGHTS

The School recognizes the importance of safeguarding a student's constitutional rights, particularly when subject to disciplinary procedures.

Accordingly, the Board establishes the following procedures:

Student subject to suspension: When a student is being considered for an out-of-school suspension by the Director or other administrator:

The student will be informed in writing of the potential suspension and the reasons for the proposed action.

The student will be provided an opportunity for an informal hearing to challenge the reason for the intended suspension and to explain his/her actions.

An attempt will be made to notify parents or guardians by telephone if a suspension is issued.

Within one (1) school day of the suspension, the Director or other administrator will notify the parents, guardians or custodians of the student.

The notice will include the reasons for the suspension and the right of the student, parent, guardian or custodian to appeal to the Executive Director, the Board or its designee; the right to be represented at the appeal; and the right to request the hearing be held in executive session if before the Board. If the offense is one for which the School may seek permanent exclusion, then the notice will contain that information.

Notice of this suspension will also be sent to the:

Registrar, and

student’s school record (not for inclusion in the permanent record).

If a student leaves school property without permission immediately upon violation (or suspected violation) of a provision of the Student Code of Conduct/Student Discipline Code or prior to an administrator conducting an informal hearing as specified above, and the student fails to return to school on the following school day, the Director or any other administrator, may send the student and his/her parent(s)/guardian(s) notice of the suspension, and offer to provide the student and/or his/her parents an informal hearing upon request to discuss the reasons for the suspension and to allow the student to challenge the reasons and to explain his/her actions, any time prior to the end of the suspension period.

Appeal of Suspension to the Board or its designee

The student who is eighteen (18) or older or the student’s parent(s) or guardian(s) may appeal the suspension to the Board or its designee. They may be represented in all such appeal proceedings.

A verbatim record will be kept of the hearing, which may be held in executive session at the request of the student, parent or guardian, if held before the Board.

The procedure to pursue such appeal will be provided in regulations approved by the Executive Director. Notice of appeal must be filed with the Executive Director within five (5) school days of the notice to suspend.

Appeal to the Court

Under Ohio law, appeal of the Board’s or its designee’s decision may be made to the Court of Common Pleas.

Students subject to expulsion: When a student is being considered for expulsion by the Director:

The Director will give the student and parent, guardian, or custodian written notice of the intended expulsion, including reasons for the intended expulsion.

The student, parent or representative each has the opportunity to appear before the Director or designee to challenge the proposed action or to otherwise explain the student’s actions. The written notice will state the time and place to appear, which must not be earlier than three (3) school days nor later than five (5) school days after the notice is given, unless the Director grants an extension upon request of the student or parent.

Within one (1) school day of the expulsion, the Director will notify the parents, guardians or custodians of the student and the Executive Director. The notice will include the reasons for the expulsion and the right of the student, parent, guardian or custodian to appeal to the Executive Director, the Board or its designee; the right to be represented at the appeal; and the right to request the hearing be held in executive session if before the Board. If the offense is one for which the School may seek permanent exclusion, then the notice will contain that information.

Appeal of Expulsion to the Board

A student who is eighteen (18) or older or a student’s parent(s) or guardian(s) may appeal the expulsion by the Director to the Executive Director and then to the Board or its designee. They may be represented in all such appeal proceedings and will be granted a hearing before the Board or its designee. A verbatim record will be kept of the hearing, which may be held in executive session at the request of the student, parent or guardian. The procedure to pursue such appeal will be in accordance with regulations approved by the Executive Director. Notice of intent to appeal must be filed within ten (10) school days of the Director’s decision to expel to the Board directly or through the Executive Director’s office. While a hearing before the Board may occur in executive session, the Board must act in public.

Appeal to the Court

Under State law, the decision of the Board may be further appealed to the Court of Common Pleas.

Students subject to permanent exclusion: Students whose conduct is that for which permanent exclusion is warranted shall be dealt with in accordance with the rights and procedures outlined in Policy 419 Permanent Exclusion of Non-disabled Students.

R.C. 3313.66

422 SCHOOL SPONSORED PUBLICATIONS

The School may sponsor student publications as a means for students to learn, under adult direction, the rights and responsibilities of the public expression in a free society.

Such publications also play a vital role in the School’s program by:

Interpreting students and the School to the community;

Serving as a public relations media;

Developing skills in communicating via the mass media; and

Developing acceptable methods for preserving the constitutional provision of free speech

In sponsoring a student publication, the School is mindful of the fact that it could be available to any student attending the School, and must, therefore, generally be suitable for all students.

Issues on which opposing points of view have been promulgated by responsible opinion may be introduced in a School sponsored publication provided equal opportunity is given to present each view and provided further that the material generally is acceptable to this community.

Advertising may be permitted in School newspapers, yearbooks, programs, etc. which are published by student organizations. Permission must be given by the Executive Director.

The School reserves the right to designate and prohibit the publications or productions that are not protected by the right of free expression because they violate the rights of others. Such unprotected materials are those which:

Are grossly prejudicial to an ethnic, religious, racial, or other delineated group;

Libel any specific person or persons;

Seek to establish the supremacy of a particular religious denomination, sect, or point of view over any other religious denomination, sect or point of view; and

Advocate the use or advertise the availability of any substance or material which may reasonably be believed to:

Constitute a direct and substantial danger to the health of students;

Contain obscenity or material otherwise deemed to be harmful to impressionable students who may receive them; and

Incite violence, advocate the use of force or urge the violation of law or school regulations.

The School also prohibits publications and productions which:

Fail to identify the student or organization responsible for distribution; and

Solicit funds for non-school organizations or institutions when such solicitations have not been approved by the Board

The decision as whether or not something is published or produced shall be made by the advisor with appeal to the Executive Director.

423 EQUAL ACCESS FOR NON-SCHOOL‑SPONSORED STUDENT CLUBS AND ACTIVITIES

The Board will not permit the use of School facilities by non-School‑sponsored student clubs and activities or School‑sponsored, non-curriculum‑related clubs and activities during instructional hours unless prior approval has been obtained from the Superintendent. During non-instructional time, to the extent allowed by any owner, landlord or lease of the School or School property, however, no group of students, regardless of the size of the group, will be denied an opportunity to meet based on the religious, political, philosophical, or other content of the activity. The Board will not permit the organization of a fraternity, sorority or secret society.

424 PREGNANT STUDENTS

In the event of pregnancy, a female Student may elect any one of the following procedures concerning her education:

Remain in School, carrying a normal program of studies.

Continue studies and academic progress through Independent Study and Education Options per policy 201

425 SEARCH AND SEIZURE

The Board recognizes that the privacy of students may not be violated by unreasonable search and seizure and directs that no student be searched without reason or in an unreasonable manner.

School authorities are charged with the responsibility of safeguarding the safety and well‑being of the students in their care. In the discharge of that responsibility, School authorities may search the person or property, including vehicles, of a student, with or without the student's consent, whenever they reasonably suspect that the search is required to discover evidence of a violation of law or of School rules. Specifically:

Search and Seizure of Property:

School computers and property are on loan to the students and remain the property of the School. They may be inspected and reclaimed at any time.

Students must not keep prohibited items, including drugs, drug paraphernalia, firearms, explosives, and property belonging to others within their control including back-packs or other bags.

When on School grounds, students and their personal property may be searched if a school official has grounds to believe the search may turn up evidence that the student has violated or is violating the law or School rules.

A student shall have the opportunity to be present during the search of his or her back pack, desk, or other property unless the student is absent from School or the safety or welfare of the School or an individual necessitates a search during the student’s absence.

Search and Seizure of Person

The search of a student’s person or intimate personal belongings shall be conducted by the Director or his/her appropriate designee. This person should be of the student’s gender and conduct the search in the presence of another staff member of the same gender.

This authorization to search shall also apply to all situations in which the student is under the jurisdiction of the Board.

Administrators are authorized to arrange for the use of a breath‑test instrument for the purpose of determining if a student has consumed an alcoholic beverage. It is not necessary for the test to determine blood‑alcohol level, since the Board has established a zero tolerance for alcohol use.

The Board also authorizes the use of canines, trained in detecting the presence of drugs, when the Director has reasonable suspicion that illegal drugs may be present in the School. This action requires approval from the Executive Director and this means of detection shall be used only to determine the presence of drugs on School property where such substances could be concealed. Canine detection must be conducted in collaboration with law enforcement authorities or with organizations certified in canine detection and is not to be used to search individual students unless a warrant has been obtained prior to the search.

The Director shall be responsible for the prompt recording in writing of each student search, including the reasons for the search; information received that established the need for the search and the name of informant, if any; the persons present when the search was conducted; any substances or objects found; and the disposition made of them. The Director shall be responsible for the custody, control and disposition of any illegal or dangerous substance or object taken from a student.

426 FIELD TRIPS

The School recognizes that field trips, when used for teaching and learning related to the curriculum, are an educationally sound and important ingredient in the instructional program of the schools. Properly planned and executed field trips should:

supplement and enrich classroom procedures by providing learning experiences in an environment outside the Schools;

arouse new interests among students;

help students relate school experiences to the reality of the world outside of School;

bring the resources of the community – natural, artistic, industrial, commercial, governmental, educational – within the student’s learning experience; and

afford students the opportunity to study real things and real processes in their actual environment.

For purposes of this Policy, a field trip shall be defined as any planned journey by one or more students away from the School premises, which is under the supervision of a professional staff member and an integral part of a course of study.

Other School-sponsored trips shall be defined as any planned, student-travel activity that is approved as part of the School’s total educational program.

The Executive Director shall approve all trips.

Students may be charged fees for School-sponsored trips but no student shall be denied participation for financial inability, nor shall nonparticipation be penalized academically.

Students on all School-sponsored trips remain under the supervision of the School and are subject to the School’s administrative guidelines and policies.

The Board does not endorse, support or assume liability in any way for any staff member, volunteer, or parent of the School who takes students on trips not approved by the Executive Director. No staff member may solicit students of the School for such trips within the facilities or on the school grounds of the School without permission from the Executive Director. Permission to solicit neither grants nor implies approval of the trip. Such approval must be obtained in accordance with the School’s Policies.

The School sets forth these guidelines for the operation of both field and other School-sponsored trips, including athletic trips, which shall ensure the safety and well-being of students, proper planning and follow-up, supervision and the expected behavior of the students.

A copy of each student’s Emergency Medical Authorization Form should be in the possession of the staff member in charge on each trip.

A staff member shall not change a planned itinerary while the trip is in progress, except where the health, safety, or welfare of the students in his/her charge is imperiled or where changes or substitutions beyond his/her control have frustrated the purpose of the trip.

In any instance in which the itinerary of a trip is altered, the professional staff member in charge shall notify the administrative superior immediately.

427 STUDENT FEES, FINES AND CHARGES

The School may levy certain reasonable fees or charges to students to facilitate the utilization of adequate, appropriate learning materials used in the course of instruction. If the School determines that a student is in serious financial need, it may choose to provide any or all such materials free of charge.

Any fees collected by members of the staff are to be turned in to the Director within twenty-four (24) hours after collection.

Fines

When School property, equipment or supplies are damaged, lost or taken by a student, a fine may be assessed. The fine will be reasonable, seeking only to compensate the School for the expense or loss incurred.

The late return of borrowed books or materials from the School library will be subject to appropriate fines.

All fines collected will be sent to the Treasurer for deposit in the appropriate fund.

Fees

In the event the above course of action does not result in the fee being collected, the Board authorizes the Treasurer to take the Student and/or his/her Parents to Small Claims Court for collection.

Nothing in this policy restricts the right of access of a parent or student to school records or to receive copies of such records, as required by Federal and State laws.

428 STUDENT EMPLOYMENT

The Board of Directors believes that attendance at School should occupy a student’s full attention and should take precedence over non-school-related employment.

If a student must work while attending School, s/he should receive counseling and assistance in seeking appropriate job opportunities and in correlating work schedules with School studies and activities.

The Director shall prepare guidelines that will ensure that all students employed in out-of-school jobs are closely monitored by staff regarding School attendance and achievement in order to determine the effects on School performance of the student assuming out-of-school work commitments.

429 GANG ACTIVITY

The Board of Directors of Focus Learning Academy/Focus North High School supports a zero tolerance policy for all gang activity on school property or at any school function off school property.

Gang activity is defined as:

An ongoing formal or informal organization, association or group of three (3) or more persons who have, as one of their primary activities, the commission, association, planning or knowledge of one or more offenses listed by ORC 2923.41 and defined as a pattern of criminal gang activity. This activity shall be identified as gang activity if two of the following also apply:

* A common group name
* Identifying signs
* Symbols
* Colors
* Tagging (writing of gang terms/signs)

The following behaviors are associated with the definition of a gang and will not be tolerated:

* Displaying gang colors
* Flashing gang signs
* Acknowledging gang affiliation
* Recruiting gang members
* Possessing gang related written material
* Tagging
* Implying affiliation/association

If any student of the Focus Learning Academy/Focus North High School engages in gang-related activity, they will be immediately moved into the discipline process and will be removed from the school.

All suspected gang activity will be immediately reported to the Executive Director. The Executive Director will include the Columbus Police Department’s Strategic Response Bureau in all gang related incidents.

All incidents involving gang-related behavior will be reported to the Board of Directors.

430 ANTI-HARASSMENT AND BULLYING

I. Introduction

The State Board of Education believes that Ohio schools should provide physically safe and emotionally secure environments for all students and school personnel. It is the goal of the State Board of Education, through the Ohio School Climate Guidelines and this policy, to enhance/create such positive learning and teaching environments.

The State Board defines a positive climate as one that evokes non-violence, cooperation, teamwork, understanding and acceptance toward all students and staff in, and in transit to and from, the school environment.

The State Board of Education encourages local school districts to establish policies and strategies to emphasize and recognize positive behaviors that promote a safe and secure learning environment for all students and school personnel. Local school policies should assist school personnel in identifying bullying, intimidation and harassment; and provide a framework for an appropriate response that reinforces and encourages positive conduct.

II. Focus Board of Education Anti-Harassment and Bullying Policy

It is the policy of the Board of Education that any form of bullying behavior, whether in the classroom, on school property, to and from school or at school-sponsored events, is expressly forbidden.

For purposes of this policy, “School-Sponsored Activity” shall mean any activity conducted on or off school property (including school buses and other school-related vehicles) that is sponsored, recognized or authorized by the Board of Education.

To implement this policy, the Board of Education directs the Superintendent to develop and adopt regulations to address the existence of bullying in the schools.

Such regulations shall:

* Enable students to anonymously report acts of bullying to teachers and school administrators
* Enable the parents or guardians of students to file written reports (provided by school) of suspected bullying
* Require teachers and other school staff who witness acts of bullying or receive student reports of bullying to notify school administrators
* Require school administrators to investigate any written reports filed and to review any anonymous reports
* Include an intervention strategy for all school personnel to deal with bullying
* Provide for the inclusion of language in student codes of conduct concerning bullying
* Require school administrators to notify both the parents of a student who commit any verified acts of bullying and the parents or guardians of students against whom such acts were directed, and
* Require each school within the district to maintain a list of the number of verified acts of bullying in such school and make such list available for public inspection.

Bullying behavior is strictly prohibited, and students who are determined to have engaged in such behavior are subject to disciplinary action, which may include suspension or expulsion from school. The district’s commitment to addressing bullying behavior, however, involves a multi-faceted approach, which includes education and the promotion of a school atmosphere in which bullying will not be tolerated by students, faculty or school personnel.

It is imperative that bullying be identified only when the specific elements of the definition are met, because the designation of conduct as bullying carries with it special statutory obligations. Any misconduct by one student against another student, whether or not appropriately defined as bullying, however, will result in appropriate disciplinary consequences of the perpetrator especially in cases which create a substantial disruption of the learning environment.

III. Definition of Terms

**ORC #3313.666 [Effective11/4/2012] District policy prohibiting harassment, intimidation, or bullying required**

(A) As used in this section:

(1) “Electronic act” means an act committed through the use of a cellular telephone, computer, pager, personal communication device, or other electronic communication device.

(2) “Harassment, intimidation, or bullying” means either of the following:

(a) Any intentional written, verbal, electronic, or physical act that a student has exhibited toward another particular student more than once and the behavior both:

(i) Causes mental or physical harm to the other student;

(ii) Is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student.

(b) Violence within a dating relationship.

Bullying: In accordance with the Board policy, “bullying” means any overt acts by a student or group of students directed against another student/school personnel with the intent to harass, intimidate, injure, threaten, ridicule or humiliate. Bullying means any written, verbal or physical act taking place on or immediately adjacent to school grounds, at any school-sponsored activity, on school-provided transportation or at any official school bus stop that a reasonable person under the circumstances should know will have the effect of:

* Placing a student in reasonable fear of physical harm or damage to the student’s property
* Physically harming a student or damaging a student’s property
* Insulting or demeaning any student or group of students in such a way as to disrupt or interfere with the school’s educational mission or the education of any student.

In accordance with this definition, the following factors should be considered before identifying conduct by a student or group of students as bullying in violation of Board policy. The determination that conduct does not constitute bullying under Board policy, however, does not restrict the right of the Administration and of the Board of Education to impose appropriate disciplinary consequences for student misconduct.

Location. Bullying behavior in violation of Board policy must occur on school grounds or at a school-sponsored activity (which by Board policy includes transportation services). Conduct that occurs off-campus (e.g. physical intimidation in the community) is not bullying under this Policy and Regulation.

While not considered bullying under Board policy, conduct that would otherwise be considered bullying occurring off-campus (and outside of any school-sponsored activity) should trigger disciplinary action if such conduct markedly interrupts or interferes with the school’s educational mission or the education of any student.

Ridicule, humiliation, and/or intimidation. Bullying behavior is more than misconduct. Such behavior is marked by the intent to ridicule, humiliate or intimidate the victim. In evaluating whether conduct constitutes bullying, special attention should be paid to the words chosen or actions taken, whether such conduct occurred in front of others or was communicated to others, how the perpetrator interacted with the victim, and the motivation, either admitted or appropriately inferred, of the perpetrator.

IV. Types of Conduct

Bullying can take many forms and can include many different behaviors having overt intent to ridicule, humiliate or intimidate another student or students and may also including those involved in a dating relationship. Examples of conduct that could constitute bullying include:

* Physical violence and/or attacks
* Verbal taunts, name-calling and put-downs, including taunts based on ethnicity, gender, religion, sexual orientation, or other protected and/or individual characteristics.
* Threats and intimidation (through words and/or gestures)
* Extortion or stealing of money and/or possessions.
* Exclusion from the peer group.
* Cyberbullying

V. Complaint Processes

A. Publication of the Prohibition against Bullying and Related Procedures

The prohibition against bullying shall be publicized by including the following statement in the student handbook of each of the district schools:

Bullying behavior by any student in the Focus Learning Academy/Focus North High School is strictly prohibited, and such conduct may result in disciplinary action, including suspension and/or expulsion from school. “Bullying” shall mean any overt acts by a student or group of students directed against another student/school personnel with the intent to harass, intimidate, injure, threaten, ridicule or humiliate. Bullying means any written, verbal or physical act taking place on or immediately adjacent to school grounds, at any school-sponsored activity, on school-provided transportation or at any official school bus stop that a reasonable person under the circumstances should know will have the effect of:

* Placing a student in reasonable fear of physical harm or damage to the student’s property
* Physically harming a student or damaging a student’s property
* Insulting or demeaning any student or group of students in such a way as to disrupt or interfere with the school’s educational mission or the education of any student.

Students and parents may file verbal or written complaints concerning suspected bullying behavior, and students shall be permitted to anonymously report acts of bullying to school personnel and administrators. Any report of suspected bullying behavior would be promptly reviewed. If acts of bullying are verified, prompt disciplinary action may be taken against the perpetrator, consistent with his/her rights of due process.

B. Formal Complaints

Students and/or their parents or guardians may file reports of conduct that they consider to be bullying. Such written reports shall be reasonably specific as to the actions giving rise to the suspicion of bullying, including person(s) involved, time and place of the conduct alleged, the number of such incidents, the target of such suspected bullying, and the names of any potential student or staff witnesses. Such reports may be filed with any school staff member or administrator, and they shall be promptly forwarded to the Building Principal for review and action in accordance with Section VI.

C. Informal Complaints

Students may make informal complaints of conduct that they consider to be bullying by verbal report to a teacher or administrator. Such informal complaints shall be reasonably specific as to the actions giving rise to the suspicion of bullying, including person(s) involved, time and place of the conduct alleged, the number of such incidents, the target of such suspected bullying, and the names of any potential student or staff witness. A school staff member or administrator who receives an informal complaint shall promptly reduce the complaint to writing, including the information provided. Such written report by the school staff member and/or administrator shall be promptly forwarded to the Building Principal for review and action in accordance with Section VI.

D. Anonymous Complaints

Students who make informal complaints as set forth above may request that their name be maintained in confidence by the school staff member(s) and administrator(s) who receive the complaint. The anonymous complaints shall be reviewed and reasonable action will be taken to address the situation, to the extent, such action may be taken that (1) does not disclose the source of the complaint, and (2) is consistent with the due process rights of the student(s) alleged to have committed acts of bullying.

VI. School Personnel Responsibilities and Intervention Strategies

A. Teachers and Other School Staff

Teachers and other school staff, who witness acts of bullying, as defined above, shall promptly notify the Building Principal and/or his/her designee of the event observed, and shall promptly file a written incident report concerning the events witnessed. Teachers and other school staff who receive student or parent reports of suspected bullying shall promptly notify the Building Principal and/or his/her designee of such report(s). If the report is a formal, written complaint, such complaint shall be forwarded promptly (no later than the next school day) to the Building Principal or his/her designee. If the report is an informal complaint by a student that is received by a teacher or other professional employee, he or she shall prepare a succinct written report of the informal complaint, which shall be forwarded promptly (no later than the next school day) to the Building Principal or his/her designee.

In addition to addressing both informal and formal complaints, school personnel members are encouraged to address the issue of bullying in other interaction with students. School personnel may find opportunities to educate students about bullying and help eliminate bullying behavior through class discussions, counseling and reinforcement of socially appropriate behavior. School personnel should intervene promptly whenever they observe student conduct that has the purpose or effect of ridiculing, humiliating or intimidating another student/school personnel, even if such conduct does not meet the formal definition of “bullying.”

B. Administrator Responsibilities

Investigation

The Principal (or other responsible program administrator) shall be promptly notified of any formal or informal complaint of suspected bullying received by any building administrator or school personnel. Under the direction of the Building Principal or his/her designee, all such complaints shall be investigated promptly. A written report of the investigation shall be prepared when the investigation is complete. Such report shall include findings of fact, a determination of whether acts of bullying were verified, and, when acts of bullying are verified, a recommendation for intervention, including disciplinary action. Where appropriate, written witness statements shall be attached to the report.

Notwithstanding the foregoing, when a student making an informal complaint has requested anonymity, the investigation of such complaint shall be limited as is appropriate in view of the anonymity of the complaint. Such limitation of investigation may include restricting action to a simple review of the complaint (with or without discussing it with the alleged perpetrator), subject to receipt of further information and/or the withdrawal by the complaining student of the condition that his/her report be anonymous.

Remedial Actions

Verified acts of bullying shall result in intervention by the Building Principal or his/her designee that is intended to assure that the prohibition against bullying behavior is enforced, with the goal that any such bullying behavior will end as a result.

Bullying behavior can take many forms and can vary dramatically in how serious it is, and what impact it has on the targeted individual and other students. Accordingly, there is no one prescribed response to verified acts of bullying. While conduct that rises to the level of “bullying” as defined above will generally warrant disciplinary action against the perpetrator of such bullying, whether and to what extent to impose disciplinary action (detention, in and out-of-school suspension; or expulsion) is a matter for the professional discretion of the Building Principal. The following sets forth possible interventions for building principals to enforce the Board’s prohibition against bullying.

Non-disciplinary Interventions

When verified acts of bullying are identified early and/or when such verified acts of bullying do not reasonably require a disciplinary response, students may be counseled as to the definition of bullying, its prohibition, and their duty to avoid any conduct that could be considered bullying.

If a complaint arises out of conflict between students or groups of students, peer mediation may be considered. Special care, however, is warranted in referring such cases to peer mediation. A power imbalance may make the process intimidating for the victim and therefore inappropriate. The victim’s communication and assertiveness skills may be low and could be further eroded by fear resulting from past intimidation and fear of future intimidation. In such cases, the victim should be given additional support. Alternatively, peer medication may be deemed inappropriate to address the concern.

Disciplinary Interventions

When acts of bullying are verified and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences. Anonymous complaints that are not otherwise verified, however, shall not be the basis for disciplinary action.

In and out-of-school suspension may be imposed only after informing the accused perpetrator of the reasons for the proposed suspension and giving him/her an opportunity to explain the situation.

Expulsion may be imposed only after a hearing before the Board of Education, a committee of the Board or an impartial hearing officer designated by the Board of Education in accordance with Board policy. This consequence shall be reserved for serious incidents of bullying and/or when past interventions have not been successful in eliminating bullying behavior.

C. General Intervention Strategies

In addition to the prompt investigation of complaints of bullying and direct intervention when acts of bullying are verified, other district actions may ameliorate any potential problem with bullying in school or at school-sponsored activities. While no specific action is required and school needs for such interventions may vary from time to time, the following list of potential intervention strategies shall serve as a resource for administrators and school personnel:

* Respectful responses to bullying concerns raised by students, parents or school personnel;
* Planned professional development programs addressing bully/targeted individuals’ problems;
* Data collection to document bully/victim problems to determine the nature and scope of the problem;
* Use of peers to help ameliorate the plight of victims and include them in group activities;
* Avoidance of sex-role stereotyping (e.g. males need to be strong and tough);
* Awareness and involvement on the part of all school personnel and parents with regards to bully-victim problems;
* An attitude that promotes communication, friendship, assertiveness skills, and character education;
* Modeling by teachers of positive, respectful, and supportive behavior toward students;
* Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others (Ohio School Climate Guidelines);
* Employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere.

VII. Reporting Obligations

A. Report to the Parent or Guardian of the Perpetrator

If after investigation, acts of bullying by a specific student are verified, the Building Principal or his/her designee shall notify the parent or guardian of the perpetrator in writing of that finding. If disciplinary consequences are imposed against such student, a description of such discipline shall be included in such notification.

B. Reports to the Victim and His/Her Parent or Guardian

If after investigation, acts of bullying against a specific student are verified, the Building Principal or his/her designee shall notify the parent or guardian of the victim of such finding. In providing such notification, care must be taken to respect the statutory privacy rights of the perpetrator of such bullying.

C. List of Verified Acts of Bullying

The Principal of each school shall maintain a list of the number of verified acts of bullying in the school, and this list shall be available for public inspection upon request. The list shall be limited to the number of such verified acts of bullying in the school, and it shall not set out the particulars of each verified act, including but not limited to any personally identifiable student information, which is confidential information by law.

This policy shall not be interpreted to prohibit a reasonable and civil exchange of opinions or debate that is protected by state or federal law such as the Nondiscrimination, Suspension and Expulsion/Due Process, Violent and Aggressive Behavior, Hazing, Discipline/Punishment, Sexual Harassment, Peer Sexual Harassment, and Equal Educational Opportunity Acts.

VIII. Reprisal / False Accusations

The Focus Learning Academy/Focus North High School Board of Directors prohibits reprisal or retaliation against any person who reports an act of harassment or bullying. The consequences and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the Executive Director after consideration of the nature, severity and circumstances of the act.

The Focus Learning Academy/Focus North High School Board of Directors prohibits any person from falsely accusing another as a means of harassment or bullying. The consequences and appropriate remedial action for a person found to have falsely accused another as a means of harassment or bullying may range from positive behavioral interventions up to and including suspension or expulsion. Consequences and appropriate remedial action for a school employee found to have falsely accused another as a means of harassment or bullying shall be disciplined in accordance with district policies, procedures and agreements as determined by the Executive Director.

Legal References: Ohio General Statutes Concerning Bullying Behavior in Schools.

431 MISSING AND ABSENT CHILDREN

The Board of Directors of Focus Learning Academy/Focus North High School believe in the importance of trying to decrease the number of missing children and will make efforts to identify missing children and notify appropriate adults/agencies when a child has been determined as missing.

A student, at the time of his/her initial entry into school shall present to the Enrollment Specialist any records given to him/her by the most recently attended school and a certification of birth issued pursuant to Section 3705.05 of the Ohio Revised Code or a comparable certificate or certification issued pursuant to the statutes of another state, territory, possession or nation. Within forty eight (48) hours of the student's entry into the school, the Enrollment Specialist shall request the student's official records from the secondary school she/he most recently attended. If the school the student claims to have most recently attended indicates that it has no records of the student's attendance or the records are not received within fourteen (14) days of the date of request or the student does not present a certification of birth or comparable certificate or certification from another state, territory, possession or nation, the Director shall notify the law enforcement agency having jurisdiction in the area where the student resides of the fact that the student may be a missing child as this term is defined in Section 2901.30 of the Ohio Revised Code.

The Director will immediately give notice of the fact of a missing child to the Ohio Attorney General's Ohio Missing Children Clearinghouse, 30 East Broad Street, 16th Floor, Columbus, Ohio 43215-3428, phone 1-800-325-5604. The Director will also assist parents in the case of a missing student by coordinating with the Missing Children's Clearinghouse. [www.OhioAttorneyGeneral.gov/MissingPersons](http://www.ohioattorneygeneral.gov/MissingPersons).

The Director and Social Worker of the Academy will provide informational programs for students, parents and community members relative to missing children issues. Materials shall be available in the Academy including information regarding the fingerprinting program. The informational programs are based on assistance and materials provided by the Ohio Attorney Generals Missing Child Education Program.

432 HOMELESS POLICY

Homeless students shall have equal access to the same free and appropriate education provided to all other students of the School District and will be enrolled in accordance with the requirements of Federal law. Students meeting the Federal definition of "homeless" will be immediately enrolled in the School District and assigned to a school building in accordance with the procedure set forth below, even if the homeless student cannot produce all of the documentation otherwise required for enrollment (including proof of residency and/or immunization, and copies of previous school records). Parent(s) or guardian(s) of homeless students must provide contact information in case of an emergency.

In accordance with Federal law, a student shall be considered homeless if she/he is an individual who lacks a fixed, regular and adequate nighttime residence, including:

Children who are sharing the housing of other persons due to the loss of housing, economic hardship or similar reasons; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters;

Children who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;

Children who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

Migratory children as defined in Federal law.

When accepting a homeless student into the school, the Superintendent shall consider the "best interest of the child," in all matters related.

The Superintendent shall:

Continue to assign the student to the school attended when the student was permanently housed or to the school where the student was last assigned for the duration of the period of homelessness:

In any case in which a family becomes homeless between academic years or during an academic year; or

For the remainder of the academic year if the student becomes permanently housed during an academic year;

Assign the homeless student to the school serving those non-homeless students residing in the area in which the homeless child is actually living.

To the extent feasible, in considering the "best interest of the child" for purposes of school assignment, the Superintendent will maintain a homeless student in the school where she/he was enrolled when permanently housed, or where last enrolled, except when such assignment would be contrary to the wishes of the student's parent(s) or guardian(s).

Upon determining a school of assignment for a homeless student, the Superintendent shall provide the parent(s) or guardian(s) with a written explanation regarding such decision including a statement of the parent(s)'/guardian(s)' right to appeal the decision to the Liaison for Homeless Students if the assignment is not to the school of assignment when the student was permanently housed or when last enrolled, or if the assignment is not to the school requested by the parent/guardian/foster caregiver.

In the case of unaccompanied homeless students, the Superintendent directs the Liaison for Homeless Students (Social Worker) to provide assistance in making enrollment or assignment decisions with specific consideration of the views of the unaccompanied student. The Liaison shall also make sure the unaccompanied student is provided notice of the right to appeal the Superintendent's assignment decision.

If a dispute arises over school assignment or enrollment, the homeless student will be immediately enrolled and assigned to the school in which enrollment is sought pending resolution of the dispute. In such cases, the Superintendent will refer the parent(s) or guardian(s) to the Executive Director who shall carry out dispute resolution as expeditiously as possible in accordance with Board policy and State guidelines.

The Board will provide transportation for homeless students at the request of the parent(s) or guardian(s). If the homeless student temporarily resides outside the boundaries of the School District but is eligible for assignment to a school of this District as set forth above and consistent with Federal law, the Liaison for Homeless Children will contact the Superintendent of the School District where the homeless student temporarily lives, in order to establish a plan for joint transportation of the homeless student and to agree upon a method to apportion the responsibility and cost for providing such transportation.

It should be noted for purposes of this policy that homeless students should be enrolled immediately, regardless of whether she/he has medical, school and/or residency records. It is the school’s responsibility to assist the family to get needed records and immunizations. A homeless student CANNOT be excluded due to lack of immunizations or medical records.

433 CORPORAL PUNISHMENT

While recognizing that students may require disciplinary action in various forms, the Board of Education cannot condone the use of unreasonable force and fear as an appropriate procedure in student discipline.

Professional staff as well as classified staff should not find it necessary to resort to physical force or violence to compel obedience. If all other means fail, staff members may always resort to removal of the student from the classroom or school through suspension or expulsion procedures.

Professional staff as well as classified staff, within the scope of their employment, may use and apply reasonable force and restraint to quell a disturbance threatening physical injury to others, to obtain possession of weapons or other dangerous objects upon or within the control of the student, in self-defense, or for the protection of persons or property.

Corporal punishment shall not be permitted. If any employee threatens to inflict, inflicts, or causes to inflict unnecessary, unreasonable, irrational, or inappropriate force upon a student, s/he may be subject to discipline by this Board and possibly charges of child abuse as well. This prohibition applies as well to volunteers and those with whom the District contracts for services.

434 EXTRACURRICULAR ACTIVITIES

The Board of Education recognizes the value to the students of the District and to the community of a program of extra-curricular activities for students as an integral part of the total school experience.

For purposes of this policy, the program of extra-curricular activities shall include all activities relating to competitive sport contests, games, events, or activities involving individual students or teams of students of this District with those of another district or on an intramural basis.

The Board shall determine the standards of eligibility to be met by all students participating in the extra-curricular program. Such standards shall require that each student be in good physical condition, be free of injury, and have fully recovered from illness before participating in any extra-curricular event.

Students identified as disabled under R.C. 3323 and the IDEA are subject to the eligibility standards established by this policy unless specifically exempted by the express terms of their individualized education program (IEP). An IEP can specify the criteria by which a grade will be determined for (a) course(s), given the individualized student’s disability.

Since the primary purpose of the extra-curricular program is to enhance the education of participating students as indicated in this policy, the Board places top priority on maximum student participation and the values of good sportsmanship, team play, and fair competition.

No student shall be excused from a class or supervised study for an extended period of time to participate in extra-curricular activities.

The Superintendent shall develop appropriate administrative guidelines for the operation of the Extra-Curricular Program and a Code of Conduct for those who participate.

Students will be further informed that participation in extra-curricular activities is a privilege and not a right, and that they may be prohibited from all or part of their participation in such activities by authorized school personnel without further notice, hearing and/or appeal rights

**435 Acceptable Use and Internet Safety**

**Technology Acceptable Use Policy and Internet/Network Safety Regulation for Students and Staff**

**Statement of Purpose**

The purpose of providing Internet and network access in schools is to the Focus mission.

# Terms of Agreement

In order for students and staff to be allowed access to a school computer system, computer network, and the Internet, parents and students or staff must sign and return the consent form.

# Rules for Internet/Network Usage

Focus is providing access to their computer systems, computer networks, and the Internet for educational and work-related purposes to foster 21st-century thinking skills and encourage responsible digital citizenship. Focus utilizes safety measures regarding access to the Internet through District computers. These safety measures include the use of a software-filtering program that restricts students’ and staff’s access to material harmful to minors, as defined in 47 C.F.R.

54.520(a)(4).

The use of the computer network and Internet is a privilege, not a right. **Internet access is monitored by eSchool Consultants, Inc Technology Department.** A user who violates this agreement shall, at a minimum, have his or her access to the network and Internet terminated and is subject to further disciplinary action by the Executive Director or eSchool Consultants, Inc.

* The Focus network has not been established as a public access service or a public forum. Focus has the right to place reasonable restrictions on the material accessed or posted through the system. Students and staff are expected to follow such restrictions and the law in the use of the network.
* Students and staff may not use the Focus network for financial or commercial gain or any illegal activity.
* The Focus network may not be used for political lobbying, partisan political activity or other political activity prohibited by law. For purposes of this policy, “political lobbying” does not include (a) communication with other users of the Focus network concerning matters related to the operation of the District or (b) legislative or administrative advocacy on behalf of Focus by those authorized by the Board of Education or Executive Director.
* Respecting Resource Limits: Focus network will be used only for work-related purposes. However, brief limited personal use that does not interfere with the use of system resources or an employee’s performance of his or her job duties may be permitted.
* Network and Internet access is provided as a tool for education. Focus reserves the right to monitor, inspect, copy, review and store at any time and without prior notice any and all usage of the computer network and Internet access and any and all information transmitted or received in connection with such usage. All such information files shall be and remain the property of Focus, and no user shall have any expectation of privacy regarding such materials.

**Accordingly, regulations for participation by anyone on the Internet and network shall include but not be limited to the following:**

# Internet Safety

* The use of any devices to circumvent Focus implemented content filtering is strictly prohibited.
* No user is permitted to knowingly or inadvertently load or create a computer virus or load any software that destroys files and programs, confuses users, or disrupts the performance of the system.
* No third party software will be installed without written approval from the Director of Information Technology at eSchool Consultants, Inc.
* **DO NOT SHARE YOUR USER IDENTIFICATION OR PASSWORD AND DO NOT POST THEM IN A VISIBLE LOCATION.**
* Do not use another person’s accounts or passwords or provide your User Identification or Password to another person.
* Technology protection measures may be disabled only by Information Technology Management (ITM) during adult computer usage to enable internet access for research or other lawful purposes.
* Do not participate in hacking/cracking activities or any form of unauthorized access to other computers, networks, or information systems.

# Cyberbullying

Cyberbullying, an electronic act of bullying is defined as a situation when a person is tormented, threatened, harassed, humiliated, embarrassed or otherwise targeted using text messaging, email, instant messaging, or posting text or images by means of an electronic act. Any cyberbullying, harassment, or intimidation is strictly prohibited. If a student or staff member is found to have engaged in cyberbullying, disciplinary action will be taken, including possible student suspension. If anyone believes he/she is the victim of cyberbullying, it is important to not respond. Instead, the situation should be reported to a staff member, such as a teacher, academic advisor, director, or other person of authority. Additionally, students are encouraged to notify school staff if they suspect another student is being victimized.

# Student Instruction

Focus will provide developmentally appropriate instruction to students regarding Internet safety and cyberbullying as part of the District’s curriculum.

# Basic Internet and Network Etiquette & Safety Rules

* Be polite and respectful. Use appropriate language and graphics.
* Do not use the network or Internet access to make, distribute, or redistribute jokes, stories, or other material, which is based on slurs or stereotypes relating to race, gender, ethnicity, age, nationality, religion, sexual orientation or disability.
* All students and Focus employees must adhere to copyright laws of the United States (P.L. 94-553) and the Congressional Guidelines that delineate it regarding software, authorship and copying information. Do not download copyrighted material or software without the permission of the owner.
* Focus policies on “Plagiarism/Cheating” and “Harassment/Intimidation” apply to Internet and network conduct.
* Students may not sell or buy anything over the Internet. Staff purchases must be for educational purposes only.
* Do not transmit or access obscene, pornographic or other inappropriate material; notify your teacher or administrator if you receive such material.
* The use of the Internet and network for any illegal activity is prohibited. Illegal activities include: (a) tampering with computer hardware, software or data, (b) unauthorized entry into computers and files (hacking), (c) knowledgeable vandalism or destruction of equipment, and (d) deletion of computer files. Such activity is considered a crime under state and federal law. Do not use the network or Internet to send messages relating to or in any way supporting illegal activities such as the sale or use of drugs or alcohol; support of criminal or gang activity; threats, intimidation or harassment of any other person.

# Social Networks/Chat Rooms/e-Mail

For personal safety:

* Never post personal information, such as full name, social security number, address, telephone number, bank or credit card number, or photographs, or post such information about any other person.
* Assume that anything posted on the Internet is permanent and cannot be removed upon request.
* Never agree to meet in person, someone met on a social networking site or chat room.
* Violating the conditions of State and Federal law dealing with students and employees’ rights to privacy, including unauthorized disclosure, use, and dissemination of personal information can result in discipline up to and including expulsion for students and termination for staff.
* Never use profanity, obscenity or other language, which may be offensive to another user or intended to harass, intimidate or bully other users.
* Never use Focus computers to access personal social networking websites for non-educational purposes.
* Never repost/forward personal communication without the author’s prior consent.
* Never send or forward chain letters or “spam” to a large group of users.
* Storage of “unauthorized personal files” including pictures, jokes, videos, games and other recreational software on district technology is prohibited.

# Warranties and Liabilities

Focus makes no guarantee that the functions or the services provided by or through the Focus network will be error-free or without defect. Focus will not be responsible for any damage suffered, including but not limited to, loss of data or interruptions of service. Focus is not responsible for the accuracy or quality of the information obtained through or stored on the system. Focus will not be responsible for financial obligations arising through the authorized or unauthorized use of the Focus network.

# Due Process

* Focus will cooperate fully with local, state, or federal officials in any investigation related to any illegal activities conducted through the Focus network.
* In the event there is a claim that indicates a violation of the eSchool Consultants, Inc./Focus Learning Academy and Focus North High School’s Technology Acceptable Use Policy has occurred in using the Focus network, the accused will be provided with an opportunity to be heard in the manner set forth in the laws, school policies, regulations, rules and/or applicable collective bargaining agreements.
* Any violation of the Technology Acceptable Use Policy can result in discipline up to and including expulsion for students and termination for staff.

**Approval Dates: FSE FSW Feb 19, 2020 FNNHS Feb 20,2020**

**436 FAPE: FREE AND APPROPRIATE EDUCATION FOR ALL INDIVIDUALS**

**Free and Appropriate Public Education Without Discrimination**

**FAPE or Free appropriate public education means special education and related services that:**

1. **Are provided at public expense, under public supervision and direction and without charge**
2. **Meet the standards of the SEA (state education agency)**
3. **Include an elementary school or secondary school education in the state of Ohio**
4. **Are provided in conformity with an individualized education program that meets the requirements of law.**

All students attending Focus will have equal educational opportunities and those opportunities will be at no charge to the student or the student’s family.

Students have the right to be free from discrimination on the basis of race, color, national origin, citizenship status, religion, gender, sexual orientation, economic status, marital status, pregnancy, age or disability, in all decisions affecting admissions; membership in school-sponsored organizations, clubs or activities; access to facilities, academic evaluations or any other aspect of school-sponsored activities. Any limitations with regard to participation in a school-sponsored activity are based on criteria reasonably related to that specific activity.

The board’s policy of nondiscrimination extends to students, staff, job applicants, the general public and individuals with whom it does business and applies to race, color, national origin, citizenship status, religion, gender, sexual orientation, economic status, age or disability.

The board does not permit discriminatory practices and views harassment as a form of discrimination. Harassment is defined as intimidation by threats of or actual physical violence; the creation, by whatever means, of a climate of hostility or intimidation; or the use of language, conduct or symbols in such a manner as to be commonly understood to convey hatred, contempt or prejudice or to have the effect of insulting or stigmatizing an individual. Employees or students who engage in discrimination/harassment shall be subject to disciplinary action.

All persons associated with the school, including, but not limited to, the board, the administration, the staff and the students, are expected to conduct themselves at all times so as to provide an atmosphere free from sexual harassment. Any person engaging in sexual harassment while acting as a member of the school community is in violation of this policy.

**437 Restraint and Seclusion**

1. **Policy Rationale and Philosophy:**

Every effort should be made to prevent the use of restraint and the use of seclusion. A non-aversive effective behavioral system such as Positive Behavioral Intervention and Supports (PBIS) shall be used to create a learning environment that promotes the use of evidence- based behavioral interventions, thus enhancing academic and social behavioral outcomes for all students.

Focus Schools believe that the school environment should be one that ensures the care, safety, and welfare of all students and staff members. Efforts to promote positive interactions and solutions to potential conflict should be exhaustive. In the event that an individual’s behavior presents a threat of imminent harm to self or others the use of approved physical intervention or seclusion strategies to maintain a safe environment may be used as a last resort.

1. **Definitions:**
   1. Positive Behavior Interventions and Support
      1. A school-wide systematic approach to embed evidence-based practices and data driven decision making to improve school climate and culture in order to achieve improved academic and social outcomes, and increase learning for all students, and
      2. Encompasses a wide range of systemic and individualized positive strategies to reinforce desired behaviors, diminish reoccurrences of challenging behaviors and teach appropriate behavior to students.
   2. Physical Restraint
      1. The use of physical contact that immobilizes or reduces the ability of a student to move their arms, legs, body, or head freely.Such term does not include a physical escort, mechanical restraint, or chemical restraint.
      2. Physical restraint may be used only when there is an immediate risk of physical harm to the student or others and no other safe and effective intervention is possible, and only in a manner that is age and developmentally appropriate.
      3. Physical restraint does not include brief, but necessary physical contact for the following or similar purposes:
2. To break up a fight;
3. To knock a weapon away from a student’s possession;
4. To calm or comfort;
5. To assist a student in completing a task/response if the student does not resist the contact;
6. To prevent an impulsive behavior that threatens the student’s immediate safety (i.e. running in front of a car).
   1. Seclusion:

The involuntary isolation of a student in a room, enclosure or space from which the student is prevented from leaving by physical restraint or by a closed door or other physical barrier. It does not include a timeout.

* 1. Time out:

A behavioral intervention in which a student, for a limited and specified time, is separated from the class within the classroom or in a non-locked setting for the purpose of self-regulating and controlling his or her own behavior. In a timeout, the student is not physically restrained or prevented from leaving the area by physical barriers.

1. **Requirements for the use of Restraint:**

Given an immediate risk of physical harm to the student or others and no other safe and effective intervention are possible, if physical restraint is applied the staff must;

* 1. Implement in a manner that is age and developmentally appropriate;
  2. Ensure safety of other students and protect the dignity and respect of the student involved. Combine use with other approaches (non-physical interventions are always preferred) that will diminish the need for physical intervention in the future;
  3. The least amount of force necessary should be used, for the least amount of time necessary;
  4. be appropriately-trained;
  5. continually observe the student in restraint for indications of physical or mental distress;
  6. If at any point the staff assesses that the intervention is insufficient to maintain safety of all involved, appropriate emergency contacts shall be made according to district crisis policy;
  7. Remove the student from physical restraint immediately when the immediate risk of physical harm to self or others has dissipated;
     1. Following the use of physical restraint, the individual should be assessed for injury or psychological distress and monitored as needed following the incident.
  8. Complete all district required reports and document staff’s observations of the student.
     1. The district Incident Report shall be completed upon occurrences of physical restraint or seclusion.
     2. Completion of the form must occur within (district input time frame).
     3. A copy must be made available to parent/guardian/foster caregiver within 24 hours.
     4. Additionally, staff should attempt to contact parent/guardian/foster caregiver during the same day of incident.
  9. De-brief, include all involved staff, student and parents; evaluate the trigger for the incident, staff response, and methods to address the student’s behavioral needs;
     1. Debrief utilizing the district’s Incident Report.
     2. A copy of the form must be sent to building administration.
     3. During the debrief, if this behavior is noted as a pattern of dangerous behavior that leads to the use of restraint and or seclusion, a Functional Behavior Assessment, and/or a Behavior Intervention Plan must be completed.

1. **Prohibited Practices for Use of Restraints:**

Staff members are not to use any physical restraints for which they have not been trained by the district.

Staff members are not to use any unauthorized physical restraints.

This includes but is not limited to:

1. Prone restraint;
2. Any form of physical restraint that involves the intentional, knowing, or reckless use of any technique that involves the use of pinning down a student by placing knees to the torso, head, and or neck of the student;
3. Using any method that is capable of causing loss of consciousness or harm to the neck or restricting respiration in any way;
4. Uses pressure point, pain compliance, or joint manipulation techniques;
5. Corporal punishment;
6. Dragging or lifting of the student by the hair or ear or by any type of mechanical restraint;
7. Child endangerment, as defined in section 2919.22 of the Revised Code;
8. Deprivation of basic needs;
9. Seclusion or restraint of preschool children in violation of paragraph (D) of Rule 3301- 37-10 of the Revised Code;
10. Chemical restraint;
11. Mechanical restraint (that does not include devices used by trained school personnel, or by a student, for the specific and approved therapeutic or safety purposes for which such devices were designed and, if applicable, prescribed);
12. Using other students or untrained staff to assist with the hold or restraint;
13. Securing a student to another student or fixed object;
14. Aversive behavioral interventions; or
15. Seclusion in a locked room or area.
16. **Requirements for Use of Seclusion**

Given a threat of immediate risk of physical harm to the student or others, as outlined in Board Policy, the following principles must always be applied:

* 1. A room or area used for seclusion must:
     1. Provide for adequate space, lighting, ventilation, clear visibility and the safety of the student; and
     2. Not be locked.
  2. Staff must Implement in a manner that is age and developmentally appropriate;
  3. Ensure safety of other students and protect the dignity and respect of the student involved;
  4. The least amount of time necessary;
  5. Be appropriately-trained;
  6. Staff must continually observe the student for the duration of the seclusion;
  7. If at any point the staff assesses that the intervention is insufficient to maintain safety of all involved, emergency personnel will be contacted.
  8. Seclusion ceases when the immediate risk of physical harm to self or others has dissipated;
     1. Upon each use of seclusion, the student shall be assessed for injury or psychological distress and monitored as needed following the incident.
  9. Complete all required reports and document staff’s observations of the student;
  10. Conduct a de-briefing, utilizing the district’s Incident Report, include all involved staff, to evaluate the trigger for the incident, staff response, and methods to address the student’s behavioral needs. (This may also include a debriefing with the student and parent.)
      1. During the debrief, if this behavior is noted as a pattern of dangerous behavior that leads to the use of restraint and or seclusion, a Functional Behavior Assessment, and Behavior Intervention Plan must be completed.
  11. The Incident Report is to be completed upon occurrences of physical restraint or seclusion.
      1. Completion of the form must occur within (district input time frame).
      2. A copy must be made available to parent/guardian/foster caregiver within 24 hours.
      3. Additionally, staff should attempt to contact parent/guardian/foster caregiver during the same day of incident.

1. **Prohibited Practices for Use of Seclusion:**
   1. Use of seclusion in any environment that does not meet the above criteria.
   2. Child endangerment, as defined in section 2919.22 of the Revised Code;
   3. Deprivation of basic needs;
   4. Seclusion or restraint of preschool children in violation of paragraph (D) of Rule 3301- 37-10 of the Revised Code;
   5. Seclusion shall not be used;
      1. As a form of discipline/punishment;
      2. As a means to coerce, retaliate or in a manner that endangers a student;
      3. For the convenience for staff;
      4. As a substitute for an educational program;
      5. As a substitute for less restrictive alternatives;
      6. As a substitute for inadequate staff; and/or
      7. As a substitute for positive behavior supports or other crisis prevention.
2. **Reporting and notification**
3. Any incident of seclusion or restraint shall be immediately reported to building administration and the parent.
4. Any incident of seclusion or restraint shall be documented in a written report that is made available to the parent within twenty-four hours and that is maintained by the school district, in the student file.
5. The district shall annually report information regarding its use of restraint and seclusion to the Ohio Department of Education in the form and manner as prescribed by the department.
6. **Training and professional development**
   1. The district will ensure that an appropriate number of personnel in each building are trained in crisis management and de-escalation techniques.
   2. The school district will maintain written or electronic documentation on training provided and lists of participants in each training.
   3. All student personnel shall be trained annually on the requirements of this policy, Ohio Adm. Code 3301-35-15, and the district’s policies and procedures regarding restraint and seclusion.
   4. The district will have a plan regarding training student personnel as necessary to implement positive behavior intervention and supports on a system-wide basis.
7. **District Monitoring**
   1. The district shall monitor the implementation of this policy and the district procedures.
   2. These policies and subsequent procedures shall be accessible on the district’s website.
   3. The district shall be responsible for notifying all parents annually of its policies and procedures concerning seclusion and restraint.
8. **Complaint**
   1. The district will create a complaint procedure.
   2. Parents will present written complaints to the Superintendent of the school district to initiate a complaint investigation by the school district regarding an incident of restraint or seclusion; and
   3. The district will respond to the parent’s complaint in writing within thirty (30) days of the filing of a complaint regarding an incident of restraint or seclusion.
   4. The parent of a student with a disability may choose to file a complaint with the Ohio Department of Education, Office for Exceptional Children, in accordance with the complaint procedures available concerning students with disabilities.
   5. In accordance with the consent order entered in *Doe v. State of Ohio*, complaints alleging the improper use of restraint or seclusion on a student with a disability will be investigated by the Ohio Department of Education, Office for Exceptional Children, if the complaint otherwise falls within the procedures concerning state complaints under IDEA as set forth in Ohio Adm. Code Rule 3301-51-05(K) (4)-(6).
   6. Complaints alleging injuries to a student with a disability or the use of restraints or seclusion shall not be deemed insufficient on the face of the complaint if they are framed within the context of IDEA, including:
      1. A pattern of challenging behaviors that are related to the student’s disability;
      2. Whether the student has had or should have had a functional behavioral assessment (FBA) and a positive behavior support plan (PBSP);
      3. Whether the FBA and PBSP are appropriate;
      4. Whether the student’s behavior and interventions are addressed or should have been addressed in the IEP; and
      5. Whether staff has been sufficiently trained in de-escalation and restraint techniques.

Effective for the 2021-2022 school year and beyond, after a student’s third incident of restraint or seclusion, a team will meet to discuss the need to conduct or review a functional behavioral assessment (FBA) and/or behavior intervention plan (BIP).

* The meeting must occur within 10 school days of the third incident.
* If the Student has an IEP or 504 Plan, the meeting must be with the student’s IEP or 504 Plan team.
* If the Student is a general education student, the team must include the parent or guardian, an administrator or designee, a teacher of the student, at least one staff member involved in the incident(s) and any other appropriate staff members.

**438 Exemption from consequences of Ohio Graduation Tests**

The Board of Directors of Focus take seriously the need for each student to display mastery of all state mandated tests. However, the Board also understands that there are legitimate reasons for some students with learning disabilities to be released from the consequences of the results of those test.

Students will be excused from the consequences of the Ohio Graduation Tests or any tests which replace those state assessments, after at least one attempt at taking those tests with good effort while attending Focus or after the student can prove good effort from an attempt at a previous school.  "Good effort" will be determined on a case-by-case basis and will be based on the students' school attendance, credits, grades, behavior, attendance at testing preparation classes, age, test behavior (time spent, effort, use of accommodations), and disability. If proof of good effort from another school is considered, that proof may include letters from testing coordinators, letters from teachers, or letters from school administrators verifying that good effort was made.

In order for a student to be excused from the consequences of state testing, that student’s Individual Education Plan will be updated for exemption prior to the start of the Ohio Graduation Tests or replacement state tests.

All decisions concerning student exemption will be subject to review by the Directors of Intervention, School Director, Executive Director and ultimately will be approved by the Individual Education Plan (IEP)Team.

**439 Transgender Students**

**DEFINITIONS**

The definitions provided here are not intended to label individuals but rather to assist in

understanding these Guidelines and the legal obligations of District staff. Individuals might or might not use these terms to describe themselves.

● “Gender identity” is a person’s internal deeply held sense or psychological knowledge of their own gender, regardless of the biological sex they were assigned at birth. Everyone has a gender identity and the responsibility for determining an individual’s gender identity rests with the individual.

● “Transgender” describes a person whose gender identity is different from their biological sex assigned at birth.

● “Gender expression” refers to the way a person expresses gender, such as clothing,

hairstyles, activities, or mannerisms. Individuals who adopt a presentation that varies from conventional gender expectations sometimes may describe themselves as gender

nonconforming, gender expansive, gender queer, a-gender, gender-free, gender creative, or gender fluid.

● “Gender nonconforming” describes a person whose gender identity or expression differs from conventional or prevailing social expectations, such as “feminine” boys, “masculine” girls, and those who are perceived as androgynous. Gender nonconforming is not synonymous with transgender; not all gender nonconforming people identity as

transgender.

**GUIDELINES FOR STUDENTS**

Any student may inform a school staff member of their strong desire to be consistently

recognized at school using their stated gender identity, and this request should be acted upon respectfully. The school shall accept the gender identity that each student asserts; and there is no medical or mental health diagnosis or treatment threshold that students must meet in order to have their gender identity recognized and respected. Students ready to socially transition may initiate a process at the school to change their name, pronoun, and access to programs, activities, and facilities consistent with their gender identity.

**Privacy**

● All students have a right to privacy; this includes the right to keep private one’s

transgender or gender nonconforming status. Information about a student’s

transgender status, legal name, or biological sex assigned at birth also may constitute

confidential information.

● School personnel should not disclose information that may reveal a student’s

transgender or gender nonconforming status to others, including school personnel and

other community members, unless legally permitted to do so or unless the student has

authorized such disclosure. In situations where the student has a desire to compete for

their school in Ohio High School Athletic Association-sanctioned activities, the school administration will work with the family to identify what information would need to be shared prior to submitting such information.

● School personnel should involve parents or guardians in the implementation of these

guidelines and the process of social transition at school to support the student’s wellbeing at school, but should first discuss the parental involvement with the student to avoid inadvertently putting the student at risk of harm by contacting the student’s

parents.

● Students who are transgender and gender nonconforming have the right to discuss and express their gender identity and expression openly and to decide when, with whom, and how much to share private information.

**Official Records**

● The District is required to maintain a permanent student record (“official record”) that

includes a student’s name and gender. The District will amend a student’s official record

to reflect a change in first name and/or to reflect a change in gender upon receipt of

appropriate documentation such as a written, signed request from the parent/student

or a court order from the parent or guardian substantiating the change.

● In situations where school staff or administrators are required by law to use or to report the legal name or biological sex of a student who is transgender but whose official record has not been amended, such as for purposes of standardized testing, school staff and administrators shall adopt practices to avoid the inadvertent disclosure of such confidential information.

**Names/Pronouns**

● A student has the right to be addressed by a name and pronoun that corresponds to the student’s gender identity. A court-ordered name or gender change is not required, and official records need not be changed.

● The intentional or persistent refusal to respect a student’s gender identity (for example, intentionally referring to the student by a name or pronoun that does not correspond to the student’s gender identity) is a violation of these Guidelines.

**Gender-Segregated Activities**

● To the extent possible, schools should reduce or eliminate the practice of segregating

students by gender. In situations where students are segregated by gender, students should be included in the group that corresponds to their gender identity.

**Restroom Accessibility**

● Students shall have access to the restroom that corresponds to their gender identity

consistently asserted at school. Any student who is transgender and who has a need or

desire for increased privacy, regardless of the underlying reason, should be provided

access to a single stall restroom, but no student shall be required to use such a

restroom.

● Taking into account existing school facilities, administrators will take steps to designate single stall and/or all gender restrooms on their campus. Where facilities constraints make this impracticable, administrators will identify an all gender restroom facility available for any student seeking increased privacy. If the location of this facility

requires students to travel in ways that could delay their timely arrival to school

commitments, an accommodation plan should be developed.

**School Activities and Programs**

● Students have the right to equitable access to activities and programs in their school.

Students may not be excluded from participation in, be denied the benefits of, or be

subjected to harassment or other forms of discrimination on the basis of gender identity

in any program or activity. These activities and programs may include but are not limited

to dances, pep assemblies, acknowledgements, after school programs and

extracurricular activities.

**Physical Education Classes and Intramural Sports**

● Participation in intramural sports and competitions shall be facilitated in a manner

consistent with the student’s gender identity asserted at school.

**Competitive Sports Teams**

● Schools will advocate for students who are transgender and gender nonconforming to be permitted to participate in athletic activities in a manner consistent with their gender identity as reflected in official school records or their desired identification.

**Dress Codes**

● Students who are transgender and gender nonconforming have the right to dress in a

manner consistent with their gender identity or gender expression. In general, schools

may not adopt dress codes that restrict students’ clothing or appearance on the basis of

gender.

**Discrimination/Harassment**

It is the responsibility of each school and the District to ensure that students who are

transgender and gender nonconforming have a safe school environment. This includes

ensuring that any incident of discrimination, harassment, or violence is given immediate

attention, including investigating the incident, taking appropriate corrective action, and

providing students and staff with appropriate resources. Complaints alleging discrimination or harassment based on a person’s actual or perceived transgender status or gender nonconformity are to be handled in the same manner as other discrimination or harassment complaints. Discrimination in any form will not be tolerated.

**Transferring a Student to another School (Administrative Transfers)**

Administrative transfers should not be a school’s first response to harassment of a student and should be considered only when necessary for the protection or personal welfare of the transferred student or when requested by the student or the student’s parent or guardian. The student or the student’s parent or guardian must consent to any such transfer. The goal is to maintain continuity of the student’s education in a safe learning environment.

**GUIDELINES FOR STAFF**

**Names/Pronouns**

● A staff member has a right to be addressed by a name and pronoun that corresponds to the staff member’s gender identity. A court-ordered name change or gender change is not required, and official records need not be changed for this purpose. However,

communications with governmental entities will be based on official records.

● The intentional or persistent refusal to respect a staff member’s gender identity (for

example, intentionally referring to a staff member by name or pronoun that does not

correspond to the staff member’s gender identity) is a violation of these guidelines.

**RESTROOM ACCESSIBILITY**

● Staff shall have access to the restroom that corresponds to their gender identity

consistently asserted in the workplace. Any staff member who has a need or desire for

increased privacy, regardless of underlying reason, should be provided access to a single

stall restroom, but no staff member is required to use such a restroom.

● Taking into account existing school/district facilities, administrators will take steps to

designate single stall and/or all gender restrooms on their campus. Where facilities

constraints make this impracticable, administrators will identify as an all gender

restroom available for staff seeking increase privacy.

**Discrimination/Harassment**

It is the responsibility of each school and the District to ensure that staffs who are

transgender and gender nonconforming have a safe work environment. This includes

ensuring that any incident of discrimination, harassment, or violence is given immediate

attention, including investigating the incident, taking appropriate corrective action, and

providing staff with appropriate resources. Complaints alleging discrimination or

harassment based on a person’s actual or perceived transgender status or gender

nonconformity are to be handled in the same manner as other discrimination or

harassment complaints. Harassment in any form will not be tolerated.

**440 POSITIVE BEHAVIOR AND INTERVENTION SUPPORTS**

I. Purpose

The purpose of this policy is to create a schoolwide policy that applies to all Focus students

regarding the use of positive behavior intervention and supports. The Ohio Department of Education promulgates this policy in accordance with the Governor’s Executive Order 2009,13S, and in accordance with guidance from the United States Department of Education.

Every effort should be made to prevent the need for the use of restraint and for the use of

seclusion. The use of a non-aversive effective behavioral system such as Positive Behavioral

Intervention and Supports (PBIS) shall be used to create a learning environment that promotes

the use of evidence based behavioral interventions thus enhancing academic and social behavioral outcomes for all students. Restraint or seclusion shall not occur, except when there is an immediate

risk of physical harm to the student or others, and shall occur only in a manner that protects the safety of all children and adults at school. Every use of restraint or seclusion shall be documented and reported in accordance with the requirements set forth under policy 437-Restraint and Seclusion.

**Positive Behavior Interventions and Support**

Positive Behavior and Intervention Support means

A. A school-wide systematic approach to embed evidence based practices and data driven decision making to improve school climate and culture in order to achieve improved academic and social outcomes, and increase learning for all students, and

B. Encompasses a wide range of systemic and individualized positive strategies to rein

force desired behaviors, diminish reoccurrences of challenging behaviors and teach appropriate behavior to students.

Positive Behavior Support Plan means the design, implementation, and evaluation of individual or group instructional and environmental modifications, including programs of behavioral instruction, to produce significant improvements in behavior through skill acquisition and the reduction of problematic behavior.

A. Every student deserves to be treated with dignity, be free from abuse, and treated as a

unique individual with individual needs, strengths, and circumstances. Schools shall

implement an evidence-based school wide system or framework of positive behavioral

interventions and supports.

B. Education environments shall be structured to greatly reduce, and in most cases eliminate, the

need to use restraint or seclusion.

Positive Behavior Intervention and Supports (PBIS) creates structure to the environment using a non-aversive effective behavioral system. It is a decision making framework that guides selection, integration, and implementation of evidence-based academic and behavioral practices for improving

important academic and behavior outcomes for all students.

C. The PBIS prevention-oriented framework or approach applies to all students, all staff, and all settings. Research supports the conclusion that PBIS, when integrated with effective academic instruction, provides the support students need to become actively

engaged in their own learning and academic success.

D. Components of a system of Positive Behavior Intervention and Supports include:

1.Trained school staff to identify conditions such as:

a. Where, under what conditions, with whom and why specific inappropriate behavior may occur

b. Preventative assessments should include:

i. A review of existing data,

ii. Interviews with parents, family members and students and

iii. Examination of previous and existing behavioral intervention plans.

c. With the analysis of these data schools shall develop and implement preventative behavioral interventions and teach appropriate behavior.

I .Modify the environmental factors that escalate the inappropriate behavior.

ii. Support the attainment of appropriate behavior.

iii. Use verbal de-escalation to defuse potentially violent dangerous behavior.

2. Schools must establish a system that will support students’ efforts to manage their own behavior; implement instructing techniques in how to self-manage behavior, decrease the development of new problem behaviors; prevent worsening of existing problem behaviors; redesign Ohio Department of Education Policy on Positive Behavior Interventions and Support, and Restraint and Seclusion

Adopted by the State Board of Education January 15, 2013, creating learning/teaching environments to eliminate triggers and maintainers of problem behaviors. The system should include family involvement as an integral part of the system.

**441 COLLEGE CREDIT PLUS**

The Board of Directors recognizes the value to students and the District for students

to participate in programs offered by accredited colleges and universities in the state of Ohio.

The Board will approve participation by students who apply to the participating college or university (Institution of higher education or IHE) and meet the IHE’s established standards for admission and course placement to enroll in an approved postsecondary program during the ninth through twelfth grade years while in attendance in the school. Students will be eligible to receive secondary credit for completing any of these programs.

The Board will require the Director to provide information about the College Credit Plus Program prior to March 1st to all students enrolled in the school and their parents. The school will also promote the College Credit Plus Program on their website including any partnerships with IHEs.

All students seeking to be included must meet the requirements for participating in the College Credit Plus Program.

The Board may deny high school credit for postsecondary courses, any portion o which are taken during a period of a student’s expulsion. If the student has elected to receive credit for courses toward fulfilling graduation requirements as well as postsecondary credit, the election is automatically revoked for all college courses in which the student enrolled during the college term in which the expulsion is imposed.

When a student is expelled, the Board the Board directs the Superintendent to send written notice of the expulsion to any college in which the expelled student is enrolled under RC 3365.03 at the time the expulsion is imposed. This notice shall indicate the date the expulsion is scheduled to expire and that the Board has adopted a policy under RC 3313.613 to deny high school credit for postsecondary courses taken during an expulsion. If the expulsions period is later extended, the school will notify the college of that extension. The Board will collect, report and track program data annually in accordance with data reporting guidelines adopted by the chancellor and the Superintendent of Public Instruction pursuant to RC3365.15.

The Superintendent shall establish the necessary administrative guidelines to comply with state law which will thereafter be properly communicated to both students and their parents. The Superintendent shall also establish guidelines and procedures for the awarding of credit and the proper entry on a student’s transcript and other records of his/her participation in a postsecondary program.

RC 3313.613, 3365.01 through 3365.09

**442 Honors Diploma**

High school students can gain state recognition for exceeding Ohio’s graduation requirements through an honors diploma. Students challenge themselves by taking and succeeding at high-level coursework and in real-world experiences.

Ohio students have the opportunity to choose to pursue one of six honors diplomas:

1. [Academic Honors Diploma](http://education.ohio.gov/Topics/Ohio-Graduation-Requirements/Graduation-Requirements-2014-2017/Honors-Diplomas/Academic-Honors-Diploma)
2. [International Baccalaureate Honors Diploma](http://education.ohio.gov/Topics/Ohio-Graduation-Requirements/Graduation-Requirements-2014-2017/Honors-Diplomas/International-Baccalaureate-Honors-Diploma)
3. [Career Tech Honors Diploma](http://education.ohio.gov/Topics/Ohio-Graduation-Requirements/Graduation-Requirements-2014-2017/Honors-Diplomas/Career-Tech-Honors-Diploma)
4. [STEM Honors Diploma](http://education.ohio.gov/Topics/Ohio-Graduation-Requirements/Graduation-Requirements-2014-2017/Honors-Diplomas/STEM-Honors-Diploma)
5. [Arts Honors Diploma](http://education.ohio.gov/Topics/Ohio-Graduation-Requirements/Graduation-Requirements-2014-2017/Honors-Diplomas/Arts-Honors-Diploma)\*
6. [Social Science and Civic Engagement Honors Diploma](http://education.ohio.gov/Topics/Ohio-Graduation-Requirements/Graduation-Requirements-2014-2017/Honors-Diplomas/Social-Science-and-Civic-Engagement-Honors-Diploma)

\*includes dance, drama/theatre, music and visual art.

**Academic Honors Diploma**

High school students can gain state recognition for exceeding Ohio’s graduation requirements through an Academic Honors Diploma. High-level coursework, college and career readiness tests and real-world experiences challenge students. Students must meet ***all but one*** of the following criteria, unless it is a minimum graduation requirement for the classes of 2018 and beyond. Students must meet general graduation requirements to qualify for honors diplomas.

|  |  |
| --- | --- |
| **Academic Honors Diploma** | |
| Math | 4 units |
| Science | 4 units, including 2 units of advanced science |
| Social Studies | 4 units |
| World Languages | 3 units of one world language, or no less than 2 units of each of two world languages studied |
| Fine Arts | 1 unit |
| GPA | 3.5 on a 4.0 scale |
| ACT/SAT | ACT: 27 or higher/SAT: 1280 or higher |

**Guidance**

To be eligible, students must complete units, or credits, in specific subjects (see above chart). They can use Advanced Placement, International Baccalaureate, [College Credit Plus](http://education.ohio.gov/Topics/Quality-School-Choice/College-Credit-Plus) and [Credit Flexibility](http://education.ohio.gov/Topics/Quality-School-Choice/Credit-Flexibility-Plan) coursework to meet the unit requirements of an honors diploma. A single course can meet multiple criteria if it fits under multiple subject areas.

Students also can design their own independent study courses. This requires that someone with proper licensure in the subject area must teach or co-teach the courses used for an honors diploma.

**Math** – Students must take algebra I, geometry, algebra II (or equivalent), and one other higher level course OR a four-course sequence that contains equivalent or higher content.

**Science** – Advanced science refers to courses that are inquiry based with laboratory experiences. They must align with the grades 11/12 standards (or above) or with an Advanced Placement science course or entry-level college course (clearly preparing students for a college freshman-level science class, such as anatomy, botany or astronomy).

**Social Studies** – Students may get credit for both an American history course and/or the Advanced Placement or International Baccalaureate American history course (same for government and world history). If a district counts financial literacy as a social studies course, students can use it as an elective to meet the requirement. If the district counts financial literacy as a family consumer science or business education elective, it does not count.

**World Language** – Only credits from courses that are sequential and proficiency based (e.g., Spanish levels I, II, III or German I and II and French I and II) fulfill the honors diploma requirement. Sequential classical (e.g., Latin, Ancient Greek) and visual (e.g., American Sign Language) languages DO fulfill the honors diploma requirement. No units from language courses coded as “Foreign Language Exploratory” can count toward the honors diploma requirement. No units from culture-based courses can count toward the honors diploma requirements.

If a student opts to complete this criterion by taking *two units each of two world languages studied*, a student must complete a total of four world language units. This means two sequential, proficiency-based units in two different languages.

**Fine Arts** – Courses taken in middle school may meet the general graduation requirement of two semesters of fine arts, but a course must count for high school credit (be high school level work or above) to count for the honors diploma. Dance, drama/theatre, music and visual art courses all count as fine arts courses.

**GPA** – GPAs must be calculated on an unweighted 4.0 scale.

**ACT and SAT score requirements** – Students must have scores of 27 or higher on the ACT or 1280 or higher on the 2016 SAT or their equivalents on previous or future versions of the tests..

**International Baccalaureate Honors Diploma**

High school students can gain state recognition for exceeding Ohio’s graduation requirements through an International Baccalaureate Honors Diploma. High-level coursework, college and career readiness tests and real-world experiences challenge students.

Students pursuing this honors diploma must meet all the requirements of the International Baccalaureate Diploma Program.

Students must meet ***all but one*** of the following criteria, unless it is a minimum graduation requirement for the classes of 2018 and beyond. Students must meet general graduation requirements to qualify for honors diplomas.

|  |  |
| --- | --- |
| **International Baccalaureate Honors Diploma** | |
| Math | 4 units |
| Science | 4 units, including biology, chemistry, and at least 1 additional advanced science |
| Social Studies | 4 units |
| World Languages | 4 units, with at least 2 units of each of two world languages studied |
| Fine Arts | 1 unit |
| GPA | 3.5 on a 4.0 scale |
| ACT/SAT | ACT: 27 or higher/SAT: 1280 or higher |
| Field Experience | Complete a field experience and document the experience in a portfolio specific to the student’s area of focus |
| Portfolio | Develop a comprehensive portfolio of work based on the student’s field experience or a topic that is related to the student’s area of focus |

**Guidance**

 To be eligible, students must complete units, or credits, in specific subjects (see above chart). They can use Advanced Placement, International Baccalaureate, [College Credit Plus](http://education.ohio.gov/Topics/Quality-School-Choice/College-Credit-Plus) and [Credit Flexibility](http://education.ohio.gov/Topics/Quality-School-Choice/Credit-Flexibility-Plan) coursework to meet the unit requirements of an honors diploma. A single course can meet multiple criteria if it fits under multiple subject areas.

Students also can design their own independent study courses. This requires that someone with proper licensure in the subject area must teach or co-teach the courses used for an honors diploma.

**Math** – Students must take algebra I, geometry, algebra II (or equivalent), and one other higher level course OR a four-course sequence that contains equivalent or higher content.

**Science** – Advanced science refers to courses that are inquiry based with laboratory experiences. They must align with the grades 11/12 standards (or above) or with an Advanced Placement science course or entry-level college course (clearly preparing students for a college freshman-level science class, such as anatomy, botany or astronomy).

**Social Studies** – Students may get credit for both an American history course and/or the Advanced Placement or International Baccalaureate American history course (same for government and world history). If a district counts financial literacy as a social studies course, students can use it as an elective to meet the requirement. If the district counts financial literacy as a family consumer science or business education elective, it does not count.

**World Language** – Only credits from courses that are sequential and proficiency based (e.g., Spanish levels I, II, III or German I and II and French I and II) fulfill the honors diploma requirement. Sequential classical (e.g., Latin, Ancient Greek) and visual (e.g., American Sign Language) languages DO fulfill the honors diploma requirement. No units from language courses coded as “Foreign Language Exploratory” can count toward the honors diploma requirement. No units from culture-based courses can count toward the honors diploma requirements.

If a student opts to complete this criterion by taking *two units each of two world languages studied*, a student must complete a total of four world language units. This means two sequential, proficiency-based units in two different languages.

**Fine Arts** – Courses taken in middle school may meet the general graduation requirement of two semesters of fine arts, but a course must count for high school credit (be high school level work or above) to count for the honors diploma. Dance, drama/theatre, music and visual art courses all count as fine arts courses.

**GPA** – GPAs must be calculated on an unweighted 4.0 scale.

**ACT and SAT score requirements** – Students must have scores of 27 or higher on the ACT or 1280 or higher on the 2016 SAT or their equivalents on previous or future versions of the tests. The ACT writing and SAT essay sections are not included.

**Career Tech Honors Diploma**

High school students can gain state recognition for exceeding Ohio’s graduation requirements through a Career-Tech Honors Diploma. High-level coursework, college and career readiness tests and real-world experiences challenge students.

Students must meet ***all but one*** of the following criteria, unless it is a minimum graduation requirement for the classes of 2018 and beyond. Students must meet general graduation requirements to qualify for honors diplomas.

|  |  |
| --- | --- |
| **Career-Tech Honors Diploma** | |
| Math | 4 units |
| Science | 4 units, including 2 units of advanced science |
| Social Studies | 4 units |
| World Languages | 2 units of one world language |
| Electives | 4 units of career-technical courses |
| GPA | 3.5 on a 4.0 scale |
| ACT/SAT/WorkKeys | ACT: 27 or higher/SAT: 1280 or higher/WorkKeys: 6 or higher on Reading for Information and 6 or higher on Applied Mathematics |
| Field Experience | Complete a field experience and document the experience in a portfolio specific to the student’s area of focus. |
| Portfolio | Develop a comprehensive portfolio of work based on the student’s field experience or a topic that is related to the student’s area of focus. |
| Additional Assessments | Earn an industry-recognized credential or achieve proficiency benchmark for appropriate Ohio Career-Technical Competency Assessment or equivalent. |

**Guidance**

To be eligible, students must complete units, or credits, in specific subjects (see above chart). They can use Advanced Placement, International Baccalaureate, [College Credit Plus](http://education.ohio.gov/Topics/Quality-School-Choice/College-Credit-Plus) and [Credit Flexibility](http://education.ohio.gov/Topics/Quality-School-Choice/Credit-Flexibility-Plan) coursework to meet the unit requirements of an honors diploma. A single course can meet multiple criteria if it fits under multiple subject areas.

Students also can design their own independent study courses. This requires that someone with proper licensure in the subject area teach or co-teach the courses used for an honors diploma.

**Math** – Students must take algebra I, geometry, algebra II (or equivalent), and one other higher level course OR a four-course sequence that contains equivalent or higher content.

**Science** – Advanced science refers to courses that are inquiry based with laboratory experiences. They must align with the grades 11/12 standards (or above) or with an Advanced Placement science course or entry-level college course (clearly preparing students for college freshman-level science classes, such as anatomy, botany or astronomy).

**Social Studies** – Students may get credit for both an American history course and/or the Advanced Placement or International Baccalaureate American history course (same for government and world history). If a district counts financial literacy as a social studies course, students can use it as an elective to meet the requirement. If the district counts financial literacy as a family consumer science or business education elective, it does not count.

**World Language** – Only credits from courses that are sequential and proficiency based (e.g., Spanish levels I, II, III or German I and II and French I and II) fulfill the honors diploma requirement. Sequential classical (e.g., Latin, Ancient Greek) and visual (e.g., American Sign Language) languages do fulfill the honors diploma requirement. No units from language courses coded as “Foreign Language Exploratory” can count toward the honors diploma requirement. No units from culture-based courses can count toward the honors diploma requirements.

**Electives** – Students must complete four units of career-technical education courses. Contact your school for more information on available career-technical education electives.

**GPA** – GPAs must be calculated on an unweighted 4.0 scale.

**ACT/SAT/WorkKeys score requirements** – Students must have scores of 27 or higher on the ACT or 1280 or higher on the 2016 SAT or their equivalents on previous or future versions of the tests. The ACT writing and SAT essay sections are not included. Students using WorkKeys to satisfy this assessment requirement must earn a 6 or higher on both the Applied Mathematics and Reading for Information sections of WorkKeys.

**Additional Assessments** – Students must earn an approved industry-recognized credential or achieve a proficiency benchmark for the appropriate Ohio Career-Technical Competency Assessment or equivalent.

**STEM Honors Diploma**

High school students can gain state recognition for exceeding Ohio’s graduation requirements through a STEM Honors Diploma. High-level coursework, college and career readiness tests and real-world experiences challenge students.

Students must meet ***all but one*** of the following criteria, unless it is a minimum graduation requirement for the classes of 2018 and beyond. Students must meet general graduation requirements to qualify for honors diplomas.

|  |  |
| --- | --- |
| **STEM Honors Diploma** | |
| Math | 5 units |
| Science | 5 units, including 2 units of advanced science |
| Social Studies | 3 units |
| World Languages | 3 units of one world language, or no less than 2 units of each of two world languages studied |
| Fine Arts | 1 unit |
| Electives | 2 units with a focus in STEM |
| GPA | 3.5 on a 4.0 scale |
| ACT/SAT | ACT: 27 or higher/SAT: 1280 or higher |
| Field Experience | Complete a field experience and document the experience in a portfolio specific to the student’s area of focus |
| Portfolio | Develop a comprehensive portfolio of work based on the student’s field experience or a topic that is related to the student’s area of focus |

**Guidance**

To be eligible, students must complete units, or credits, in specific subjects (see above chart). They can use Advanced Placement, International Baccalaureate, [College Credit Plus](http://education.ohio.gov/Topics/Quality-School-Choice/College-Credit-Plus) and [Credit Flexibility](http://education.ohio.gov/Topics/Quality-School-Choice/Credit-Flexibility-Plan) coursework to meet the unit requirements of an honors diploma. A single course can meet multiple criteria if it fits under multiple subject areas.

Students also can design their own independent study courses. This requires that someone with proper licensure in the subject area must teach or co-teach the courses used for an honors diploma.

**Math** – Students must take algebra I, geometry, algebra II (or equivalent), and one other higher level course OR a four-course sequence that contains equivalent or higher content. Students can meet the math criterion for the STEM Honors Diploma through successful completion of coursework that contains content equivalent to five units.

**Science** – Advanced science refers to courses that are inquiry based with laboratory experiences. They must align with the grades 11/12 standards (or above) or with an Advanced Placement science course or entry-level college course (clearly preparing students for a college freshman-level science class, such as anatomy, botany or astronomy). Students can meet the science criterion for the STEM Honors Diploma through successful completion of coursework that contains content equivalent to five units, with two of the five units being in advanced science.

**Social Studies** – Students may get credit for both an American history course and/or the Advanced Placement or International Baccalaureate American history course (same for government and world history). If a district counts financial literacy as a social studies course, students can use it as an elective to meet the requirement. If the district counts financial literacy as a family consumer science or business education elective, it does not count.

**World Language** – Only credits from courses that are sequential and proficiency based (e.g., Spanish levels I, II, III or German I and II and French I and II) fulfill the honors diploma requirement. Sequential classical (e.g., Latin, Ancient Greek) and visual (e.g., American Sign Language) languages DO fulfill the honors diploma requirement. No units from language courses coded as “Foreign Language Exploratory” can count toward the honors diploma requirement. No units from culture-based courses can count toward the honors diploma requirements.

If a student opts to complete this criterion by taking *two units each of two world languages studied*, a student must complete a total of four world language units. This means two sequential, proficiency-based units in two different languages.

**Electives** – Courses labeled as STEM must include opportunities for project- and problem-based learning through the application of science, technology, engineering and mathematics. If used for mathematics credit, a single computer programming course may simultaneously fulfill the requirements for the fifth mathematics credit and a STEM elective. Use of one course to meet two criteria also may occur for STEM courses that align with science.

**GPA** – GPAs must be calculated on an unweighted 4.0 scale.

**Fine Arts** – Courses taken in middle school may meet the general graduation requirement of two semesters of fine arts, but a course must count for high school credit (be high school level work or above) to count for the honors diploma. Dance, drama/theatre, music and visual art courses all count as fine arts courses.

**ACT and SAT score requirements** – Students must have scores of 27 or higher on the ACT or 1280 or higher on the 2016 SAT or their equivalents on previous or future versions of the tests. The ACT writing and SAT essay sections are not included

**Arts Honors Diploma**

High school students can gain state recognition for exceeding Ohio’s graduation requirements through an Arts Honors Diploma. Dance, drama/theatre, music and visual art are areas of study in which students can earn Arts Honors Diplomas. High-level coursework, college and career readiness tests and real-world experiences challenge students.

Students must meet ***all but one*** of the following criteria, unless it is a minimum graduation requirement for the classes of 2018 and beyond. Students must meet general graduation requirements to qualify for honors diplomas.

|  |  |
| --- | --- |
| **Arts Honors Diploma** | |
| Math | 4 units |
| Science | 3 units, including 1 unit of advanced science |
| Social Studies | 3 units |
| World Languages | 3 units of one world language, or no less than 2 units of each of two world languages studied |
| Fine Arts | 4 units |
| Electives | 2 units with a focus in fine arts |
| GPA | 3.5 on a 4.0 scale |
| ACT/SAT | ACT: 27 or higher/SAT: 1280 or higher |
| Field Experience | Complete a field experience and document the experience in a portfolio specific to the student’s area of focus |
| Portfolio | Develop a comprehensive portfolio of work based on the student’s field experience or a topic that is related to the student’s area of focus |

**Guidance**

To be eligible, students must complete units, or credits, in specific subjects (see above chart). They can use Advanced Placement, International Baccalaureate, [College Credit Plus](http://education.ohio.gov/Topics/Quality-School-Choice/College-Credit-Plus) and [Credit Flexibility](http://education.ohio.gov/Topics/Quality-School-Choice/Credit-Flexibility-Plan) coursework to meet the unit requirements of an honors diploma. A single course can meet multiple criteria if it fits under multiple subject areas.

Students also can design their own independent study courses. This requires that someone with proper licensure in the subject area must teach or co-teach the courses used for an honors diploma.

**Math** – Students must take algebra I, geometry, algebra II (or equivalent), and one other higher level course OR a four-course sequence that contains equivalent or higher content.

**Science** – Advanced science refers to courses that are inquiry based with laboratory experiences. They must align with the grades 11/12 standards (or above) or with an Advanced Placement science course or entry-level college course (clearly preparing students for a college freshman-level science class, such as anatomy, botany or astronomy).

**Social Studies** – Students may get credit for both an American history course and/or the Advanced Placement or International Baccalaureate American history course (same for government and world history). If a district counts financial literacy as a social studies course, students can use it as an elective to meet the requirement. If the district counts financial literacy as a family consumer science or business education elective, it does not count.

**World Language** – Only credits from courses that are sequential and proficiency based (e.g., Spanish levels I, II, III or German I and II and French I and II) fulfill the honors diploma requirement. Sequential classical (e.g., Latin, Ancient Greek) and visual (e.g., American Sign Language) languages DO fulfill the honors diploma requirement. No units from language courses coded as “Foreign Language Exploratory” can count toward the honors diploma requirement. No units from culture-based courses can count toward the honors diploma requirements.

If a student opts to complete this criterion by taking *two units each of two world languages studied*, a student must complete a total of four world language units. This means two sequential, proficiency-based units in two different languages.

**Fine Arts** – Courses taken in middle school may meet the general graduation requirement of two semesters of fine arts, but a course must count for high school credit (be high school level work or above) to count for the honors diploma. Dance, drama/theatre, music and visual art courses all count as fine arts courses and electives with a focus in fine arts.

**GPA** – GPAs must be calculated on an unweighted 4.0 scale.

**ACT and SAT score requirements** – Students must have scores of 27 or higher on the ACT or 1280 or higher on the 2016 SAT or their equivalents on previous or future versions of the tests. The ACT writing and SAT essay sections are not included.

**Social Science and Civic Engagement Honors Diploma**

High school students can gain state recognition for exceeding Ohio’s graduation requirements through a Social Studies and Civic Engagement Honors Diploma. High-level coursework, college and career readiness tests and real-world experiences challenge students.

Students must meet ***all but one*** of the following criteria, unless it is a minimum graduation requirement for the classes of 2018 and beyond. Students must meet general graduation requirements to qualify for honors diplomas.

|  |  |
| --- | --- |
| **Social Science and Civic Engagement Honors Diploma** | |
| Math | 4 units |
| Science | 3 units, including 1 unit of advanced science |
| Social Studies | 5 units |
| World Languages | 3 units of one world language, or no less than 2 units of each of two world languages studied |
| Fine Arts | 1 unit |
| Electives | 3 units with a focus in social sciences and/or civics |
| GPA | 3.5 on a 4.0 scale |
| ACT/SAT | ACT: 27 or higher/SAT: 1280 or higher |
| Field Experience | Complete a field experience and document the experience in a portfolio specific to the student’s area of focus |
| Portfolio | Develop a comprehensive portfolio of work based on the student’s field experience or a topic that is related to the student’s area of focus |

**Guidance**

To be eligible, students must complete units, or credits, in specific subjects (see above chart). They can use Advanced Placement, International Baccalaureate, [College Credit Plus](http://education.ohio.gov/Topics/Quality-School-Choice/College-Credit-Plus) and [Credit Flexibility](http://education.ohio.gov/Topics/Quality-School-Choice/Credit-Flexibility-Plan) coursework to meet the unit requirements of an honors diploma. A single course can meet multiple criteria if it fits under multiple subject areas.

Students can design their own independent study courses. This requires that someone with proper licensure in the subject area must teach or co-teach the courses used for an honors diploma.

**Math** – Students must take algebra I, geometry, algebra II (or equivalent), and one other higher level course OR a four-course sequence that contains equivalent or higher content.

**Science** – Advanced science refers to courses that are inquiry based with laboratory experiences. They must align with the grades 11/12 standards (or above) or with an Advanced Placement science course or entry-level college course (clearly preparing students for a college freshman-level science class, such as anatomy, botany or astronomy).

**Social Studies** – Students may get credit for both an American history course and/or the Advanced Placement or International Baccalaureate American history course (same for government and world history). If a district counts financial literacy as a social studies course, students can use it as an elective to meet the requirement. If the district counts financial literacy as a family consumer science or business education elective, it does not count.

**World Language** – Only credits from courses that are sequential and proficiency based (e.g., Spanish levels I, II, III or German I and II and French I and II) fulfill the honors diploma requirement. Sequential classical (e.g., Latin, Ancient Greek) and visual (e.g., American Sign Language) languages DO fulfill the honors diploma requirement. No units from language courses coded as “Foreign Language Exploratory” can count toward the honors diploma requirement. No units from culture-based courses can count toward the honors diploma requirements.

If a student opts to complete this criterion by taking *two units each of two world languages studied*, a student must complete a total of four world language units. This means two sequential, proficiency-based units in two different languages.

**Fine Arts** – Courses taken in middle school may meet the general graduation requirement of two semesters of fine arts, but a course must count for high school credit (be high school level work or above) to count for the honors diploma. Dance, drama/theatre, music and visual art courses all count as fine arts courses.

**Electives** – If an environmental studies course includes a strong civic component (e.g., work with local groups for stream monitoring and present findings to city council), students may petition their districts to use the course for a focus in civics.

**GPA** – GPAs must be calculated on an unweighted 4.0 scale.

**ACT and SAT score requirements** – Students must have scores of 27 or higher on the ACT or 1280 or higher on the 2016 SAT or their equivalents on previous or future versions of the tests. The ACT writing and SAT essay sections are not included.

**443 VULNERABLE STUDENTS: Foster Care**

The Elementary and Secondary Education Act (ESEA), reauthorized as the Every Student Succeeds Act (ESSA), contains key provisions to promote educational stability and success for students in foster care. ESSA requires state and local education agencies to collaborate with custodial agencies (child welfare agencies and local Title IV) to effectively address the educational needs of children in foster care. Students in foster care are a highly mobile population, therefore, districts and custodial agencies should consider collaborating across

district and county lines and adopting consistent procedures.

**Educational Stability**

New requirements under Title I of ESEA, as amended by the ESSA, emphasize the importance of keeping foster children in their schools of origin when their living arrangements change (either by entering foster care or changing foster care placements), unless it is determined to be in the individual student’s best interest to change schools. Should a school transfer be necessary, these provisions further require that students in foster care be enrolled in their new schools without delay, regardless of whether relevant records are available in order to limit educational disruption. Schools, districts and custodial agencies must ensure compliance with other applicable laws, such as Title VI of the Civil Rights Act of 1964 (Title VI), the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 (Section 504) when implementing these provisions.

The requirements for ensuring educational stability for children in foster care apply to all foster children enrolled in public schools, including public preschools. Foster care means 24-hour substitute care away from parents or guardians and for whom a public agency has care and placement responsibility. This includes, but is not limited to: placements in foster family homes, kinship care (when a court is involved), group homes, emergency shelters, residential facilities, and pre-adoptive homes. Foster care placements may be short-or long-term.

Custodial agencies must address educational stability in each foster child’s case plan. Plan components include assurances that:

•Each out-of-home placement takes into account the appropriateness of the current educational setting and the proximity to the school in which the child is enrolled at the time of placement; and

•The custodial agency has coordinated with the district to ensure the child can remain in his or her school of origin, or

•If it is not in the child’s best interest to remain in the school of origin, the child will be promptly enrolled in a new school and the new school obtains relevant academic records.

These assurances relate to the circumstances at the time of the child’s initial placement into foster care and each time the child moves to a different foster care placement. The custodial agency should include copies of the child’s individualized education program (IEP), if applicable, in the child’s case plan to ensure a seamless transition of services. The child’s parents and child welfare officials develop the child’s case plan no later than 30 days after the child is removed from the home. The custodial agency routinely updates the child’s case plan whenever there is a significant change, including school placement. The custodial agency, in collaboration with the school district, has flexibility in choosing which factors to consider when determining whether the child will remain in the school of origin. The cost of transportation cannot be a factor in this determination.

A significant percentage of children in foster care are receiving special education services. An IEP developed and implemented in accordance with the IDEA is one means of meeting the Section 504 Free Appropriate Public Education (FAPE)standard. School districts often develop written plans, commonly referred to as Section 504 Plans, for students with disabilities who receive services under Section 504. Even if a student does not require special education services and does not have an IEP, he or she may nevertheless be a student with a disability under Section 504 and be entitled to receive related aids and services under a Section 504 Plan.

Some children in foster care also are English learners (ELs)—students identified as having limited English proficiency in speaking, listening, reading or writing English through procedures established by school districts. Title VI and the Equal Educational Opportunities Act of 1974 (EEOA) require public schools to ensure that all English learner students, including English learner students in foster care, can participate meaningfully and equally in educational programs.

The school of origin is the school in which a child is enrolled at the time of placement in foster care or at the time of a change in foster placement. A district must ensure that a child in foster care remains in his or her school of origin unless a determination is made that it is not in the child’s best interest to do so. If a child’s foster care placement changes, the school of origin is considered to be the school the child was enrolled in at the time of the placement change.

Districts and custodial agencies must collaborate to ensure that each child in foster care remains in his or her school of origin if it is determined to be in his or her best interest for the duration of the child’s time in foster care. While these requirements no longer apply once a student has exited foster care, districts should continue to prioritize educational stability for these children.

In addition to benefitting academically from school continuity, youth need to be able to maintain connections with peers, teachers and other supportive adults at the school during transitions from foster care. Districts may adopt policies that allow a child to remain in the

school of origin through the end of the school year or when there is a natural juncture, such as the end of the semester or quarter.

A best interest determination procedure must address:

•The child’s participation in specialized instruction (e.g. gifted programming, career technical

education program, College Credit Plus, Advanced Placement classes);

•The availability of required special education and/or related services in a school other than the

school of origin when the student has an identified disability under IDEA or Section 504;

•The availability of language services in a school other than the school of origin when the student has been identified as an English learner pursuant to Title VI and the Equal Educational

Opportunities Act; and

•The student’s ability to earn full academic credit, the ability to proceed to the next grade, or

the ability to graduate on time;

•School climate, peer support, supportive adults, and involvement in extracurricular activities.

•The impact the commute to and from school would have on the student, based on developmental functioning;

•Availability and quality of the services in the school to meet the child’s educational and socio-emotional needs; and

•Next steps to maintain educational stability.

Other considerations may include:

•Anticipated length of out-of-home placement;

•Preferences of the child;

•Preferences of the child’s parent(s);

•Placement of the child’s siblings;

•History of school transfers;

The custodial agency should collaborate with the district to fully consider relevant information regarding academic programming and related service needs, however, the custodial agency holds ultimate legal responsibility for making best interest determination for the foster child in their care. If a best interest determination cannot be reached collaboratively, the custodial agency must make the final determination within five school days.

Transportation to the school of origin is essential to educational stability for children in foster care. Districts and custodial agencies must collaborate to ensure that transportation for children in foster care is provided, arranged and funded. Pursuant to The Fostering Connections Act, custodial agencies also are mandated to arrange provision of appropriate transportation for the

child to remain in the school of origin when needed.

If a child in foster care is eligible for Title IV-E, the custodial agency is permitted to include the reasonable costs of transportation of the eligible child for Title IV-E reimbursement.

Thus, a district should consider the reasonableness of costs associated with transportation of children in foster care. Districts and custodial agencies should consider whether transportation can be provided for minimal or no additional costs. Examples include:

•Using an existing bus stop for the school of origin;

•Utilizing public transportation options, if the child is of appropriate age and demonstrates the

skills needed to do so safely;

•Having the foster parent transport the child to school;

•Utilizing preexisting bus routes or stops close to the new foster care placement that cross district boundaries (e.g., bus routes for magnet schools and transportation for homeless students required by the McKinney-Vento Act); and

•Utilizing alternative transportation for which the child is eligible due to enrollment in other programs

**444 ON LINE DAYS**

(Replaces Calamity Day and Blizzard Bag Policy)

House Bill 110 made changes to Ohio’s calamity day statute and so this policy replaces Policy #444 Calamity Day-Blizzard Bag. These changes are effective October 3, 2023 and require a school to develop an Online Day plan to reflect the change.

Online day plans are an alternative to making up hours due to school closure under several circumstances. Schools or districts may use an online day plan to make up the equivalent of up to three school days via online delivery under allowable scenarios.

An online day plan may be used to make up hours in a school year for circumstances necessary to close schools. The circumstances specified in law are:

* Disease epidemic;
* Hazardous weather conditions;
* Law enforcement emergencies;
* Inoperability of school buses or other equipment necessary to the school's operation;
* Damage to a school building; or
* Other temporary circumstances due to utility failure rendering the school building unfit for use.

Each plan shall be designed to ensure continuity of learning for students during a school closure. Each school or district is required to adopt an online day plan by Aug. 1 of each school year.

Specific Protocol for Focus Learning Academies and Focus North High School:

Once a student has been enrolled and receives their schedule, they shall then meet with their teacher to receive recommendations and discuss course expectations. At Focus, students receive individualized instruction and are able to work at their own pace.

If a student has an IEP or 504 this is documented in DASL, and the student is assigned to an Intervention teacher. Interventions teachers will then work with the General Education teacher to meet the requirements and the instructional needs of the students.

All communication between students and teachers will be documented in DASL

Each teacher shall then assign the student to Google Classroom, ensuring that the student can easily access the platform and has the class code for participation in that class. Each teacher will ask the student if they have internet at home and if they have a device for online work completion.

The teacher will notate all information in DASL notes and all teachers will hold office hours via Google Meets, e-mail, phone, and chat with students to keep them engaged and participating in the learning opportunities.

When a student has completed and submitted an activity or assignment the teacher will document a grade and/or comment in Progress Book and attendance will be noted.

Students also have access to core content online textbooks that can be used as a resource.

Chromebooks may be available to students who do not have access to a device.

.

If a student has a device but not an internet connection a list of free wireless hotspot locations will be provided.

Students may also be given paper copies of the assignments. These paper copies can be mailed, delivered, or picked up (during specific days and times).

**Assurances:**

**To the extent possible, Focus Learning Academies and Focus North High School will provide for teacher-directed synchronous learning in which the teacher and students are interacting in real time on a virtual learning platform during the closure; all Focus Teachers will be available to the students through Google Classroom, via email or telephone.**

**Focus Learning Academies and Focus North High School attendance requirements include the review of online attendance through Google Classroom, which will be transferred into the DASL system. The schools will reach out to students to ensure engagement and will follow up to determine understanding and clarity of instruction.**

**Focus schools will ensure equitable access to quality instruction by engagement with individual students during Online Days, including but not limited to General Education Students, Students with Disabilities, English Learners and all other vulnerable populations.**

**Focus will utilize several mediums to notify staff, students and parents when an Online Day will be used. Those mediums include but are not limited to: School Messenger or an all-call system similar in nature, phone tree, social media, local news station (Channel 10 posting) website etc.**

**Focus will provide Information on contacting teachers by telephone, email or a virtual learning platform during the closure.**

**All staff, students and parents will be monitored to ensure the availability and continuity of internet services, devices and technology for online delivery. If a staff member, student, or parent does not have these tools available, the students will be afforded the opportunity to complete make up work upon the return to normal school days and the Online Day will be excused.**

**445 CREDIT FLEXIBILITY**

The Board of Directors of Focus recognizes that an effective educational program is one that provides opportunities for students to customize aspects of their learning around their respective needs and interests. Credit flexibility is one method to motivate and increase student learning by allowing access to more resources, customization around individual student needs and the use of multiple measures of learning.

Credit flexibility shifts the focus from “seat time” to performance. Students can earn units of high school credit based on an individually approved credit flexibility plan. The intent of credit flexibility is to meet increased expectations or high school graduation in response to globalization, technology and demographics, and to meet the demand of 21st century skills.

In accordance with State law, the District will develop and implement a credit flexibility plan that enables students to earn high school credit by:

1) completing coursework

2) testing out or showing mastery of course content

3) pursuing an educational option and/or an individually approved option

4) any combination of the above

In accordance with State law, the Districts plan for credit flexibility must:

1. Identify the multiple methods of communication and frequency of each method the District will use to communicate the aspects of the credit flexibility policy and plan to students and parents on an on-going basis

2. Allow for demonstrated proficiency options on an on-going basis

3. Allow for graded options for demonstrated proficiency

4. Allow demonstration of proficiency to count towards course requirements for graduation

5. Prohibit capping or limiting the number of courses or credits to be earned

6. Allow for both simultaneous credit and/or partial credit to be earned

7. Not prohibit access to online education, postsecondary options or services from another district, as approved by the Board

8. Allow, if so desired, for the acceptance of credit from other districts and educational providers

9. Establish provisions for instances when students do not or cannot complete requirements and

10. Establish a review process

In addition, the Superintendent/designee collects performance data including, but not limited to, the number of participating students, total credits earned and extent to which student participation reflects diversity of the student body.

The Superintendent may maintain a library of courses that were previously accepted to assist students, parents and teachers with understanding available options.

The Superintendent/designee develops the District’s credit flexibility plan consistent with the provisions of the following regulations:

ORC 3313.60; 3313.603; 3313.609; 3313.6013; 3313.611; 3313.613; 3313.614; 3313.90

**446 TRANSPORTATION**

(A) A school district is not required to provide transportation for any native student enrolled in a community school if the district board of education has entered into an agreement with the community school's governing authority that designates the community school as responsible for providing or arranging for the transportation of the district's native students to and from the community school. For any such agreement to be effective, it must be certified by the superintendent of public instruction as having met all of the following requirements:

(1) It is submitted to the department of education by a deadline which shall be established by the department.

(2) In accordance with divisions (C)(1) and (2) of this section, it specifies qualifications, such as residing a minimum distance from the school, for students to have their transportation provided or arranged.

(3) The transportation provided by the community school is subject to all provisions of the Revised Code and all rules adopted under the Revised Code pertaining to pupil transportation.

B)(1) For the school year that begins on July 1, 2007, a school district is not required to provide transportation for any native student enrolled in a community school, if the community school during the previous school year transported the students enrolled in the school or arranged for the students' transportation, even if that arrangement consisted of having parents transport their children to and from the school, but did not enter into an agreement to transport or arrange for transportation for those students under division (A) of this section, and if the governing authority of the community school by July 15, 2007, submits written notification to the district board of education stating that the governing authority is accepting responsibility for providing or arranging for the transportation of the district's native students to and from the community school.

(2) Except as provided in division (B)(4) of this section, for any school year subsequent to the school year that begins on July 1, 2007, a school district is not required to provide transportation for any native student enrolled in a community school if the governing authority of the community school, by the first day of August, submits written notification to the district board of education stating that the governing authority is accepting responsibility for providing or arranging for the transportation of the district's native students to and from the community school. If the governing authority of the community school has previously accepted responsibility for providing or arranging for the transportation of a district's native students to and from the community school, under division (B)(1) or (2) of this section, and has since relinquished that responsibility under division (B)(3) of this section, the governing authority shall not accept that responsibility again unless the district board consents to the governing authority's acceptance of that responsibility.

(3) A governing authority's acceptance of responsibility under division (B)(1) or (2) of this section shall cover an entire school year, and shall remain in effect for subsequent school years unless the governing authority submits written notification to the district board that the governing authority is relinquishing the responsibility. However, a governing authority shall not relinquish responsibility for transportation before the end of a school year, and shall submit the notice relinquishing responsibility by the thirty-first day of January, in order to allow the school district reasonable time to prepare transportation for its native students enrolled in the school.

(4)(a) For any school year that begins on or after July 1, 2014, a school district is not required to provide transportation for any native student enrolled in a community school scheduled to open for operation in the current school year, if the governing authority of the community school, by the fifteenth day of April of the previous school year, submits written notification to the district board of education stating that the governing authority is accepting responsibility for providing or arranging for the transportation of the district's native students to and from the community school.

(b) The governing authority of a community school that accepts responsibility for transporting its students under division (B)(4)(a) of this section shall comply with divisions (B)(2) and (3) of this section to renew or relinquish that authority for subsequent school years.

(C)(1) A community school governing authority that enters into an agreement under division (A) of this section, or that accepts responsibility under division (B) of this section, shall provide or arrange transportation free of any charge for each of its enrolled students who is required to be transported under section [3327.01](https://codes.ohio.gov/ohio-revised-code/section-3327.01) of the Revised Code. The governing authority shall report to the department of education the number of students transported or for whom transportation is arranged under this section in accordance with rules adopted by the state board of education.

(2) The governing authority may provide or arrange transportation for any other enrolled student who is not eligible for transportation in accordance with division (C)(1) of this section and may charge a fee for such service up to the actual cost of the service.

(3) Notwithstanding anything to the contrary in division (C)(1) or (2) of this section, a community school governing authority shall provide or arrange transportation free of any charge for any disabled student enrolled in the school for whom the student's individualized education program developed under Chapter 3323. of the Revised Code specifies transportation.

(A) The department of public safety, by and with the advice of the department of education and workforce, shall adopt and enforce rules relating to the construction, design, and equipment, including lighting equipment required by section [4511.771](https://codes.ohio.gov/ohio-revised-code/section-4511.771) of the Revised Code, of all school buses both publicly and privately owned and operated in this state.

(B) The department of education and workforce, by and with the advice of the director of public safety, shall adopt and enforce rules relating to the operation of all vehicles used for pupil transportation.

(C) No person shall operate a vehicle used for pupil transportation within this state in violation of the rules of the department of education and workforce or the department of public safety. No person, being the owner thereof or having the supervisory responsibility therefor, shall permit the operation of a vehicle used for pupil transportation within this state in violation of the rules of the department of education and workforce or the department of public safety.

(D) The department of public safety shall adopt and enforce rules relating to the issuance of a license under section [4511.763](https://codes.ohio.gov/ohio-revised-code/section-4511.763) of the Revised Code. The rules may relate to the condition of the equipment to be operated; the liability and property damage insurance carried by the applicant; the posting of satisfactory and sufficient bond; and such other rules as the director of public safety determines reasonably necessary for the safety of the pupils to be transported.

(E) A chartered nonpublic school or a community school may own and operate, or contract with a vendor that supplies, a vehicle originally designed for not more than nine passengers, not including the driver, to transport students to and from regularly scheduled school sessions when one of the following applies:

(1) A student's school district of residence has declared the transportation of the student impractical pursuant to section [3327.02](https://codes.ohio.gov/ohio-revised-code/section-3327.02) of the Revised Code;

(2) A student does not live within thirty minutes of the chartered nonpublic school or the community school, as applicable, and the student's school district is not required to transport the student under section [3327.01](https://codes.ohio.gov/ohio-revised-code/section-3327.01) of the Revised Code;

(3) The governing authority of the chartered nonpublic school or the community school has offered to provide the transportation for its students in lieu of the students being transported by their school district of residence.

(F) A school district may own and operate, or contract with a vendor that supplies, a vehicle originally designed for not more than nine passengers, not including the driver, to transport students to and from regularly scheduled school sessions, if both of the following apply to the operation of that vehicle:

(1) The number of students to be transported is not more than nine;

(2) The students attend a chartered nonpublic school or a community school, and the school district regularly transports students to that chartered nonpublic school or that community school.

(G) A school district or the governing authority of a chartered nonpublic school or community school that uses a vehicle originally designed for not more than nine passengers, not including the driver, in accordance with division (E) or (F) of this section, shall ensure that all of the following apply to the operation of that vehicle:

(1) A qualified mechanic inspects the vehicle not fewer than two times each year and determines that it is safe for pupil transportation;

(2) The driver of the vehicle does not stop on the roadway to load or unload passengers;

(3) The driver of the vehicle meets the requirements specified for a driver of a school bus or motor van under section [3327.10](https://codes.ohio.gov/ohio-revised-code/section-3327.10) of the Revised Code and any corresponding rules adopted by the department of education and workforce. Notwithstanding that section or any department rules to the contrary, the driver is not required to have a commercial driver's license but shall have a current, valid driver's license, and shall be accustomed to operating the vehicle used to transport the students;

(4) The driver and all passengers in the vehicle comply with the requirements of sections [4511.81](https://codes.ohio.gov/ohio-revised-code/section-4511.81) and [4513.263](https://codes.ohio.gov/ohio-revised-code/section-4513.263) of the Revised Code, as applicable.

(H) As used in this section, "vehicle used for pupil transportation" means any vehicle that is identified as such by the department of education and workforce by rule and that is subject to Chapter 3301-83 of the Administrative Code.

(I) Except as otherwise provided in this division, whoever violates this section is guilty of a minor misdemeanor. If the offender previously has been convicted of or pleaded guilty to one or more violations of this section or section [4511.63](https://codes.ohio.gov/ohio-revised-code/section-4511.63), [4511.761](https://codes.ohio.gov/ohio-revised-code/section-4511.761), [4511.762](https://codes.ohio.gov/ohio-revised-code/section-4511.762), [4511.764](https://codes.ohio.gov/ohio-revised-code/section-4511.764), [4511.77](https://codes.ohio.gov/ohio-revised-code/section-4511.77), or [4511.79](https://codes.ohio.gov/ohio-revised-code/section-4511.79) of the Revised Code or a municipal ordinance that is substantially similar to any of those sections, whoever violates this section is guilty of a misdemeanor of the fourth degree.

The board of education of each school district shall procure a policy or policies of insurance insuring officers, employees, and pupils of the school district against liability on account of damage or injury to persons and property, including insurance on vehicles operated under a course in drivers education approved by the state department of public safety and including liability on account of death or accident by wrongful act, occasioned by the operation of a motor vehicle, motor vehicles with auxiliary equipment, or all self-propelling equipment or trailers owned or operated by the school district. Each board of education may supplement the policy or policies of insurance with collision, medical payments, comprehensive, and uninsured motorists insurance. Before procuring such insurance each board of education shall adopt a resolution setting forth the amount of insurance to be purchased, the necessity of the insurance, together with a statement of its estimated premium cost. Insurance procured pursuant to this section shall be from one or more recognized insurance companies authorized to do business in this state.

1. It is the policy of the board to provide transportation to students via school owned/operated vans for educational purposes, to include but not limited to; field trips, community functions, athletic events, and other board-approved school-related activities.

2. These vehicles shall only be used for the transportation of nine (9) or fewer passengers, not including the driver, in accordance with the original design and construction of the vehicle. Students shall not be transported in larger passenger vans (e.g., non-conforming extended van-type vehicles) carrying ten (10) passengers or more (particularly 12-15 passenger vans).

3. Vans shall be purchased, housed and maintained by the board for the use of the school district.

4. Students who are transported by the school van are expected to conduct themselves in the same manner required of them while at school and are subject to all applicable disciplinary rules.

5. All school van drivers employed by the Board shall complete the required Ohio School Van Driver training program prior to transporting students, meet all other qualification requirements, and comply with the Ohio Pupil Transportation and Safety Rules and applicable Board policies and guidelines relative to student transportation. No individual shall be employed as a school van driver if s/he has not received a certificate certifying that the driver is at least eighteen (18) years of age, of good moral character, and is qualified physically and otherwise for the position.

6. Only authorized school employees may operate and transport students via school van.

7. The Executive Director is responsible for developing and implementing the appropriate administrative guidelines for this policy.

8. It is the requirement of the Ohio Department of Education that the vehicle itself be equipped with the following:

1. The vehicle shall be equipped with safety equipment including a fire extinguisher, first-aid kit, body fluid cleanup kit, fuses, spare fuses, and emergency reflectors.
2. The vehicle shall have a rooftop sign marked "School Transportation."
3. The name of the school district, or the name of the contractor, if applicable, shall be clearly marked on the side of the vehicle.
4. These vehicles shall be inspected by a qualified mechanic not less than two times per year. In addition, periodic maintenance intervals shall be established and implemented.
5. It is the responsibility of each vehicle driver to complete and document a daily pre-trip inspection before transporting pupils. Pre-trip inspection records shall be kept on file for a minimum of twelve months.
6. Loading of these vehicles shall be performed in compliance with the passenger, weight, and other associated restrictions as identified by the original equipment manufacturer.

9. General Rules:

1. The use of alcohol, nicotine products, and non-prescribed drugs is prohibited on the school van.
2. Firearms, ammunition, weapons, explosives or other dangerous materials or objects are prohibited on the school van.
3. All vans shall be kept clean on the inside and on the outside. Front and rear windows, lights and mirrors should be clean and all markings clearly visible.
4. The following equipment may be installed in the school van: broom, snow brush, ice scraper, and trash container. All equipment must be properly secured.
5. The school van driver shall use the seat belt whenever the school van is in motion.
6. Maximum hours. The school van driver shall operate the van for not more than ten hours in any one twenty-four- hour period. Operation means on-road driving. Layover time does not count as operating time.
7. School vans shall not be fueled while the engine is running. Smoking shall not be permitted while fueling. School vans shall not be fueled with pupils on board.
8. Except in cases of extreme-emergency, cellular telephones, including hands-free and wireless devices, or other portable communication devices shall not be used by the driver while the school van is in motion or while the driver is supervising the loading or unloading of students.
9. “Permission To Transport” should be signed by a parent or guardian prior to a minor student being transported.

**447 CELL PHONE USE IN SCHOOL**

To support school environments in which students can fully engage with their classmates, their teachers, and instruction, the Board of Education of **Focus** has determined the use of cell phones by students during school hours should be limited.

The objective of this policy is to strengthen **Focus**’s focus on learning, in alignment with our mission to ignite students’ passion for learning, cultivate a strong foundation of knowledge, and foster a sense of community within our schools.

***I. Research***

Research shows that student use of cell phones in schools has negative effects on student performance and mental health. Cell phones distract students from classroom instruction, resulting in smaller learning gains and lower test scores. Increased cell phone use has led to higher levels of depression, anxiety, and other mental health disorders in children.

***II. Applicability***

This policy applies to the use of cell phones by students while on school property during school hours.

***III. Use of cell phones***

Students are generally prohibited from using cell phones while in school.

***IV. Exception***

Nothing in this policy prohibits a student from using a cell phone for a purpose documented in the student’s individualized education program developed under Chapter 3323 of the Ohio Revised Code or a plan developed under section 504 of the "Rehabilitation Act of 1973," 29 U.S.C. 794.

A student may use a cell phone to monitor or address a health concern.

A student may use a cell phone under the direction of and at the instruction of a Focus Staff Member.

***V. Cell phone storage***

Students shall keep their cell phones in a secure place, such as the student’s locker, a closed backpack, or a storage device provided by the district, at all times when cell phone use is prohibited.

***VI. Discipline***

If a student violates this policy, a teacher or administrator shall take the following progressively serious disciplinary measures:

* Give the student a verbal warning and require the student to store the student’s cell phone in accordance with this policy.
* Securely store the student’s cell phone in a teacher- or administrator-controlled locker, bin, or drawer for the duration of the class or period.
* Place the student’s cell phone in the school’s central office for the remainder of the school day.
* Place the student’s cell phone in the school’s central office to be picked up by the student’s parent or guardian.
* Schedule a conference with the student’s parent or guardian to discuss the student’s cell phone use.
* Other discipline as determined by the School Director and Executive Director.

 Approved: Focus East and Focus West-8/20/25 Focus North 8/21/25

**448 PARENTS BILL OF RIGHTS**

Parents, Guardians, and Foster Caregivers shall be included in this Bill of Rights and as such may work with the school Director at any time to obtain information for it’s clear understanding.

On January 8, 2025 Governor Mike DeWine signed HB 8 into law, which requires boards to adopt a policy establishing a “Parents Bill of Rights”.

The Focus Schools now require that all sexuality content be age and

developmentally appropriate, and parents are allowed to review material and exclude their child from such instructional content if they wish.

Staff Members are prohibited from encouraging a student to withhold

information concerning the student’s mental, emotional or physical health or wellbeing, or withhold a change in related services from a parent.

All Focus schools are now required to obtain parent authorization before providing any health care to a student, providing options to parents to withhold the consent or decline any service.

Exceptions would include emergency situations, first aid, unanticipated minor health care services or services provided pursuant to the student’s IEP or 504 Plan. Parents also must be “promptly” notified of any substantive changes in the student’s services (eg., counseling, monitoring mental health) to further support parent/guardian/foster caregiver involvement in all school programing activities.

Focus schools will make every effort to inform parents of any changes regarding minor students.

The Board recognizes that parents have a fundamental right to make decisions regarding upbringing and control of their children, outside and inside of the school system. In line with this right, the Board enacts the following rules to notify parents of substantial changes in their child’s well-being and to allow parents the ability to opt their children in or out of certain instruction

The Board is committed to ensuring that all of its students, including transgender and gender diverse students, are provided a safe, supportive, and equitable educational environment that is free from discrimination and harassment based on a student’s actual or perceived sex, gender, gender identity, gender expression, and nonconformity to gender stereotypes. The policy should be interpreted consistently to promote an inclusive and equitable environment that respects all students and maintains the privacy of all students.

1. Any instruction that includes sexuality content, defined as “any oral or written instruction, presentation, image, or description of sexual concepts or gender

ideology provided in a classroom setting”, must be made available for parental review prior to instruction happening.

* 1. Content will be made available for parents to review via notification on Bright Arrow (parental notification system/app) or e-mail no later than three (3) school days prior to scheduled instruction or via mail to parent’s home sent no later than ten (10) days prior to scheduled instruction.
     1. Upon parental review of the materials, parents should request that their child be provided alternative instruction no later than one (1) day prior to scheduled instruction. This request can be made through email to the school Director.
  2. Sexuality content does not include instruction or presentations in sexually

transmitted infection education, child sexual abuse prevention, sexual violence prevention education, or education emphasizing abstinence

* 1. Sexuality content does not include incidental references to sexual concepts or gender ideology occurring outside of formal instruction or presentations on such topics, including references made during class participation and in schoolwork
     1. This includes any references to family systems or personal identities that may be discussed in the classroom with peers and instructors or in any work assignments.
  2. Should a parent request that their child not take part in instruction that

includes sexuality content, this student must be excused for this instruction and provided an alternative assignment.

* + 1. This alternative assignment may be an independent reading or writing assignment or worksheet activity that may take place in the classroom at the

same time as the sexuality content instruction, or the student may be excused to an independent study hall if one is available at the time of instruction.

* + 1. Should the parent feel that an alternative assignment in the classroom is not sufficient and a study hall option is not available, the student may be excused to complete an assignment in the principal’s office during said instruction.

1. At the beginning of each school year, parents are to be notified of any and all health care services that are available to the student, including physical, mental, and behavioral healthcare services. This includes any services provided by outside entities.
   1. Services offered will be made available for parental review via notification on e- mail no later than four (4) weeks prior to the first day of school.
      1. Notification should include which services are required by law to be offered and if other options for a student exist.
      2. Upon parental review of the services offered, parents should provide written consent to or refusal of each offered service no later than one (1) week prior to the first day of school. This request can be made in writing sent to the school.
      3. Parental consent is not required in emergency, first-aid, or other unanticipated minor health care situations, or for services related to a student’s IEP.
2. Parents are to be notified of any substantial changes in their 1) child’s services,

2) monitoring related to mental, emotional, or physical health or well-being, or 3) ability for the school to provide a safe and supportive learning environment.

1. “Monitoring” means observation of regular activity which is documented in accordance with school direction, such as therapy notes, IEP progress notes,

academic performance records, disciplinary records, etc.

1. Should issues or concerns arise with the student that would create substantial changes in what is monitored for the student or how the monitoring occurs, or would alter services that are currently consented to, these concerns must be relayed to the parent within two (2) days via email, or letter.
2. All parents have the right and ability to relay concerns regarding anything listed in this policy
   1. Parents can submit in writing, either via email, or letter sent to school, any complaints regarding situations related to this policy. This complaint may be sent to the school principal
      1. Within thirty (30) days of receipt, the principal will resolve the concerns relayed by the parent.
   2. Should the parent disagree with the resolution, they can submit an appeal to the district’s Executive Director via email or letter.
      1. Within thirty (30) days of receipt, the Executive Director or a representative of the superintendent, will hold a hearing on the decision.
      2. The superintendent may either affirm or deny the principal’s decision.
      3. If the superintendent does not affirm the original decision, the superintendent shall determine a resolution to the parent’s concern.
   3. Should the parent disagree with the superintendent’s decision, they can submit an appeal to the Board of Education via email or letter.
      1. Within thirty (30) days of receipt, the Board of Education will review the superintendent’s decision and, if necessary, will hold a hearing on the decision within an additional thirty (30) days.

The Superintendent is responsible for informing the public, including parents, students and community members, on the content and implementation of this policy. In order to inform the public, the Superintendent shall post the policy on the District’s website.

**FINANCES**

501 AUDITS

The School will comply with the accounting requirements of the Auditor of State and will have annual financial audits performed by an accounting firm approved by the Auditor of State. Programs will be audited internally. eSchool Consultants LLC will manage the School.

502 MAINTENANCE OF FINANCIAL RECORDS

The School may contract for professional accounting or financial services to oversee and/or audit all financial transactions. The Governing authority Treasurer will be the fiscal agent and treasurer of the School. eSchool Consultants will maintain all records of School financial transactions. Bookkeeping practices and a computer accounting system will be established by the Treasurer. Payroll, utility and rent disbursements will be handled by eSchool Consultants. eSchool Consultants will work with the Auditor of State and the Department of Education to ensure that the School’s accounting system complies with the State requirements.

503 REVIEW OF SCHOOL BUDGETS AND FINANCIAL REPORTS

In order to maintain financial oversight for the operation of the School, the Board establishes the following policy.

The Board shall receive statements at each regular meeting showing the financial position of the Board as of the last day of the preceding month.

The Treasurer shall be responsible for the submission of the monthly financial report to the Board.

The financial report will be compared against the budget projections for that period. The Treasurer and the Superintendent shall consult at least monthly on the financial condition of the School.

504 Procurement

1. **Policy**
   1. All procurement transactions must be conducted in a manner that provides to the maximum extent possible, open and free competition. This Policy and Procedure defines the system for ensuring that all purchased services and products and equipment conform the specified requirement at FOCUS. Staff member request for the purchase of equipment must be initiated through the School Director who will follow the established procedures outlined in this policy.

**Procedure**

1. **Responsibility**
   1. The Director and CFO are responsible for this procedure
2. **Requirements**
   1. The narrative contained in 5.0 Method designates the general method(s) used by FOCUS to maintain a system of purchasing and the coordination of its related activities
   2. The Director at FOCUS is responsible for placing and documenting all purchases with pertinent purchasing data such as specified requirements.
   3. The Director and CFO will approve purchases in accordance with Ohio Revised Code, Ohio Administrative Code, Ohio Department of Education charter and Auditor of State guidelines.
3. **Records**
   1. The Accounting Department will handle the following records:

|  |  |  |  |
| --- | --- | --- | --- |
| **Record** | **Description** | **Location** | **Retention** |
| Requisition | Staff Member completes the request for product or service. Director reviews and approves. Director recommends the purchase to CFO. CFO reviews and approves | Accounting | The greater of 5 years or completion of audit |
| Invoice | Vendor Invoice Received and Approved | Accounting | The greater of 5 years or completion of audit |
| Check | Payment is made | Accounting | The greater of 5 years or completion of audit |

1. **Method**
   1. Requisitions for products are processed according to the following narrative:
      1. Purchasing requisitions are generated from various personnel
      2. The Director reviews the purchasing requisition for proper documentation and approves or denies it.
      3. Director sends purchasing requisition and recommendation to CFO.
      4. If approved – the order is submitted via fax, phone or email to the vendor.

If denied – errors and discrepancies require clarification and the requisition can be resubmitted

* + 1. The vendor invoice is received and approved by the Director for payment via check or credit card.
  1. Purchased Services are evaluated and approved according to the following narrative:
     1. Contractors and consultants must submit proposals for review and approval by the Director initially, and the CFO secondly, according to the following guideline:
  2. **Value less than $5,000**: One (1) Request for Quote (RFQ) if CFO considers the price reasonable, although fair and equitable standards apply to the vendor selection process.
  3. **Value from $5,001 - $100,000**: A minimum of three (3) quotes must be obtained from qualified sources.
  4. **Value of $100,000 or greater**: Requests for Proposals, (RFP) a minimum of three (3) proposals that include clear, accurate descriptions of goods and/or services solicited and are publicized. A

formal method for their evaluation and selection must be followed.

The Management Company will secure the appropriate bids. Those bids will then be analyzed by the Management Company and recommendations to the full Board will be made with justification for the selections.

* + 1. If approved – a contract will be signed and monitoring will begin (5.2.3).

If denied – communication explaining the results of the review will be sent to the contractor.

* + 1. Contractor’s status will be based on their ability to meet set standards.

Positive evaluations will receive renewals. Negative evaluations will result in termination.

The School will award contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of the proposed procurement. All purchasing decisions shall be made in the best interests of the School and shall seek to obtain the maximum value for each dollar expended. When making a purchasing decision, the School shall consider such factors as (1) contractor integrity; (2) compliance with public policy; (3) record of past performance; and (4) financial and technical resources.

The Executive Director, Chief Financial Officer and Chief Executive Officer shall have the authority, as the Executive Team, to disallow a person or entity, for cause, from consideration or award of further contracts. This action will be approved by the Board of Directors at the next regularly scheduled Board of Director’s meeting. The School is subject to and shall abide by the no procurement debarment and suspension regulations implementing Executive Orders 12549 and 12689, 2 CFR Part 180.

Suspension is an action taken by the School that immediately prohibits a person from participating in covered transactions and transactions covered under the Federal Acquisition.

Regulation (48 CFR chapter 1) for a temporary period, pending completion of an agency investigation and any judicial or administrative proceedings that may ensue. A person so excluded is suspended. (2 CFR Part 180 Subpart G)

Debarment is an action taken by the Superintendent to exclude a person from participating in covered transactions and transactions covered under the Federal Acquisition Regulation (48 CFR chapter 1). A person so excluded is debarred. (2 CFR Part 180 Subpart H)

The School shall not subcontract with or award subgrants to any person or company who is debarred or suspended. For contracts using Federal funds over $25,000, the School shall confirm that the vendor is not debarred or suspended by either checking the Federal government’s System for Award Management, which maintains a list of such debarred or suspended vendors at www.sam.gov; collecting a certification from the vendor; or adding a clause or condition to the covered transaction with that vendor. (2 CFR Part 180 Subpart C)

All fixed assets and equipment purchases should be included in the annual budget approval process. Items that require the solicitation of an RFQ or RFP will be identified during the budget approval process. If necessary, the fiscal officer is authorized to adjust the budget to make necessary purchases and shall report such modification to the Board.

The Executive Director is authorized to make emergency purchases of goods and/or services required to maintain School operations, without prior adjustment to the approved budget. Such purchases shall be reported to the Board.

**Solicitation from only one source (Sole Source)**

Allowable only when one or more circumstances apply:

* Item available only from a single source
* Public exigency or emergency will not permit a delay
* Awarding agency authorizes non-competitive proposals in response to a written request
* After solicitation from a number of sources, competition is determined inadequate

**Small, Minority, Women’s Labor Surplus area Businesses**

* Must take all necessary affirmative steps to assure that small, minority, women’s and labor surplus area firms are used whenever possible, to include.

**( Modification Approval Dates: FSE FSW Sept 22, 2021 FNHS Sept 16, 2021)** .

Federal Funds Procurement

Procurement of all supplies, materials, equipment, and services paid for from Federal funds shall be made in accordance with all applicable Federal, State, and local statutes and/or regulations, the terms and conditions of Federal grant and Board policies.

The School’s Superintendent shall maintain a procurement and contract administration system in accordance with the USDOE requirements (2 CFR 200.317-326) for the administration and management of Federal grants and Federally-funded programs.

The School shall require contractors to perform in accordance with the terms, conditions, and specifications of their contracts and/or purchase orders.

All School employees, officers, and agents who have purchasing authority shall abide by this policy and the standards of conduct covering conflicts of interest in the selection, award, and administration of contracts.

The School will avoid acquisition of unnecessary or duplicative items. Consideration shall be given to consolidating procurements to obtain best pricing. When appropriate, an analysis shall be made of lease versus purchase alternatives,

For greater economy and efficiency, the School may enter into agreements with other schools or entities where appropriate for procurement or use of common or shared goods and services.

# Purchase Methods

The type of purchase procedures required depends on the cost of the item(s) being purchased.

Purchases up to $10,000 (Micro-Purchases):

Micro-purchases means a purchase of supplies or services using simplified acquisition procedures, the aggregate amount of which does not exceed $10,000. The micro-purchase method is used in order to expedite the completion of its lowest-dollar small purchase transactions and minimize the associated administrative burden and cost. Procurement by micro- purchase is the acquisition of supplies or services, the aggregate dollar amount of which does not exceed the micro-purchase threshold.

Micro-purchases may be awarded without soliciting competitive quotations if the School considers the prices to be reasonable. The School maintains evidence of this reasonableness in the records of all micro-purchases.

Purchases between $10,001 and $250,000 (Small Purchase Procedures):

Small purchases are those relatively simple and informal procurement methods for securing services, supplies, or other property that do not cost more than $250,000. If small purchase procedures are used, price or rate quotations are obtained from an adequate number of qualified source.

Purchases over $250,000:

Sealed Bids (Formal Advertising): For purchases over $250,000, bids are publicly solicited and a firm fixed price contract (lump sum or unit price) is awarded to the responsible bidder whose bid, conforming with all the material terms and conditions of the invitation for bids, is the lowest in price. The sealed bid method is the preferred method for the procuring construction, if the following conditions apply:

* A complete, adequate, and realistic specification or purchase description is available;
* Two or more responsible bidders are willing and able to compete effectively for the business; and
* The procurement lends itself to a firm fixed price contract and the selection of the successful bidder can be made principally on the basis of price.

If sealed bids are used, the following requirements apply:

* Bids must be solicited from an adequate number of known suppliers, providing them sufficient response time prior to the date set for opening the bids, for state, local, tribal governments, the invitation for bids must be publically advertised;
* The invitation for bids, which will include any specifications and pertinent attachments, must define the items or services in order for the bidder to properly respond;
* All bids will be opened at the time and place prescribed in the invitation for bids, and for local and tribal governments, the bids must be openly publicly;
* A firm fixed price contract award must be made in writing to the lowest responsive and responsible bidder.

Where specified in bidding documents, factors such as discounts, transportation cost, and life cycle costs must be considered in determining which bid is lowest. Payment discounts will only be used to determine the low bid when prior experiences indicates that such discounts are usually taken advantage of. Any or all bids may be rejected if there is a sound documented reason.

\*All thresholds limits as listed are subject to periodic changes in law.

# Competitive Bidding

The School will comply with 2 CFR 200.88 and 200.320 and other relevant statutes by using competitive bidding when using Federal grant funds.

Even when not required to use competitive bidding, procurement transactions shall be conducted in a manner that encourages competition and that is in accordance with good administrative practice and sound business judgement.

# Solicitation Language

When required to use competitive bidding, the School shall require that all solicitations incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured. Such description shall not, in competitive procurements, contain features which unduly restrict competition. The description may include a statement of the qualitative nature of the material, product or service to be procured and, when necessary,

shall set forth those minimum essential characteristics and standards to which it shall conform if it is to satisfy its intended use. Detailed product specifications should be avoided unless necessary.

# Cost/Price Analysis

The School shall perform a cost or price analysis in connection with every procurement action in excess of $150,000, including contract modifications. A cost analysis shall mean evaluating the separate cost elements that make up the total price, while a price analysis means evaluating the total price, without looking at the individual cost elements. The method and degree of analysis is dependent on the facts surrounding the particular procurement situation. When performing a cost analysis, the School shall negotiate profit as a separate element of the price. To establish a fair and reasonable profit, consideration is given to the complexity of the work to be performed, the risk borne by the contractor, the contractor’s investment, the amount of subcontracting, the quality of its record of past performance, and industry profit rates in the surrounding geographical area for similar work.

# Time and Materials Contracts

The School uses a time and materials type contract only (1) after a determination that no other contract is suitable; and (2) if the contract includes a ceiling price that the contractor exceeds at its own risk. Time and materials type contract means a contract whose cost to the School is the sum of the actual costs of materials, and direct labor hours charged at fixed hourly rates that reflect wages, general and administrative expenses, and profit. Because this formula generates an open-ended contract price, a time-and-materials contract provides no positive profit incentive to the contractor to control cost or labor efficiency. Therefore, the School will set a ceiling price for each contract that the contractor exceeds at its own risk. Further, the School shall assert a high degree of oversight in order to obtain reasonable assurance that the contractor is using efficient methods and effective cost controls.

# Suspension and Debarment

The School will award contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of the proposed procurement. All purchasing decisions shall be made in the best interests of the School and shall seek to obtain the maximum value for each dollar expended. When making a purchasing decision, the School shall consider such factors as (1) contractor integrity; (2) compliance with public policy; (3) record of past performance; and (4) financial and technical resources.

The Superintendent shall have the authority to suspend or debar a person or entity, for cause, from consideration or award of further contracts. The School is subject to and shall abide by the nonprocurement debarment and suspension regulations implementing Executive Orders 12549 and 12689, 2 CFR Part 180.

Suspension is an action taken by the School that immediately prohibits a person from participating in covered transactions and transactions covered under the Federal Acquisition

Regulation (48 CFR chapter 1) for a temporary period, pending completion of an agency investigation and any judicial or administrative proceedings that may ensue. A person so excluded is suspended. (2 CFR Part 180 Subpart G)

Debarment is an action taken by the Superintendent to exclude a person from participating in covered transactions and transactions covered under the Federal Acquisition Regulation (48 CFR chapter 1). A person so excluded is debarred. (2 CFR Part 180 Subpart H)

The School shall not subcontract with or award subgrants to any person or company who is debarred or suspended. For contracts using Federal funds over $25,000, the School shall confirm that the vendor is not debarred or suspended by either checking the Federal government’s System for Award Management, which maintains a list of such debarred or suspended vendors at www.sam.gov; collecting a certification from the vendor; or adding a clause or condition to the covered transaction with that vendor. (2 CFR Part 180 Subpart C)

(Modification Approved East/West 11-17-21 North 11-18-21)

# Bid Protest

When using competitive bidding, the School will use protest procedures to handle and resolve disputes relating to procurements and discloses information regarding the protest to the awarding agency.

A bidder who wishes to file a bid protest shall file such notice and follow procedures prescribed by the Request For Proposals (RFPs) or the individual bid specifications package, for resolution. Bid protests shall be filed in writing with the Superintendent within seventy- two (72) hours of the opening of the bids in protest. Within five (5) days of receipt of a protest, the Superintendent shall review the protest as submitted and render a decision regarding the merits of the protest and any impact on the acceptance and rejection of bids submitted. Notice of the filing of a bid protest shall be communicated to the Board and shall be so noted in any subsequent recommendation for the acceptance of bids and awarding of contracts.

Failure to file a notice of intent to protest, or failure to file a formal written protest within the time prescribed, shall constitute a waiver of proceedings.

# Maintenance of Procurement Records

The School maintains records sufficient to detail the history of all procurements. These records will include, but are not necessarily limited to the following: rationale for the method of procurement, selection of contract type, contractor selection or rejection, and the basis for the contract price (including a cost or price analysis).

**505 FEDERAL AND STATE FUNDS**

It is the objective of the School to provide equal educational opportunities for all students within the School. Therefore, it is the intent of the School to study Federal legislation to enhance the educational opportunities, the educational environment and the physical and mental growth for each Student.

The Director shall review new Federal and State education legislation and prepare proposals for programs s/he deems would be of aid to the Students of the School. The Executive Director and Superintendent shall approve each such proposal prior to its submission, and the Board shall approve all grants resulting from such proposals.

The Board regards available Federal and State funds of aid to local school districts and communities as a public trust. It forbids the use of such Federal and State monies for partisan political activities and for any use that would not be in accord with Federal or State guidelines on discrimination. The Treasurer shall ensure that each draw of Federal monies is as close as administratively feasible to the related program expenditures.

506 FIXED ASSETS

Focus Learning Academy/Focus North High School, through eSchool Consultants shall maintain a fixed assets accounting system with sufficient information and for the express purpose of:

* Preparing year-end financial statements in accordance with GAAP (General Accepted Accounting Principles.)
* Providing for adequate insurance coverage.
* Controlling and accounting for public property
* Planning for capital acquisition and maintenance.

For the purpose of GAAP financial statements, a fixed asset shall be defined as the tangible property of the school, either purchased or donated, with a useful life in excess of one (1) year and an initial cost equal to or exceeding $5,000.00. In addition, all fixed assets in excess of a $200.00 value will have the serial number and model number recorded. All media and electronic assets will be recorded regardless of value. Assets in excess of $50.00 will be included in the fixed asset inventory for purposes of adequate insurance coverage.

Responsibility

The Treasurer will serve as fixed asset manager and assume the responsibility for developing and maintaining the fixed asset accounting system. The Treasurer and Superintendent, in cooperation with school staff shall develop procedures to ensure compliance with the fixed asset policy. To ensure control over the School’s property and compliance with this policy, the School’s administrative personnel shall be assigned fixed asset responsibilities as they work with the Treasurer and Superintendent.

The purchase, transfer or disposal of fixed assets shall be initiated by the Executive Director, Principal, Technology IT Director or Treasurer. Final authority for purchase, disposal and transfer of assets rests with the Superintendent; notification must be given to the Treasurer.

Included Assets

Fixed assets shall include but not limited to items such as land, buildings, building improvements, furniture, equipment, machinery, busses, vehicles, food service equipment and educational media. The useful life of a fixed asset refers to the life expectancy as used by the School.

Asset classification and useful lives shall be as follows:

|  |  |
| --- | --- |
| Asset Class | Useful life in Years |
| Land | 0 |
| Land Improvements | 7 |
| Buildings | 50 |
| Building Improvements | 25 |
| Furniture, Equipment | 20 |
| Machinery | 8 |
| Fixtures attached to Building | 20 |
| Business Equipment | 6 |
| Buses | 10 |
| Vehicles | 6 |
| Educational Media | 6 |
| Computer equipment |  |
| Telecommunications Equipment |  |

Land includes all land currently in public use or being held for public use by the School. Land acquired through donation shall be valued at the fair market price through appraisal at the time of acquisition. Land improvements such as fences, playground and picnic equipment, tennis courts, bleachers, etc. shall be valued including the cost of installation.

Furniture, fixtures and equipment are defined as movable personal property not attached to land, buildings or improvements. Typewriters, vehicles and computers are an example of items included in this group and the cost of such shall include shipping, installation and any associated charges.

Equipment under capital lease shall be included in the fixed asset inventory provided one of the following criteria is met.

* The lease transfers ownership of the asset to the School at the end of the lease term.
* The lease contains a bargain purchase option.
* The lease term is equal to seventy-five percent (75%) or more of the estimated economic life of the leased asset.
* The present value of the minimum lease payments is equal to or greater than ninety percent (90%) of the fair market value of the asset at inception of the lease.

Fixed assets shall be valued at historical cost or, if necessary, at estimated historical cost. Estimating historical cost will be the responsibility of the appraisal firm. Donated fixed assets shall be valued at their estimated fair value on the date received.

All assets will be depreciated using straight line depreciation and accumulated depreciation will be recorded in the general fixed asset account group. A full year's depreciation will be taken in the year of acquisition and no depreciation will be taken in the year of disposal.

Unless otherwise noted, the following information shall be maintained for all fixed assets:

Description,

Asset classification,

Location,

Identification number,

Date purchased,

Purchase price,

Estimated useful life,

Depreciation schedule and replacement cost

Excluded Assets

Infrastructure assets such as roads, bridges, sidewalks, curbs, and gutters, drainage systems and outdoor lighting systems shall not be included in the School’s set system.

Consumable supplies and materials used over the course of a year are not intended to be accounted for on the fixed asset system.

507 AMENITIES FOR PARTICIPANTS AT MEETINGS AND/OR OTHER OCCASIONS

The Board of Directors recognizes the value in providing meals, refreshments, and/or other amenities for staff, students, citizens and advisory groups who participate in meetings and staff development sessions, or on other occasions as deemed appropriate by the administration. The Board hereby affirms that these expenses do serve a valid and proper public purpose. The Board believes that the “public purpose” served is the promotion of education, enhancement of morale and rapport, and the encouragement of participation in said activities. However, under no circumstances shall public funds be expended for the purchase of alcoholic beverages.

508 CONFLICT OF INTEREST AND COMPENSATION APPROVAL POLICIES

Section 1. Purpose of Conflict of Interest Policy

The purpose of this conflict of interest policy is to protect this Board’s interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Board or any “disqualified person” as defined in Section 4958(f)(1) of the Internal Revenue Code and as amplified by Section 53.4958-3 of the IRS Regulations and which might result in a possible “excess benefit transaction” as defined in Section 4958(c)(1)(A) of the Internal Revenue Code and as amplified by Section 53.4958 of the IRS Regulations. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Section 2. Definitions

Interested Person. Any director, principal officer, member of a committee with governing board delegated powers, or any other person who is a “disqualified person” as defined in Section 4958(f)(1) of the Internal Revenue Code and as amplified by Section 53.4958-3 of the IRS Regulations, who has a direct or indirect financial interest, as defined below, is an interested person.

Financial Interest. A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

An ownership or investment interest in any entity with which the Board has a transaction or arrangement,

A compensation arrangement with the Board or with any entity or individual with which the Board has a transaction or arrangement, or

A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Board is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Section 3, paragraph B, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Section 3. Conflict of Interest Avoidance Procedures

Duty to Disclose. In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

Determining Whether a Conflict of Interest Exists. After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

Procedures for Addressing the Conflict of Interest. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

After exercising due diligence, the governing board or committee shall determine whether the Board can obtain, with reasonable efforts, a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Board’s best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

Violations of the Conflicts of Interest Policy. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

If, after hearing the member’s response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Section 4. Records of Board and Board Committee Proceedings

The minutes of meetings of the governing board and all committees with board delegated powers shall contain:

The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board’s or committee’s decision as to whether a conflict of interest in fact existed.

The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Section 5. Compensation Approval Policies

A voting member of the governing board who receives compensation, directly or indirectly, from the Board for services is precluded from voting on matters pertaining to that member’s compensation.

A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Board for services is precluded from voting on matters pertaining to that member’s compensation.

No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Board, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

When approving compensation for directors, officers and employees, contractors, and any other compensation contract or arrangement, in addition to complying with the conflict of interest requirements and policies contained in the preceding and following sections of this article as well as the preceding paragraphs of this section of this article, the board or a duly constituted compensation committee of the board shall also comply with the following additional requirements and procedures:

the terms of compensation shall be approved by the board or compensation committee prior to the first payment of compensation,

all members of the board or compensation committee who approve compensation arrangements must not have a conflict of interest with respect to the compensation arrangement as specified in IRS Regulation Section 53.4958-6(c)(iii), which generally requires that each board member or committee member approving a compensation arrangement between this organization and a “disqualified person” (as defined in Section 4958(f)(1) of the Internal Revenue Code and as amplified by Section 53.4958-3 of the IRS Regulations):

is not the person who is the subject of the compensation arrangement, or a family member of such person;

is not in an employment relationship subject to the direction or control of the person who is the subject of the compensation arrangement

does not receive compensation or other payments subject to approval by the person who is the subject of the compensation arrangement

has no material financial interest affected by the compensation arrangement; and

does not approve a transaction providing economic benefits to the person who is the subject of the compensation arrangement, who in turn has approved or will approve a transaction providing benefits to the board or committee member.

the board or compensation committee shall obtain and rely upon appropriate data as to comparability prior to approving the terms of compensation. Appropriate data may include the following:

compensation levels paid by similarly situated organizations, both taxable and tax-exempt, for functionally comparable positions. “Similarly situated” organizations are those of a similar size, purpose, and with similar resources

the availability of similar services in the geographic area of this organization

current compensation surveys compiled by independent firms

actual written offers from similar institutions competing for the services of the person who is the subject of the compensation arrangement

As allowed by IRS Regulation 4958-6, if this organization has average annual gross receipts (including contributions) for its three prior tax years of less than $1 million, the board or compensation committee will have obtained and relied upon appropriate data as to comparability if it obtains and relies upon data on compensation paid by three comparable organizations in the same or similar communities for similar services.

the terms of compensation and the basis for approving them shall be recorded in written minutes of the meeting of the board or compensation committee that approved the compensation. Such documentation shall include:

the terms of the compensation arrangement and the date it was approved

the members of the board or compensation committee who were present during debate on the transaction, those who voted on it, and the votes cast by each board or committee member

the comparability data obtained and relied upon and how the data was obtained

If the board or compensation committee determines that reasonable compensation for a specific position in this organization or for providing services under any other compensation arrangement with this organization is higher or lower than the range of comparability data obtained, the board or committee shall record in the minutes of the meeting the basis for its determination.

If the board or committee makes adjustments to comparability data due to geographic area or other specific conditions, these adjustments and the reasons for them shall be recorded in the minutes of the board or committee meeting.

any actions taken with respect to determining if a board or committee member had a conflict of interest with respect to the compensation arrangement, and if so, actions taken to make sure the member with the conflict of interest did not affect or participate in the approval of the transaction (for example, a notation in the records that after a finding of conflict of interest by a member, the member with the conflict of interest was asked to, and did, leave the meeting prior to a discussion of the compensation arrangement and a taking of the votes to approve the arrangement).

The minutes of board or committee meetings at which compensation arrangements are approved must be prepared before the later of the date of the next board or committee meeting or 60 days after the final actions of the board or committee are taken with respect to the approval of the compensation arrangements. The minutes must be reviewed and approved by the board and committee as reasonable, accurate, and complete within a reasonable period thereafter, normally prior to or at the next board or committee meeting following final action on the arrangement by the board or committee.

Section 6. Annual Statements

Each director, principal officer, and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

has received a copy of the conflicts of interest policy,

has read and understands the policy,

has agreed to comply with the policy, and

understands the Board is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Section 7. Periodic Reviews

To ensure the Board operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm’s-length bargaining.

Whether partnerships, joint ventures, and arrangements with management organizations conform to the Board’s written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes, and do not result in inurnment, impermissible private benefit, or in an excess benefit transaction.

Section 8. Use of Outside Experts

When conducting the periodic reviews as provided for in Section 7, the Board may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

**509** **Discretionary Funds Policy- Bereavement**

Since funds of Focus schools are public they are restricted in their use of public funding. The purchase of flowers or a family donation can only be made in the event of the death of a student, an employee or Board member’s immediate family. The maximum amount to be spent on flowers or family donation is $100.00.

**Definitions:** Student, a full time student currently enrolled in Focus, employees of Focus and Board Members of Focus' immediate Family members, which includes spouse or domestic partner, child, parent, brother or sister of the employee or Board member.

**Procedure:**  In the event of a death of a Focus student, employee or board member or their immediate family member, the Executive Director, with the approval of the Board Chair may purchase flowers or a gift card from Focus Board Funds.

1. The Executive Director will submit a purchase order to the Board’s Treasurer authorizing payment
2. When flowers are ordered they should be sent to the funeral home in charge of arrangements

**510 Board Reimbursement and Compensation Policy**

In compliance with ORC 3313.12, the following guidelines have been established by the Focus Board of Directors to ensure appropriate and proper reimbursement of expenses for Board members.

A Board member may receive reimbursement only for expenses that are pre-approved by the Board.

Expenses will be reimbursed only for activities authorized by the Board at a rate determined by the Board.

When attending a Board-approved conference, fees, parking, mileage, meals, and housing which are reasonable, can be submitted for approval, including a maximum gratuity of twenty percent (20%). A Board member will not be reimbursed for any upgrades, for example, a hotel room with a view, or for room service.

A Board member cannot be reimbursed for any expense if the Board member received a benefit through a rewards program for that expense. Rewards programs allow users to earn rewards based on how much money they spend. Examples of rewards programs include, but are not limited to, frequent flier miles, grocery store loyalty card programs, and hotel free night programs. This prohibition includes rewards programs tied to credit cards and loyalty customer cards. No entertainment expenses or purchases of alcoholic beverages are reimbursable.

A voucher detailing the amount and nature of each expense must be submitted to the Board for approval within ten (10) days after the expenses have been incurred.

Compensation Procedures

The Board and any compensation committee will follow these procedures in reviewing compensation arrangements with Board members, officers, and employees:

1. Approve all compensation arrangements in advance (before paid).
2. Document (in writing) its terms and the date approved.
3. Document (in writing) the decision made by each member who participated in process.
4. When warranted, consider compensation surveys and compensation paid or offered by similarly situated entities for similar services.
5. Document (in writing) the information considered in making the decision, and its source.

The Board hereby does approve compensation not to exceed $125 a day plus mileage both ways at the rate per mile provided by resolution, for meeting attendance for each community school board member. No video or telephone attendance is acceptable.

The Board hereby does approve compensation of $60 for attendance at an approved training program three hours or less in length (no more than $60 per day). The Board hereby does approve compensation of $125 for attendance at an approved training program over three hours in length (no more than $125 per day).

No Board member shall be compensated more than a total amount of $5,000 per year for all Ohio community school governing authorities on which the individual serves.

Such compensation and the expenses of the Board, itemized and verified, shall be paid from the Board’s fund upon vouchers signed by the president of the Board.

*R.C. 331.12;*

*Ohio Ethics Comm. Advisory Opinion No. 91-010*

Effective Date: 8-29-17

**511 CREDIT CARD USE**

The Board recognizes the convenience and efficiency afforded by the use of credit cards. A credit card shall not be used in order to circumvent the general purchasing procedures established by State law and Board policy. The Board affirms that credit cards shall only be used in connection with Board-approved or School-related activities and that only those types of expenses that are for the benefit of the School and serve a valid and proper public purpose shall be paid for by credit card. As such, employees are required to abide by the following guidelines when using a School credit card.

1. All credit cards issued to and in the name of the School shall be held and supervised by the Superintendent.

1. Subject to the discretion of the Board and the approval of the Executive Director, credit cards may be used for eligible goods and services including:
   1. Transportation reservations and expenses.
   2. Conference registrations.
   3. Hotel reservation guarantees and expenses.
   4. If monies are budgeted and deposited with the Treasurer in advance, credit cards may be used by School employees for student trips and competitions for safety and security reasons.
   5. Reasonable real expenses, including a maximum gratuity of twenty percent (20%), but excluding alcoholic beverages, since the purchase of such beverages clearly fails to serve a valid and proper public purpose.
   6. Purchases from vendors who do not accept purchase orders or vouchers, with pior approval from the Executive Director.

Other purchases approved by the Executive Director on a case-by-case basis.

1. Credit cards shall not be used for personal purchases or expenditures not allowed under this guideline. In particular, credit cards shall not be used for expenses that are not incurred in connection with Board-approved or School-related activities, are not for the benefit of the School, and do not serve a valid and proper public purpose. Use of credit cards in an unauthorized or illegal manner may result in revocation of credit card privileges, disciplinary action and/or, where appropriate, may require the user to pay any and all inappropriate charges, including finance charges and interest assessed in connection with the purchase.
2. Employees requiring the use of School credit cards shall request (in writing) such cards from the Principal.
3. The School is a nonprofit political subdivision or instrumentality of the State of Ohio. Tax exemption forms shall be utilized and are available in the Treasurer’s office.
4. Upon receipt of a School credit card, employees shall:

* Inform merchants that the purchase is for “Official School Business” and is not subject to State or local sales tax. However, if the merchant fails to waive the tax, the employee shall pay it. For large purchases where the merchant refuses to waive the tax, the employee shall present a tax exemption form.
* Maintain credit cards in a secure fashion and prevent unauthorized charges to the account.
* Maintain sufficient documentation of all purchases, including, but not limited to, charge receipts, original cash register slip or other detailed receipt, and invoices.
* Provide documentation of all purchases to the Treasurer in a timely manner to ensure prompt payment.
* Immediately notify his/her immediate supervisor and the Treasurer if the card is lost or stolen.
* After use, School credit cards are to be returned to Principal, along with appropriate receipt copies of all charges.
* Upon receipt of the appropriate documentation, credit card expenditures will be paid through the Treasurer’s Office.
* The Treasurer, or designee, will monitor the credit card account(s) and reconcile all credit card accounts on a monthly basis. A report will be a part of the monthly Cash Activity Report, as reported to the Board.
* If the employee is terminated or resigns, (s)he must return the credit card and shall remain responsible for any inappropriate use.

7. Failure to turn in receipts and appropriate forms to the Treasurer within five business days may result in the charges being deemed unrelated or unsubstantiated. This amount will then be charged back to the user.

(Policy approved 11-19-19 Focus East/West: 11/20/19 Focus North)

**PROPERTY**

601 PUBLIC CONDUCT ON SCHOOL PROPERTY

No person shall assault, strike, threaten, or menace a lead instructor, instructor, or person in charge of a class of students, or any employee while in the performance of their duties, or disrupt, disturb, or interfere with any activity conducted in or on the School premises, or unlawfully assault, strike, threaten, menace, follow, pursue, or lay hands upon a student or other person in or on the School premises, or on the way to or from School or School-sponsored activity.

School officials have the authority to call a law enforcement officer if any individual violates this policy or other posted regulations, or does not leave School property when requested to do so.

602 DANGEROUS WEAPONS

Any visitor found possessing a weapon, or other device designed to inflict serious bodily harm on School premises or on property being used by the School for School purposes, may be charged with a felony. This restriction applies to visitors licensed to possess firearms unless serving as an authorized security officer.

The Director shall ensure that any visitor possessing a weapon or other device designed to inflict serious bodily harm is reported immediately to the appropriate law enforcement agency.

A weapon may be brought on School property for educational purposes under controlled circumstances when authorized by the Executive Director.

603 OSHA COMPLIANCE/RISK REDUCTION PROGRAMS

The School believes that the employees and students of the School, as well as visitors, are entitled to function in an environment as free from hazards as can reasonably be provided. In this regard and in accordance with law, the School will provide reasonable and adequate protection to the lives, safety and health of its employees and students, in compliance with Federal and State laws and regulations.

The Director shall be responsible for the maintenance of standards in the facilities to prevent accidents and to modernize their consequences. She/he shall designate an employee who shall conduct periodic audits of health and safety conditions within the facilities of the School and take appropriate action on any violations thereof to the Executive Director.

The Director shall ascertain that the employees and students of the School are aware of their rights to an environment free of recognized hazards, that they are properly trained in safety methods, that protective devices and equipment are available to meet safety standards, and that proper rules and records are maintained to meet the requirements of the law and the regulations of the Public Employees Risk Reduction Advisory Commission.

In the event an inspection is made by a representative of the State, the Director shall report the results thereof to the Executive Director and the Board at the meeting following the receipt of the State report.

604 PROPERTY, EQUIPMENT AND SUPPLIES

The use of property, supplies and equipment in the course of accomplishing the School’s mission is part of doing business. All employees should take care of these items and know how to use them properly, effectively, and efficiently. Damaged equipment should be reported to the Executive Director immediately so that it can be repaired or replaced.

The Board urges all staff, students and administration to be economical. A small amount of waste by each employee or student equals a large amount of waste overall. Our ability to save time and materials can contribute to the overall success of School.

605 ENERGY CONSERVATION

Energy use and conservation are very important to all of us. Everyone can help by conserving energy in every way possible, including but not limited to the following:

Set thermostats no higher than 70 degrees when heating buildings, and no lower than 75 when cooling buildings.

Thermostats should be turned down to 50 degrees overnight and when school is not in session.

Turn off unnecessary lighting.

Turn off appliances and other equipment when it is not in use.

Close doors and windows that are allowing cool or warm air to escape.

Do not run water needlessly.

Look for and report to the Executive Director any unnecessary use of water, gas or electrical power that you cannot correct.

606 LOST AND FOUND

The School shall not be responsible for money and personal items that may be lost or stolen. Please do not carry large sums of money or valuables to School. Any articles found should be immediately turned in to the Director.

607 STAFF/STUDENT USE OF COMPUTER TECHNOLOGY AND NETWORK

Acceptable Use - The purpose of the backbone networks making up the Internet is to support research and education in and among academic institutions by providing access to unique resources and the opportunity for collaborative work. The use of your account must be in support of education and research and consistent with the educational objectives of Focus Learning Academy/Focus North High School. Use of other organization's network or computing resources must comply with the rules appropriate for that network. Transmission of any material in violation of any national or state regulation is prohibited. This includes, but is not limited to: copyrighted material, threatening or obscene material or material protected by trade secret.

Privileges - The system administrators or executive director will deem what is inappropriate use and their decision is final. Also, the system administrators may close an account at any time as required. The administration, faculty and staff of Focus Learning Academy/Focus North High School may request the system administrator to deny, revoke or suspend specific user accounts.

Network Etiquette - You are expected to abide by the generally accepted rules of network etiquette. These include (but are not limited to) the following:

All actions using Focus Learning Academy/Focus North High School’s computers, information services, and/or network can be monitored at any time

Use of appropriate language. No swearing, use of vulgarities or any other inappropriate language will be tolerated.

Illegal activities are strictly forbidden.

Revealing any personal address or phone numbers of students or colleagues is not allowed.

Note that electronic mail (e-mail) is not guaranteed to be private. People who operate the system do have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities.

Use the network in such a way that you would disrupt the use of the network by other users is not allowed

All communications and information accessible via the network should be assumed to be confidential.

Focus Learning Academy/Focus North High School makes no warranties and will not be responsible for any damages suffered. This includes loss of data resulting from delays, non-deliveries, mis-deliveries or service interruptions caused by its own negligence or your errors or omissions. Use of any information obtained via the Internet is at the user’s own risk. Focus Learning Academy/Focus North High School specifically denies any responsibility for the accuracy or quality of information obtained through its services.

Security - Security on any computer system is a high priority, especially when the system involves many users. If you feel you can identify a security problem on the Internet, you must notify a system administrator. Do not demonstrate the problem to other users. Do not use another individual's account without written permission from that individual. Attempts to logon to the Internet as a system administrator will result in cancellation of user privileges. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to Internet.

Vandalism - Vandalism will result in cancellation of privileges and disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy data of another user, Internet, application or any of the above listed agencies or other networks that are connected to any of the Internet backbones. This includes, but is not limited to, the uploading or creation of computer viruses.

608 GIFTS, GRANTS, DONATIONS

From time to time, individuals or organizations in the community may wish to contribute additional supplies or equipment to enhance or extend the instructional program of the School. The Board shall encourage and accept all gifts and grants that aid education at the School.

The Executive Director will accept gifts to the system on behalf of the Board and will acknowledge and thank the donor. Records of accepted gifts shall be kept by the Treasurer of the Board. The Executive Director will report all gifts, i.e., class, parent groups, grants and real estate, to the Board.

The acceptance of questionable gifts will be referred to the Board for final decision.

Any gift or grant that is accepted will become the property of the School.

Accepted gifts acknowledge Board approval of the use of the gift as indicated by the donor.

Gifts accepted by the Board shall be subject to the same reasonable care and protection as other Board property.

All accepted gifts shall be accompanied by written waiver from the donor renouncing any future claim of the donor. Gifts that are designed for specific purpose or use by a donor will require written specification of such use by the donor and agreement of the Board representative prior to acceptance of the gift. Record of the same shall be kept by the Treasurer.

Disposal of gifts, real estate or otherwise, shall follow regulations and procedures as provided by applicable State statutes, if any, and the Charter Contract of the School for disposal of School property.

Any deviation from the above, as in the cases of gifts of specified designation and use, shall be so noted in writing and shall be agreed upon and the document signed by both parties. Such documents will be placed in the custody of the Treasurer.

609 FACILITY SECURITY

It is in the best interest of the School to protect the School’s facility adequately. The areas, buildings and equipment owned or leased by the School may be protected from theft and vandalism in order to maintain the optimum conditions for carrying out the educational programs.

The Executive Director shall develop and supervise a program for the security of the School facility and equipment. Such a program may include video surveillance equipment in appropriate public areas in and around the School.

Every effort shall be made to apprehend those who knowingly cause serious physical harm to the School facility and to require such persons to rectify the damage or pay a fee to cover repairs. A reward may be offered for apprehending such persons.

Appropriate authorities may be contacted in the case of serious offenses.

The Executive Director shall report to the Board each major case of vandalism at the School and the extent of the damage.

610 Technology Condition Evaluation and Disposal Policy

**Overview**

**Technology in the educational setting may contain parts that cannot be thrown away or recycled**

**in an e-waste program. Proper disposal is important and often required by law, such as The**

**Family Educational Rights and Privacy Act of 1974 (FERPA). Additionally, media (such as hard**

**drives, solid state disks, USB drives, etc.) that may contain sensitive information or educational**

**data (such as student or guardian information, records, etc.). It is important to dispose of these**

**properly, as simply deleting or formatting these media is not sufficient. Therefore specific or**

**specialized tools will be needed for proper disposal.**

**Purpose**

**The purpose of the policy is to define the specific guidelines for evaluating technology**

**components in our educational setting for repair or disposal that are owned by eSchool**

**Consultants or Focus Learning Academies and Focus North High School.**

**Scope**

**This policy serves as a guide for any and all computer or technology equipment or devices that**

**are owned by eSchool Consultants or Focus Learning Academies and Focus North High**

**School. This includes, but is not limited to, computers, servers, networking equipment, firewalls,**

**smartphones, peripherals (i.e. keyboards, mice, speakers, etc.), printers, scanners, USB drives,**

**etc.**

**All eSchool Consultants or Focus Learning Academies and Focus North High School**

**employees and affiliated organizations must comply with this policy.**

**Definitions**

**Family Educational Rights and Privacy Act of 1974 (FERPA)**

**The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99)**

**is a Federal law that protects the privacy of student education records. The law applies to all**

**schools that receive funds under an applicable program of the U.S. Department of Education.**

**More information about FERPA and the full text of the law can be found at**

**https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html**

**Adopted August 2024**

**Personally Identifiable Information (PII)**

**Per the US Department of Labor, PII is defined as information: (i) that directly identifies an**

**individual (e.g., name, address, social security number or other identifying number or code,**

**telephone number, email address, etc.) or (ii) by which an agency intends to identify specific**

**individuals in conjunction with other data elements, i.e., indirect identification. (These data**

**elements may include a combination of gender, race, birth date, geographic indicator, and other**

**descriptors). Additionally, information permitting the physical or online contacting of a specific**

**individual is the same as personally identifiable information. This information can be maintained**

**in either paper, electronic or other media.**

**Storage Media**

**Storage media is defined as hardware or physical media that stores digital or electronic data in**

**a secure way that makes it retrievable when needed.**

**End-Of-Life (EOL)**

**EOL is defined as the final stages of a product's existence. In hardware applications, it means**

**that the technology has reached the end of its useful lifespan and is no longer supported by the**

**manufacturer. This may include repairability or availability of parts. In software applications, it**

**means that the app has reached the end of its useful life. It may mean that a new version is**

**available that supersedes the existing product. Or it may mean end of support (EOS), and the**

**vendor no longer provides updates, patches and new features.**

**Policy**

**This policy should be enacted in the order of evaluation, repair, and then disposal, if possible.**

**Repair may be skipped in the event that it is not possible or if the piece of technology is no**

**longer needed (as determined by an evaluation of its use case and usefulness to eSchool**

**Consultants or Focus Learning Academies and Focus North High School).**

**Below is the standard operating procedure for devices needing repair or are EOL. Adjustments**

**may be made to this procedure by the eSchool Consultants Director of Information Technology if**

**the situation arises. Repeated adjustments require an evaluation of the policy to see if**

**procedures need to be adjusted in the policy itself.**

(Approval- North- 8-22-24 East/West 8-28-24)

OPERATIONS

701 OPERATIONS MANAGEMENT

All operations will be the responsibility of the eSchool Consultants who reports to the Focus Learning Academy/Focus North High School Board of Trustees. Personnel and support services may be contracted for with an outside agency or agencies as approved by the Board.

702 SCHOOL CALENDAR

The School will be in session to provide no less than nine hundred twenty (920) hours of learning activities per year. The approved school calendar shall be published to assure students, parents, and the community is aware of the school’s operations.

703 PUBLIC RECORDS

The Governing Authority recognizes its responsibility to maintain the public records of the School and to make such records available to residents of Ohio for inspection and reproduction.

The School will use the following procedures regarding availability of public records. “Public records" are any records that are kept by the school, except medical records, trial preparation records, confidential law enforcement investigatory records, and records the release of which are prohibited by State and Federal law.

Confidential law enforcement investigatory records, medical records, and trial preparation records are as defined in Ohio Revised Code § 149.43.

Any person may inspect and copy the governing authority and school's public records during the school's regular business hours provided that advance notice of such intended inspection has been given the custodian of the records not less than five (5) working days before the inspection.

A viewer may purchase copies of the School's public records upon payment of a fee not to exceed the cost for reproduction and handling. Requests for copies exceeding 25 pages will be filled using a copying service such as Kinko’s or Staples.

No public record may be removed from the office in which it is maintained except by a Board officer or employee in the course of the performance of his/her duties.

Nothing in this policy shall be construed as preventing a Governing Authority member from inspecting, in the performance of official duties, any record of the school.

The Governing Authority authorizes the Superintendent to dispose of, on a daily basis, routine messages transmitted by means of voice mail or E mail, provided the messages do not alter existing school records.

The Executive Director shall:

Ensure access to the School’s public records in accordance with the Public Records Act; and

Develop and implement a retention schedule which shall require the permanent safeguarding of Governing Authority meeting minutes, personnel files, annual audit reports, permanent student records, the retention of all fiscal records required for audit until said audit has been received and approved, and address the advisability of destroying School records in accordance with law.

R.C. 149.43

704 PERSONNEL FILES

It is necessary for the orderly operation of the School to prepare a personnel information system for the retention of appropriate papers bearing upon staff hired by the School.

The Board requires that eSchool Consultants keep sufficient records to insure an employee's qualifications for the job held, compliance with Federal, State and local benefit programs, if any, conformance with School rules and evidence of completed evaluations. Such records will be kept in compliance with applicable Federal and Ohio law.

The Board delegates the maintenance of the employee personnel information system to the Superintendent. A single central file shall be maintained; however, medical records regarding employees shall be kept confidential and in individual medical files maintained separate and apart from personnel files.

Only that information which pertains to the professional role of the employee and submitted by duly authorized School administrative personnel and the Board may be entered in the official record file.

The employee shall have access to his/her file upon request.

Personnel records shall be available to Board members, the Superintendent and the Executive Director for use as may be required in the performance of their job.

**705 STUDENT RECORDS**

The educational interests of the student require the collection, retention and use of information about individual students. At the same time, the student's right of privacy and other rights mandate careful custodianship and limitations on access to student records.

The School is responsible for the records of all students who attend or have attended the School. Only records mandated by the State or Federal government and necessary and relevant to the function of the School or specifically permitted by this Board may be compiled by the School.

In all cases, permitted, narrative information in student records shall be objectively‑based on the personal observation or knowledge of the originator.

Student records shall be available only to students and their parents, adult students, and designated School officials and personnel who have a “legitimate educational interest” in the information or as otherwise permitted by law.

Both Parents shall have equal access to student records unless stipulated otherwise by court order or law. In the case of adult students (eighteen (18) and older), Parents may be allowed access to the records without the student's consent, providing the student is considered a dependent under Section 152 of the Internal Revenue Code and has not graduated from the School.

“Legitimate educational interest" shall be defined as a direct or delegated responsibility for helping the student achieve one (1) or more of the educational goals of the School.

The Board authorizes the administration to:

forward education records on request to a school in which a student of the School seeks or intends to enroll;

provide "personally‑identifiable" information to appropriate parties in connection with an emergency if such knowledge is necessary to protect the health and safety of the student or other individuals; and

request each person or party requesting access to a student's record to abide by Federal regulations and State laws concerning the disclosure of information.

The School will comply with a legitimate request for access to a student's records within a reasonable period of time but not more than forty‑five (45) days after receiving the request. Upon the request of the viewer, a record shall be reproduced, unless said record is copyrighted, or otherwise restricted, and the viewer may be charged a fee equivalent to the cost of handling and reproduction.

The School shall maintain a record of those persons to whom information about a student has been disclosed. Such disclosure records will indicate the student, person viewing the record, information disclosed, and the date of disclosure.

Only "directory information" regarding a student shall be released to any person or party, other than the student or his/her parent, without the written consent of the parent; or, if the student is eighteen (18) years of age or older, the written consent of the student, except those persons or parties stipulated by the School’s policy and administrative guidelines and/or those in the law.

The Executive Director shall ensure that students and parents are adequately informed each year regarding their rights to:

Inspect and review the student's education records;

Request amendments if the parent believes the record is inaccurate, misleading, or otherwise in violation of the student's rights;

Consent to disclosures of personally identifiable information contained in the student's education records, except to those disclosures allowed by the law;

Challenge the School’s non‑compliance with a parent's request to amend the records through a hearing;

File a complaint with the Department of Education; and

Obtain a copy of the School's policy on student records

The Executive Director shall inform School employees of the Federal and State laws concerning student records.

The Board is authorized to use the microfilm process or electromagnetic processes of reproduction for the recording, filing, maintaining and preserving of records.

Directory Information

Each year the School will provide public notice to students and their parents of its intent to make available, upon request, certain information known as "directory information.” The Board designates as student "directory information": a student's name: address; date and place of birth; photograph; major field of study; participation in officially recognized activities; dates of attendance; date of graduation; awards received; honor rolls; and scholarships. Directory information shall not be provided to any organization for profit‑making purposes.

The School shall not provide "directory information" on a student to anyone other than to the parents of the student or an adult student unless approved by the Board.

Parents and adult students may refuse to allow the Board to disclose any or all of such "directory information" upon written notification to the Board within ten (10) days after receipt of the School's public notice.

In accordance with State law, the School shall release the names and addresses of students in grades ten through twelve (10‑12) to a recruiting officer for any branch of the United States Armed Forces who requests such information. Such data shall not be released if the adult student or student's parents submit a written request not to release such information. The recruiting officer is to sign a form indicating, "Any information received by the recruiting officer shall be used solely for the purpose of informing students about military service and shall not be released to any person other than individuals within the recruiting services of the Armed Forces.”

Whenever parental consent is required for the inspection and/or release of a student's health or educational records or for the release of directory information, either parent may provide such consent unless agreed to otherwise in writing by both parents or specifically stated by court order. If the student is under the guardianship of an institution, the Board shall appoint a person who has no conflicting interest to provide such written consent.

The Board may disclose "directory information" on former students without student or parental consent.

No liability shall attach to the School or to any member, officer, trustee, director or employee of the School specifically as a consequence of permitting access or furnishing student records in accordance with this policy and regulations.

R.C. 3319.321

706 CONFIDENTIALITY

When the School receives confidential information identified to be confidential and mandated as confidential by applicable law, the School will maintain the confidentiality of said information and prohibit its unauthorized disclosure.

School officials and employees are prohibited from disclosing or using without appropriate authorization any confidential information acquired in the course of their official duties. Student records (other than “directory information”) and criminal history records checks on applicants and employees are two of the types of records to be kept confidential.

707 CONTROL OF COMMUNICABLE DISEASES

The School recognizes that control of the spread of communicable disease is essential to the well‑being of the school community and to the efficient operation of the School.

For purposes of this policy, "communicable diseases" shall include smallpox, diphtheria, scarlet fever and other strep infections, whooping cough, mumps, typhoid fever, measles, rubella, and acquired immune deficiency syndrome, or any other designated by Federal authority.

In order to protect the health and safety of the students, school personnel and the community at large, the School shall follow all State and Federal laws and Board of Health regulations that pertain to communicable disease.

On the recommendation of a physician or a nurse, a teacher may exclude from the classroom and the Executive Director may exclude from the school or isolate in the school any student who appears to be ill or has been exposed to a communicable disease;

The School shall:

Instruct teaching staff members in the detection of disease and measures for its prevention and control

Remove from school property to the care of a responsible adult any student identified and excluded in accordance with this policy;

Prepare standards for the readmission of a student who has recovered from communicable disease; and

File reports as required by law and the state department of health.

708 CONTROL OF NON-CASUAL-CONTACT COMMUNICABLE DISEASES

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

For purposes of this policy, "non-casual‑contact communicable disease" shall include:

AIDS ‑ Acquired Immune Deficiency Syndrome;

ARC ‑ AIDS Related Complex;

persons infected with HIV (human immunodeficiency);

Hepatitis B; and

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

In its effort to assist in the prevention and spread of communicable diseases of any kind, the School has established policies on Immunization, Hygienic Management and Control of Casual‑Contact Communicable Diseases. The purpose of this policy is to protect the health and safety of the students, School personnel, and the community at large from the spread of the above‑mentioned diseases.

The School seeks to keep students and staff members in School unless there is definitive evidence to warrant exclusion. When the Executive Director learns that a student or School employee may be infected with a non-casual‑contact communicable disease, the Executive Director shall immediately convene a review panel consisting of appropriate Board members, the Superintendent and the Executive Director, the infected person's physician, and the Franklin County Health Department to determine if the initial evidence warrants exclusion.

If the evidence is not sufficient to justify exclusion, the person shall remain in his/her current school environment unless there is a threat to the person's health or safety through exposure to other communicable diseases.

If the review panel and/or County Health Officer determine the evidence indicates the person should be excluded from the school environment, the person shall be excluded in accordance with applicable laws. An appeal process shall be established as necessary to address any concerns regarding exclusion.

The School shall provide an alternative education program for any student excluded from the school setting as a consequence of the panel's decision.

When the Executive Director learns that a disabled student may be infected with a non-casual‑contact communicable disease, the IEP team or its designated member will serve as the Board’s representative on the communicable disease review panel, which shall be immediately convened.

The rights of any affected student, as well as those of any affected staff member, shall be protected in accordance with Federal and State laws on privacy, confidentiality and due process.

The Board directs the Director to develop an educational program in accordance with Ohio law that will ensure proper instruction of students, professional staff, and support staff on the principle means by which non-casual‑contact communicable diseases are transmitted, as well as how they are not transmitted, and the more effective methods for restricting and/or preventing these diseases.

The Director shall include in this program those educational materials that advocate prevention through abstinence.

709 CONTROL OF BLOOD‑BORNE PATHOGENS

The School seeks to protect those staff members who may be exposed to blood‑borne pathogens and other potentially‑infectious materials in their performance of assigned duties at the School.

The School will:

identify those categories of employees whose duties create a reasonable anticipation of exposure to blood and other infectious materials;

provide for inoculation of the Hepatitis B vaccine at no cost to the staff member and in accordance with Federally‑mandated scheduling;

ensure proper training in the universal precautions against exposure and/or contamination including the provision of appropriate protective supplies and equipment;

establish appropriate procedures for the reporting, evaluation, and follow‑up to any and all incidents of exposure;

provide for record‑keeping of all of the above which complies with both Federal and State laws; and

develop an exposure control plan. (See §§ 707, 708.)

710 EMERGENCY PREPAREDNESS AND EVACUATION OF SCHOOL BUILDINGS

The safety of employees and students includes preparedness and planning for possible natural and manmade disasters.

The Board authorizes a system of emergency preparedness, which shall insure that the health and safety of students and staff are safeguarded.

All threats to the safety of the School shall be identified by appropriate personnel and responded to promptly in accordance with the plan for emergency preparedness.

All bomb threats shall require the immediate evacuation of the school building or location threatened.

The Executive Director shall develop procedures for the handling of school emergencies, which include:

a plan for the prompt and safe evacuation of any School building which shall be practiced monthly in fire drills conducted in accordance with law;

the designation of appropriate locations to shelter students in case of tornado;

procedures for the safe dispersal of students from School property and, if necessary, a plan for the sequestration of students in a safe place other than the School;

design of a communications system;

instructions in safety precautions to be taken in case of tornado alert or warning;

procedures to follow whenever any employee becomes aware of an emergency or impending emergency; and

cooperation with such local officials and agencies such as the fire marshal and law enforcement.

Asbestos Hazard

In its efforts to comply with Asbestos Hazard Emergency Response Act (AHERA), the School recognizes its responsibility to:

inspect School buildings owned by the School for the existence of asbestos or asbestos‑containing materials;

take appropriate actions based on the inspections;

maintain a program of periodic surveillance and inspection of facilities or equipment containing asbestos; and

comply with EPA and State regulations governing the transportation and disposal of asbestos and asbestos‑containing materials.

The Executive Director shall appoint a person to develop and implement the School's Asbestos‑Management Program, which will ensure proper compliance with Federal and State laws and the appropriate instruction of staff and Students.

The School shall also ensure that, when conducting asbestos abatement projects, each contractor employed by the School agrees to comply with all applicable laws and regulations.

Nothing in this policy should be construed in any way as an assumption of liability by the School or by the Board for any death, injury or illness that is the consequence of an accident or equipment failure or negligent or deliberate act beyond the control of the School, the Board or its officers and staff or employees.

715 EMERGENCY MEDICAL PROCEDURES

Minor Illness or Accident

In any case, staff shall notify the Director or his designee if they must leave their work or classroom area to attend to a minor illness or accident.

Serious Illness Requiring Medical Attention

If a staff member or student is seriously ill or injured, and needs medical attention, that employee or student, or any employee or student who believes another person is seriously ill or injured, and needs medical attention, shall notify the local emergency services (911) or a staff member immediately.

If a staff member is unsure about the severity of a person’s condition or unable to evaluate the situation, he/she shall call the local emergency services (911) or the Director’s Office and:

Provide the name of person who is ill or injured.

Indicate where the injured or ill person is located in the building.

Describe the main symptoms observed.

Request medical assistance.

Indicate whether it will be necessary to call the Rescue Squad.

Stay with the person and do not attempt to move him or her.

Be sure there is a person posted to route the Rescue Squad to the ill employee.

Be sure the area is clear of unnecessary traffic and on-lookers.

Critical Illness

Examples of critical illnesses are:

* Loss of consciousness
* No pulse
* No breathing
* Profuse bleeding
* Seizure
* Severe fall
* Severe chest pain

If you notice a co-worker or a student with these symptoms, immediately dial “911" and follow the procedures listed under “Serious Illness”.

In cases of serious or critical illness when the office is closed, dial 911 and follow the same procedures. Also, please notify a co-worker or a student so he or she can direct the Rescue Squad to the proper location. It may be necessary for someone to wait at an entrance for the Rescue Squad if the doors are locked.

716 ACCIDENTS TO STUDENTS

Every accident in a School facility, on School grounds, at practice sessions, or at any event sponsored by the School must be reported immediately to the person in charge and to the Director and Executive Director. An accident report must be completed for each accident. Accident forms are available in the Administration Office.

717 EMPLOYEE ACCIDENTS

The School pays assessments to the Worker’s Compensation Fund. An employee who suffers a work-related injury may be eligible for workers’ compensation benefits. The date, time, place, and nature of injury must be reported in writing to the Director on the date of occurrence.

718 FOOD SERVICES

All Students will remain at school for lunch and will not be allowed to leave the School grounds or common areas without permission. Supervision of student activity in the hallways, recreation or common areas shall be the responsibility of the Director who may delegate this authority to others.

Any food service program provided or contracted for by the Board, including donations, shall comply with Federal and State regulations pertaining to the selection, preparation, consumption, and disposal of food and beverages as well as to the fiscal management of the program.

Governmental regulations do not permit the serving of meals at the student price to staff members or other adults.

The Director or appropriately qualified/trained designee/s will be responsible for any contract or donated food service program and shall also be responsible for the planning as well as for the dietary and nutritional requirements of the meals served

Nutrition Policy

If a regular program is instituted at any time, a periodic review of the food‑service accounts shall be made by the Executive Director or designee. In the event that the National School Lunch Program shall be used, any funds received will be used to reduce the cost of the service to students or to purchase cafeteria equipment. Funds from the vended sale of beverages or snacks shall be used to subsidize the cost of operating the school and/or food‑service program.

The School shall not purchase with food‑service funds and shall not serve, in any food service area during meal‑serving hours carbonated beverages, chewing gum, hard candy (including breath mints and cough drops), jellies and gums, marshmallow candies, fondant (creamy sugar candy), licorice, spun candy and/or candy‑coated popcorn.

Any items sold will be limited to items low in fat, sugar and salt. Only those items high in nutritional value such as fruits, nuts, whole grain products, crackers, fruit Juice, bottled water, tea, and milk products or items part of a Type A nutritional pattern may be sold.

The sale of snack items will be determined by the Executive Director.

The School shall decide if it wishes to participate in the Federal School Lunch Program.

719 FREE AND REDUCED‑PRICE MEALS

The School recognizes the importance of good nutrition to each Student's educational performance.

In the case of entering into a reduced-price meal program, the school shall seek reimbursement for meals served to needy students eligible for free or reduced-price meals. If such a program is instituted, children eligible for free or reduced‑price meals shall be determined by the criteria established by the Child Nutrition Program and National School Lunch Act. These criteria are issued annually by the Federal government through the State Department of Education.

In the event of establishment of such a program, the Board will designate a responsible party to determine the eligibility of students for free and reduced rate meals.

Again, if such a program is instituted, the School shall annually notify all interested persons of the availability, eligibility requirements and application procedure for free and reduced rate meals by distributing an application to the family of each student enrolled in the School, or through the direct certification process.

If such a program is instituted, the Executive Director shall prepare and implement the necessary arrangements and guidelines to ensure proper operation of this program. S/He shall ensure that the appropriate policy attachments for Free and Reduced‑Price Meals or Free Milk are properly completed and submitted for approval to the School Food Service Division of the State Department of Education by the beginning of each School year.

720 RELIGIOUS/PATRIOTIC CEREMONIES AND OBSERVANCES

Decisions of the United States Supreme Court have made it clear that it is not the province of a public school to advance or inhibit religious beliefs or practices. Under the First and Fourteenth Amendments to the Constitution, this remains the inviolate province of the individual and the religious institution of his/her choice. The rights of any minority, no matter how small, must be protected. No matter how well intended, either official or unofficial sponsorship of religiously‑oriented activities by the school are offensive to some and tend to supplant activities which should be the exclusive province of individual religious groups, religious institutions, private organizations, or the family.

The School employees shall not use prayer, religious readings or religious symbols as a devotional exercise or in an act of worship or celebration on school grounds. The School shall not act as a disseminating agent for any person or outside agency for any religious or anti‑religious document, book, or article. Distribution of such materials on School property during School hours by any party shall be prohibited.

Observance of religious holidays through devotional exercises or acts of worship is also prohibited during School hours. Acknowledgment of, explanation of, and teaching about religious holidays of various religions is encouraged. Celebration activities involving nonreligious decorations and use of secular works are permitted, but it is the responsibility of all faculty members to ensure that such activities are strictly voluntary, do not place an atmosphere of social compulsion or ostracism on minority groups or individuals, and do not interfere with the regular school program.

The flag of the United States shall be placed in the common area of the School and/or at other appropriate places during School sessions.

Staff members may lead students in the Pledge of Allegiance at an appropriate time each School day. However, no student shall be compelled to participate in the reciting of the Pledge. The Executive Director shall develop administrative guidelines which ensure that any staff member who conducts this activity does it at an appropriate time, in an appropriate manner, and with due regard to the need to protect the rights and the privacy of a non‑participating student.

Each year on or about November 11th, one hour of instructional time will be devoted to the observance of Veterans’ Day

721 STUDENTS WITH SPECIAL DIETARY NEEDS AND FOOD ALLERGIES

At the beginning of each school year, or at the time of enrollment, parents are responsible for communicating any special dietary needs of their child, including food allergies, to the District. Students with dietary needs that qualify as disabilities under law are provided reasonable accommodations.

Substitutions to regular school meals provided by the District are made for students who are unable to eat regular school meals due to a qualifying dietary need when that need is certified in writing by the student’s physician. Substitute meals are provided in the most integrated setting appropriate to the special needs of the student.

The nature of the student’s qualifying dietary need, the reason this need prevents the student from eating regular school meals (including food to be omitted from the student’s diet), and the specific diet prescription along with the needed substitution must be specifically stated in the physician’s statement. The District, in compliance with the USDA Child Nutrition Division guidelines, provides substitute meals to food-allergic students based upon the physician’s signed statement.

The District develops and implements administrative regulations for the management of food-allergic students. Such regulations include, but are not limited to, school-wide training programs regarding food allergy education, staff development regarding food-allergy identification and management, allergies and management skills including avoidance measures, designation of typical symptoms and dosing instructions for medications.

**722 RECORDS RETENTION AND DISPOSAL POLICY**

The orderly acquisition, storage and retention of school district records is essential for the overall efficient and effective operation of the district. The Board of Education establishes a district records commission to govern matters pertaining to district records, their retention and disposal in accordance with ORC 149.41.

The records commission shall consist of the board president, treasurer, and superintendent. The treasurer shall serve as chairman/secretary of the district records commission. The members of this commission shall appoint necessary records officers through the district to carry out the necessary work associated with district records.

The district records commission shall meet at least once annually to review certificates of records disposal forms (RC-3) as submitted by the records officers. Upon the approval of the commission, such records may be disposed of, pursuant to the following standards:

1. Procedures to dispose of records according to the school district’s approved schedule of records retention and disposition (RC-2) will be initiated annually.

2. Records officers will list those eligible, disposable records on the certificate of records disposal (RC-3), in accordance with the district’s approved schedule.

3. The records commission shall review the certificates of records disposal forms as submitted, annually.

4. Upon the commission’s approval, the certificates (RC-3) will be forwarded as follows:

Original -Forward the original to the Ohio Historical Society.

Copies -Keep one copy for the Record Commission files.

-The Ohio Historical Society will send a copy to the State Auditor’s office on your behalf. The school district does not need to send a copy to the State Auditor’s office.

5. Records shall be destroyed only as directed by the district records secretary.

6. The district records shall develop the necessary regulations and record retention schedules to carry out their purpose.

**RECORDS RETENTION AND DISPOSAL PROCESS**

**INSTRUCTION HANDOUT**

**TERMINOLOGY:**

**RC-2:** The RC-2 Form is used to establish the general Schedule of Records Retention and Disposition to be used by your entity. It must be created and approved by your Records Commission per the Ohio Revised Code and then approved by both the Ohio Historical Society and the State Auditor’s Office.

**RC-3:** The RC-3 Form is also called the “Certificate of Disposal.” This form gives notice as to when records are to be disposed according to the pre-approved general Schedule of Records Retention (RC-2). This form simply serves as notice to the Ohio Historical Society and State Auditor’s Office that records will be disposed of by your entity per your pre-approved general Schedule. You should prepare and mail the RC-3 to the Ohio Historical Society fifteen (15) business days prior to disposal.

**RC-1:** The RC-1 is a one-time records disposal schedule. It pre-empts the RC-2 and approval is limited to the listed documents only. We do not encourage use of this form, as a system adhering to the RC-2 and RC-3 format is more efficient and cost-effective.

**PROCEDURE:**

**RC-2**

**Process** 1. Create and adopt a general Schedule of Records Retention and disposition for entity.

2. Submit this Schedule to your Department Head for approval if applicable.

3. Submit and obtain approval of this general Schedule from your local Records Commission per the Ohio Revised Code. (See Ohio Revised Code Section 149.38 for municipalities, 149.41 for school districts or 149.42 for townships for the composition of your commission.)

4. Make and keep one copy of the general Schedule for the Records Commission file. Maintain a copy for your files.

5. Once approved by your Records Commission, forward the general Schedule to the Local Records Specialist from the Ohio Historical Society. See the attached map for the Ohio Historical Society for your county.

6. The Ohio Historical Society Records Specialist will review and approve the schedule if acceptable, and then forward to the Auditor of State Records Officer in Columbus, Ohio.

7. The Auditor of State Records Officer will review and approve the Schedule and make a copy to be maintained in the Columbus office. The original Schedule will be mailed back to the Ohio Historical Society.

8. The Ohio Historical Society will make a copy and mail it to you for your records and will keep on (1) copy for its own files.

**RC-3**

**Process:**

1. Once the General Schedule has been approved by both the Ohio Historical Society and the State Auditor’s Office and is in place, you will use the RC-3 Form to activate the disposal process. Your entity’s Records Officer must complete the RC-3 Form when disposal is timely according to the pre-approved RC-2 General Schedule.

2. Complete the RC-3 Form and make one (1) copy for your Records Commission files. Maintain one copy for your files.

3. Mail the original RC-3 Form to the Ohio Historical Society.

4. The Record Specialist will forward to the State Auditor’s Office on your behalf.

5. You will not receive the original RC-3 Form back. Its purpose is to serve notice to both the Ohio Historical Society and State Auditor’s Office that disposal of records is to take place.

6. Wait fifteen (15) business days after mailing the RC-3 Form to the Ohio Historical Society and then dispose of records according to the approved Schedule.

7. If for some reason, disposal is not appropriate, you will be informed within the fifteen (15) business day period established for such a situation.

**RECORD RETENTION AND DESTRUCTION**

**Key to Schedule**

**1000- BOARD AND ADMINISTRATIVE RECORDS 5000- CENTRAL DEPARTMENT**

**2000- EMPLOYEE RECORDS 6000- FINANCIAL RECORDS**

**3000- STUDENT RECORDS 7000-PAYROLL RELATED RECORDS**

**4000- BUILDING RECORDS 8000- REPORTS**

**9000- OTHER**

Symbols meanings:

“After end of fiscal year” means the number of years specified plus the current year. “Provided Audited” means the record series has been audited by the Auditor of State and the audit report released.

**Form RC-2 Page\_\_1\_\_ of \_\_20\_**

**SCHEDULE OF RECORDS RETENTION AND DISPOSITION**

**(1) TO:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Records Commission, Tel. No.:.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

(ADDRESS) (CITY) (ZIP CODE) (COUNTY)

**(2) FROM:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

(POLITICAL SUBDIVISION NAME) (UNIT)

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

(SIGNATURE OF RESPONSIBLE OFFICIAL) (TITLE) (DATE)

**(3) CERTIFICATION: I hereby certify that our records commission met in an open meeting, as required by Section 121.22 ORC, and passed the retention schedules contained on this form and any continuation sheets. I further certify that our commission will make every effort to prevent these record series from being destroyed, transferred, or otherwise disposed of in violation of this schedule and that no record will be knowingly disposed of which pertains to any pending case, claim, action or request. This was approved on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ as reflected by the minutes kept by this commission.**

**Chairman, Records Commission:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Signature Date

**(4) Subject to selection upon receipt of a**

**Certificate of Records Disposal (RC-3):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

For the Ohio Historical Society Date

**Approved by the Ohio Auditor of State:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

For the Ohio Auditor of State Date

|  |  |  |  |
| --- | --- | --- | --- |
| **(5)**  **Schedule**  **Number**  1000  1101  1101.1  1102  1103  1104  172 | **(6)**  **Record title and description**  BOARD AND ADMINISTRATIVE RECORDS  Minutes Treasurer  Audio Tapes Treasurer  Blue Prints, Plans, Maps Business Office  & Secretary  Deeds, Easements, Leases Treasurer  Board Policy Books and Superintendent  Other Adopted Policies and Secretary  Administrative Superintendent  Regulations and Secretary | **(7)**  **Retention**  **Period**  Permanent  2 Years  Permanent  Permanent  1 year after  superceded  1 year after  superceded | **(8)**  **For use by Auditor of State**  **or OHS-LGRP** |

**Page \_\_\_2\_\_ of \_\_\_20\_\_**

**SCHEDULE OF REOCRDS RETENTION AND DISPOSITION**

**CONTINUATION SHEET**

**FROM:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

(POLITICAL SUBDIVISION NAME) (UNIT)

|  |  |  |  |
| --- | --- | --- | --- |
| **(5)**  **Schedule**  **Number**  1106  1107  1201  1202  1203  1204  1301  1302  1303  1304  1305  1401  1402  1403 | **(6)**  **Record title and description**  Court Decisions Treasurer  Claims and Litigation Treasurer  Elections Treasurer  Record Disposal forms Treasurer  (RC-3)  Bargaining Agreements Treasurer  Budget Policy Files Treasurer  Worker’s Compensation Treasurer  Claims  Bank Depository Treasurer  Agreements  Organization Reports Treasurer  Board Meeting Notes Treasurer  Agendas Treasurer  Adopted Courses of Superintendent  Study and Secretary  Adopted Special Superintendent  Education Programs and Secretary  Adopted Special Programs Superintendent  and Secretary  \*After end of fiscal year  \*\* Provided Audited | **(7)**  **Retention**  **Period**  Permanent  Permanent  10 Years  10 Years  10 Years after  Expiration  5 Years  10 Years after  Financial  Payment made  4 Years after  Completion  2 Years\*\*  1 Year  1 Calendar  Year\*\*  Until  Superseded  Until  Superseded  Until  Superseded | **(8)**  **For use by Auditor of State**  **Or OHS-LGRP**  **REV. 6/02** |

Form RC-2 Page 3\_\_ or \_\_20\_\_

**SCHEDULE OF RECORDS RETENTION AND DISPOSITION**

**CONTINUATION SHEET**

**FROM:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

(POLITICAL SUBDIVISION NAME) (UNIT)

|  |  |  |  |
| --- | --- | --- | --- |
| **(5)**  **Schedule**  **Number**  2000  2101  2102  2103  2104  272  2107  2108  2301  2302 | **(6)**  **Record title and description**  (Employee files include  employment applications,  resumes, contracts/salary  notices, evaluations, per-  sonnel actions, absence  certification, transcripts  and any other documents  which become part of  the file.)  Certified Active Asst Supt,  Employees Personnel  Secretary  Classified Active “  Employees  Certificated Inactive “  Employees  Classified Inactive “  Employees  Civil rights, Civil Services “  and Disciplinary Reports  Retirement Letters “  Substitute records “  Employee Contracts Treasurer  Professional Conference Asst. Supt,  Applications Personnel and  Secretary  \*After end of fiscal year  \*\*Provided Audited  \*\*\*Hard copy maintained for 3 years after  audited- then microfilmed. | **(7)**  **Retention**  **Period**  Permanent  Permanent  Permanent\*\*\*  Permanent\*\*\*  Permanent\*\*\*  Permanent\*\*\*  25 Years  4 Years after  termination  from employ-  ment.  2 Years\*\* | **(8)**  **For use by Auditor of State or OHS-LGRP**    **REV. 6/02** |

**FORM RC-2 Page \_\_4\_\_ of \_\_20\_\_\_**

**SCHEDULE OF RECORDS RETENTION AND DISPOSITION**

**CONTINUATION SHEET**

FROM :\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(POLITICAL SUBDIVISION NAME) (UNIT)

|  |  |  |  |
| --- | --- | --- | --- |
| **(5)**  **Schedule**  **Number**  2303  2304  2305  2306  2307  2308  2309  2310  2401 | **(6)**  **Record title and description**  Irregular Employee Treasurer  Contracts (Substitutes, etc.)  Unemployment Claims Treasurer  Unemployment Treasurer  Applications Asst Supt.  (not hired) Personnel and  Secretary  Schedules of “  Employees  Student Helper “  Applications  Teacher Personnel “  Reports (internal)  I-9 Immigration “  Verification Forms  Job Descriptions “  \*\* Provided Audited | **(7)**  **Retention**  **Period**  4 Years after  contract expires  5 Years  5 Years  2 Years\*\*  Fiscal Year  Plus 2 years  2 Years  Fiscal Year  Plus 1 year  Termination  of employment  plus 1 year  Retain until Superseded or Obsolete | **(8)**  **For use by Auditor of State or OHS-LGRP**  **REV. 6/02** |

Form RC-2 Page \_\_\_5\_\_of \_\_\_20\_\_\_

**SCHEDULE OF RECORDS RETENTION AND DISPOSITION**

**CONTINUATION SHEET**

**FROM:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

(POLITICAL SUBDIVSION NAME) (UNIT)

|  |  |  |  |
| --- | --- | --- | --- |
| **(5)**  **Schedule**  **Number**  3000  3101  3102  3103  3201  3202  3203  3204  3301 | **(6)**  **Record title and description**  STUDENT RECORDS  Student Record Folders Bldg Secretary  Enrollment/Withdrawl  Information  Grades/Transcripts  Activities Record  Attendance Records  Individual Test Results  Standardized  Competency/Proficiency  Aptitude  Intervention Records  Foreign Exchange Records  Suspensions/Expulsions  Home Schooled Student Records  Office Record Card (K-9) Bldg Secretary  Cosmetology Records Voc. Secretary  (Vocational)  Health/Medical Records Nurse/Bldg  Visual Screening Secretary  Hearing Screening  Immunization Records  Discipline Records Bldg Secretary  Letters to Parents  Office Discipline  Psychological Records Special Ed.  (Restricted) Secretary/Nurse  Child Abuse/Neglect Bldg Secretary  Referral Letters  Teacher Grade Books/ Bldg Secretary  Records | **(7)**  **Retention**  **Period**  Permanent\*\*\*  Permanent\*\*\*  Permanent\*\*\*  7 Years After  Graduation  1 Year after  Student leaves  School  Permanent\*\*\*  Through  Graduation  3 Years\*\* | **(8)**  **For use by Auditor of**  **State or OHS-LGRP**  \*\* Provided Audited  \*\*\* Hard Copy maintained for 5 years after Student leaves system –then microfilmed.  **REV. 6/02** |

**Form RC-2 Page \_\_\_6\_\_of\_\_\_20\_\_\_**

**SCHEDULE OF RECORDS RETENTION AND DISPOSITION**

**CONTINUATION SHEET**

**FROM:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

(POLITICAL SUBDIVISION NAME) (UNIT)

|  |  |  |  |
| --- | --- | --- | --- |
| **(5)**  **Schedule**  **Number**  3302  3303  3304  3305  3306  3401 | **(6)**  **Record title and description**  Pre-School Screening Bldg Secretary  Profiles  Age and Schooling Bldg Secretary  Records (Work Permits)  Accident Reports Nurse/Bldg  Secretary  Individual Educational Bldg Secretary  Plan (IEP) Special Ed.  Secretary  Free/Reduced Price Bldg Secretary  Lunch Application  Emergency Information Bldg Secretary | **(7)**  **Retention**  **Period**  3 years  3 years  5 years  provided no  action pending  Permanent  4 years  Until  Superceded | **(8)**  **For use by Auditor of State or OHS-LRRP**  **REV. 6/02** |

**Form RC-2 Page \_\_\_7\_\_of \_\_\_20\_\_\_**

**SCHEDULE OF RECORDS RETENTION AND DISPOSITION**

**CONTINUATION SHEET**

**FROM:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

(POLITICAL SUBDIVSION NAME) (UNIT)

|  |  |  |  |
| --- | --- | --- | --- |
| **(5)**  **Schedule**  **Number**  4000  4202  4203  4301  4302  4303  4304    4401  4402  4403 | **(6)**  **Record title and description**  BUILDING RECORDS  Tornado and Fire Bldg Secretary  Drill Records  Building Health Bldg Secretary  Inspections  Student Activity Records Bldg Secretary  Pay-in forms  Pay-out forms  Account forms/Dist.  Budget forms  Requisitions  Purchase orders  Ticked sale reports  Receipts/Deposit Slips Bldg Secretary  Budget/Appropriation Bldg Secretary  Records  Requisitions/ Bldg Secretary  Purchase Orders  Textbook Inventories Bldg Secretary  Supplies Inventory Bldg Secretary  Student Handbooks Bldg Secretary  \*After end of fiscal year  \*\* Provided Audited | **(7)**  **Retention**  **Period**  1 year\*  2 years\*  2 years\*\*  4 years\*\*  4 years\*\*  10 years\*\*  Until  Superceded  Until  Superceded  Until  Superceded | **(8)**  **For use by Auditor of State or OHS-LGRP**  **REV. 6/02** |

**Form RC-2 Page \_\_8\_\_of\_\_\_20\_\_**

**SCHEDULE OF RECORDS RETENTION AND DISPOSITION**

**CONTINUATION SHEET**

**FROM:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

(POLITICAL SUBDIVISION NAME) (UNIT)

|  |  |  |  |
| --- | --- | --- | --- |
| **(5)**  **Schedule**  **Number**  5000  5201  5301  5302  5303  5304  5305  5306  5307  5308  5309  5310 | **(6)**  **Record title and description**  CENTRAL DEPARTMENTAL RECORDS  Administrative Offices  School Calendars Supt. Secretary  Repair, Installation and Business Office  Maintenance Records and Secretary  Prevailing Wage Business Office  Records and Secretary  Rental Information Business Office  (Use of Facilities) and Secretary  Work Orders Business Office  and Secretary  Environmental Reports Business Office  And Data ( asbestos, etc.) and secretary  Vandalism Reports Business Office  and secretary  Student Activity Business Office  Purpose Clauses and secretary  Sales Potential Forms Business Office  (Student Activities) and secretary  Bids and Specifications Business Office  (Unsuccessful) and secretary  Bids and Specifications Business Office  (Successful) and secretary  \*\* Provided Audited | **(7)**  **Retention**  **Period**  5 years  4 years\*\*  4 years\*\*  4 years\*\*  4 years\*\*  4 years\*\*  4 years\*\*  4 years\*\*  4 years\*\*  1 year\*\*  4 years after  completion of  Project\*\* | **(8)**  **For use by Auditor of**  **State or OHS-LGRP**  **REV. 6/02** |

**Form RC-2 Page \_\_\_9\_\_of\_\_\_20\_\_\_**

**SCHEDULE OF RECORDS RETENTION AND DISPOSITION**

**CONTINUATION SHEET**

**FROM:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

(POLITICAL SUBDIVISION NAME) (UNIT)

|  |  |  |  |
| --- | --- | --- | --- |
| **(5)**  **Schedule**  **Number**  5311  5401  5402  5403  5404  5405 | **(6)**  **Record title and description**  Administrative Offices – Continued  Contractor Files Business Office  (Resolutions, and Secretary  additions,drawings, etc.)  Preventive Maintenance Business Office  Reports and Secretary  Warranty/Guarantee Business Office  and Secretary  Plant and Equipment Business Office  Inventory and Secretary  Textbook/Workbook Curriculum Dir.  Inventory and Secretary  Supplies Inventory Business Office  and Secretary  \*\* Provided Audited | **(7)**  **Retention**  **Period**  Until Project  Complete, if  No Action  Pending\*\*  Fiscal year  Plus 2 years  Life/Warranty  of Equipment  Until  Superceded\*\*  Until  Superceded\*\*  Until  Superceded\*\* | **(8)**  **For use by Auditor of**  **State or OHS-LGRP**  **REV. 6/02** |

**Form RC-2 Page\_\_10\_\_of\_\_20\_\_**

**SCHEDULE OF RECORDS RETENTION AND DISPOSITION**

**CONTINUATION SHEET**

**FROM:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

(POLITICAL SUBDIVISION NAME) (UNIT)

|  |  |  |  |
| --- | --- | --- | --- |
| **(5)**  **Schedule**  **Number**  5221  5222  5223  5340  5341  5342  5343  5441  5442  5443  5445 | **(6)**  **Record title and description**  Special Education Department  Special Education Special Ed.  Tutoring Reports Secretary  Individual Educational Special Ed.  Plan (IEP) Secretary  Psychological Records Special Ed.  (Restricted) Secretary  Transportation Department  Driver Physical Transportation  Secretary  Fuel Consumption Data Transportation  Secretary  Transportation Records Transportation  Secretary  Field Trip forms and Transportation  Volunteer Driver forms Secretary  Accident Reports Transportation  Secretary  Vehicle Registration Business Office  and Secretary  Vehicle License Business Office  and Secretary  Driver Certifications Transportation  Secretary  \*\* Provided Audited  \*\*\* Hard copy maintained for 3 years after  audited – then microfilmed | **(7)**  **Retention**  **Period**  10 years  Permanent\*\*\*  Permanent\*\*\*  2 years after  termination  4 years\*\*  4 years\*\*  Fiscal year  Plus 2 years  3 years  provided no  action pending  Life of  Vehicle  1 year after  termination  1 year after  termination | **(8)**  **For use by Auditor of**  **State or OHS-LGRP**  **REV. 6/02** |

**Form RC-2 Page\_\_11\_of\_\_20\_\_**

**SCHEDULE OF RECORDS RETENTION AND DISPOSITION**

**CONTINUATION SHEET**

**FROM:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

(POLITICAL SUBDIVISION NAME) (UNIT)

|  |  |  |  |
| --- | --- | --- | --- |
| **(5)**  **Schedule**  **Number**  5446  5447  5561  5562  5563  5564  5565 | **(6)**  **Record title and description**  Transportation Department – Continued  Supplies Inventory Transportation  Secretary  Vehicle Defect Report Transportation  Secretary  Food Service Department  Food Service Records Cafeteria  Menus Supervisor  Food Production  Milk Sold  Students Served  Lunchroom Records Cafeteria  Cash Register Tapes Supervisor  Cashier’s Daily Reports  Lunchroom Reports Cafeteria  (Free and Reduced) Supervisor  Inventories Cafeteria  Supervisor  Lunchroom License Cafeteria  Supervisor  \*\* Provided Audited | **(7)**  **Retention**  **Period**  Until  Superceded\*\*  Life of  Vehicle  4 years\*\*  4 years\*\*  4 years\*\*  Until  Superceded\*\*  1 year after  expiration | **(8)**  **For use by Auditor of**  **State or OHS-LGRP**  **REV. 6/02** |

**Form RC-2 Page \_\_\_12\_\_of\_\_\_20\_\_**

**SCHEDULE OF RECORDS RETENTION AND DISPOSITION**

**CONTINUATION SHEET**

**FROM:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

(POLITICAL SUBDIVSION NAME) (UNIT)

|  |  |  |  |
| --- | --- | --- | --- |
| **(5)**  **Schedule**  **Number**  6000  6101  6102  6103  6104  6201  6202  6203  6204  6205 | **(6)**  **Record title and description**  FINANCIAL RECORDS  Annual Financial Reports Treasurer  Appropriation Ledgers  Budget Ledgers  Revenue Journals  Vendor Listing  Check Register  Purchase Order Listing  Invoice List  Account Reports  Financial Summary  Detail Reports  Activity Fund Cash Treasurer  Journal and Ledger  Bond Register Treasurer  Securities Treasurer  Investment Ledger Treasurer  Foundation Distribution Treasurer  Tax Settlements (Semi- Treasurer  (Annual) and Advances  Budgets (Annual) Treasurer  Insurance Policies Treasurer  \*\* Provided Audited  \*\*\* Hard copy maintained for 3 years after  audit- then microfilmed | **(7)**  **Retention**  **Period**  5 years\*\*  5 years\*\*  20 years after  issue expires  Permanent\*\*\*  5 years\*\*  5 years\*\*  5 years\*\*  5 years\*\*  15 years after  Expiration  Provided all  Claims settled | **(8)**  **For use by Auditor of**  **State or OHS-LGRP**  **REV. 6/02** |

**Form RC-2 Page \_\_\_13\_\_of\_\_\_20\_\_**

**SCHEDULE OF RECORDS RETENTION AND DISPOSITION**

**CONTINUATION SHEET**

**FROM:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

(POLITICAL SUBDIVISION NAME) (UNIT)

|  |  |  |  |
| --- | --- | --- | --- |
| **(5)**  **Schedule**  **Number**  6206  6207  6208  6209  6210  6211  6212  6213  6214  6215 | **(6)**  **Record title and description**  Contracts Treasurer  Bonds and Coupons Treasurer  Accounts Payable Ledgers Treasurer  Accounts Receivable Treasurer  Ledgers  Budget Work Papers Treasurer  Vouchers, Invoices and Treasurer  Purchase Orders  State Program Files Treasurer  Aux. Services, DPPF,  Adult Vocational,  Excess Lottery, Data  Processing, Public/  Private Grants, etc.  Federal Program Files Treasurer  Title I,II,III, IV-B  IV-C, & VI-B;  Chapter 1, 2;  Drug Free, etc.  Travel Expense Vouchers Treasurer  Tax Anticipation Notes Treasurer  (Records borrowing  against future tax  collections)  \*\* Provided Audited | **(7)**  **Retention**  **Period**  15 years after  Expiration  Until  Redeemed\*\*  5 years\*\*  5 years\*\*  5 years\*\*  10 years\*\*  10 years\*\*  10 years\*\*  10 years\*\*  10 years\*\* | **(8)**  **For use by Auditor of**  **State of OHS-LGRP**  **REV. 6/02** |

**Form RC-2 Page\_\_14\_\_of \_\_20\_\_**

**SCHEDULE OF RECORDS RETENTION AND DISPOSITION**

**CONTINUATION SHEET**

**FROM:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

(POLITICAL SUBDIVISION NAME) (UNIT)

|  |  |  |  |
| --- | --- | --- | --- |
| **(6)**  **Schedule**  **Number**  6216  6217  6218  6219  6220  6222  6301  6302  6303  6304  6305  6306  6307 | **(6)**  **Record title and description**  State Reimbursement Treasurer  Settlement Sheets  Unemployment Claims Treasurer  Employee Bonds, Board Treasurer  Member Bonds  Certificate of Estimated Treasurer  Resources  Appropriation Resolutions Treasurer  Tax Apportionments Treasurer  (Semi-Annual)  Canceled Checks and Treasurer  Bank Settlements  Publication Notice Treasurer  Tuition Fees and Payments Treasurer  School Finance (S.F.) Treasurer  Monthly Statements  Investment Records Treasurer  (May include individual  Record of investments, bank  Confirmations, wire transfers,  Copy of CD, etc.)  Travel Expense Reports Treasurer  State Sales Tax Reports Treasurer  \*\* Provided Audited | **(7)**  **Retention**  **Period**  5 years\*\*  5 years  5 years  15 years after  Expiration  5 years  5 years  4 years\*\*  4 years\*\*  4 years\*\*  4 years\*\*  4 years\*\*  10 years\*\*  4 years\*\* | **(8)**  **For use by Auditor of**  **State or OHS-LGRP**  **REV. 6/02** |

**Form RC-2 Page \_\_\_15\_\_of\_\_\_20\_\_\_**

**SCHEDULE OF RECORDS RETENTION AND DISPOSITION**

**CONTINUATION SHEET**

**FROM:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

(POLITICAL SUBDIVISION NAME) (UNIT)

|  |  |  |  |
| --- | --- | --- | --- |
| **(5)**  **Schedule**  **Number**  6308  6309  6310  6311  6312  6313  6314  6315  6316  6317  6318  6319  6401 | **(6)**  **Record title and description**  Student Activity Fund Treasurer  (Pay-ins, Pay-outs,  Receipts/Deposits,  Reports)  Check Registers Treasurer  Deposit Slips/Cash Proofs Treasurer  Bids and Specifications Treasurer  (Unsuccessful)  Bids and Specifications Treasurer  (Successful)  Receipt Books Treasurer  Extra Trip Records Treasurer  Monthly Financial Reports Treasurer  Accounting Data Treasurer  Service Contracts Treasurer  State Subsidy Reports Treasurer  Applications for  Driver education,  Pupil transportation,  Special Education, etc.  Delivery/Packing Slips Treasurer  Requisitions Treasuere  \*After end of fiscal year  \*\*Provided Audited | **(7)**  **Retention**  **Period**  4 years\*\*  4 years\*\*  4 years\*\*  1 year\*\*  4 year after  completion  of project\*\*  4 years\*\*  4 years\*\*  4 years\*\*  4 years\*\*  4 years\*\*  3 years\*\*  1 year\*\*  1 year\* | **(8)**  **For use by Auditor of**  **State or OHS-LGRP**  **REV. 6/02** |

**Form RC-2 Page\_\_\_16\_\_of\_\_\_20\_\_\_**

**SCHEDULE OF RECORDS RETENTION AND DISPOSITION**

**CONTINUATION SHEET**

**FROM:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

(POLITICAL SUBDIVISION NAME) (UNIT)

|  |  |  |  |
| --- | --- | --- | --- |
| **(5)**  **Schedule**  **Number**  7000  7001  7102  7103  7201  7301  7302  7303  7304  7305  7306 | **(6)**  **Record title and description**  PAYROLL RELATED  Payroll Ledgers Treasurer  Bi-Weekly Payroll  Reports, Quarterly  Payroll Reports  Earnings Registers Treasurer  By Staff Member  By Calendar Year  Monthly Payroll Reports Treasurer  Leave usage and  Accumulation,  Retirement service, etc.  Bureau of Employment Treasurer  Service Quarterly Reports  W-2’s, W-4’s Treasurer  (Employer copy)  Federal Income Tax Treasurer  (Quarterly/Annual)  Ohio Income Tax Treasurer  (Monthly/Annual)  City Income Tax Treasurer  (Monthly/Annual)  School Income Tax Treasurer  (Monthly/Annual)  Payroll Reports Treasurer  Reports used for  Each payroll-  Computer generated  \*\*Provided Audited  \*\*\*Hard Copy maintained for 5 years,  then microfilmed | **(7)**  **Retention**  **Period**  Permanent\*\*\*  Permanent\*\*\*  Permanent\*\*\*  7 years  6 years and  Current\*\*  6 years and  Current\*\*  6 years and  Current\*\*  6 years and  Current\*\*  6 years and  Current\*\*  4 years\*\* | **(8)**  **For use by Auditor of**  **State or OHS-LGRP**  **REV. 6/02** |

**Form RC-2 Page \_\_\_17\_\_of\_\_20\_\_**

**SCHEDULE OF RECORDS AND RETENTION AND DISPOSTION**

**CONTINUATION SHEET**

**FROM:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

(POLITICAL SUBDIVISION NAME) (UNIT)

|  |  |  |  |
| --- | --- | --- | --- |
| **(5)**  **Schedule**  **Number**  7307  7308  7309  7310  7311  7312  7313  7314  7315  7316  7317 | **(6)**  **Record title and description**  Payroll Update Listing Treasurer  Payroll Calculations Treasurer  State Teachers System Treasurer  and School Employees  Retirement System Waivers  State Employees Treasurer  Retirement System  (SERS) Reports  State Teachers Treasurer  Retirement System  (STRS) Reports  Annuity Reports Treasurer  Benefit Folders/Reports Treasurer  Employee Request and/or Treasurer  Authorization for Leave  Forms (Sick, Vacation,  Personal, or other leave)  Deduction Reports Treasurer  Voluntary payroll  Deductions  Employee Vacation/ Treasurer  Sick Leave Records  Time Sheets Treasurer  \*\* Provided Audited  \*\*\* Hard Copy maintained for 5 years,  then microfilmed | **(7)**  **Retention**  **Period**  4 years\*\*  4 years\*\*  Permanent\*\*\*  4 years\*\*  4 years\*\*  4 years\*\*  4 years\*\*  4 years\*\*  4 years\*\*  4 years\*\*  6 years\*\* | **(8)**  **For use by Auditor of**  **State or OHS-LGRP**  **REV. 6/02** |

**Form RC-2 Page \_\_\_18\_\_of\_\_\_20\_\_**

**SCHEDULE OF RECORDS RETENTION AND DISPOSITION CONTINUATION SHEET**

**FROM:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

(POLITICAL SUBDIVISION NAME) (UNIT)

|  |  |  |  |
| --- | --- | --- | --- |
| **(5)**  **Schedule**  **Number**  7318  7319  7323  7324  7401 | **(6)**  **Record title and description**  Overtime Authorization Treasurer  Employee Insurance Bills Treasurer  Medical  Dental  Life  Paycheck Register Treasurer  Payroll Bank Statement Treasurer  Deduction Authorization Treasurer  \*\* Provided Audited | **(7)**  **Retention**  **Period**  6 years  4 years\*\*  4 years\*\*  4 years\*\*  Until  Superceded or  Employee  Terminated | **(8)**  **For use by Auditor of**  **State or OHS-LGRP**  **REV. 6/02** |

**Form RC-2 Page \_\_\_19\_\_of\_\_\_20\_\_\_**

**SCHEDULE OF RECORDS RETENTION AND DISPOSITION**

**CONTINUATION SHEET**

**FROM:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

(POLITICAL SUBDIVISION NAME) (UNIT)

|  |  |  |  |
| --- | --- | --- | --- |
| **(5)**  **Schedule**  **Number**  8000  8201  8202  8203  8204  8205  8206  8207  8208  8209  8211  8212  8213  8214 | **(6)**  **Record title and description**  REPORTS  State Audit Reports Treasurer  #59, #659 and #4502 Treasurer  #25 and #625 Treasurer  School Finance Treasurer  (S.F.) Reports- annual  Special Education SpEd Secretary  (S.E.) Reports-annual Supt Secretary  Vocation Education Voc Secretary  (V.E.) Reports-annual Supt Secretary  Ohio Common Core Data Supt Secretary  (OCCD) Reports  Drivers Education Reports Treasurer  Ohio Department of Bldg Secretary  Education (ODE) Reports  Civil Rights Reports Supt Secretary  Title IX Reports Supt Secretary  SM-1 & SM-2 Treasurer  (Annual and Quarterly)  State Minimum Standards Supt Secretary  \*\*\*Hard Copy Maintained for 5 years,  then microfilmed | **(7)**  **Retention**  **Period**  5 years  5 years  5 years  5 years  7 years  5 years  5 years  5 years  5 years  Permanent\*\*\*  10 years  10 years  10 years | **(8)**  **For use by Auditor of**  **State or OHS-LRGP**  **REV. 6/02** |

**Form RC-2 Page\_\_\_20\_\_of\_\_\_20\_\_**

**SCHEDULE OF RECORDS RETENTION AND DISPOSITION CONTINUATION SHEET**

**FROM:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

(POLITICAL SUBDIVISION NAME) (UNIT)

|  |  |  |  |
| --- | --- | --- | --- |
| **(5)**  **Schedule**  **Number**  8301  8302  8303  8304  9000  9101  9102  9202  9203  9402  9403  9404 | **(6)**  **Records title and description**  Personnel State Reports Personnel  (Currently SF-1, CS-1) Secretary  Worker’s Comp Wage Treasurer  Reports (Co. Auditor)  Bank Balance Certification Treasurer  (Co. Auditor)  Transportation Reports Transportation  Secretary  Other  Personnel Directory Supt Secretary  Enrollment Record Supt Secretary  (By grade and building)  School Calendars Supt Secretary  Building, Boiler, Business Office  Maintenance Reports and Secretary  Employee Handbooks Supt Secretary  Directives, Standards, All Secretaries  Laws for Local, State  and Federal Governmental  Agencies  Attendance Records  \*After end of fiscal year  \*\*Provided Audited  \*\*\*Hard Copy maintained for 5 years,  then microfilmed | **(7)**  **Retention**  **Period**  4 years\*\*  5 years  5 years  4 years\*\*  10 years  Permanent\*\*\*  5 years  2 years\*  Until  Superceded  Until  Superceded  Until  Superceded | **(8)**  **For use by Auditor of**  **State or OHS-LGRP**  **REV. 6/02** |

**722 Record Retention and Disposal Policy**

The orderly acquisition, storage and retention of School records and reports are essential for the overall efficient and effective operation of the School. The Board establishes a local records commission to govern matters pertaining to School's records, their retention and disposal.

The records commission shall consist of the board president, treasurer(CFO or fiscal agent) and superintendent or chief administrator. The treasurer shall serve as a chairman/secretary of the local

records commission. The members of this commission may appoint necessary records official(s) to carry out the necessary work associated with the School's records.

The records commission shall meet at least once annually to review the certificates of records disposal as submitted by the commission or any records official. Upon the approval of the commission, such records may be disposed of, pursuant to the following standards:

1. Procedures to dispose of records according to the approved schedule of records retention and

disposition will be initiated by the end of the fiscal year. The procedures listed in **Appendix147.1-B**

shall guide the local records commission as modified from time to time by the local records

commission.

2. Records officials will list those eligible, disposable records on the certificate of records disposal form RC-3, in **Appendix 147.1-A,** per the adopted schedule.

3. The records commission shall review the certificates of records disposal as submitted prior to a regular Board meeting each year.

4. Upon the commission's approval, the certificates (RC-3) will be forwarded as follows:

Original- Forward original to Ohio Historical Society Network Specialist for your County. See

attached map to determine your County Records Specialist.

Copies- Keep one copy with the School Records Commission files.

- The Ohio Historical Society Records Specialist will make and send a copy to the State Auditor's Office on behalf of the School.

5. The commission may now review or select for its custody either of the following:

a. Records containing personally identifiable information concerning any pupil attending a public school other than directory information as defined in section 3319.321 of the Revised Code, without the written consent of the parent, guardian or custodian of each such pupil who is less than eighteen years of age, or without the written consent of each such pupil who is eighteen years of age or older;

b. Records the release of which would, according to the “Family Educational Right and

5/30/2012

Privacy Act of 1947,” 88 Stat. 571, 20 U.S.C.A. 1232g, disqualify a school or other educational institution from receiving federal funds.

6. Records shall be destroyed only as directed by the records secretary.

The local records commission has developed the necessary regulations and record retention schedules to carry out their purpose in this policy.

7. The commission designates the following personnel as records officials and will communicate with them in regards to matters related to record retention and disposal:

Area Records Officials

\_\_Financial\_\_ Ohio Community School Consultants

\_\_All School Records\_\_\_ Superintendent or Designee

8. Fifteen days must have elapsed after forwarding copies to the Ohio Historical Society before destroying. The records secretary will make arrangements through the business office for the staff to pick up all records from shredding.

9. A copy of the records officer's certificate of records (RC-3) disposal form should be maintained by the Commission for its records.

**E- Mail and Correspondence Retention**

The following retention policy for e-mail and correspondence is endorsed by the Local Government Records Program of the Ohio Historical Society. In general, the policy is based on the premise that e-mail does not constitute a category of records in and of itself. Rather e-mail is a delivery medium, like paper or microfilm, and individual e-mails should be retained according to the information which is contained in the message. There are four categories of e-mail and correspondence retention.

**Non-Record Material** (delete immediately)

E-mail messages and correspondence that do not meet the criteria of being a “public record” under R.C. 149.43. because they do not document the organization, functions, policies, decisions, procedures, operations or other activities of the office, may be deleted immediately. These e-mails include:

Personal correspondence.

Publications, promotional materials and similar materials (unless specifically incorporated into other materials that are “records”)

**Official Records**

5/30/2012

A. Transient Retention (Retain until no longer of administrative value)

Transitory messages of very limited administrative value.

(e.g., a message of an upcoming meeting only has administrative value until the meeting occurs;

telephone messages; drafts, and other documents which serve to convey information of temporary importance in lieu of oral communication).

B. Intermediate Retention

General Correspondence (Two years)

Internal Correspondence (letters, memos)

Correspondence from various individuals and organizations (requesting information or correspondence that is informative but does not attempt to influence policy)

Routine Correspondence (One year)

Referral letters, requests for routine information and requests for publications which are answered by standard form letters.

C. Long term Retention

Executive Correspondence

Correspondence dealing with significant aspects of the administration of their offices. (e.g., information concerning agency policies, program, fiscal, and personnel matters).

**Storing E-mail Records**

For purposes of record retention, it is acceptable to store e-mails: (1) in the current e-mail system; (2) in an electronic format (e.g., in a file on a local hard drive); or (3) by saving paper print outs in a filing system.

In Order to ensure that someone in the agency takes responsibility for maintaining the e-mail record during the retention period, the School shall choose one of the following procedures:

\_\_\_\_\_ 1. The individual who sends an email maintains the “record” copy. If an e-mail is received from someone outside the organization, the recipient should retain it.

\_**XX**\_ 2. A mailbox is created \_i.e. admin@<SchoolName>) for individuals sending out email to copy (cc) when email is sent and retention will then be administered by the IT Department of the School or Management Company.

*RC# 149.41; RC # 149.351*

**723 BOARD COMMITTEES**

The Board of Focus understands the need to monitor all financial, academic and development matters pertaining to the school. The Board may create committees commissioned by and responsible to the Board of Directors and those committees will have a primary responsibility of effectively investigating, information gathering and informing the full Board of Directors in all matters related to the committee’s specific area of concentration.

Each committee will adhere to the specific job description developed by the Board and will report out to the full Board of Directors at each regular, monthly board meeting.

**A) Finance Committee:**

**General Purpose**

The Financial Committee shall have the responsibility of overseeing the financial progress of the school established by the Ohio Board of Education and the Sponsor. The committee is responsible to the full Focus Board of Directors.

**Appointments and Composition**

1. The finance committee is commissioned by and the responsibility to the Board of Directors.
2. Members of the committee shall be composed of two members of both the Southeast and Southwest Boards. One member will serve as chair.
3. The Executive Director and a representative from the eSchool Consultants, LLC and the Board Treasurer will be members of the finance committee.

**Responsibilities**

1. Review and approve an annual budget for the school and the Board of Directors in collaboration with Es-School Consultants the CEO and CFO.
2. Review and approve the schools five -year financial forecast
3. Participate in the school annual audit exit conference
4. Provide oversight of the school’s procurement process when applicable
5. Review monthly financial statement and variances in budget and recommend appropriate action.
6. Create specific measurable board-level goals for the year as part of the full boards annual strategic planning process.
7. Identify and implement a Board-level training program to ensure that all Board members can be effective stewards of the organization’s financial resources.
8. Annually evaluate the work of the committee

**B) Academic Committee:**

**General Purpose**

The Academic Committee shall have the responsibility of overseeing the academic progress of the school established by the Ohio Board of Education and the Sponsor. The committee is responsible to the full Focus Board of Directors.

**Appointments and Composition**

**1.**Members of the committee shall be composed of two members of both the Southeast and Southwest Boards. One member will serve as chair.

**2**.The Executive Director and a representative from the eSchool Consultants, LLC will be members of the academic committee in order to provide insight to programs instituted to meet academic growth and movement towards meeting State academic requirements.

**Responsibilities**

It is important to note that academic excellence is a governance function, not a management function. The committee’s main role is to assure that academic excellence is defined and the Board approves annual goals to attain academic excellence. The following list of responsibilities are as follows:

* 1. Define and continue to refine what academic excellence means for our organization

1. Ensure that all Board members understand the key charter promises we have made to the Department of Education, Sponsor, Buckeye Hope Foundation and the Community
2. Work with Executive Director to devise clear and consistent ways to measure progress toward stated goals
3. Bring State Board academic changes and concerns to the attention of the full Board
4. Review the State report card and make recommendations to the full Board
5. Create specific measureable Board-level goals for the year as part of the full Board planning process.
6. Report to the full board at regular Board meetings in a manner determined by the Board of Directors
7. Annually evaluate the work of the committee and the objectives it has committed itself to
8. Meet at least quarterly.

**C) Development Committee**

**General Purpose**

The Development Committee is commissioned by and responsible to the Board of Directors to assume the primary responsibility for raising non-grant funds to support the school’s mission.

**Appointments and Composition**

Appointments of the chair and members of the development committee shall be made annually by the chair of the Board.

The chair of the committee shall be a member of the Board. Additional members of the committee members may be appointed and need not be members of the Board of Directors.

**Responsibilities**

1. Develop annual and multi-year fundraising plans that will generate the funds needed to meet the non-public and non-grant fundraising goal.
2. Develop the necessary sub-committee systems to successfully carry out the fundraising events and activities that are part of the annual fundraising plan
3. Create specific, measurable, Board level goals for the year as part of the full Board planning process
4. Annually evaluate the work as a committee and the objectives it has committed itself to, and report on the same to the Board of trustees.

COMMUNITY RELATIONS

801 PUBLIC INFORMATION PROGRAM

The School believes that all reasonable means should be employed to keep the public informed on matters of importance regarding the School’s policies, finances, programs, personnel and operations. It is the purpose of this policy to provide the ways and means to accomplish this goal.

The Governing Authority will determine which of its official actions have sufficient impact and interest to warrant special release; it alone will release to the media those matters of importance. Upon request of media representatives, matters of lesser importance may be released by the Executive Director and the Director of Communications as they have been recorded in the minutes of the Board meetings.

All other publications, releases, photographs, and the like depicting the accomplishments of the students and staff of the School may be approved at the discretion of the Executive Director and Director of Communications.

The Board or designee may direct an information program designed to acquaint the citizens of the community and general public with the achievements and the needs of the School. The information program may include a school newsletter containing such information as school needs, financial data, educational programs, Student achievement, and community features which should be distributed to all enrolled students and their parents.

Other publications, including an annual report, news releases, and photographs of School activities for publication, radio and television programs of School information and Student performances may be provided by the Executive Director and Director of Communications.

The Executive Director and the Director of Communications will observe matters of taste, relevance, and the observation of individual privacy in production of these publications.

802 FINGERPRINTING STUDENTS

The School recognizes the advantage to both parents and law enforcement agencies of a means of identifying children who have become lost or have been abducted. Accordingly, the School will cooperate with legal law enforcement agencies in the event such agencies initiate a program for the voluntary fingerprinting of students enrolled at the School.

803 NEWS MEDIA RELATIONS

Representatives of the local press, radio and TV are an important link in the communications chain between School and community. The maintenance of good working relationships with these persons is essential to meeting those objectives of the school‑community relations programs, which require the support, and cooperation of the media representatives.

The Board authorizes the development of a sound working relationship between the news media and the School, based on mutual respect and cooperation and reserves the right to negotiate for the radio broadcasting, televising, filming or sound recording of any School event by an outside agency.

These rights, if sold, shall be contracted under conditions designed to bring the most favorable terms to the School,

The Executive Director and the Director of Communications shall consider how to:

be readily available to media representatives;

keep media representatives fully informed with regard to the School in all aspects, activities, and changes, so that any reporting will be done on the basis of a complete and valid overview;

submit, suggest, or request feature stories or articles to media representatives which are of interest or importance;

consider providing "press kits" to media representatives who attend meetings of the Board;

meet periodically with representatives of the news media to discuss the School’s progress and problems;

assist various School related groups in their relations with the news media;

protect School personnel from any unnecessary demands on their time by news media representatives.

In order to maintain a progressive and coordinated program of public relations for the School, it is essential that:

* staff members not give school information or an interview requested by representatives of the news media without prior approval of the Executive Director and the Director of Communications who will either set up an appointment for this purpose which will not interfere with the staff member's daily activities, or speak to the media representative about the matter personally;
* the Executive Director and the Director of Communications are present at all meetings with news media representatives;
* any photograph of a controversial or questionable nature, with regard to individual right of privacy, shall not be sanctioned.

804 VISITORS

The Board welcomes and encourages visits to School programs by parents, other adults and interested educators. But in order for the educational program to continue undisturbed when visitors are present and to prevent the intrusion of disruptive persons, it is necessary to invoke visitor controls. All visitors shall be asked to report to the main office before visiting any classroom or school facility.

The Director has the authority to prohibit the entry of any person to a program of the School or to expel any person when there is reason to believe the presence of such person would be detrimental to the good order of the program. If such an individual refuses to leave the School grounds or creates a disturbance, the Director is authorized to request from the local law enforcement agency whatever assistance is required to remove the individual.

The Director may promulgate such administrative guidelines as are necessary for the protection of students and staff from disruption to the educational program or the efficient conduct of their assigned tasks.