

SECTION 2:
PROGRAM AND STUDENT POLICIES
SECTION 200

PROGRAM OPERATION

201 Mission Statement

The mission of Kids Care Elementary is to provide high quality academic and personal development opportunities to students so that they will attain skills of life-long learning, social well-being and active responsible citizenship. The Kids Care team joins the parents and community to assist the students in developing skills to become independent and self-sufficient adults who will succeed and contribute responsibly in a global community.

202 Vision Statement

We envision that every child who joins the Kids Care Elementary family will become a part of a community of learners working together with the highest expectations of educational achievement. Kids Care Elementary is a place where all students are encouraged to strive for excellence from a holistic approach, academically, socially and emotionally. We aim to build partnerships with our families to create a safe and supportive atmosphere where students are inspired to discover their strengths and to achieve their maximum potential. Our students will be prepared to meet the challenges of the future, adapt to change, and exercise critical judgment, becoming citizens capable of utilizing tomorrow's resources.

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203 Parent and Foster Caregiver Involvement

The School recognizes that having Parents and foster caregivers of Students actively involved in Students' education promotes Student success in educational efforts. This involvement of Parents and foster caregivers is likely to bring about overall improvements in academic achievement and encourage positive Student behavior.

In order for our faculty and staff to effectively educate our children, we welcome our Parents and foster caregivers as partners. Parents and foster caregivers are strongly encouraged to participate in a variety of

activities and forums that will support our Students academically and add to the vitality of our school.

Parents and foster caregivers will be expected to participate in regularly scheduled status reviews and to sign an agreement with the School confirming their commitment to the educational success of their child. A status review is a formally scheduled conversation between faculty and Parents/foster caregivers in order to discuss their Student's development and progress. Parents and foster caregivers will be required to confer with faculty about their child's social and academic achievement on a regular basis, as scheduled by the School on the School calendar. Parents should attend status reviews in order to receive written report cards. The School also encourages Parents to initiate conferences about their questions and concerns with the Principal or his/her designee and/or faculty members.

The School further encourages Parents and foster caregivers to do the following:

1. Engage in consistent and meaningful communication with the School, including active participation in any parent-teacher conferences/ status reviews;
2. Prioritize Student learning in both the School setting as well as at home;
3. Be aware of School policies, procedures and curriculum and contribute in order to promote the improvement of the School;
4. Participate in School activities where appropriate, including through efforts as a volunteer; and
5. Support and reinforce Student learning at home.

The School will make available information regarding the School's policies, procedures, programs, and curriculum in both **in** a format and language that is understandable to Parents and foster caregivers.

R.C. 3313.472

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203.1 Parent and Family Engagement in Title I Programs

In accordance with the requirements of Federal law, programs supported by Title I funds must be planned and implemented in meaningful consultation with Parents and family members (family) of the students being served. Accordingly, the School establishes this parent and family engagement policy, which will be reviewed and approved annually by the Board and distributed to family of children receiving Title I services. The School will address and strive to achieve the following:

- A. involve family in the development of the School's Title I plans and in the development of support

and improvement plans, if necessary;

- B. provide coordination, technical assistance, and other support necessary to plan and implement effective family involvement activities;
- C. coordinate and integrate family engagement strategies, to the extent feasible and appropriate, with other federal, state, and local laws and programs;
- D. in consultation with family, annually evaluate the content and effectiveness of the parent and family engagement policy in improving the academic quality of schools, including:
 - 1. identifying barriers to greater family participation;
 - 2. identifying the needs of family to assist with the learning of their children;
 - 3. identifying strategies to support successful school and family interactions; and
 - 4. designing evidence-based strategies for more effective family involvement based on the findings of the annual evaluation, and revising the parent and family engagement policy, if necessary;
- E. provide opportunities for the informed participation of family who are English language learners, family with disabilities, and family of migratory children, including providing information and school reports in a format, and to the extent practicable, in a language such family can understand;
- F. conduct meetings with family including provisions for flexible scheduling and assistance to family to better assure their attendance at meetings;
- G. develop agendas for family meetings to include review and explanation of the curriculum, means of assessments, and the proficiency levels students are expected to achieve and maintain;
- H. communicate information concerning school performance profiles and their child's individual performance to family;
- I. assist family in helping their children in achieving the objectives of the program by such means as ensuring regular attendance, monitoring television-watching, providing adequate time and the proper environment for homework; guiding nutritional and health practices, and the like;
- J. provide timely responses to family questions, concerns, and recommendations; K. conduct other activities as appropriate to the Title I plan and state and federal requirements.
- L. convene an annual meeting at a convenient time to which all family of participating children are invited and encouraged to attend to explain the parents' rights to be involved and the school's obligations to develop a parent and family engagement plan. The School-Family Compact will be

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given to parents prior to school opening. It describes how the staff, family, and students will share the responsibility for improving student achievement. See **Appendix 203.1-A**;

- M. provide materials and training to help family work with students to improve achievement;
- N. educate teachers, specialized instructional support personnel, school leaders, and other staff, with the assistance of family, about the value and utility of contributions of family, how to reach out to, communicate with, and work with family as equal partners, how to implement and coordinate family programs, and how to build ties between families and the school;

- O. consider training family to enhance the involvement of other families;
- P. consider establishing a family advisory council to provide advice on all matters related to family engagement programs; and
- Q. develop appropriate roles for community-based organizations and businesses in family engagement involvement activities.

The School shall reserve at least one percent of its Title I funds to carry out the activities described in this section, unless one percent constitutes less than \$5,000.00, in which case the School is not required to reserve a specific amount.

20 U.S.C. 6318 et seq.

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203.2 Title I – Parent’s Right to Know

In accordance with the requirement of Federal law, if the School receives Title I funds the School shall notify all parents that they may request, and the School will provide in a timely manner, the following information on the student’s classroom teachers:

- A. whether the teacher(s) have met the State requirements for the grade levels and subject areas in

which they teach;

B. whether the teacher(s) is teaching under any emergency or provisional status through which the State requirements have been waived;

C. whether the teacher(s) is teaching in the field of discipline of their certification; and

D. whether any paraprofessionals are providing services to their child(ren) and the qualifications of those paraprofessionals, where applicable.

In addition, the parents shall be provided:

A. information on the level of achievement and academic growth of their child(ren), if applicable and available, on the required State academic assessments; and

B. timely notice if the student is assigned to, or has been taught for more than four (4) consecutive weeks by, a teacher who does not meet applicable State requirements at the grade level and subject area in which the teacher has been assigned.

Testing Transparency

If the School receives Title I funds, the School shall notify all parents of students that they may request, and the School will provide in a timely manner, information about the School's policy regarding student participation in any required assessments, including the School's policy and/or procedure for the parent to opt the child out of such assessment, where applicable and permitted by federal and state law.

The School shall make publicly available information about all State-required assessments and, if such information is available and feasible to report, any assessments required by the School, for each grade served. Such information shall be posted in a clear and easily accessible location on the School's website or, if the School does not operate a website, the School shall post the information in a clear and easily accessible location in the building. Information about assessments shall include:

A. the subject matter assessed;

B. the purpose for which the assessment is designed and used;

C. the source of the requirement; and

D. if available, the amount of time students will spend taking the assessment, the schedule for the assessment, and the time and format for disseminating results.

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The notices and information shall be provided in an understandable and uniform format, and to the extent practicable, in a language the parent(s) understand.

20 U.S.C. 6312(e)

See Appendix 203.2-A Parent's Right-to-Know Letter and Appendix 203.2-B Letter to Parent Regarding

Instruction Provided by Teacher that Does Not Meet State Qualification Requirements. See also Policy 204.11 Assistance to English Language Learners and Immigrant Students and Policy 241.1 R.C. 3314.041 Notice

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203.3 Use of Evidence-Based Research

The School will use evidence-based research to provide the parents of its students with meaningful opportunities to participate effectively in their children's education to foster their children's achievement. The School will use evidence-based research to lower the barriers to the parents' participation in school

planning, review, and improvement.

20 U.S.C. 6318

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203.4 Parental Review of Instructional Materials

The School shall make available for review by parents, upon a reasonable request, any instructional material used as part of the educational curriculum for students. “Instructional material” means

instructional content that is provided to a student, regardless of its format, including printed or representational materials, audio-visual materials, and materials in electronic format or digital formats (such as materials accessible through the internet). The term does not include academic tests or academic assessments.

20 U.S.C. 1232h.

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203.5 Parental Consultation Regarding Physical Exams

The School shall notify parents or students who are at least eighteen ~~(18)~~ years of age or emancipated

minors (“eligible students”) at least annually of the projected or approximate dates of any non-emergency, invasive physical exam that is required as a condition of attendance, administered by the school and scheduled in advance and not necessary to protect the immediate health and safety of the student, or of other students. “Invasive physical exam” means any medical examination that involves exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening. This section does not apply to any physical exam or screening that is permitted or required by state law. Parents or eligible students shall have the right to opt out of participation in any physical exams covered by this section.

20 U.S.C. 1232h.

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The School is accountable to its Sponsor to deliver the curriculum set out in its Contract. In order to assist in achieving its goals and fulfill its mission, the Principal or his/her designee shall report to the Board the School's progress in every area of curriculum of the School.

204.1 Policy Regarding High Quality Education

The School will make every reasonable effort to provide all children with a significant opportunity to receive a fair, equitable, and high quality education, and to close the educational gap between the School's high and low performing students.

20 U.S.C. 6301

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204.4 School to Work Programs

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204.5 Compliance with State Academic Standards

The School will make every reasonable effort to ensure that it uses high quality academic assessments, accountability systems, and teacher preparation and training, and ensure that the foregoing and the school's curriculum and instructional materials are aligned with applicable academic standards. The School will enable all interested parties, including students, parents, teachers, and administrators, to measure this school's progress in meeting its goals for student academic achievement.

The School will make every reasonable effort to use assessments to improve and strengthen accountability, teaching, and learning to ensure that its students are meeting the applicable academic standards.

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204.7 Teacher and Paraprofessional Qualifications

The School will hire teachers and paraprofessionals who meet the applicable state qualification requirements, including any requirements for alternative routes to certification.

The School will hire special education teachers who have obtained full state certification as a special education teacher or have passed the state special education teacher licensing examination, and who hold a license to teach in the State as a special education teacher. All special education teachers employed by the School must hold at least a bachelor's degree. Related services personnel and paraprofessionals providing special education or related services must have qualifications that are consistent with state qualification, registration, or other comparable requirements that apply to the area in which those personnel are providing special education and related services.

These policies are subject to the regulations, guidance, extensions, or rules adopted by appropriate governmental authorities.

20 U.S.C. 1412(a)(14); 20 U.S.C. 6311(g)(2)(J); R.C. 3314.03(a)(10)

204.8 Migrant Students

In order to obtain funding under Title I, Part C, federal law mandates that the School adopt comprehensive educational programs for its migrant students during the school year and, as applicable, during the summer or intersession periods, to address the unique educational needs of migrant children.

The School will ensure that its migrant students are provided with the opportunity to meet the state's academic achievement standards.

The School will help its migrant students overcome educational disruption, cultural and language barriers, social isolation, health-related problems, and other factors that inhibit their ability to learn and to succeed in school.

20 U.S.C. 6391(1), (3)-(4)

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204.11 Assistance to English Language Learners and Immigrant Students

If the School receives Title I or Title III funds to provide a language instruction educational program, then not later than thirty (30) days after the beginning of the school year, the School shall notify Parents of English language learners (“ELL”) who are participating in or identified to participate in such a program of the following:

- A. the reasons for the child’s identification as an ELL in need of placement in a language instruction educational program;
- B. the child’s level of English proficiency, the method of assessment, and the status of the child’s academic achievement;
- C. the methods of instruction used in the program or in other programs available to the child, including how those programs differ in content, instructional goals, and the use of English and a native language in instruction;
- D. how the program will meet the educational strengths and needs of their child;
- E. how the program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
- F. the specific exit requirements for the program, including the expected rate of transition from the program into non-ELL classrooms, and the expected rate of graduation from high school (including four-year and extended-year adjusted cohort graduation rates for such program), if Title I or Title III funds are used for high school students;
- G. in the case of a child with a disability, how the program meets the objectives of the child’s individualized education program;
- H. information about the parent’s rights to remove their child immediately from the program, to decline to enroll their child in the program or to choose another program or method of instruction, if available, and to select from among various programs and methods of instruction with the assistance of the School, if multiple programs or methods are offered by the School.

If the School identifies a student as an ELL during the school year, the School shall provide the above-listed notifications to the parents within two weeks of placing the child in a language instruction educational program. A student shall not be admitted to or excluded from any such program or other federally funded program on the basis of surname or language-minority status.

Each School receiving Title I funds shall implement an effective means of outreach to parents of ELLs to inform the parents how they can be active participants in assisting their children to attain English proficiency, achieve at high levels within a well-rounded education, and meet the challenging State academic standards expected of all students. Such outreach must include holding, and sending notice of opportunities for, regular meetings for the purpose of developing and responding to recommendations from parents of students assisted under Title I or Title III.

All required notices and information shall be provided in an understandable and uniform format and, to the extent practicable, in a language the parent understands.

In order to obtain funding under Title III, federal law mandates that the School improve the education of its ELL and immigrant students by assisting the children to learn English and meet the state's academic standards. The School will use effective approaches and methodologies for teaching ELL and immigrant students.

The School shall implement an ELL plan to ensure that its programs are serving ELL students effectively. The ELL plan shall set forth affirmative steps that the School will take to rectify the language deficiency of its ELL students and to open its instructional program to these students. The steps shall include identifying and assessing students who need assistance; developing a program which, in the view of experts in the field, has a reasonable chance for success; ensuring that necessary staff, curricular materials, and facilities are in place and used properly; developing appropriate evaluation standards, including program exit criteria, for measuring the progress of students; and assessing the success of the program and modifying it where needed.

In implementing its ELL plan, the School may refer to Appendix 204.11-A which contains guidelines issued by the Ohio Department of Education for the Identification and Assessment of Limited English Proficient Students. The School may also utilize the form, included therein, to identify students whose home/native language is not English, to assess their English language, and to assist with the placement of students in an appropriate educational program.

The School shall comply with Title VI regulations that require a school to avoid discrimination on the basis of national origin in its programs and activities. To this end, the School shall provide any alternative language programs necessary to ensure that ELL students have meaningful access to the School's programs.

20 U.S.C. 6312(e); 20 U.S.C. 6825(a); Title VI of the Civil Rights Act of 1964; Lau v. Nichols, 414 U.S. 563 (1974).

See Appendix 204.11-A Guidelines for the Identification and Assessment of LEP Students.

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**204.13 College Credit Plus Program – Advanced Standing Program [The
School does not currently serve grades 6-12]**

204.14 Career Advising and Student Success Plan

[The School does not currently serve grades 6-12]

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204.15 Use of Drones

Use of model aircraft, small unmanned aircraft system (“UAS”), or drones (“Drones”) must comply with Federal Aviation Administration (“FAA”) laws, rules, and regulations, and may only occur in accordance

with this Policy.

Drones must be in a condition safe for operation prior to use. Drones must weigh no more than 55 pounds, including the weight of the fuel and anything else attached to the aircraft, and must be operated within the safety guidelines provided by the Academy of Model Aeronautics. See **Appendix 204.15-A**. Before flying, if a Drone will be used for any commercial purpose, the Drone must be registered with the FAA (<https://registermyuas.faa.gov/>) and labeled with the registration number in permanent ink. Under such circumstances, the Drone operator must keep the FAA registration certificate in his or her possession during operation. Drones may only be operated during daylight hours. During operation, Drones must be kept in the operator's eyesight at all times, may not be flown more **than** feet above the surface on which the Drone operator is standing, and may not be flown from a moving vehicle. Drone use should be limited in populated areas or around spectators. Drones may not be flown over people or used to photograph any person in an area where there is an expectation of privacy, without that individual's permission. Drones shall not be flown over stadiums or sporting events, and shall not fly in a manner that could inhibit emergency response efforts. Drones must not interfere with and must give way to any manned aircraft. The School or any Drone operator must notify the airport operator and control tower in advance if it intends to operate the Drone within five miles of the airport.

Drones may be operated by (a) a staff member, student, or volunteer who holds a current Remote Pilot Certificate issued by the FAA, or (b) an individual under direct supervision of a person with a Remote Pilot Certificate, provided that the Remote Pilot has the ability to immediately take direct control of the flight of the Drone. Any Drone accident that results in serious injury, loss of consciousness, or damage to property in excess of \$500 must be reported to the FAA by the supervising pilot within 10 days.

Drones may be operated for hobby or recreational purposes by School- or Student-Sponsored clubs. Any photographs or films taken using a Drone for hobby or recreational purposes may not be sold, and the School and any Drone operator may not receive any other compensation or profit from its use. Staff may assist students operating Drones, provided however that any compensation received by the Staff Member from the School is neither directly nor incidentally related to Drone operation. Drones flown for hobby or recreational purposes are not required to be registered with the FAA, but must comply with all other terms stated in this policy.

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14 C.F.R. Part 107; FAA Modernization and Reform Act of 2012 (FMRA), P.L. 112-95, §336; FAA Advisory Circular 91-57A; Taylor v. Huerta, No. 15-1495 (D.C. Cir. 2017).

See **Appendix 204.15-A** Model Aircraft Safety Code.

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205 Program Assessment

The School shall assess itself at least annually in meeting its mission, goals, and curriculum as set out in

its Contract with its Sponsor. To that end, the School adopts the following policies in order to assist in reaching its goals.

The assessment shall consist of four major elements:

- A. A strong commitment from Staff to the School's mission;
- B. A focus on the School's customers (students, parents, and staff);
- C. Comparisons between outcomes currently being attained and those desired, or target outcomes identified in the School's Charter Contract; and
- D. A commitment to continuously improve student achievement by constantly striving to improve the program and service the School provides.

Process for Comprehensive Continuous Improvement Plan ("CCIP") Grants

When applying for a CCIP Grant, the School shall develop a needs assessment which shall consist of a well-thought-out business process. The School shall align all programs, plans/plan additions and funding sources. Most of the CCIP titles/grants require a needs assessment. The School shall use one comprehensive process for all the federal titles/grants, local and state funding sources, and plan additions in the CCIP. The School shall involve key stakeholders, including students (where appropriate), parents, teachers, staff, administrators, and community members (including employers) in a data/planning committee. The School shall revisit the needs assessment regularly to continuously evaluate and improve the academic plan.

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The Ohio Department of Education issues a report card that shall be distributed to the parents and students of the School, to the members of the board of education of the school district in which the School is located, and to any other party requesting the report card from the Department of Education. The School will disseminate the information contained in the annual report card in an understandable and uniform format.

20 U.S.C. 6311(h)(2); R.C. 3314.012(D)

205.2 Annual Report

The Principal or his/her designee 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 Department of Education or a similar governmental entity, if so required. The Principal or his/her designee shall collect and provide any data that such offices require.

Each school receiving Title I funds shall include the following information in its annual report:

- A. The School's performance on the State report card
- B. Information showing how students served by the school achieved on the required State academic assessments compared to students in the state as a whole; and
- C. Any other information that the School determines is appropriate and will best provide parents, students, and other members of the public with information regarding the progress of the School, whether or not such information is included in the State report card.

The annual report will be concise, presented in an understandable and uniform format, and, when practicable, in a language that parents can understand. The annual report shall be accessible to the public and posted on the School's website, if any.

R.C. 3314.03 (A)(11)(g); 20 U.S.C. 6311(h)(2).

205.3 Other Reporting

The Principal or his/her designee shall report to the Board, all matters required by the Ohio Revised Code Section 3314.08(B)(2)(a)-(g) and 3314.0714.

See also Policy 144 Reporting Requirements.

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206 General Notice of Non-Discrimination

The School does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding non-discrimination policies:

Principal. Kids Care Elementary
3360 Kohr Boulevard
Columbus, OH 43224-3051
614-498-0220

The language above will be posted on the School's website within two clicks of the home page; in all other School-related documents made available to students, parents, staff, and applicants (*e.g.*, student newspapers, parent newsletters, student handbooks, employee handbooks, application forms, recruiting materials, etc.); and in a conspicuous place in the School building. This language will also be provided to parents, students, and employees prior to the start of each school year.

The designated individual will serve as the requisite coordinator for each of the following: **Policy 221 (Access to Equal Educational Opportunity), Policy 222 (Title IX Coordinator), Policy 228 (Section 504), Policy 264 (Sexual and Other Forms of Harassment), and Policy 305 (Nondiscrimination).**

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SECTION 220

PROGRAM ADMINISTRATION

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221 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 Principal or his/her designee 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:

Section 222.1 – Title IX Grievance Procedure; and/or

Section 223.1 – Title I Complaint Procedure; and/or

Section 228 – Section 504 of the Rehabilitation Act of 1973, Grievance Procedure.

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222 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 Principal or his/her designee shall be the Compliance Officer/Title IX Coordinator and is responsible for investigating any complaint alleging noncompliance with Title IX.

A specific procedure for grievances related to Title IX issues is set forth as the “Title IX Grievance Procedure.”

34 CFR 106.8

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222.1 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 or 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 (Executive Committee of the Board)

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 Board. 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 Board or its designee (1-3 members of the Board) 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 Executive Committee's decision, he or 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, 600 Superior Avenue East, Suite 750, Cleveland, Ohio 44114-2611. Any such written complaint must be filed within one hundred eighty (180) days from the date of the alleged discrimination.

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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.

Plan Development

The Principal or his/her designee 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, evaluated and, when necessary, amended by professional staff members involved in its implementation, parents and other members of the community who will be served by the plan, and, if appropriate and applicable, federal, state, or local programs.

Assessment

The Title I plan must be based on a comprehensive needs assessment of the entire school, taking into account information on the academic achievement of children on required State assessments and the particular needs of children who are failing or at-risk of failing to meet such standards.

The School shall annually assess the educational needs of eligible children, as determined by Federal and State criteria. Such assessment shall include academic performance standards 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.

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.

Parent and Family Member Engagement

Parent and family member engagement shall meet the requirements of Section 1116 of the Act. See Policy 203.1.

Comparability of Services

Title I funds will be used only to supplement, not supplant, state and local funds. The Principal or his/her designee 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.

Professional Development

Appropriate training will be provided to staff members who provide Title I services. The Principal or his/her designee shall develop administrative guidelines whereby members of the professional staff participate in the design and implementation of staff development activities and:

- A. involve parents in the training, when appropriate;
- B. combine and consolidate other available Federal and School funds; and
- C. foster cooperative training with institutions of higher learning and other educational organizations, including school districts.

Simultaneous Services

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

20 U.S.C. 6314; 20 U.S.C. 6318(c).

223.1 Title I Complaint Procedure

Complaints shall be directed to the Principal or his/her designee. 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 Principal or his/her designee:

- A. The Principal or his/her designee must review the records, and, if necessary, request additional information within ten (10) working days.
- B. The Principal or his/her designee shall clarify the issues and attempt to resolve them.
- C. A complaint that is not resolved to the complainant's satisfaction within fifteen (15) working days shall be referred to the Board.

The Board shall appoint a hearing panel composed of the Principal or his/her designee, Board President and another member of the Board or a third party.

- A. It shall be the responsibility of the hearing panel to clarify the issues and attempt to resolve the problem.
- B. The hearing panel must keep official records of all proceedings.
- C. The complainant or complainant's representative will be given an opportunity to present evidence and question the parties involved.
- D. The Principal or his/her designee shall give written notice to the complainant of the panel's resolution of the complaint.
- E. 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.
- F. 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.

34 CFR 104.7

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225 Religion in the Schools

Religious belief and disbelief are matters of personal consideration rather than governmental authority and the students of this 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 Board and School acknowledge 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.

226 School Prayer

Any other policy of this School notwithstanding, the School shall not prevent a student from participating in or deny a student the ability to participate in constitutionally protected prayer.

20 U.S.C. 7904(b)

227 Rights of Individuals with Disabilities

It is the policy of the 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, “an individual with a disability” means a person who has, had a record of, or is regarded as having, a physical or mental impairment that substantially limits one or more major life activities. Major life activities are functions such as caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

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 on the basis of 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 policy. A free appropriate public education shall be provided for each child 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.

Section 504

It is the intent of the School to ensure that students who are handicapped within the definition of Section 504 of the Rehabilitation Act of 1973, as amended (29 USC 794), are identified, evaluated, and provided with appropriate educational services. Students may be identified as handicapped under Section 504 even though they are not eligible to receive services under the Individuals with Disabilities Act.

The Principal or his/her designee 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 (Policy 228) that provides for the prompt and equitable resolution of disputes.

Procedures

The School shall annually adopt procedures for the Education of Children with Disabilities as approved by the Ohio Department of Education Office of Exceptional Children in **Appendix 227-A**.

20 USC 1412; 34 CFR 300.220.

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227.1 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 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.

See the Child Find Notice in **Appendix 227.1-A** and the Parent Notification of Scholarship Programs for Students with Disabilities in **Appendix 227.1-B**.

20 USC 1412 et seq.; OAC 3301-51-03.

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228 Section 504 of the Rehabilitation Act of 1973

Under Section 504 of the Rehabilitation Act of 1973 and its implementing regulations, no otherwise qualified individual with a disability 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 receiving Federal financial assistance. The Board of Directors does not discriminate in admission or access to, participation in, or treatment, or employment in, its programs or activities. As such, the Board's policies and practices will not discriminate against employees and students with disabilities, will provide equal opportunity for employment, and will make accessible to qualified individuals with disabilities its facilities, programs, and activities. No discrimination will be knowingly permitted against any individual with a disability on the sole basis of that disability in any of the programs, activities, policies, and/or practices in the School.

As used in this policy, “an individual with a disability” means a person who has, had a record of, or is regarded as having a physical or mental impairment that substantially limits one or more major life activities. Major life activities are functions such as caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

With respect to employment, a qualified person with a disability means a disabled person who, with reasonable accommodation, can perform the essential functions of the job in question.

With respect to public preschool, elementary, and secondary educational services, a qualified person with a disability means a disabled person:

- A. who is of an age during which nondisabled persons are provided educational services;
- B. who is of any age during which it is mandatory under Ohio law to provide educational services to disabled persons; or
- C. to whom the State is required to provide a free appropriate public education pursuant to the Individuals with Disabilities Education Improvement Act (IDEIA).

With respect to vocational education services, a qualified person with a disability means a disabled person who meets the academic and technical standards requisite to admission or participation in the vocational program or activity.

OFFICER

The Principal is the School's Section 504 Compliance Officer. The Compliance Officer is responsible for coordinating the School's efforts to comply with and fulfill its responsibilities under Section 504 and Title II of the Americans with Disabilities Act. The Compliance Officer will oversee the investigation of any complaints of discrimination based on disability, which may be filed pursuant to the School's adopted grievance procedure, and will attempt to resolve the grievances.

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GRIEVANCE PROCEDURE

The grievance procedure shall follow these steps:

1. 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.
2. The compliance officer shall make all reasonable efforts to resolve the matter informally.
3. 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.
4. The grievant may appeal the determination of the compliance officer to the Board or a committee of the Board 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 Board or its designated committee may, in its discretion, convene a hearing at which the parties may present testimony and argument.

5. The Board 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 Board 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 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 Principal or his/her designee shall evaluate School programs and practices on nondiscrimination, in accordance with law, and report evaluations to the Board. The Principal or his/her designee shall 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, 600 Superior Ave. East, Ste. 750, Cleveland, Ohio 44114-2611. Any such written complaint must be filed within the earlier of (i) 30 days from the date of the Board's decision, or (ii) 90 days from the date the complainant made his or her complaint to the compliance officer.

Employment Practices

Discrimination Prohibited

In accordance with Section 504/ADA, no qualified individual with a disability shall, on the basis of disability, be subjected to discrimination in employment under any of the School's programs or activities. Further, the Board will take positive steps to employ and advance in employment qualified individuals with disabilities. The Board will not limit, segregate, or classify applicants or employees in any way that

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adversely affects their opportunities or status because of disability. Additionally, the Board will not participate in any contractual or other relationships that have the effect of subjecting qualified individuals with disabilities who are applicants or employees to discrimination on the basis of disability.

Reasonable Accommodation

The Board will make reasonable accommodation to the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or employee, unless the accommodation would impose an undue hardship on the operation of the School's program and/or activities.

Facilities

No qualified person with a disability will, because the School's facilities are inaccessible to or unusable by persons with disabilities, be denied the benefits of, be excluded from participation in, or otherwise be

subjected to discrimination under any program or activity to which Section 504/ADA applies.

The School is committed to operating its programs and activities so that they are readily accessible to person with disabilities. This includes, but is not limited to, providing accommodations to parents with disabilities who desire access to their child's educational program or meetings pertinent thereto. Programs and activities will be designed and scheduled so that the location and nature of the facility or area will not deny a student with a disability the opportunity to participate on the same basis as students without disabilities. The School will meet its obligation through such means as redesign of equipment, reassignment of classes or other services to accessible buildings, assignment of aides to beneficiaries, alteration of existing facilities and/or construction of new facilities, or any other method that results in making its programs and activities accessible to persons with disabilities. In choosing among available methods for meeting its obligations, the School will give priority to those methods that serve persons with disabilities in the most integrated setting appropriate.

Education

The Board is committed to identifying, evaluating, and providing a free appropriate public education (FAPE) to students within its jurisdiction who are disabled within the definition of Section 504, regardless of the nature or severity of their disabilities. The Board recognizes and acknowledges that students may be disabled and eligible for services under Section 504 even though they do not qualify for or require special education and/or related services pursuant the IDEIA. Students eligible for services under the IDEIA will be served under existing special education programs.

If a student has a physical or mental impairment that significantly limits his/her learning, but does not require specially designed instruction to benefit educationally, the student will be eligible for reasonable accommodations and/or modifications of the regular classroom or curriculum in order to have the same access to an education as students without disabilities. Such accommodations and/or modifications will be provided pursuant to a Section 504 Accommodation Plan.

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If a student has a physical or mental impairment, but it does not significantly limit his/her learning, the student will not be entitled to a Section 504 Accommodation Plan, but s/he may still be eligible for a "Classroom Accommodation."

Parents/guardians/custodians are invited and encouraged to participate fully in the evaluation process. If the parents disagree with the determination made by the School's professional staff, they may request a hearing with an impartial hearing officer.

The Board is committed to educating (or providing for the education of) each qualified person with a disability who resides within the School with persons who are not disabled to the maximum extent appropriate to the needs of the person with disabilities. Generally, the School will place a person with a disability in the regular educational environment unless it is demonstrated that the education of the person in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily. If the School places a person in a setting other than the regular educational environment, it

shall take into account the proximity of the alternate setting to the person's home.

The School will provide non-academic extracurricular services and activities in such a manner as is necessary to afford qualified persons with disabilities an equal opportunity for participation in such services and activities. Nonacademic and extracurricular services and activities may include counseling services, physical recreational athletics, transportation, health services, recreational activities, special interests groups or clubs sponsored by the School, referrals to agencies that provide assistance to persons with disabilities, and employment of students. In providing or arranging for the provision of meals and recess periods, and nonacademic and extracurricular services and activities, including those listed above, the School will verify that persons with disabilities participate with persons without disabilities in such activities and services to the maximum extent appropriate to the needs of the person with a disability in question.

Notice of the Board's policy on nondiscrimination in employment and education practices and the identity of the School's Section 504/ADA Compliance Officer will be posted throughout the School.

The Board directs the Principal to prepare administrative guidelines for facilitating the prompt, fair and appropriate identification, referral, evaluation and placement of students with disabilities who qualify for accommodations under Section 504. The Board will provide in-service training and consultation to Staff Members on the education of persons with disabilities, as necessary and appropriate.

The Board will adopt a system of procedural safeguards that will provide for prompt and equitable resolution of complaints alleging violations of Section 504/ADA. Due process rights of students with disabilities and their parents under Section 504 will be enforced.

29 C.F.R. Part 1630; 34 C.F.R. Part 104; 29 U.S.C. 794, Section 504 Rehabilitation Act of 1973, as amended; 42 U.S.C. 12101 et seq., Americans with Disabilities Act of 1990

See also Policy 275.1 Disciplining a 504 Student.

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229 Child Abuse and Neglect

Because of their sustained contact with school-age children, teachers and other employees are in a position to identify abused or neglected children. The School requires that every elementary, middle, and high school teacher, counselor, psychiatrist, nurse, or administrator complete at least four (4) hours of in-service training in child abuse prevention, school safety, violence prevention, human trafficking, substance abuse, the promotion of positive youth development, and suicide awareness within two (2) years of commencing employment in the School, and every five (5) years thereafter. The School may develop its own curriculum or adopt the curriculum developed by the Ohio Department of Education for the in-service training. The School shall maintain records of staff participation in in-service child abuse detection.

Every School official, School employee, or employee assigned to the School who knows or has reasonable

cause to suspect based on facts that would cause a person in a similar position to suspect that a student under eighteen (18) 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 public Children's Services Agency or local law enforcement agency. S/He shall also notify the Principal or his/her designee.

All suspected cases are to be reported even if documentation is not available. The law provides protection for the reporting person who acts in good faith.

If the agency or officer receiving the report requests a written report, the Principal or his/her designee shall provide a written report containing the following information:

1. The names and addresses of the student and the student's parents or the person or persons having custody of the student, if known;
2. The student's age and current condition;
3. 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
4. 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 Principal or his/her designee may take color photographs of areas of trauma visible on the student and include them with the written report.

"Sexting" is a term applied to creating, receiving, exchanging, sending, or possessing a photograph or other material showing a minor in a state of nudity, and sexting is prohibited, regardless of whether any child pornography laws are violated. Students, parents, and/or the police may be contacted and sexting may be reported as suspected child abuse or neglect.

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If the School has notified Student's parents or guardian of a potential threat of Student suicide, and the School has reasonable cause to suspect based on facts that the Student's parents or guardians have disregarded the reported threat, the School shall immediately report that knowledge or suspicion, by telephone or in person, to the public Children's Services Agency or local law enforcement agency.

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 is not to be shared with any unauthorized person. A staff member who violates this policy may be subject to disciplinary action and/or civil and/or criminal penalties.

The Principal or his/her designee should 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 Principal or his/her designee who will investigate and take appropriate action in accordance with Board directives.

A report made under this policy is confidential under Ohio law. No person may disclose the contents of any report made under this policy 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.

R.C. 2151.421; R.C. 3319.073; OAC 3301-57-01.

See also Policy 234 Electronic Communication Devices, Policy 271 Student Code of Conduct, and Policy 424.1 Student Suicide.

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230 Notice of Policy Changes

From time to time, policies, rules, and regulations may be changed. The Principal or his/her designee or the Board will provide notification of changes and/or a notice will be posted in the common area of the School's facilities.

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231 Policy Manual Distribution and Maintenance

This manual is intended to be a useful guide to all members of the Board, the administration, all personnel employed by the School or a Management Company, if any, the students of the School, and to the public.

All Policies shall be considered public records and shall be open for inspection in the Board offices and in the office of the Principal or his/her designee during regular office hours.

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232 Technology and Internet Acceptable Use

The use of technology and computer resources at the School is a revocable privilege. Failure to

abide by this policy may render you ineligible to use the School's computer facilities and may bring additional disciplinary action.

All users are expected to use the technology available at the School in a manner appropriate to the School's academic and moral goals. Technology includes, but is not limited to, cellular telephones, beepers, pagers, radios, CD/MP3/DVD players, video recorders, video games, personal data devices, computers, other hardware, electronic devices, software, Internet, email, and all other similar networks and devices. Users are expected to be responsible and use Technology to which they have access appropriately. Obscene, pornographic, threatening, or other inappropriate use of Technology, including, but not limited to, email, instant messaging, web pages, and the use of hardware and/or software which disrupts or interferes with the safety and welfare of the School community is prohibited, even if such uses take place after or off School property (i.e., home, business, private property, etc.).

Failure to adhere to this policy and the guidelines below will result in disciplinary action as outlined in the Student Code of Conduct.

Unacceptable uses of Technology/Internet include but are not limited to:

1. Violating the conditions of federal and Ohio law dealing with students' and employees' rights to privacy; trespassing in others' folders, work, or files; copying other people's work or attempting to intrude onto other people's files; or using other users' email addresses and passwords.
1. Using profanity, obscenity, or other language which may be offensive to another user; sending messages with derogatory or inflammatory remarks about an individual's race, sex, age, disability, religion, national origin, or physical attributes via the Internet or Technology; bullying, insulting, intimidating, or attacking others; or transmitting any material in violation of federal or state law.
2. Accessing profanity, obscenity, abusive, pornographic, and/ or impolite language or materials; accessing materials in violation of the Student Code of Conduct; or viewing, sending, or accessing materials that you would not want instructors and parents to see. Should a student encounter any inappropriate materials by accident, he/she should report it to his or her instructors immediately.
3. Violating copyright laws by illegally downloading or installing music, any commercial software, shareware, or freeware. You are required to strictly comply with all licensing agreements relating to any software. All copyright laws must be respected.
4. Plagiarizing works through the Internet or other Technology. Plagiarism is taking ideas of others and presenting them as if they were original to the user.
5. Damaging Technology devices, computers, computer systems, or computer networks (for example, by the creation, introduction, or spreading of computer viruses, physically abusing hardware, altering source codes or software settings, etc.).

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6. Using the Technology or the Internet for commercial purposes or activities, which are defined as offering or providing goods or services or purchasing goods or services for personal use, and

include, but are not limited to, the following:

- a. any activity that requires an exchange of money and/or credit card numbers;
- b. any activity that requires entry into an area of service for which the School will be charged a fee;
- c. any purchase or sale of any kind; or
- d. any use for product advertisement or political lobbying.

7. Neither the Internet nor any other Technology may be used for any purpose which is illegal or against the School's policies or contrary to the School's mission or best interests.

All users are expected to be responsible, courteous and thoughtful when using Technology and the Internet. Common sense should prevail. The use of the School computer network system should be in support of education and research, consistent with the educational mission or objectives of the School and in accordance with federal law, Ohio law, and the Student Code of Conduct

Students and Staff have no expectation of privacy with respect to the use of Technology, the Internet, intranet, or email. The School monitors the online activities of students. Maintenance and monitoring of the School network system may lead to the discovery that a user has or is violating School policy or the law. Violations of School policy, the Student Code of Conduct, or the law may result in severe penalties, up to and including expulsion.

The School makes no warranties of any kind, either express or implied, that the functions or the services provided by or through the School technology system will be error-free or without defect. The School will not be responsible for any damage users may suffer, including but not limited to, loss of data, interruptions of service, or computer viruses. The School is not responsible for the accuracy or quality of the information obtained through or stored on the School system. The School will not be responsible for financial obligations arising through the authorized use of the system.

In accordance with the Children's Internet Protection Act ("CIPA"), the School has placed a filter on its Internet access as one step to help protect its users from intentionally or unintentionally viewing inappropriate material. The School blocks the categories that are determined to be potentially inappropriate. However, families must be aware that some material accessible via the Internet contains illegal, defamatory, inaccurate, or potentially offensive language and/or images. While the goal of the School is to use Internet resources to achieve educational goals, there is always a risk of students accessing other materials. Parents should be aware of these risks.

The School will educate students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms. The School will also educate students on cyberbullying awareness and response.

My signature attests that I have read the above Internet Acceptable Use Policy and I agree to abide by it.

Signature of Parent/Guardian Date

Signature of Student Date

OR

Signature of Staff Member Date

2001, Pub.L.No. 106-554 §§ 1701 et seq.; 2008, Pub.L.No. 110-385, Title II, 122 Stat. 4096.

See also Policy 149 Use of Cell Phones; Policy 234 Electronic Communications; Policy 271 Code of Conduct; and Policies 397.1-397.3.

233 National and State Mottoes

The School will accept the donation of copies of the national motto, “In God We Trust” and/or the state motto, “With God, All Things Are Possible,” or the donation of money for the purchase of copies of the mottoes and display such mottoes that meet the following design requirements: (1) the mottoes are printed in durable, poster-quality paper or displayed in a frame; (2) have dimensions of at least 8½ inches by 11 inches; (3) contain no words other than the motto and language identifying the motto as the motto of the United State or Ohio; and (4) contain no images other than appropriate representations of the national or state flag. If the above-stated design requirements are not met, then the Board shall adopt, by a majority vote, a resolution describing the appropriate alternative design requirements.

R.C. 3313.801.

234 Electronic Communication Devices

While on School property, in a School vehicle, or while attending School-sponsored or School-related activities, whether on or off School property, Students shall be permitted to possess and use electronic communication devices, including, but not limited to, cellular phones, beepers, iPods, pagers, radios, CD/MP3/DVD players, video recorders, video games, personal data devices, or other devices deemed to be distracting, provided they observe the following conditions:

1. Devices shall not be used in a manner that disrupts the educational process, or educational mission including, but not limited to, posing a threat to academic integrity or violating confidentiality or privacy rights of another individual. Unless an emergency situation exists that involves imminent physical danger or a certified employee authorizes the student to do otherwise, devices shall be turned off during the School day. They may be stored in the Student's backpack during the School day, but may only be turned on and operated before and after the regular school day.
2. When Students violate this prohibition, they shall be subject to disciplinary action, including but not limited to losing the privilege of bringing the device onto School property. In addition, an administrator may confiscate the device, which shall only be returned to the Student's Parent. All requests to confiscate these items must be complied with in a spirit of cooperation. If, upon confiscation, the School becomes aware of other misuse of the device, or, has a reasonable suspicion of other violations of School policy, the Student may be disciplined for additional violations of this or other School policies. In other words, a Student loses his/her privacy rights in the device and information contained in the device, once a School policy is violated and the device confiscated so long as the School has a reasonable suspicion of misuse.
3. Students are responsible for devices they bring to School. The School shall not be responsible for loss, theft, or destruction of devices brought onto School property.
4. Students shall comply with any additional rules developed by the School concerning appropriate use of electronic communication devices.
5. Students shall not utilize an electronic communication device in a manner that would violate the School's Technology and Internet Acceptable Use Policy or its Student Code of Conduct.
6. Examples of types of prohibited behavior involving electronic communication devices include, but are not limited to:
 - a. text messaging on or off School Property during School hours to or from a student on School Property;
 - b. sexting, which is the act of sending sexually explicit messages or photographs, primarily between mobile phones or other electronic communication devices;
 - c. using digital cameras or camera phones to invade the privacy of others by transmitting unauthorized or derogatory photos or video clips to another person via email, to another camera phone or by posting it on the web;

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d. using digital cameras, camera phones, or any other device to cheat on examination;

e. playing digital games;

f. using digital cameras, camera phones, or any other device to harass or bully another.

See also Policy 229 Child Abuse and Neglect; Policy 232 Technology and Internet Acceptable Use; and Policy 271 Student Code of Conduct.

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235 Access of Transgender Individuals to Activities, Programs, and Facilities The Board wishes to maintain an educational environment that supports the inclusion, safety, and privacy of all students. To that end, the School adopts the following policy and procedures.

Definitions

Terminology preferences may differ based upon many factors, including religion, language, race, ethnicity, age, and/or culture. For the purposes of this policy, the following terms shall be defined to mean:

“Transgender” – Having a gender identity that differs from societal expectations based on the individual’s gender assigned at birth. A transgender male refers to an individual that identifies as male but was assigned the sex of female at birth. Conversely, a transgender female refers to an individual that identifies as female but was assigned the sex of male at birth.

“Gender nonconforming” – An individual that does not behave in a way that conforms with the traditional expectations of his/her gender or whose gender expression does not fit neatly into a commonly recognized category of gender.

“Gender identity” – A deeply held and sincere sense or psychological knowledge of one’s own gender. An individual may have a different gender identity than the sex assigned to that individual at birth.

“Gender expression” – The manner in which an individual represents or expresses his/her gender identity. This includes, but is not necessarily limited to, external appearance, characteristics, or behaviors typically associated with a specific gender or sex.

“Gender transition” – The process through which some transgender individuals begin changing his/her gender expression in accordance with his/her gender identity. Gender transitions may include changes in the way an individual dresses, the name and/or pronouns used to identify the individual, or the individual’s physiology.

Identification of Transgender Students and Gender Transitioning Students

Any assertion made to the School by a student or parent(s) that a student is transgendered will be accepted on case-by-case basis, though acceptance shall not be unreasonably withheld if the School has no reason to believe that the assertion was based on anything other than a sincerely held belief. The School shall not require any medical or mental health diagnosis or treatment threshold as confirmation of a student’s transgender status. Once the School has accepted a student’s transgender status, the School shall take immediate steps to ensure that a transgender student is treated consistent with the terms of this policy.

At the request of a parent or student, the Principal or his/her designee shall meet with the parent(s) and/or student to discuss the School’s role in supporting a student’s gender transition. Students may choose to have their parents participate in the gender transition process, but parental participation will not be required. The School will strive to create a safe and accepting learning environment even if the student’s family is unsupportive of a student’s gender transition. Transgender students may initiate their gender transition at any time.

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Confidentiality and Official Records

The following information shall be kept confidential and shall not be disclosed unless legally required or expressly authorized by the student or the student’s parent or guardian:

1. Student’s sex, including transgender status;
2. Student’s birth name or sex assigned at birth;

3. Medical information related to student's transgender status or gender transition;
4. Other records that may reveal a student's transgender status.

The School shall comply with all legal requirements to use a student's legal name, sex and/or gender pronouns on all official School records. To the extent that it is permitted by law, if a student legally changes his/her name, the School shall permit a student's official educational record to be amended to reflect that change upon receipt of a parental request or a request from an eligible student who has reached the age of eighteen (18).

To the extent that a document is not required to use a student's legal name, sex, and/or gender pronouns, the School will use the name and gender pronouns preferred by the student and that reflect the student's gender identity.

All complaints or disagreements regarding the amendment of a student's educational record shall be handled pursuant to the School's Student Records and Release of Information Policy (Policy 294) and the School's Title IX Grievance Procedures (Policy 222.1). Parents or eligible students shall have the right to insert a written comment statement into a student's educational record regarding any disagreements as to the contents of the record and/or the School's decision not to amend the records.

Restroom and Locker Room Use

The School may continue to maintain separate restroom and locker room facilities based on sex. All students, including transgender students, may access the restroom and locker room facilities that correspond with the student's gender identity.

The School may provide one or more easily accessible unisex single-stall bathroom(s) for use by any student desiring privacy, regardless of the reason. No transgender student will be compelled to use a unisex or single-stall restroom, locker room, or changing area due to harassment or any other reason, unless all other students are similarly required to do so.

If the School has locker rooms, it will support the inclusion, safety, and privacy of all students, regardless of their gender identity.

Names, Pronouns, and Appearance

Transgender students will be addressed by the name and pronoun corresponding to the student's gender identity, regardless of whether the student has obtained a court-ordered name or gender change.

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School employees shall respect the gender expression of all students and must respect the right of a transgender student to dress in accordance with the student's gender identity. All students must comply with the School dress code, which shall be applied on a gender-neutral basis and will not be selectively or more strictly enforced against transgender students. The School shall not discipline or exclude transgender students from participating in or behaving in a manner that is inconsistent with their gender identity or that does not conform to traditional notions of masculinity or femininity.

Single-Sex Classes and Other Sex-Specific Activities

In the event that the School provides non-vocational single-sex classes and/or extracurricular activities, the School shall allow transgender students to participate in those classes and/or activities consistent with their gender identity.

Harassment and Bullying

Discrimination, bullying, and harassment on the basis of gender identity or expression is prohibited. Any form of harassment will be addressed pursuant to the School's Anti-Harassment, Intimidation, and Bullying Policy and/or the Title IX Grievance Procedure.

Activities Requiring Overnight Accommodations

Overnight activities are infrequent occurrences at the School. However, if a School activity requires students to spend the night either at the School or at any other location, the School shall not require a transgender student to stay in single-occupancy accommodations or to disclose personal information unless the same is required of other students.

The School may honor a student's voluntary request for a single-occupancy accommodation.

Athletics

The School may operate or sponsor sex-segregated athletic teams when selection for such teams is based on competitive skill or when the activity involved constitutes a "contact sport." The School may consider age appropriate, tailored requirements based on sound, current, and researched-based medical knowledge about the impact of a transgender student's participation on the competitive fairness of the sport and the safety of all student participants.

The School will assert its policy to authorities of all athletic programs sponsored by or related to the School to meet these goals.

Education

It is the desire of the Board that teachers, counselors, coaches, administrators, parents, and students be educated as appropriate regarding transgender sensitivity in relation to students.

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236 Transportation of Pupils

It is the School's policy to provide transportation services to all eligible students within the limitations established by the "Ohio School Bus Operation Regulations" issued by the Ohio Department of

Education, Ohio State Highway Patrol and the Ohio Department of Highway Safety, and as otherwise required by State law.

The Board or its designee is responsible for planning and operating the School's transportation program. The Board may contract with a qualified transportation provider that is authorized to provide pupil transportation ("Transportation Service Provider"), in which case the Transportation Service Provider may be responsible for planning and operating the School's transportation program, subject to the Board's approval. Requests for transportation of Eligible Students shall be made to the Board or its designee. The Board or its designee shall determine if transportation will be provided individually. Students will be eligible for transportation services if all of the following apply:

- a. They attend Kindergarten through Eighth grade[the school currently serves gradesk-6];
- b. Their residence is located at or beyond two (2) mile radius of the School;
- c. Transportation to the School by bus requires no more than thirty (30) minutes of direct travel time as measured by school bus from the public school building which the student would be assigned if attending the public school designated by the district of residence; and
- d. Their home district is not obligated to transport the student.

The Board recognizes that State law and this Policy do not require the School to provide transportation to those students in grades Kindergarten to Eighth who reside less than 2 miles from the School, or for those students whose transportation requires more than 30 minutes of travel time. However, the Board may choose to offer transportation to these students, so long as transportation services are provided in an equitable and non-arbitrary basis. The Board shall resolve to offer transportation to such students individually, and any decision to offer transportation services beyond the legal requirements or the requirements of this Policy shall be based upon:

- a. Special needs;
- b. The availability of funds and the cost of additional transportation services;
- c. The number of students that would be transported, and if those students are sufficiently "clustered";
- d. The need for transportation based on concerns for safety brought about by an unusually hazardous condition; and

- e. Any other factor deemed pertinent by the Board.

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Unusually hazardous conditions may include, but are not limited to: (1) high traffic roadways or highways; (2) absence of adequate sidewalks, crosswalks or traffic signals; (3) high speed limits; (4)

roadway construction; (5) the presence of particularly dangerous individuals; or (6) other conditions deemed unnecessarily dangerous by the Board. Under these circumstances, transportation may be provided by yellow bus or payment in lieu of in-kind transportation.

The Principal, in conjunction with the Board, shall take all necessary steps to secure the transportation services required by this Policy.

Students Meeting the Federal Definition of "Homeless". Homeless students will be transported from their temporary place of residence to the School, at the request of the parent, guardian or unaccompanied minor, to the same extent as all other students of the School and consistent with this Policy. If the homeless student's temporary residence is located outside the boundaries of the School, the Liaison for Homeless Children will coordinate with the Principal to contact the district in which the student temporarily resides to arrange for transportation of the student and to seek an agreement on apportioning the cost of such transportation. Under no circumstances will a homeless student be denied enrollment based on issues related to student transportation.

Students With Disabilities. Where transportation services are included in the student's individualized education program (IEP), the School shall not deny the Student transportation services, regardless of distance from the student's residence to the School. Transportation services shall also be provided for all children who are so disabled that they are unable to walk to and from the School. All other students with disabilities will be transported in the same manner as nondisabled students.

Bus Routes and Stops. Bus routes shall be established by the Board or its designee so that each bus stop is within a defined reasonable walking distance of the home of every Eligible Student who is receiving transportation services. School bus stop locations shall provide for the maximum safety of pupils giving consideration to distance from residence, traffic volume, physical characteristics, visibility and weather conditions. Bus stops shall be established on the residence side of all four-lane highways and other roadways posing unusually hazardous conditions. Bus stops shall be located at a distance from the crest of hills or road curvatures to allow motorists adequate visibility. Each student shall be assigned and required to use a specific bus stop. Bus routes shall be approved by the Board annually. Any subsequent changes to designate or relocate bus stops may be made by the Board or its designee. Bus stops and time schedules shall be adopted and put in force by the Board no earlier than thirty (30) days prior to, and no later than ten (10) days after the beginning of the school year.

Idling. Buses that utilize diesel engines shall not be permitted to idle in excess of five minutes while in school loading zones, unless the operation of a wheelchair lift is required.

Safety Instruction. The School, or Transportation Service Provider if any, shall annually provide safety instructions regarding transportation services on and around the school bus to all Eligible Students receiving transportation services and their parents, and to any passengers participating in non-routine use

of a school bus. Eligible Students in grades Kindergarten through three (3) shall be provided safety instruction within the first two (2) weeks of classes each school year, which shall include, but not be limited to, the following:

- a. Safe walking practices to and from the bus stop;
- b. Wearing appropriate light-colored or reflective clothing when walking to and from the bus stop in the dark;
- c. How and where to wait safely for the bus;
- d. How to avoid risky behavior, including risks involving strangers;
- e. What to do if the bus is late or fails to arrive;
- f. How to enter and leave the bus safely, including concerns for snagging clothing, backpacks, and other items that may be caught or dropped around or under the bus;
- g. Safety precautions when crossing the highway before boarding and after leaving the bus or when trespassing in a railroad right-of-way and other dangerous areas; and
- h. Respect for the rights and privileges of others and safe riding practices.

Pupil Transportation Management. Bus drivers shall be employed by the Transportation Services Provider and shall meet all federal, state and local laws and rules regarding driver qualifications. The bus driver shall have the authority and responsibility for overseeing all pupils while they are on-board the bus, at loading and unloading zones, or in traffic areas on the School's premises. Bus drivers are also responsible for insuring that each student boards and disembarks at his or her designated bus stop. Bus drivers should report any overcrowding or otherwise unsafe conditions to the Board or its designee.

Bus drivers must be provided with access to appropriate information about the child to the degree that such information might affect the safety and well-being of the student on the bus. This information must be kept strictly confidential.

Eligible Students who receive transportation shall arrive at the bus stop before the bus is scheduled to arrive and must wait in a location clear of traffic, leaving adequate distance for the bus to safely stop. Pupils must board and exit the bus at assigned locations, unless a student has parental and administrative authorization to do otherwise. Students must go directly to an available seat or an assigned seat, if applicable, so that the bus may resume motion safely. Pupils must remain seated keeping aisles and exits clear. Students may only board the bus with objects that can be held in a student's lap.

Students must comply with the School Code of Conduct while at bus stops, boarding and disembarking, and riding the bus. Students shall observe classroom conduct and obey the bus driver promptly and

respectfully at all times while waiting at bus stops, boarding, riding and departing the bus. Profane language while riding the bus is prohibited. Pupil behavior, including while at school bus stops, shall not threaten life, limb or the property of any individual. Students must not throw or pass objects on, from or into the bus and shall keep all parts of the body inside the bus while the bus is moving. Students may not eat or drink on the bus, except as required for medical reasons. Students shall not possess or use tobacco, alcohol and drugs, except for drugs prescribed by an authorized physician, while on the bus.

See also **Policy 271 Student Code of Conduct, Policy 297 Homeless Children and Youth Policy, Policy 227 Rights of Individuals with Disabilities, Policy 228 Section 504 of the Rehabilitation Act of 1973, Appendix 236-A Bus Driver Qualifications, Appendix 236- B Bus Inspections, Appendix 236-C Field Trip Permit and Appendix 236-D Pre-Trip Safety Training Verification.**

O.R.C. 3327 et seq.; O.A.C. 3301-83 et seq.

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236.1 Emergency and Evacuation Procedures

The School's program of transportation shall promote the safe and efficient movement of students. The School recognizes that many of the dangers referenced in this policy are remote,

Handling Medical Emergencies

The bus driver shall be trained in first aid and the bus shall be equipped with a first aid kit. In the event of a medical emergency, the bus driver shall safely stop the bus, place the bus in park setting the parking break, turn off the ignition, and turn on the hazard warning lights. The bus driver shall contact the Principal or his/her designee and, if necessary, shall contact emergency law enforcement/ medical services (by dialing "911"). The bus driver shall administer first aid until first responders arrive. Once the medical emergency has been resolved, the bus driver shall resume his/her route to the School. In the event that a medical emergency prevents the bus driver from continuing his/her route with the bus, the Principal or his/her designee shall arrange for alternate transportation to be provided to students.

School Bus Accident

Despite all precautions, the possibility of being involved in a school bus accident cannot be entirely eliminated. In the event that the school bus is involved in an accident, the bus driver shall park the bus and set the parking break, turn off the ignition, and activate hazard warning lights. If the bus becomes disabled on a non-municipal roadway or its shoulder, or if the bus was required to have its headlights on at the time of the accident, the bus driver shall display warning devices to alert any oncoming traffic.

The bus driver shall evaluate the need for medical assistance, applying first aid as needed, and shall immediately contact emergency law enforcement/ medical service and the School Principal or his/her designee. The bus driver shall reasonably attempt to protect the accident scene and shall take all necessary steps to control and direct passengers to the safest location available. The bus driver shall comply with all law enforcement requests and shall complete all necessary accident forms as required.

The Principal or his/her designee shall secure alternate arrangements for the continued transportation of students to the School and for recovering the disabled bus. The Principal or his/her designee shall be responsible for communicating information regarding any school bus accident to parents and the community.

Disability of the Driver

In the event that the bus driver becomes ill or suffers an injury or disability while driving the bus, the bus driver shall immediately notify the Principal or his/her designee of the situation. If necessary, the bus driver and/or the Principal or his/her designee may also contact emergency medical services.

If the bus driver's disability is so severe that the bus driver becomes immediately incapacitated and is unable to continue the operation of the bus, the driver shall attempt to safely stop the bus at a parking lot available to the public or on the road's shoulder. The driver shall park the bus setting the parking break, turn off the ignition, and turn on the hazard warning lights. Student's shall not be evacuated from the bus until directed to do so by the Principal or his/her designee or local law enforcement.

The Principal or his/her designee shall secure alternate arrangements for the continued transportation of students to the School and for recovering the disabled bus.

School Bus Failure

Despite the School's cautious care and operation of its school buses, unpreventable mechanical breakdowns may occur from time to time. If at any time the school bus experiences a mechanical failure, the bus driver shall attempt to pull the bus over to the side of the road or shall seek out another publicly available parking lot in order to park the bus.

The bus driver shall activate the hazard warning lights and shall **display** warning devices on the roadway. The bus driver shall not evacuate the bus, unless the driver reasonably determines that evacuation is necessary for the safety and welfare of the bus passengers. The Principal or his/her designee shall secure alternate arrangements for the continued transportation of students to the School and for recovering the disabled bus.

Inclement Weather

When weather forecasts indicate that inclement weather is approaching, the Principal or his/her designee shall review roadway conditions and determine if bus routes may be safely traversed. The School may delay the start of the school day, or may excuse students early at the end of the school day if, in the discretion of the Principal or his/her designee, it is determined that such measures are necessary for the safe transport of students.

Tornado

If the bus driver is alerted to a probable tornado sighting or if the State of Ohio or National Weather Service issues a tornado warning, the bus driver shall immediately notify the Principal or his/her designee and shall take appropriate steps to secure the safety of the passengers on board the bus.

If the bus is located in a rural area at the time of the sighting or warning, the bus driver shall attempt to park the school bus off of the roadway in a place away from large trees, electrical lines, telephone poles or other falling hazards. The bus driver should issue an evacuation order, if safe to do so, and shall direct passengers to move away from the bus, though students should not be permitted to cross the roadway unless the driver determines that it is **reasonable** safe to do so. If possible, the bus driver shall direct students to seek cover in a ditch, ravine or embankment, taking precautions for any high or swiftly moving water that may be present.

If the bus is near a public facility or private business that is open to the public when the probable tornado is sighted or when the tornado warning is in effect, the bus driver shall immediately park the bus and evacuate its passengers. Passengers shall seek shelter in the nearest building open to the public in a manner consistent with the building's tornado procedures.

Once any threat of tornado has subsided, the bus driver shall check students for injuries or shock and administer first aid, if necessary, and shall contact the Principal or his/her designee for further instructions.

Student with Weapon

Students are prohibited from bringing weapons to School or on the school bus. If a bus driver discovers that a student is in possession of a weapon, other than a firearm, the bus driver shall contact the Principal or his/her designee when safe to do so. In the event that a student is suspected of or known to possess a firearm, the bus driver shall immediately contact the Principal or his/her designee. If at any time the bus driver reasonably determines that the student poses an immediate threat to himself/herself or others, the bus driver may stop the bus and contact emergency law enforcement (by calling "911"). The bus driver may attempt to confiscate the weapon if the driver reasonably believes doing so will not cause harm to him/her or other students.

If a student with a weapon threatens to or becomes violent, the bus driver shall take all reasonable steps to protect himself/ herself and the welfare of all students present on the bus and may evacuate of the bus. The bus driver shall immediately notify emergency law enforcement and the Principal or his/her designee. The bus driver should take reasonable steps to respond to any injuries and administer first aid.

Assaults

In the event that an assault occurs on the bus, the bus driver shall contact the Principal or his/her designee when safe to do so. The bus driver shall park the bus placing the parking break, turn off the ignition, and turn on the hazard warning lights. The driver shall attempt to quell any disturbance and shall take all reasonable steps to protect himself/ herself and the welfare of all students present on the bus. The driver may evacuate of the bus if the disturbance is likely to jeopardize the safety of students who are not involved in the assault.

The bus driver should take reasonable steps to respond to any injuries and administer first aid and may notify emergency law enforcement or medical care and the Principal or his/her designee if injuries resulting from the assault require medical treatment.

Unauthorized Attempted Boarding

From time to time the School bus driver may be confronted with argumentative and/or unruly individuals. The bus driver shall attempt to refuse unauthorized persons entrance onto the school bus and may close the bus entrance door in the event that an unauthorized individual attempts to board. The bus driver shall make reasonable efforts to diffuse potentially volatile situations using non-aggressive methods. In the event that the bus driver determines a situation may become dangerous, the bus driver shall proceed safely from the scene if possible, and shall notify the School Principal of his/her designee and, as necessary, local emergency law enforcement, providing a detailed description of the encounter.

Threats Impeding the Movement of the Bus

When a threat, either inside or outside the bus, impedes the safe movement of the bus, the bus driver shall contact the Principal or his/her designee for further instructions. The bus driver may contact emergency law enforcement in the event that the obstruction poses a physical threat to the welfare of the driver and/or the passengers.

Evacuations

The Principal or his/her designee who is not the bus driver assigned to the bus route shall annually conduct three (3) emergency exit drills for all students who receive routine transportation services from the School. When conducting emergency exit drills, the Principal shall require that all students practice a)

exiting through the entrance door, b) exiting through the rear emergency door, and c) exiting the front half of the bus through the front entrance and the rear half of the bus through the rear emergency door simultaneously. Students shall not carry any items with them when evacuating the bus. After evacuation, students must assemble at a location designated by the Principal or his/her designee that is at least one hundred (100) feet away from the bus.

The bus driver shall remain in the bus during the evacuation drills with the parking break set, bus ignition turned off, and transmission in gear or park. Drills shall be held on School property whenever possible and shall not be conducted on the school bus route.

Placement of Warning Devices

Whenever the school bus is disabled on any traveled portion of a road or its shoulder located outside of any municipality, or at any time when headlights are required to be turned on, the bus driver must place fuse flares, lanterns or reflectors in order to alert other drivers to the bus' stopped location. At least one (1) fuse flare, lantern or reflector must be placed at each of the following locations if the bus becomes disabled:

1. forty (40) paces or approximately one hundred (100) feet in front of the bus;
2. forty (40) paces or approximately one hundred (100) feet behind the bus; and
3. on the traffic side of the bus.

The bus driver shall be solely responsible for the placement of fuse flares, electric lanterns, or red reflectors and shall be placed as to afford ample warning to other users of the roadway.

Notice

The Principal or his/her designee shall provide training on this policy to all bus drivers in order to ensure that the bus drivers understand the School's emergency and evacuation procedures.

This policy was developed in cooperation with those School employees and contractors whose services would be required in the event of an emergency.

R.C. 4513.28; O.A.C. 3301-83-15.

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SECTION 240

STUDENT ADMISSION/GRADING/GRADUATION

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241 Admissions and Lottery Standards

The School is open to any individual entitled to attend school in Ohio pursuant to R.C. 3313.64 or 3313.65, except that admission may be limited to the geographic area and grade or age levels specified in the Community School Contract.

The School will not discriminate in the admission of students to the School on the basis of race, creed, color, disability, sex, intellectual ability, measures of achievement or aptitude, or athletic ability, provided, however, that the School may limit admission to students identified as “at risk” in the Community School Contract. Upon admission of a student with a disability, the School will comply with all federal and state laws regarding the education of students with disabilities.

If there are more applicants than there are spaces, a lottery will be conducted in the following manner:

- Each applicant will be assigned a number;
- The numbers will then be drawn at random by a disinterested third party;
- The first number drawn will be the first new applicant placed on a permanent waiting list and so on until all numbers are drawn;
- Applicants on a permanent waiting list prior to any lottery will retain their position on the waiting list;
- The school may separate the lottery and the waiting lists for each grade or age grouping;
- Students attending the previous year and students who reside in the district in which the school is located will have first preference for a position;
- Secondary preference may be given to siblings of existing students and students who are the children of full-time School Staff, provided the total number of students receiving this preference is less than five percent (5%) of the School’s total enrollment.

R.C. 3314.06.

See Policy 206 General Notice of Non-Discrimination, Policy 221 Access to Equal Educational Opportunity, Policy 241.3 Compulsory and Early Kindergarten Admission, Policy 241.5 Enrollment and Residency Policy, and Policy 241.6 Tuition for Out-of-State Students.

NOTICE

Pursuant to the Ohio Revised Code Section 3314.041, the governing authority of each community school and any operator of such school shall distribute to parents of students of the school upon their enrollment in the school the following statement in writing:

The Kids Care Elementary is a community school established under Chapter 3314 of the Revised Code. The school is a public school and students enrolled in and attending the school are required to take proficiency tests and other examinations prescribed by law. In addition, there may be other requirements for students at the school that are prescribed by law. Students who have been excused from the compulsory attendance law for the purpose of home education as defined by the Administrative Code shall no longer be excused for that purpose upon their enrollment in a community school. For more information about this matter, contact the school administrator or the Ohio Department of Education.

241.2 Records upon Enrollment

Newly enrolled student records:

1. Upon entry, a request for records will be made within twenty-four (24) hours from the public or nonpublic elementary or secondary school the pupil most recently attended.
 - a. “Entry” is defined as the beginning of learning opportunities by a student at the School.
8. If the records are not received, a second request and contact with the parent and former school should be made within the first fourteen (14) days by the Principal or his/her designee.
9. If the records are not received within fourteen (14) days of the date of request, or the pupil’s previous school indicates that it has no record of the pupil’s attendance, or if the pupil does not present any one of the following: (1) a certification of birth; (2) a passport or attested transcript of a passport filed with a registrar of passports at a point of entry of the United States showing the date and place of birth of the child; (3) an attested transcript of the certificate of birth; (4) an attested transcript of the certificate of baptism or other religious record showing the date and place of birth of the child; or (5) an attested transcript of a hospital record showing the date and place of birth of the child, the Principal will contact the former school directly, then the Principal or his/her designee will notify the law enforcement agency having jurisdiction in the area where the pupil resides of this fact and of the possibility that the pupil may be a missing child.
10. The School shall not admit any student requesting admission to the School after discharge or release from the custody of the department of youth services until the School is in receipt of (1) an updated copy of the student’s academic transcript; (2) a report outlining the student’s behavior in school while in custody of the department; (3) the student’s current IEP if applicable; and (4) a summary of the institutional record of the student’s behavior.
11. The School shall not deny admission to a child who has been placed in a foster home or in a residential facility (*e.g.*, a group home, child’s crisis care facility, children’s residential center, residential parenting facility with 24-hour care, county children’s home or district’s children’s home) if the child does not present a birth certificate, or a comparable certificate from another state or country, or another document specifically listed above in (3) to attest to the child’s date and place of birth upon registration for admission. Required documentation must be presented within ninety (90) days of the child’s initial entry into the School. If the required records are not produced within ninety (90) days of enrollment the Principal or his/her designee will notify the law enforcement agency having jurisdiction in the area where the pupil resides of this fact and of the possibility that the pupil may be a missing child.
12. In the event that an order or decree is issued allocating parental rights and designating a residential parent, or that a grandparent power of attorney or caretaker authorization affidavit is executed, that residential parent or grandparent shall provide the School with a complete and accurate copy of the order and any other relevant documentation.

Requests for student records:

1. Upon receipt of a request for student records, the School will comply within two (2) business days.
13. Copies of the student's records will be made and kept on file.

R.C. 3313.672.

See also Policy 252 Missing and Absent Children.

241.3 Compulsory and Early Kindergarten Admissions

- A. The School shall admit a child to kindergarten if the child is five years of age prior to September 30 of the year of admittance.
- B. The School chooses not to admit any child who will not be five prior to the date selected above, and therefore the School has no Early Admissions or Academic Acceleration Policy.
- C. First and other grade eligibility shall be based on the admissions, promotion, and retention policies of the School.

R.C. 3321.01

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