

SECTION E: SUPPORT SERVICES

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SUPPORT SERVICES GOALS

Support services are essential to the educational program. The Board serves as trustee of District facilities and overseer of school operations for the purpose of providing the facilities and services that support a thorough and efficient educational program.

In order to provide support services for the overall educational program, the Board develops goals that include a:

1. safe and pleasant physical environment for teaching and learning for the school community through the continual evaluation of the facilities;
2. transportation program for the safe transporting of students to and from school;
3. food services program that supports nutrition through participation in the National Child Nutrition Programs and
4. safety program, which evaluates personnel, buildings, vehicles, equipment and supplies to maintain a safe environment and to minimize the effects of a disaster.

[Adoption date: November 21, 2000]

[Re-adoption date: March 10, 2016]

CROSS REFS.: EB, Safety Program
EBC, Emergency Management and Safety Plans
EEA, Student Transportation Services
EF, Food Services Management
EFB, Free and Reduced-Price Food Services

SAFETY PROGRAM

The Board is concerned with the safety of all students, employees and members of the school community present on District property and at all District-sponsored events at other sites. The Board directs the administration to develop a safety program, which is reviewed on an annual basis.

The Superintendent/designee is the administrator responsible for the safety program of the District and develops written procedures to comply with all applicable Federal and State laws and regulations.

The practice of safety is also a part of the instructional plan of the District through educational programs. The educational program includes instruction in traffic and pedestrian safety, fire prevention, in-service training and emergency procedures appropriately geared to students at different grade levels.

All staff are encouraged to participate in the safety practices of the District by providing recommendations that ensure a safe environment for all.

[Adoption date: March 14, 1988]
[Re-adoption date: November 21, 2000]
[Re-adoption date: January 27, 2003]
[Re-adoption date: March 23, 2006]
[Re-adoption date: September 25, 2014]
[Re-adoption date: March 10, 2016]

LEGAL REFS.: Public Employment Risk Reduction Program; ORC 4167.01 et seq.
ORC 2744
3313.536
3313.60; 3313.643
3707.26
3737.73
OAC 3301-35-06

CROSS REFS.: EA, Support Services Goals
EEAC, School Bus Safety Program
GBE, Staff Health and Safety
IGAE, Health Education
JHF, Student Safety

REPORTING OF HAZARDS

The Board is concerned with the safety of students and staff and, therefore, complies with all Federal and State laws and regulations to protect students and staff from known hazards that pose an immediate risk to health and safety.

Toxic Hazards

Toxic hazards exist in chemicals and other substances used in the school setting such as in laboratories, science classrooms, kitchens and in the cleaning of rooms and equipment.

The Superintendent appoints an employee to serve as the District's Toxic Hazard Preparedness (THP) officer. The THP officer:

1. identifies potential sources of toxic hazards in cooperation with material suppliers who supply the THP officer with safety data sheets (SDS);
2. ensures that all incoming materials, including portable containers, are properly labeled with the identity of the chemical, the hazard warning and the name and address of the manufacturer or responsible party;
3. maintains a current file of SDS for every hazardous material present on District property;
4. designs and implements a written communication program that:
 - A. lists hazardous materials present on District property;
 - B. details the methods used to inform staff and students of the hazards and
 - C. describes the methods used to inform contractors and their employees of any hazardous substances to which they may be exposed and of any corrective measures to be employed;
5. conducts a training program in compliance with State and Federal law for all District employees to include such topics as detection of hazards, explanation of the health hazards to which they could be exposed in their work environment and the District's plan for communication, labeling, etc. and
6. establishes and maintains accurate records for each employee at risk for occupational exposure including name, Social Security number, hepatitis B vaccine status, results of exams, medical testing and follow-up procedures for exposure incidents and other information provided by and to health care professionals.

In fulfilling these responsibilities, the THP officer may enlist the aid of county and municipal authorities and others knowledgeable about potential toxic hazards.

Asbestos Hazards

In its efforts to comply with the Asbestos Hazard Emergency Response Act, the Public Employment Risk Reduction Program (PERRP) and the Asbestos Abatement Contractors Licensing Act, the Board recognizes its responsibility to:

1. inspect all District buildings for the existence of asbestos or asbestos-containing materials;
2. take appropriate action based on the inspections;
3. establish a program for dealing with friable asbestos, if found;
4. maintain a program of periodic surveillance and inspection of facilities or equipment containing asbestos and
5. comply with EPA regulations governing the transportation and disposal of asbestos and asbestos-containing materials.

The Superintendent appoints a person to develop and implement the District's Asbestos-Management Program, which ensures proper compliance with Federal and State law and the appropriate instruction of staff and students.

The Superintendent also ensures that, when conducting asbestos abatement projects, each contractor employed by the District is licensed pursuant to the Asbestos Abatement Contractors Licensing Act.

Occupational Exposure Training

All employees with occupational exposure are required to participate in a training program at the time of their initial assignment to tasks where occupational exposure may occur.

Follow-up training for employees is provided one year after their initial training. Additional training is provided when changes such as modifications of tasks and procedures or institution of new tasks and procedures affect employees' occupational exposure.

A record of attendance at occupational exposure training is completed and maintained by the THP officer following each training session. These records are maintained for three years from the date of the training.

Records Availability

All records required to be maintained are made available upon request for examination and copying by the employee, employee representatives and under the provisions of PERRP. Medical records, however, are not made available to employee representatives or other persons without written consent of the employee.

Other Conditions Injurious to the Safety or Health of Building Occupants

In addition to the reporting of toxic hazards, the Board directs the Superintendent/designee to comply with all board of health inspections to ensure that conditions injurious to the safety or health of persons on District property are minimized.

During a board of health inspection, each building principal/designee provides:

1. access to the building and grounds during regular school hours;
2. a record of inspections of the school grounds and buildings for dangerous and recalled products;
3. any records or other information the board of health considers necessary to evaluate the health and safety of the school and
4. a representative who accompanies the sanitarian during the course of the inspection, with advance notice from the board of health.

Liability Disclaimer

Nothing in this policy should be construed in any way as an assumption of liability by the Board for any death, injury or illness that is the consequence of an accident or equipment failure or negligent or deliberate act beyond the control of the Board or its officers and employees.

[Adoption date: January 21, 2000]

[Re-adoption date: March 23, 2006]

[Re-adoption date: December 17, 2007]

[Re-adoption date: December 21, 2009]

[Re-adoption date: March 27, 2014]

[Re-adoption date: March 10, 2016]

LEGAL REFS.: 29 CFR 1910.1030
Asbestos School Hazard Abatement Act; 20 USC 4011 et seq.
Asbestos Hazard Emergency Response Act; 15 USC 2641 et seq.
Comprehensive Environmental Response, Compensation and Liability Act;
42 USC 9601 et seq.
ORC 3313.643; 3313.71; 3313.711
3707.26
4113.23
4123.01 et seq.
Public Employment Risk Reduction Program; ORC 4167.01 et seq.

CROSS REFS.: EB, Safety Program
EBBC, Bloodborne Pathogens
EBC, Emergency Management and Safety Plans
ECG, Integrated Pest Management
GBE, Staff Health and Safety

FIRST AID

The school nurse develops guidelines for the emergency care of any student or staff member who is injured or becomes ill at school or while engaged in a school-sponsored activity. The guidelines are reviewed by the Board prior to implementation.

The guidelines provide for at least one person in each building to have special training in first aid. In the case of an emergency involving a student, the emergency medical authorization form is followed and efforts are made to contact the parent/guardian.

[Adoption date: March 14, 1988]

[Re-adoption date: March 10, 2016]

LEGAL REFS.: ORC 2305.23
3301.56
3313.712
OAC 3301-27-01
3301-35-06

CROSS REFS.: EB, Safety Program
EBBC, Bloodborne Pathogens
EBC, Emergency Management and Safety Plans
IGD, Cocurricular and Extracurricular Activities
JHCD, Administering Medicines to Students
Emergency Medical Authorization Form
Staff Handbooks

FIRST AID

The following requirements shall be adhered to by all personnel.

1. A school nurse or other trained person is responsible for administering first aid in each building. Although each nurse is assigned a school or group of schools for providing regular nursing services, a nurse is subject to call from any school if needed. An emergency medical service will be called in case of serious illness or injury.
2. The parents of all students are asked to sign and submit an emergency medical authorization form that indicates the procedure they wish to be followed in the event of a medical emergency involving their child. The forms are kept readily accessible in the health center of each school.
3. Only emergency care and first aid are provided. A physician or nurse provides training for first-aid treatment and emergency care for various types of illness and injury. Use of medications is limited to topical applications as directed by a physician for certain types of injuries or to such medication as might have been officially authorized for an individual student.
4. In cases in which the nature of an illness or an injury appears serious, the parent(s) are contacted and the instructions on the student's emergency card are followed. In extreme emergencies, arrangements may be made for a student's immediate hospitalization whether or not the parent(s) can be reached.
5. No elementary student who is ill or injured is sent home alone. Junior and senior high students may be sent home if the illness is minor and the parents, who have authorized such dismissal on the emergency medical forms, have been informed in advance.
6. Board-approved procedures are followed to guard against athletic injuries and to provide care and emergency treatment for injured athletes. Coaches meet all requirements of the State Board of Education.

(Approval date: November 21, 2000)

(Re-approval date: March 10, 2016)

BLOODBORNE PATHOGENS

Staff and students incur some risk of infection and illness each time they are exposed to bodily fluids or other potentially infectious materials. While the risk to staff and students of exposure to body fluids due to casual contact with individuals in the school environment is very low, the Board regards any such risk as serious.

Consequently, the Board directs adherence to universally recognized precautions. Universally recognized precautions require that staff and students approach infection control as if all direct contact with human blood and body fluids is known to be infectious for HIV, HBV, HCV and/or other bloodborne pathogens.*

To reduce the risk to staff and students by minimizing or eliminating staff exposure incidents to bloodborne pathogens, the Board directs the Superintendent to develop and implement an exposure control plan. This plan must be reviewed and updated at least annually in accordance with Federal law.

The plan includes annual in-service training for staff and students; first-aid kits in each school building and each student transportation vehicle; correct procedures for cleaning up body fluid spills and for personal cleanup.

Training is followed by an offer of immunization with hepatitis B vaccine for all staff who are required to provide first aid to students and/or staff. The vaccine is also offered to all staff who have occupational exposure as determined by the administrator.

[Adoption date: November 21, 2000]

[Re-adoption date: March 23, 2006]

[Re-adoption date: December 22, 2010]

[Re-adoption date: March 10, 2016]

LEGAL REFS.: 29 CFR 1910.1030

ORC 3707.26

Public Employment Risk Reduction Program; ORC 4167.01 et seq.

CROSS REFS.: EBBA, First Aid

EBC, Emergency Management and Safety Plans

JHCC, Communicable Diseases

* Bloodborne pathogens are pathogenic microorganisms that are present in human blood and can cause disease in humans. These include, but are not limited to, hepatitis B virus (HBV), hepatitis C virus (HCV) and human immunodeficiency virus (HIV).

EMERGENCY MANAGEMENT AND SAFETY PLANS

The Board acknowledges that the safety and well-being of students and staff are high priorities. Although emergencies cannot be predicted, effective prevention and management strategies are used to minimize the effects of emergency situations arising in the District.

An emergency is defined as an event that threatens the actual safety and security of students, employees or visitors of the District or whose impact threatens the feeling of safety and security, both of which are detrimental to a positive learning environment. Emergencies include, but are not limited to, fire, natural disasters, medical emergencies, industrial accidents, suicide, death of a student or employee, acts of violence, trauma and terrorism.

Comprehensive Emergency Management and School Safety Plans and Drills

The Board directs the Superintendent/designee to prepare emergency/safety plans for use by staff and students. The plans are posted in each classroom and other areas accessible to staff and students.

The comprehensive emergency management plan sets a protocol for addressing and responding to serious threats to the safety of the school property, students, staff, volunteers and visitors. Each protocol includes procedures deemed appropriate by the Board or governing authority for responding to threats and emergency events including, but not limited to, notification of appropriate law enforcement personnel, calling upon specified emergency response personnel for assistance and informing parents of affected students.

State law determines the type and number of drills the District must conduct in order to adequately prepare staff and students for emergency situations. Drills provide both students and staff with practice in responding to emergency conditions should such conditions occur.

A copy of each school building's current comprehensive emergency management plan and blueprint is filed with the Ohio Department of Education, the law enforcement agency that has jurisdiction over the school building and, upon request, the fire department and emergency medical service organization that serves the political subdivision in which the school building is located. The floor plan is used solely by first responders responding to an emergency in the building and is not a public record.

The administration reviews the plan annually, considering the most current information dealing with the subjects, as well as making relevant information about the plan known to the community. When the comprehensive emergency management plan is used, assessment of the way the emergency was handled is completed by the Board and the administration. Suggestions for improvement, if necessary, are solicited from all stakeholders.

Although the plan is reviewed annually, State law requires the District's comprehensive emergency management plan to be updated every three years and whenever a major modification to an individual school building requires changes in that building's procedures or whenever information on the emergency contact information sheet changes.

[Adoption date: November 21, 2000]
[Re-adoption date: September 25, 2006]
[Re-adoption date: December 17, 2007]
[Re-adoption date: December 21, 2009]
[Re-adoption date: December 22, 2010]
[Re-adoption date: September 25, 2014]
[Re-adoption date: March 10, 2016]

LEGAL REFS.: ORC 149.433
2305.235
2923.11
3301.56
3313.20; 3313.536; 3313.717; 3313.719
3314.03; 3314.16
3701.85
3737.73; 3737.99
OAC 3301-35-06

CROSS REFS.: EBAA, Reporting of Hazards
EBBA, First Aid
EBBC, Bloodborne Pathogens
ECA, Buildings and Grounds Security
ECG, Integrated Pest Management
EEAC, School Bus Safety Program
EF, Food Services Management
EFB, Free and Reduced-Price Food Services
EFH, Food Allergies
GBE, Staff Health and Safety
JHCD, Administering Medicines to Students
JHF, Student Safety
KBCA, News Releases
KK, Visitors to the Schools
Emergency Management and Safety Plans Handbook

EMERGENCY MANAGEMENT AND SAFETY PLANS
(Administrative Rules/Protocols)

The Board directs the Superintendent/designee to prepare and maintain comprehensive emergency management and safety plans and administrative rules/protocols regarding the topics listed below. The rules/protocols are kept in the central office in a secure location.

Administrative Rules/Protocols

1. A list of dangerous or recalled products.
2. Radon rules or protocols including evidence that each school has been built radon resistant or has been tested for radon within the past five years.
3. An asbestos management plan including evidence of inspection for asbestos within three years, evidence of periodic surveillance within the past six months and a copy of the yearly written notice to the public referencing asbestos inspection and the availability of the asbestos management plan for review.
4. A schoolwide safety or crisis management plan, which provides a protocol for responding to any emergency events and a protocol providing for immediate notification to the appropriate fire department and board of health in the event of any spill or release of a hazardous substance on school grounds.
5. Guidance regarding bloodborne pathogen risk reduction.
6. Procedures for administering medications to students.
7. A written comprehensive safety plan addressing:
 - A. safety management accountabilities and strategies;
 - B. safe work practices;
 - C. accident analysis procedures;
 - D. job safety analysis procedures;
 - E. safety committees and employee involvement strategies;
 - F. employee safety and health training;
 - G. treatment of sick or injured workers;

- H. safety and health hazard audits;
 - I. ergonomics;
 - J. transportation safety;
 - K. identification and control of physical hazards;
 - L. substance abuse;
 - M. school violence prevention and
 - N. personal protective equipment.
8. A written chemical hygiene plan, which sets forth procedures, equipment, personal protective equipment and work practices that are capable of protecting employees and students from the health hazards of chemicals in the school.
 9. Safety data sheets for every hazardous chemical used in each school building or on the school grounds for cleaning, maintenance or instruction. (These must be kept where the chemicals are stored in addition to the main office of each building.)
 10. Protocols on staff and student hand washing.
 11. No-smoking signs.
 12. The District's integrated pest management policy.
 13. Protocols for using automated external defibrillators (AEDs).
 14. Protocols for responding to in-school crises, including student crime, suicide, death of a student or employee, acts of violence (including bomb threats and school intruders), trauma, accidents and/or terrorism.
 15. Protocols for the management of students with life-threatening allergies.

(Approval date: December 22, 2010)

(Re-approval date: March 27, 2014)

(Re-approval date: September 25, 2014)

(Re-approval date: March 10, 2016)

EMERGENCY CLOSINGS

The Superintendent may close the schools, dismiss students early or delay the opening of schools in the event of hazardous weather, other emergencies that threaten the safety or health of students or staff members, law enforcement emergencies or other circumstances where the Superintendent determines a closure, dismissal or delay is necessary. It is understood that the Superintendent takes such action only after consultation with transportation and other necessary authorities.

Parents, students and staff members are informed early in each school year of the method of notification in the event of emergency closings or early dismissals.

The District may choose to make up a maximum of three days via online lessons and/or blizzard bags.

[Adoption date: March 14, 1988]
[Re-adoption date: March 24, 2008]
[Re-adoption date: December 21, 2009]
[Re-adoption date: July 25, 2011]
[Re-adoption date: September 24, 2012]
[Re-adoption date: March 27, 2014]
[Re-adoption date: March 10, 2016]

LEGAL REFS.: ORC 3313.48; 3313.482

CROSS REFS.: EBC, Emergency Management and Safety Plans
IC/ICA, School Year/School Calendar
ID, School Day

CONTRACT REFS.: Teachers' Negotiated Agreement
Classified Staff Negotiated Agreement

EMERGENCY CLOSINGS

In accordance with State law, the District may choose to make up missed days via online lessons. A plan for online lessons must be submitted to the Ohio Department of Education (ODE). The plan must include:

1. the number of days the District plans to make up via online lessons (maximum of three);
2. a statement requiring each classroom teacher to develop enough lesson plans to cover the number of makeup days specified in the plan;
3. a statement requiring the District to make the lessons available to students on the District's website as soon as practicable after school closure;
4. a statement granting students a two-week period from the date of posting to complete the lesson;
5. a statement specifying that teachers will grade the online lessons in the same manner as other lessons and that students may receive an incomplete or failing grade if the lesson is not completed on time;
6. a statement allowing students to work on posted lessons at school after it reopens if the student does not have access to a computer at his/her residence. The District may provide the student access to a computer before, during or after the regularly scheduled school day, or may provide a substantially similar paper lesson. Students without access to a computer at home are granted two weeks from the date of reopening, rather than the date of posting, to complete the lesson and
7. a statement indicating whether the District will utilize blizzard bags in addition to posting classroom lessons online. Blizzard bags are paper copies of the online lessons. If the District uses blizzard bags, teachers must also prepare paper copies of the online lessons, and the Board's plan to ODE must specify the method of distributing the blizzard bags, which may include distribution by a set deadline or distribution prior to an anticipated school closure.

The District must also secure written consent of the teachers' union. The Board then submits the plan along with a copy of the teachers' union consent to ODE by the deadline specified under State law.

(Approval date: March 10, 2016)
(Re-Approval date: May 15, 2017)

File: EBCE

PROTECTION FOR REPORTING SAFETY AND FRAUD VIOLATIONS
(Whistleblowers)

The Board is concerned with the safety of everyone present on District property and has directed the Superintendent/designee to develop and maintain a comprehensive safety plan, in accordance with State law, that addresses potential safety issues that may arise within the District.

In addition to the comprehensive safety plan, staff members are encouraged to participate in the safety practices of the District by providing recommendations that ensure a safe environment for all.

The Board also is concerned with the prevention of fraud, including the misuse and misappropriation of public money, and, in accordance with State law, shall provide information to all staff members about the fraud-reporting system established through the Auditor of State.

The Board shall put forth its best efforts in prevention and correction of safety and fraud issues; however, there may be times when such violations may occur. Staff members who report these violations in good faith have the right to do so without any retaliation by the Board, District administrators or other staff members.

The Board does not condone, nor does it tolerate, any act of discrimination, harassment or other acts of retaliation at any time for the reporting of safety and fraud violations. Staff members in violation of this policy will be disciplined in accordance with the negotiated agreement, Board policy and/or State law.

[Adoption date: March 10, 2016]

LEGAL REFS.: ORC 117.103
124.341
4113.52

CROSS REFS.: EB, Safety Program
EBC, Emergency Management and Safety Plans
Emergency/Safety Plans Handbook

PROTECTION FOR REPORTING SAFETY AND FRAUD VIOLATIONS
(Whistleblowers)

State law contains a number of provisions concerning the reporting of safety and fraud violations. The following regulation gives a brief overview of these provisions.

1. Safety Violations

A. Awareness and reporting of a violation

If an employee becomes aware of a violation of any State or Federal law, or any Board policy or regulation that the District has authority to correct, and the employee reasonably believes that the violation is a criminal offense that is likely to cause an imminent risk of physical harm, a public health or safety hazard, a felony or an improper solicitation for a contribution, the employee shall orally notify his/her supervisor or other responsible administrator of the violation and subsequently file with the supervisor or administrator a written report that provides sufficient detail to identify and describe the violation.

B. Not correcting the violation

If the District does not correct the violation or make a reasonable and good faith effort to correct the violation within 24 hours after the oral notification or the receipt of the report, whichever is earlier, the employee may file a written report that provides sufficient detail to identify and describe the violation with the city or county prosecutor where the violation occurred, with a peace officer, with the inspector general if the violation is within the inspector general's jurisdiction, or with any other appropriate public official or agency that has regulatory authority over the District.

C. Notifying the employee

If an employee makes a report, the employer, within 24 hours after the oral notification was made or the report was received or by the close of business on the next regular business day following the day on which the oral notification was made or the report was received, whichever is later, shall notify the employee, in writing, of any effort of the employer to correct the alleged violation or hazard, or of the absence of the alleged violation or hazard.

D. Reporting fellow employees' violations

If an employee becomes aware of a violation by a fellow employee of any State or Federal law, any Board policy or regulation or any work rule or procedure, and the employee reasonably believes that the violation is a criminal offense that is likely to cause an imminent risk of physical harm, a public health or safety hazard, a felony or an improper solicitation for a contribution, the employee shall orally notify his/her supervisor or other responsible administrator of the violation and subsequently shall file with that supervisor or administrator a written report that provides sufficient detail to identify and describe the violation.

E. Retaliation

The District shall not take any disciplinary or retaliatory action against an employee for making any authorized report or having made any inquiry or taken any other action to ensure the accuracy of any information reported.

The District shall not take any disciplinary or retaliatory action against an employee for making any authorized report if the employee made a reasonable and good faith effort to determine the accuracy of any information so reported, or as a result of the employee's having made any inquiry or taken any other action to ensure the accuracy of any information reported.

Disciplinary or retaliatory action by the District includes, but is not limited to:

- 1) removing or suspending the employee from employment;
- 2) withholding from the employee salary increases or employee benefits to which the employee is otherwise entitled;
- 3) transferring or reassigning the employee;
- 4) denying the employee a promotion that otherwise would have been received or
- 5) reducing the employee in pay or position.

F. Accuracy of reports

The employee shall make a reasonable and good faith effort to determine the accuracy of any information reported. If the employee fails to make such an effort, the employee may be subject to disciplinary action, including suspension or removal, for reporting information without a reasonable basis to do so.

G. Legal remedies for retaliation

If the District takes any disciplinary or retaliatory action against the employee as a result of the employee's having filed a report, the employee may bring a civil action in the Court of Common Pleas for appropriate injunctive relief or for the remedies set forth in the next paragraph, or both, within 180 days after the date the disciplinary or retaliatory action was taken.

The court, in rendering a judgment for the employee, may order, as it determines appropriate, reinstatement of the employee to the same position that the employee held at the time of the disciplinary or retaliatory action and at the same site of employment or to a comparable position at that site, the payment of back wages, full reinstatement of fringe benefits and seniority rights or any combination of these remedies.

The court also may award the prevailing party all or a portion of the costs of litigation and, if the employee who brought the action prevails in the action, may award the prevailing employee reasonable attorney's fees, witness fees and fees for experts who testify at trial, in an amount the court determines appropriate. If the court determines that the District has deliberately retaliated, the court, in making an award of back pay, may include interest.

2. Fraud Violations

A. Reporting of a fraud violation

If an employee becomes aware of fraud, including the misuse of public resources by a public office or public official, the employee may file a written report identifying the fraud or misuse with his/her supervisor or responsible administrator or file a complaint with the Auditor of State's fraud-reporting system.

If an employee reasonably believes that the fraud or misuse of public resources is a criminal offense, the employee may, besides filing a report with his/her supervisor or responsible administrator or with the Auditor of State's fraud-reporting system, report it to a prosecuting attorney, director of law or chief legal officer with the appropriate jurisdiction.

B. Retaliation

The District shall not take any disciplinary action against an employee for filing a report if the employee made a reasonable effort to determine the accuracy of any information in the report.

Disciplinary or retaliatory action by the District includes, but is not limited to:

- 1) removing or suspending the employee from employment;
- 2) withholding from the employee salary increases or employee benefits to which the employee is otherwise entitled;
- 3) transferring or reassigning the employee;
- 4) denying the employee a promotion that otherwise would have been received or
- 5) reducing the employee in pay or position.

C. Legal remedies for retaliation

If the District takes any disciplinary or retaliatory action against the employee as a result of the employee's having filed a complaint or report, the employee may file an appeal with the State Personnel Board of Review within 30 days after receiving actual notice of the District's action.

The Board shall immediately notify the District and shall hear the appeal. The Board may affirm or disaffirm the action of the District or may issue any other order as is appropriate. The order is appealable to the Court of Common Pleas.

(Approval date: March 10, 2016)

PROTECTION FOR REPORTING SAFETY AND FRAUD VIOLATIONS
(Whistleblowers)

Example language regarding the Auditor of State's fraud-reporting system

The Auditor of State's office maintains a system for the reporting of fraud, including misuse of public money by any official or office. The system allows all Ohio citizens, including public employees, the opportunity to make anonymous complaints through a toll-free number, the Auditor of State's website, or through the United States mail.

Auditor of State's fraud contact information:

Telephone: 1-866-FRAUD OH (1-866-372-8364)

US Mail: Ohio Auditor of State's Office
Special Investigations Unit
88 East Broad Street
P.O. Box 1140
Columbus, OH 43215

Web: www.ohioauditor.gov

PROTECTION FOR REPORTING SAFETY AND FRAUD VIOLATIONS
(Whistleblowers)

Acknowledgement of receipt of Auditor of State fraud-reporting system information

Pursuant to Ohio Revised Code Section 117.103(B)(1), a public office shall provide information about the Ohio fraud-reporting system and the means of reporting fraud to each new employee upon employment with the public office.

Each new employee has 30 days after beginning employment to confirm receipt of this information.

By signing below you are acknowledging Adams County/Ohio Valley Local School District provided you information about the fraud-reporting system as described by Section 117.103(A) of the Revised Code, and that you read and understand the information provided. You are also acknowledging you have received and read the information regarding Section 124.341 of the Revised Code and the protections you are provided as a classified or unclassified employee if you use the before-mentioned fraud-reporting system.

I, _____, have read the information provided by my employer regarding the fraud-reporting system operated by the Ohio Auditor of State's office. I further state that the undersigned signature acknowledges receipt of this information.

Print Name, Title, and Department

Please Sign Name

Date

BUILDINGS AND GROUNDS SECURITY

Buildings and grounds constitute one of the greatest investments of the Board. It is in the best interest of the District to protect such investments.

Security includes maintenance of a secure building and protection from fire hazards, faulty equipment and unsafe practices in the use of electrical, plumbing and heating equipment. The Board shall cooperate with local law enforcement agencies and fire departments and with insurance company inspectors.

Access to buildings and grounds outside of regular school hours is limited to personnel whose work requires such access. A security control system is established, which limits access to buildings to authorized personnel and guards against entrance to buildings by unauthorized persons.

Surveillance Equipment

The Board recognizes the District's responsibility to maintain order and discipline on school property and in school vehicles. Recognizing the value of electronic surveillance systems in monitoring activity, the Board directs the administration to develop regulations to implement the surveillance program. The regulations must be in compliance with law to protect the privacy rights of students and staff.

1. Cameras

Surveillance cameras may be used both inside and outside of buildings and on school vehicles to assist in the security of students, staff and property.

2. Metal Detectors

The administration is authorized to use stationary or mobile metal detectors at its discretion. The Board directs the administration to develop regulations for the use of detectors.

Any search of a student's person as a result of activation of the detector is conducted in private.

[Adoption date: March 14, 1988]

[Re-adoption date: November 21, 2000]

[Re-adoption date: March 10, 2016]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
Family Educational Rights and Privacy Act; 20 USC Section 1232g
U.S. Const. Amend. IV
ORC 3313.20

CROSS REFS.: EBC, Emergency Management and Safety Plans
EEACCA, Recording Devices on Transportation Vehicles
JFC, Student Conduct (Zero Tolerance)
JFCJ, Weapons in the Schools
JFG, Interrogations and Searches
JO, Student Records
KK, Visitors to the Schools

BUILDINGS AND GROUNDS SECURITY

The Board recognizes the value of electronic surveillance systems in monitoring activity on school property and in school vehicles in protecting the health, welfare and safety of its students and staff. Carefully weighing the rights of privacy of students and staff against the District's duty to maintain order and discipline, the Board authorizes the use of electronic surveillance systems.

Cameras

1. Cameras are not positioned in areas where individuals have a reasonable expectation of privacy.
2. The administration provides prior written notice to staff, students and parents/guardians that electronic surveillance may occur on school property or in school vehicles. In addition, appropriate signs are posted in building entrances and at other locations deemed appropriate by the administration to inform visitors that electronic surveillance may occur on District property.
3. The use of cameras in transportation vehicles is supervised by the building principals and the transportation supervisor.
4. The use of cameras is subject to District policies concerning the confidentiality of student and staff records.
5. Surveillance cameras are used only to promote the order, safety and security of students, staff and property.

Portable Metal Detectors

Notices are posted at each main doorway and in student handbooks explaining that weapons are not permitted at school and that students may be required to submit to a metal detector check.

1. Prior to beginning metal detector checks, an administrator or law enforcement officer explains the process to the student body, emphasizing that checks are intended to maintain a safe school environment.
2. The administrator or officer checks each student by visually searching his/her locker and having them bring contents to a checkpoint.

3. The administrator or officer will ask the student to remove all metal-containing objects from his/her clothing and personal effects. The administrator/officer scans the student without touching him/her, as well as the student's personal effects. If the student refuses to cooperate, the administrator/officer may proceed with the check in the presence of another adult.
4. If the metal detector is activated during scanning of the student's effects, the administrator/officer opens the student's bag, purse, etc., and looks for weapons. If the detector is activated during scanning of the student's person, the student is given a second opportunity to remove any metal-containing object from his/her person.
5. If the metal detector is again activated, a same-sex administrator/officer conducts a pat-down search of the student's outer clothing in the area where the metal detector was activated. If the administrator/officer feels an object on the student's person, the student is given an opportunity to remove the object. If the student refuses, the administrator/officer escorts the student into a private room and removes the object from the student in the presence of an adult witness of the same sex.
6. If a properly conducted search yields a weapon or any other illegal material, it is turned over to the proper legal authorities for ultimate dispositions.

(Approval date: March 10, 2016)

VANDALISM

Parents and students will be made aware of the legal consequences of vandalism. Students, employees and citizens of the District are urged to report any incidents of vandalism to property belonging to the District together with the name(s) of the person(s) believed to be responsible. The Board may offer a reward for information leading to the arrest and conviction of any person who steals or damages Board property.

The Superintendent is authorized to sign a criminal complaint and to press charges against perpetrators of vandalism against school property. The Superintendent is further authorized to delegate, as he/she sees fit, authority to sign such complaints and to press charges.

Any student found guilty of any form of vandalism or defacement of school property may be subject to suspension or expulsion.

Parents are liable up to the amount provided by law for the willful destruction of property by a minor in their custody or control. If parents are found liable for monetary damages and are unable to make restitution, the Board may allow the parents and/or students to perform community service for the District instead of repayment of the damages.

[Adoption date: November 18, 1996]

[Re-adoption date: March 10, 2016]

LEGAL REFS.: ORC 2909.05
3109.09
3313.173
3737.73; 3737.99

CROSS REFS.: JG, Student Discipline
JGA, Corporal Punishment
JGD, Student Suspension
JGDA, Emergency Removal of Student
JGE, Student Expulsion

ENERGY CONSERVATION

Measures should be taken to conserve energy in order to minimize utility cost, provide a healthy learning environment, and demonstrate environmental leadership by reducing the District's carbon footprint. The Superintendent, supported by the school staff, will develop and implement operational guidelines to reduce energy consumption in the District buildings. The Board directs the Superintendent and the staff to continually assess the District's energy consumption and make improved use of energy resources.

Major components of the District's Energy Management Operational Guidelines include:

1. tracking each building's energy use;
2. routine energy audits for each District building;
3. building operations;
4. procurement procedures for utilities;
5. efficiency standards for appliances and equipment and
6. capital expenditures to improve energy efficiency.

The Board may approve the installation of energy conservation measures via shared savings and/or installment contracts. The Board may dispense with competitive bidding in awarding such contracts in accordance with law.

[Adoption date: November 21, 2000]

[Re-adoption date: March 10, 2016]

LEGAL REFS.: ORC 133.06(G)
3313.372; 3313.373; 3313.46(B)(3)

CROSS REFS.: DJC, Bidding Requirements
FL, Retirement of Facilities

INTEGRATED PEST MANAGEMENT

The Board is committed to providing students with a safe learning environment free of pests, pesticides and other harmful chemicals through adoption of an Integrated Pest Management (IPM) policy. The goals of the District's IPM program are to:

1. provide the healthiest learning environment possible by preventing unnecessary exposure of students and staff to toxic pesticides;
2. promote safer alternatives to chemical pesticides while preventing economic and health damage caused by pests;
3. ensure that clear and accurate notification concerning the use of pesticides is given so that measures may be taken to prevent and address pest problems effectively without endangering the health of those within the school building and
4. reduce the need for reliance on chemical pesticides.

The Board directs the administration to develop regulations that detail cost-effective strategies that reduce the use of pesticides that pose health risks to students and staff. The regulations must include procedures for the identification of pests and conditions that attract pests, prevention and monitoring techniques, education and training, approved least toxic chemical use and pre-notification of chemical use.

Parents of minor students, adult students and staff enrolled or employed at the school may request to receive prior notification of scheduled service visits by pesticide businesses in which pesticides may be applied, or of scheduled pesticide applications by licensed school employees.

In order to keep the facilities and grounds safe, the administration may investigate a variety of chemical and nonchemical methods that are designed to control pests effectively while minimizing potential exposure to students and staff.

[Adoption date: December 17, 2007]

[Re-adoption date: July 25, 2011]

[Re-adoption date: March 10, 2016]

LEGAL REFS.: Public Employment Risk Reduction Program; ORC 4167.01 et seq.
ORC 921.01; 921.06; 921.16; 921.18
OAC 901:5-11-14 and 5-11-15

CROSS REFS.: EB, Safety Program
EBA, Reporting of Hazards
EBC, Emergency Management and Safety Plans
GBE, Staff Health and Safety

INTEGRATED PEST MANAGEMENT (Site Plan)

The District's Integrated Pest Management (IPM) program applies to school personnel involved in developing and implementing IPM activities for non-agricultural uses. Persons responsible for developing and implementing IPM activities shall:

Comprehensive Site Assessment

Conduct a comprehensive site assessment that identifies the:

1. conditions producing or that could produce the pest problem, including pest entry spots;
2. type and extent of pest activity, which may be determined through the use of monitoring devices and
3. potential impacts of pests on humans, domestic animals and the environment.

Service Plan Determination

Determine, in conjunction with the entity contracted with for pest management services:

1. measures that aid in long-term prevention, elimination or control of pests;
2. priorities for pest control and elimination;
3. whether chemical control is necessary to prevent, eliminate or control pests and
4. the most effective measures, application products and methods to control pests while minimizing exposure to humans, domestic animals and the environment.

Ongoing Monitoring and Assessment

Establish with the entity contracted with for pest management services a strategy, schedule and specific recommendations for ongoing site monitoring and assessment to resolve short- and long-term control or elimination of pest problems.

Evaluation and Reassessment

Evaluate the results of implementing the IPM activity in accordance with the time frame agreed upon with the contracted entity for pest management services. The evaluation includes reassessment of the site and considers whether:

1. correction of conditions was completed and effective;
2. methods used to prevent, control or eliminate pests at the site were effective;
3. risks of exposure to humans, domestic animals and the environment were sufficiently minimized and
4. other measures, products or methods should be chosen for future pest management and control.

(Approval date: March 10, 2016)

INTEGRATED PEST MANAGEMENT
(Use of Pesticides)

The following guidelines are used by District staff and contractors when pesticides or alternative pest-control products are used.

Pesticide Use When School Is Not in Session

Pesticides will be applied on or in classroom buildings only if they are applied for the longer of four hours or the minimum time specified on the pesticide's label:

1. prior to the beginning of the school day;
2. after the school day has concluded or
3. when school is not in session under the school calendar established by the Board.

Pesticide Use When School Is in Session

Pesticides will only be applied on or in classroom buildings when school is in session, provided that:

1. persons other than the applicator and necessary school staff are not scheduled to be in the treatment area during treatment, and for the longer of four hours or the minimum time specified on the pesticide's label, as measured from the time the pesticide application is complete and
2. the entrance to the area where the pesticide is applied is posted with a sign including the following:
 - A. the sign shall measure at least 8 1/2 inches by 11 inches and
 - B. the sign is printed with letters at least 1 inch in height stating: "Pesticide Treatment Area. Do not enter before (date and time when re-entry is permitted)."

Exempted Pesticides

The pesticide being used is one of the following and is applied in strict accordance with the label instructions:

1. manufactured paste or gel balls;

2. paraffin-based rodent control product placed in industry-identified, tamper-resistant bait stations;
3. termite baiting stations;
4. rodenticides placed in wall voids or other areas that are inaccessible to humans and domestic animals;
5. disinfectants, sanitizers, germicides and anti-microbial agents or
6. dusts used in unoccupied areas of the structure.

Pesticide Documentation

Except for the exempt pesticides, if one of the above conditions is met, the following information is provided to the school's contact person for pesticide applications as soon as practicable following the application:

1. date and time pesticide was applied;
2. treatment area;
3. target pests;
4. brand name and EPA registration number of pesticide applied and
5. if applied under the rules for application when school is in session, the time or conditions for re-entering the treatment area as specified by the label, if specified.

Prior Notification

The District will develop a plan where parents or guardians of minor students, adult students, faculty and staff who are enrolled or employed may request and receive prior notifications of scheduled service visits by businesses in which pesticides may be applied or scheduled pesticide applications by licensed school employees.

The District's plan for prior notification includes:

1. the method of notification as determined by the school, which may include but not be limited to email and listserv methods and
2. if special circumstances prevent prior notification, notification will be made as soon as possible and the notice shall explain the reasons why advance notice was not provided.

Exempt pesticides need not comply with the notice requirements.

District Contact, Records and Documentation

The District designates an employee as contact person for pesticide application. The District maintains records and documentation of pesticide applications for inspection during normal school hours.

1. Records provided to the designated contact person are maintained for one year after application.
2. Documentation that the requested notifications were made in compliance with the IPM plan is also maintained.

(Approval date: March 10, 2016)

COMPUTER/ONLINE SERVICES
(Acceptable Use and Internet Safety)

Technology can greatly enhance the instructional program, as well as the efficiency of the District. The Board recognizes that careful planning is essential to ensure the successful, equitable and cost-effective implementation of technology-based materials, equipment, systems and networks.

Computers and use of the District network or online services support learning and enhance instruction, as well as assist in administration. For purposes of this policy computers include District-owned desktop computers, laptops, tablets and other mobile computing devices.

All computers are to be used in a responsible, efficient, ethical and legal manner. Failure to adhere to this policy and the guidelines below will result in the revocation of the user's access privilege. Unacceptable uses of the computer/network include but are not limited to:

1. violating the conditions of State and Federal law dealing with students' and employees' rights to privacy, including unauthorized disclosure, use and dissemination of personal information;
2. using profanity, obscenity or other language that may be offensive to another user or intended to harass, intimidate or bully other users;
3. accessing personal social networking websites for noneducational purposes;
4. reposting (forwarding) personal communication without the author's prior consent;
5. copying commercial software and/or other material in violation of copyright law;
6. using the network for financial gain, for commercial activity or for any illegal activity;
7. "hacking" or gaining unauthorized access to other computers or computer systems, or attempting to gain such unauthorized access;
8. accessing and/or viewing inappropriate material and
9. downloading of freeware or shareware programs.

The Superintendent/designee shall develop a plan to address the short- and long-term technology needs and provide for compatibility of resources among school sites, offices and other operations. As a basis for this plan, he/she shall examine and compare the costs and benefits of various resources and shall identify the blend of technologies and level of service necessary to support the instructional program.

Because access to online services provides connections to other computer systems located all over the world, users (and parents of users who are under 18 years old) must understand that neither the school nor the District can control the content of the information available on these systems. Some of the information available is controversial and sometimes offensive.

The Board does not condone the use of such materials. Employees, students and parents of students must be aware that the privileges to access online services are withdrawn from users who do not respect the rights of others or who do not follow the rules and regulations established. A user's agreement is signed to indicate the user's acknowledgment of the risks and regulations for computer/online services use. The District has implemented technology-blocking measures that protect against access by both adults and minors to visual depictions that are obscene, child pornography, or, with respect to the use of computers by minors, harmful to minors. The District has also purchased monitoring devices that maintain a running log of Internet activity, recording which sites a particular user has visited.

“Harmful to minors” is defined as any picture, image, graphic image file or other visual depiction that:

1. taken as a whole and with respect to minors appeals to a prurient interest in nudity, sex or excretion;
2. depicts, describes or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts or a lewd exhibition of genitals and
3. taken as a whole, lacks serious literary, artistic, political or scientific value as to minors.

The District will educate minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response. The Superintendent/designee will develop a program to educate students on these issues.

Annually, a student who wishes to have computer network and Internet access during the school year must read the acceptable use and Internet safety policy and submit a properly signed agreement form. Students and staff are asked to sign a new agreement each year after reviewing the policies and regulations of the District. These policies and regulations also apply to use of District-owned devices, or accessing of District intranet off District property.

[Adoption date: March 14, 1988]
[Re-adoption date: November 21, 2000]
[Re-adoption date: August 13, 2001]
[Re-adoption date: July 7, 2005]
[Re-adoption date: December 22, 2010]
[Re-adoption date: March 26, 2012]
[Re-adoption date: June 26, 2014]
[Re-adoption date: March 10, 2016]

LEGAL REFS.: U.S. Const. Art. I, Section 8
Family Educational Rights and Privacy Act; 20 USC 1232g et seq.
Children's Internet Protection Act; 47 USC 254 (h)(5)(b)(iii); (P.L. 106-554,
HR 4577, 2000, 114 Stat 2763)
ORC 3313.20
3319.321

CROSS REFS.: AC, Nondiscrimination
ACA, Nondiscrimination on the Basis of Sex
ACAA, Sexual Harassment
EDEB, Bring Your Own Technology (BYOT) Program
GBCB, Staff Conduct
GBH, Staff-Student Relations (Also JM)
IB, Academic Freedom
IIA, Instructional Materials
IIBH, District Websites
JFC, Student Conduct (Zero Tolerance)
JFCF, Hazing and Bullying (Harassment, Intimidation and Dating Violence)
Staff Handbooks
Student Handbooks

COMPUTER/ONLINE SERVICES
(Acceptable Use and Internet Safety)

The following guidelines and procedures shall be complied with by staff, students or community members who are specifically authorized to use the District's computers or online services.

1. Use appropriate language. Do not use profanity, obscenity or other language that may be offensive to other users. Illegal activities are strictly forbidden.
2. Do not reveal your personal home address or phone number or those of other students or colleagues.
3. Note that electronic mail (email) is not guaranteed to be private. Technology coordinators have access to all messages relating to or in support of illegal activities and such activities may be reported to the authorities.
4. Use of the computer and/or network is not for financial gain or for any commercial or illegal activity.
5. The network should not be used in such a way that it disrupts the use of the network by others.
6. All communications and information accessible via the network should be assumed to be property of the District.
7. Rules and regulations of online etiquette are subject to change by the administration.
8. The user in whose name an online service account is issued is responsible for its proper use at all times. Users shall keep personal account numbers and passwords private. They shall use this system only under the account numbers issued by the District.
9. The system shall be used only for purposes related to education or administration. Commercial, political and/or personal use of the system is strictly prohibited. The administration reserves the right to monitor any computer activity and online communications for improper use.
10. Users shall not use the system to encourage the use of drugs, alcohol or tobacco nor shall they promote unethical practices or any activity prohibited by law or Board policy.

11. Users shall not view, download or transmit material that is threatening, obscene, disruptive or sexually explicit or that could be construed as harassment, intimidation, bullying or disparagement of others based on their race, color, national origin, ancestry, citizenship status, sex, sexual orientation, age, disability, religion, economic status, military status, political beliefs or any other personal or physical characteristics.
12. Copyrighted material may not be placed on the system without the author's permission.
13. Vandalism results in the cancellation of user privileges. Vandalism includes uploading/downloading any inappropriate material, creating computer viruses and/or any malicious attempt to harm or destroy equipment or materials or the data of any other user.
14. Users shall not read other users' mail or files; they shall not attempt to interfere with other users' ability to send or receive electronic mail, nor shall they attempt to read, delete, copy, modify or forge other users' mail.
15. Users are expected to keep messages brief and use appropriate language.
16. Users shall report any security problem or misuse of the network to the teacher, his/her immediate supervisor or building administrator.

(Approval date: June 26, 2014)

(Re-approval date: March 10, 2016)

COMPUTER NETWORK AGREEMENT FORM

I hereby apply for a student/employee account on the District computer network:

Circle one: student employee

name: _____

school: _____

home address: _____

city, state, zip: _____

home phone: _____

I have read and I understand this computer policy and its guidelines and regulations and agree to abide by all of the rules and standards for acceptable use stated therein. I further state that all information provided for the creation of this account is truthful and accurate.

Signature: _____ Date: _____

Parental Release Form
(for students under 18 years of age)

I/We, _____, the parent(s) of (student name) _____, have read and understand the computer policy and its guidelines and regulations and we agree to its terms and conditions. We confirm our child's intentions to abide by the terms and conditions therein. We also agree to supervise our child's use of the computer network from home or outside of the classroom.

Signature: _____ Date: _____

BRING YOUR OWN TECHNOLOGY (BYOT) PROGRAM

The District recognizes the importance of technology and the educational benefits available through the use of technology. The use of portable electronic devices in the classroom can add educational value when such devices deliver content and extend, enhance or reinforce the student learning process. Classroom teachers determine the appropriateness of in-class use of electronic devices, consistent with District instructional objectives, and with approval of the building principal.

All personal electronic devices must be used in a responsible, and legal manner. Students using their own devices are subject to the District Acceptable Use policy and guidelines, Board-approved BYOT guidelines, all other Board policies and procedures, including but not limited to the student code of conduct. Failure to adhere to these guidelines may result in the revocation of the privilege to use personal electronic devices in the classroom and/or disciplinary action as appropriate.

Students are permitted to use approved personal electronic devices for educational purposes under the direction of a classroom teacher.

Students using their own electronic devices may access only the wireless Internet provided by the District. The District-provided Internet access is filtered in compliance with the Children's Internet Protection Act. Internet access from outside sources allowing for 3G or 4G access is not permitted on school grounds in order to promote safe, filtered Internet access.

BYOT activities are implemented at the discretion of classroom teachers and building administrators. When electronic devices are used to enhance learning in the classroom, students without a personal device will be provided access to an appropriate District-owned digital device.

Violations of any Board policies, regulations, or school rules involving a student's personal electronic device may result in the loss of use of the device in school and/or disciplinary action. The school reserves the right to inspect a student's personal electronic device if there is reason to believe that the student has violated Board policies, regulations, school rules or has engaged in other misconduct while using their personal electronic device. Any search will be conducted in compliance with Board policies.

[Adoption date: March 10, 2016]

LEGAL REFS: U.S. Const. Art. I, Section 8
Family Educational Rights and Privacy Act; 20 USC 1232g et seq.
Children's Internet Protection Act; 47 USC 254 (h)(5)(b)(iii); (P.L. 106-554,
HR 4577, 2000, 114 Stat 2763)
ORC 3313.20
3319.321

CROSS REFS.: AC, Nondiscrimination
ACA, Nondiscrimination on the Basis of Sex
ACAA, Sexual Harassment
EDE, Computer/Online Services (Acceptable Use and Internet Safety)
GBCB, Staff Conduct
GBH, Staff-Student Relations (Also JM)
IB, Academic Freedom
IIA, Instructional Materials
IIBH, District Websites
JFC, Student Conduct (Zero Tolerance)
JFCF, Hazing and Bullying (Harassment, Intimidation and Dating Violence)
JFCK, Use of Electronic Communications Equipment by Students
JFG, Interrogations and Searches
Staff Handbooks
Student Handbooks

BRING YOUR OWN TECHNOLOGY (BYOT) PROGRAM

The use of an approved personal electronic device is a privilege, and students may be denied access at any time. Students wishing to participate in the BYOT program must comply with the following guidelines and procedures. Students:

1. must abide by the District Acceptable Use policy and regulations, and are subject to all student code of conduct restrictions and disciplinary consequences relating to use or misuse of technology.
2. are responsible for ensuring the safety of their own personal devices. The District is not responsible for the loss or theft of a device, nor are they responsible for any damage done to the device while at school.
3. will use approved devices only for an educational purpose, and only when directed by a classroom teacher or administrator.
4. must keep devices turned off when not directed to use them.
5. may not use the camera feature to capture, record, or transmit audio, video or still photos of other students, faculty, or staff without explicit permission given by the subject of the photo or video.
6. are not to use the device in a manner that is disruptive to the educational environment.
7. exhibiting harassing, intimidating behavior or found bullying through the use of a personal electronic device are subject to discipline under the District Hazing and Bullying policy and procedures.
8. are responsible for servicing their personal electronic devices. The District will not service, repair or maintain any non-District-owned technology brought to, and used at, school by students.

(Approval date: March 10, 2016)

STUDENT TRANSPORTATION SERVICES

The transportation policies of the Board are aimed at providing a safe, efficient and economical method of getting students to and from school. It is the desire of the Board that the transportation schedule serves the best interests of all students and the District. The Board provides transportation as required by State law.

In addition to that required by law, the Board may provide transportation to all elementary and secondary school students to the extent determined by the administration and approved by the Board. All regulations governing student transportation are in accordance with the Ohio School Bus Operation Regulations issued by the Ohio Department of Education, the Ohio State Highway Patrol and the Ohio Department of Public Safety and as required by State law.

The District will transport as many students as practical on school buses that meet all the state requirements for pupil transportation. In some cases, students may be transported by other means as defined by State law.

Fees may not be charged to students for routine transportation or for non-routine transportation for educational field trips provided during the school day.

The Board annually approves designated bus stops and time schedules as presented by the Superintendent/designee, and grants authority to the transportation supervisor/designee to adjust stops during the school year.

The transportation program is under the direction of the transportation supervisor who is responsible to the Superintendent. The Board directs the Superintendent/designee to develop District-level policies and procedures for the safe and efficient operation of student transportation services.

Transportation to Community, STEM and Private Schools

The District will provide transportation for eligible students who attend community, STEM and private schools in compliance with State law when practical.

When transportation for any student is not practical by any means approved by State law, the Board may resolve to declare transportation impractical and offer the student payment in lieu of transportation.

[Adoption date: March 14, 1988]
[Re-adoption date: November 21, 2000]
[Re-adoption date: March 24, 2008]
[RE-adoption date: January 23, 2014]
[Re-adoption date: March 10, 2016]

LEGAL REFS.: ORC 3327.01 through 3327.10
 4511.76 through 4511.78
 OAC 3301-83

CROSS REFS.: EEAA, Eligibility Zones for Pupil Transportation
 EEAC, School Bus Safety Program

ELIGIBILITY ZONES FOR PUPIL TRANSPORTATION

The Board provides transportation for resident elementary students in grades kindergarten through eight, who live more than two miles from school, and for all students with physical or mental disabilities that make walking impossible or unsafe.

The administration designates and the Board approves areas of residence from which students are provided transportation to schools. The Board may create exceptions to the established eligibility zones.

Resident students attending a joint vocational school are provided with transportation to the program from the high school they are assigned to.

The Board authorizes the staff responsible for administering the student transportation program to require student identification as a prerequisite to riding a school bus when this is deemed necessary.

[Adoption date: March 14, 1988]
[Re-adoption date: November 21, 2000]
[Re-adoption date: April 24, 2006]
[RE-adoption date: January 23, 2014]
[Re-adoption date: March 10, 2016]

LEGAL REFS.: ORC 3327.01; 3327.011
OAC 3301-51-10

CROSS REF.: EEA, Student Transportation Services

SCHOOL BUS SAFETY PROGRAM

The primary consideration in all matters pertaining to transportation is the safety and welfare of student riders. Safety precautions shall include the following.

1. The transportation program meets all state requirements regarding the testing and approval of bus drivers, standards for buses and safe speeds.
2. Drivers of Board-owned, leased, contracted or operated vehicles other than school buses have met state training qualifications and the vehicles have been equipped for safety and signage according to State law.
3. Bus stops are limited, where feasible, so that students from several homes can meet safely at a central point for group pickup. Pupils in grades kindergarten through eight may be required to walk up to one-half mile to a designated bus stop. Students in grade nine through 12, if offered transportation, may have to walk farther to a designated pickup point.
4. Emergency evacuation drills, supervised by someone other than the bus driver, are conducted annually to thoroughly acquaint student riders with procedures in emergency conditions.
5. All vehicles used to transport students are maintained in such condition as to provide safe and efficient transportation service with a minimum delay and disruption of service due to mechanical or equipment failure.
6. Students in kindergarten through third grade are given instruction on school bus safety and behavior within the first two weeks of the school year. Regularly transported students in grade four through 12 are instructed in safety procedures in accordance with State law.
7. Passengers participating in non-routine use of school buses will receive safety instructions at the beginning of the bus trip.

[Adoption date: November 21, 2000]

[Re-adoption date: March 24, 2008]

[Re-adoption date: July 7, 2005]

[RE-adoption date: January 23, 2014]

[Re-adoption date: March 10, 2016]

LEGAL REFS.: ORC 3327.09; 3327.10
4511.75; 4511.76; 4511.761; 4511.762 through 4511.78
OAC 3301-51-10
3301-83

CROSS REFS.: EB, Safety Program
EEA, Student Transportation Services
EEAD, Non-Routine Use of School Buses
GBQ, Criminal Records Check
IICA, Field Trips

STUDENT CONDUCT ON DISTRICT MANAGED TRANSPORTATION

The Board furnishes transportation in compliance with State law. This fact does not relieve parents of students from the responsibility of supervision until such time as the student boards the vehicle and after the student leaves the vehicle at the end of the school day.

Students on District managed transportation are under the authority of, and directly responsible to, the driver. The driver has the authority to enforce the established regulations for rider conduct. Disorderly conduct or refusal to submit to the authority of the driver is sufficient reason for refusing transportation services or suspending transportation services to any student once proper procedures are followed.

The Board authorizes the Superintendent or other administrators to suspend a student from District managed transportation privileges for a period not to exceed one school year. The only due process required is the student must receive notice of an intended suspension from District managed transportation and an opportunity to appear before the Superintendent or other administrator before the suspension is imposed.

The Board's policy regarding suspension from District managed transportation privileges must be posted in a central location in each school building and made available to students upon request.

Regulations regarding conduct on District managed transportation, as well as general information about the school transportation program, are available to all parents and students.

[Adoption date: November 21, 2000]

[Re-adoption date: September 28, 2009]

[Re-adoption date: March 10, 2016]

LEGAL REFS.: ORC 3327.01; 3327.014
OAC 3301-83-08

CROSS REFS.: JFC, Student Conduct (Zero Tolerance)
JG, Student Discipline
Staff Handbooks
Student Handbooks

STUDENT CONDUCT ON DISTRICT MANAGED TRANSPORTATION

The following regulations pertain to student conduct on District managed transportation and are intended to ensure the safety and welfare of the students, the driver and other drivers on the road and to ensure safety and proper maintenance of school vehicles.

Students will:

1. be careful in approaching bus stops, walk on the left facing oncoming traffic, be sure that the road is clear both ways before crossing the highway and wait in a location clear of traffic;
2. arrive at the bus stop before the bus is scheduled to arrive in order to permit the bus to follow the time schedule;
3. not exhibit behavior at the bus stop that threatens life, limb or property of any individual;
4. sit in assigned seats (drivers have the right to assign a student to a seat and to expect reasonable conduct similar to conduct expected in a classroom);
5. reach assigned seat without disturbing or crowding other students and remain seated while the vehicle is moving;
6. obey the driver promptly and respectfully and recognize that he/she has an important responsibility and that it is everyone's duty to help ensure safety;
7. keep the vehicle clean and sanitary, refrain from chewing gum or consuming candy, food or drinks on the vehicle at any time (accept as required for medical reasons);
8. refrain from using profane language and from loud talking or laughing (unnecessary confusion diverts the driver's attention and might result in a serious accident);
9. remain seated keeping aisles and exits clear, keep head, arms and hands inside the vehicle at all times and not throw or pass objects on, from or into the vehicle;
10. be courteous to fellow students and to the driver;
11. treat equipment as one would treat valuable furniture in his/her home (damage to the school vehicle is strictly forbidden);

12. not use tobacco on the vehicle or possess alcohol or drugs on the vehicle except as prescription medications may be required for a student and
13. carry on the vehicle only items that can be held in their laps.

Students must remain seated until the vehicle stops, then promptly unload and wait in their designated place of safety until the vehicle leaves. Students who must cross the street to reach the residence side of the street must wait for the signal from the driver and cross in front of the vehicle after also checking for traffic themselves.

Failure of a student to follow these regulations may result in his/her forfeiting the right of transportation on District managed transportation.

Discipline

The Board authorizes the Superintendent or other administrators to suspend a student from transportation privileges only for a period of up to one school year. The only due process required is notice to the student of an intended bus riding suspension and an opportunity to appear before the administrator considering the suspension before it happens. The administrator's decision is final.

When discipline problems with individual students arise, use the following guidelines.

1. If possible, the driver should resolve the problem.
2. When the driver is unable to resolve the problem, he/she should report it to the transportation supervisor. The transportation supervisor and driver, if necessary, confer with the principal. Any discipline is imposed by the principal of the school.
3. Problems that cannot be resolved by measures specified above are referred to the Superintendent.

(Approval date: November 21, 2000)

(Re-approval date: March 10, 2016)

RECORDING DEVICES ON TRANSPORTATION VEHICLES

As part of the District's ongoing program to improve student discipline and ensure the health, welfare and safety of all those riding school transportation vehicles, the Board may utilize video and audio recording devices on all school vehicles transporting students to and from curricular, cocurricular and extracurricular activities.

The recording devices monitor student behavior and the recordings are hereby stipulated as admissible evidence in student disciplinary proceedings. The recordings may be student records subject to confidentiality and are subject to Board policy and administrative regulations.

The Superintendent is directed to develop administrative regulations governing the use of recording devices in accordance with the provisions of law and this policy.

[Adoption date: November 21, 2000]

[Re-adoption date: March 10, 2016]

LEGAL REFS.: Family Educational Rights and Privacy Act; 20 USC 1232g et seq.
ORC 149.43
3313.20; 3313.47; 3313.66
3319.321
3327.014

CROSS REFS.: EEAC, School Bus Safety Program
EEACC, Student Conduct on District Managed Transportation (Also JFCC)
JO, Student Records

DRUG TESTING FOR DISTRICT PERSONNEL REQUIRED
TO HOLD A COMMERCIAL DRIVER'S LICENSE

School bus drivers and others required to hold a commercial driver's license are subject to a drug and alcohol testing program that fulfills the requirements of federal and state regulations. The Board directs the Superintendent/designee to develop a school bus driver drug testing program in compliance with State and Federal laws and regulations.

[Adoption date: November 21, 2000]

[Re-adoption date: December 20, 2004]

[Re-adoption date: January 24, 2014]

[Re-adoption date: March 10, 2016]

LEGAL REFS.: 49 USC 31136; 31301 et seq.
49 CFR, Subtitle A, Part 40
ORC 4506.15; 4506.16
OAC 3301-83-07

CROSS REFS.: EB, Safety Program
GBCB, Staff Conduct
GBE, Staff Health and Safety
GBP, Drug-Free Workplace
GBQ, Criminal Records Check
Staff Handbooks

DRUG TESTING FOR DISTRICT PERSONNEL REQUIRED TO HOLD A COMMERCIAL DRIVER'S LICENSE

School bus drivers and others required to hold a commercial driver's license (CDL) are subject to a drug and alcohol testing program that fulfills the requirements of federal regulations.

These regulations reflect several requirements of the federal drug testing regulations but are not intended in any way to modify or limit the procedures for drug and alcohol testing. District personnel must adhere to the detailed provisions of federal regulations in administering the District's drug and alcohol program. Districts must also adhere to State laws pertaining to drug and alcohol testing for drivers required to hold a CDL.

References to tests in these regulations include both drug and alcohol tests unless the context specifies otherwise. The terms drugs and controlled substances are interchangeable and have the same meaning. Testing includes the standard seven-panel Department of Transportation drug screen, which includes: cannabinoid (THC), amphetamines (and methamphetamines), cocaine, MDMA (ecstasy), opiates, heroin (6-monoacetyl morphine) and phencyclidine (PCP).

Pre-Employment Tests

Prior to the first time a driver performs safety-sensitive functions for the District, a controlled substances test is administered.

The test is required of an applicant only after he/she has been offered employment. Employment is conditional upon the applicant receiving a negative drug test result.

An employee may be exempt from the pre-employment drug test if he/she has participated in a drug testing program within 30 days prior to the application for employment. While participating in that program the employee must either have been tested for drugs within the last six months (from the date of application) or participated in a random drug testing program in the previous 12 months. The responsible administrator must be able to make all verifications required by law.

Post-Accident Tests

Prior to a driver operating a school bus, the District will provide the driver with necessary post-accident information, procedures and instructions, so that the driver will be able to comply with these requirements.

Alcohol and controlled substance tests are conducted in the time limits imposed by the federal regulations after an accident on any driver who:

1. was performing safety-sensitive functions with respect to the vehicle if the accident involved loss of human life and/or
2. received a citation under State or local law for a moving-traffic violation arising from the accident.

No driver involved in an accident may use alcohol for eight hours after the accident or until he/she undergoes a post-accident alcohol test, whichever occurs first.

If an alcohol test is not administered within two hours or if a drug test is not administered within 32 hours after the accident, the responsible administrator prepares and maintains records explaining why the test was not conducted.

Tests conducted by authorized federal, state or local officials fulfill post-accident testing requirements, provided they conform to applicable legal requirements and are obtained by the responsible administrator. Breath tests validate only the alcohol test and cannot be used to fulfill controlled-substance testing obligations.

The Board reserves the right to require any driver involved in an accident while on duty to undergo alcohol and controlled substance testing.

Random Tests

Alcohol and controlled substance tests are conducted on a random basis at unannounced times throughout the year. Random tests are conducted just before, during or just after the performance of safety-sensitive functions. Once notified of selection for drug testing, a driver must proceed immediately to a collection site to provide a urine specimen.

Drivers are selected by a scientifically valid random process, and each driver has an equal chance of being tested each time selections are made. All drivers, whether full-time or substitute, and other individuals who are certified to operate school buses and may be called upon to do so, will be included in the random pool. Individuals who are selected for a random test but who are not operating a school bus at the time of the selection will be passed over, and an alternate driver will be tested under the random draw. The number of bus drivers selected for random testing is in accordance with federal regulations.

Reasonable Suspicion Tests

Tests must be conducted when a properly trained supervisor or District official has reasonable suspicion that the driver has violated the District's alcohol or drug prohibitions. This reasonable suspicion must be based on specific, contemporaneous, articulable observations concerning the driver's appearance, behavior, speech or body odors. The observations may include indications of chronic and withdrawal effects of controlled substances.

Alcohol tests are authorized for reasonable suspicion only if the required observations are made during, just before or just after the period of the workday when the driver must comply with alcohol prohibitions. If an alcohol test is not administered within two hours of a determination of reasonable suspicion, the appropriate administrator prepares and maintains a record explaining why this was not done. Attempts to conduct alcohol tests terminate after eight hours.

An alcohol test may not be conducted by the person who determines that reasonable suspicion exists to conduct such a test.

A supervisor or District official who makes a finding of reasonable suspicion must also make a written record of his/her observations leading to a reasonable-suspicion drug test within 24 hours of the observed behavior or before the results of the drug test are released, whichever is earlier.

In accordance with federal regulations, third party information may not be the only determining factor used to conduct reasonable suspicion testing.

Return-to-Duty Tests

A drug or alcohol test is conducted when a driver who has violated the drug or alcohol prohibition returns to performing safety-sensitive duties.

Employees whose conduct involved misuse of drugs may not return to duty in a safety-sensitive function until the return-to-duty drug test produces a verified negative result.

Employees whose conduct involved alcohol may not return to duty in a safety-sensitive function until the return-to-duty alcohol test produces a verified result that meets federal and District standards.

Follow-Up Tests

A driver who violates the drug or alcohol prohibition and is subsequently identified by a substance-abuse professional as needing assistance in resolving a drug or alcohol problem is subject to unannounced follow-up testing as directed by the substance-abuse professional in accordance with law. Follow-up alcohol testing is conducted just before, during or just after the time when the driver is performing safety-sensitive functions.

Records

Employee drug and alcohol test results and records are maintained under strict confidentiality and released only in accordance with law. Upon written request, a driver receives copies of any records pertaining to his/her use of drugs or alcohol, including any records pertaining to his/her drug or alcohol tests. Records are made available to a subsequent employer or other identified persons only as expressly requested in writing by the driver.

Notifications

Each driver receives educational materials that explain the requirements of the Code of Federal Regulations, Title 49, Part 382, together with a copy of the policy and regulations for meeting these requirements. Representatives of employee organizations are notified of the availability of this information. The information identifies:

1. the person designated by the Board to answer driver questions about the materials;
2. categories of drivers who are subject to the drug and alcohol testing requirements;
3. sufficient information about the safety-sensitive functions performed by drivers to make clear for what period of the workday driver compliance is required;
4. specific information concerning driver conduct that is prohibited;
5. circumstances under which a driver is tested for drugs and/or alcohol;
6. procedures that are used to test for the presence of drugs and alcohol, protect the driver and the integrity of the testing processes, safeguard the validity of test results and ensure that test results are attributed to the correct driver;
7. the requirement that a driver submit to drug and alcohol tests administered in accordance with federal regulations;
8. an explanation of what constitutes a refusal to submit to a drug or alcohol test and the attendant consequences;

9. consequences for drivers found to have violated the drug and alcohol prohibitions, including the requirement that the driver be removed immediately from safety-sensitive functions and the procedures for referral, evaluation and treatment;
10. consequences for drivers found to have an alcohol concentration of 0.02 or greater but less than 0.04 and
11. information concerning the effects of drugs and alcohol on an individual's health, work and personal life; external and internal signs and symptoms of a drug or alcohol problem; and available methods of intervening when a drug or alcohol problem is suspected including confrontation, referral to an employee assistance program and/or referral to administrative officials.

Each driver must sign a statement certifying that he/she has received a copy of the above materials.

The Board-designated administrator notifies a driver of the results of a pre-employment drug test if the driver requests such results within 60 calendar days of being notified of the disposition of his/her employment application.

The Board-designee notifies a driver of the results of random, reasonable suspicion and post-accident drug tests if the test results are verified positive. The designee also tells the driver which controlled substances were verified as positive.

Drivers inform their supervisors if at any time they are using a controlled substance that their physician has prescribed for therapeutic purposes. Such a substance may be used only if the physician is familiar with the driver's medical history and has advised the driver that it will not adversely affect his/her ability to safely operate a commercial motor vehicle. The District may require additional written notification from the prescribing physician.

Enforcement

Any driver who refuses to submit to post-accident, random, reasonable-suspicion or follow-up tests is not allowed to perform or continue to perform safety-sensitive functions, and is ineligible to operate a school bus in the state. The Ohio Department of Education will be notified of the refusal to test.

A driver who in any other way violates District prohibitions related to drugs and alcohol receives from the Board-designee the names, addresses and telephone numbers of substance-abuse professionals and counseling and treatment programs available to evaluate and resolve drug- and alcohol-related problems. The employee is evaluated by a substance-abuse professional who determines what help, if any, the driver needs in resolving such a problem.

Any substance-abuse professional who determines that a driver needs assistance will not refer the driver to a private practice, person or organization in which he/she has a financial interest, except under circumstances allowed by law.

Before the driver is returned to safety-sensitive duties, if at all, the Board-designee must ensure that the employee:

1. has been evaluated by a substance-abuse professional;
2. has complied with any recommended treatment;
3. has taken a return-to-duty drug and alcohol test with a result indicating an alcohol concentration level of less than 0.02 and
4. is subject to unannounced follow-up drug and alcohol tests. (The number and frequency of such follow-up testing is as directed by the substance-abuse professional and consists of at least six tests in the first 12 months following the driver's return to duty.)

In accordance with State law a driver may not operate a school bus when a drug or alcohol test indicates any measurable or detectable amount of a controlled substance.

(Approval date: November 21, 2000)
(Re-approval date: December 20, 2004)
(Re-approval date: February 27, 2006)
(Re-approval date: January 23, 2014)
(Re-approval date: March 10, 2016)

SCHOOL BUS IDLING

The Board is committed to transporting students on school buses in a manner that is safe and consistent with the Board's goal of resource conservation. The Board recognizes that accumulated emissions from diesel engines can be harmful to students and bus drivers. Also, unnecessary engine idling wastes diesel fuel and financial resources. Therefore, the Board prohibits all unnecessary idling of diesel engine.

Idling of diesel engines in school loading zones is not permitted unless the operation of a wheelchair lift is required. This policy applies to all buses used to transport students to and from school, cocurricular/extracurricular activities, field trips and other school-related activities.

The Board directs the Superintendent/designee to develop and maintain regulations to implement this policy.

[Adoption date: June 26, 2006]

[Re-adoption date: December 17, 2007]

[Re-adoption date: March 10, 2016]

[Re-adoption date: July 21, 2016]

LEGAL REFS.: ORC 3327.01
4511.76
OAC 3301-83-20 (O)

CROSS REFS.: ECF, Energy Conservation
EEAC, School Bus Safety Program
Staff Handbooks

NON-ROUTINE USE OF SCHOOL BUSES

Buses owned by the Board are used primarily for the purpose of transporting students to and from school and for school-approved activities.

“Non-routine student transportation” is defined as transportation of passengers for purposes other than regularly scheduled routes to and from school. School buses may be used for non-routine trips only when approved by the Board and the trips do not interfere with routine transportation services.

All non-routine transportation will be conducted in compliance with State law. The Superintendent/designee will issue a trip permit that meets the requirements of the Ohio Administrative Code for any non-routine student transportation.

Buses are available to all classes, groups or organizations within the schools in accordance with the following.

1. The use of District-owned buses is scheduled through the transportation office.
2. Fees charged to groups for the use of the buses are established and made part of District regulations.
3. The drivers of the buses must meet all federal, state and District requirements for school bus drivers, and be registered with the Ohio Department of Education as a qualified bus driver.
4. The drivers of the buses ensure that the buses are not overloaded, emergency exits are not blocked, and that students conduct themselves in a safe and orderly manner while in the buses and that the buses are operated in a safe and lawful manner.
5. The drivers of the buses are responsible for reporting in writing to the transportation office the condition of buses, particularly any need for repair or servicing.

[Adoption date: November 21, 2000]

[Re-adoption date: October 28, 2013]

[Re-adoption date: March 10, 2016]

LEGAL REFS.: ORC 3327.01; 3327.05; 3327.10; 3327.13; 3327.14; 3327.15
OAC 3301-83-16

CROSS REFS.: EEACD, Drug Testing for District Personnel Required to Hold a
Commercial Driver’s License
GBQ, Criminal Records Check
IICA, Field Trips

Adams County/Ohio Valley Local School District, West Union, Ohio

USE OF SCHOOL-OWNED VEHICLES

The Board does not permit the use of school-owned vehicles for personal use. Employees in violation of this policy and the established regulations are subject to disciplinary action, up to and including termination.

[Adoption date: March 10, 2016]

LEGAL REFS: ORC 121.07
125.832
4513.263; 4513.264
OAC 3301-83-20(M)

CROSS REFS: GBCB, Staff Conduct
GBE, Staff Health and Safety
GBP, Drug-Free Workplace
Staff Handbooks

CONTRACT REFS.: Teachers' Negotiated Agreement
Classified Staff Negotiated Agreement

FOOD SERVICES MANAGEMENT/
FREE AND REDUCED-PRICE FOOD SERVICES

The Board operates a food services program in its schools. Food preparation is centralized for elementary, intermediate and secondary schools when appropriate.

Food services include breakfasts and lunches in all schools through participation in the National Child Nutrition Programs. The child nutrition services supervisor reviews and recommends to the Board the types of foods to be sold.

The child nutrition staff cooperates with the principals of the schools in matters essential to the proper functioning of the food services program. The responsibility for control of students using the cafeteria rests with the building principal.

All prices set for school breakfasts, lunches and milk are subject to Board approval, except for a la carte food prices. The child nutrition services supervisor sets these prices without Board approval.

As required for participation in the National Child Nutrition Programs, the Board agrees that:

1. breakfast and a "Type A" lunch are made available to students, provided at least one-fifth of the students are eligible under Federal law for free meals;
2. breakfast is made available in every school in which the parents of at least one-half of the children enrolled have requested that the breakfast program be established;
3. students who qualify receive free or reduced-price meals;
4. all meals must meet USDA nutritional standards;
5. the management of food services complies with all federal, state and local regulations and
6. a summer meal program is provided to students attending a state-mandated summer remedial program.

All students are expected to eat lunch at school and may not leave school grounds during the lunch hour, except when permission has been granted by the principal. Students are permitted to bring their lunches from home and to purchase milk and incidental items.

School lunch funds and other food service funds are kept in a special account.

The District provides for at least one employee, who has received instruction in methods to prevent choking and has demonstrated an ability to perform the Heimlich maneuver, to be present while students are being served.

Meal Charges

The Board directs the administration to develop procedures for the management of meal charges and unpaid meal charges. The procedures allow for students to receive the daily nutrition they need, minimize the identification of students with insufficient funds to pay, maintain the integrity of the school food service account, and includes guidelines for the collection of delinquent meal charges. The procedures are provided to all parents and all District and school staff responsible for enforcement at the start of each school year.

Students with Special Dietary Needs

At the beginning of each school year, or at the time of enrollment, parents are responsible for communicating any special dietary needs of their child, including food allergies, to the District. Students with dietary needs that qualify as disabilities under law are provided reasonable accommodation.

Substitutions to regular school meals provided by the District are made for students who are unable to eat regular school meals due to a qualifying dietary need when that need is certified in writing by the student's physician. Substitute meals are provided in the most integrated setting appropriate to the special needs of the student.

The nature of the student's qualifying dietary need, the reason this need prevents the student from eating regular school meals (including foods to be omitted from the student's diet), the specific diet prescription along with the needed substitution must be specifically stated in the physician's statement. The District, in compliance with the USDA Child Nutrition Division guidelines, provides substitute meals to food-allergic students based upon the physician's signed statement.

The District develops and implements administrative regulations for the management of food-allergic students. Such regulations include, but are not limited to, schoolwide training programs regarding food allergy education, staff development regarding food allergy identification and management, allergy emergency drills, strategies for the identification of students with life-threatening food allergies and management skills including avoidance measures, designation of typical symptoms and dosing instructions for medications.

[Adoption date: March 14, 1988]

[Re-adoption date: November 21, 2000]

[Re-adoption date: September 23, 2002]

[Re-adoption date: July 28, 2004]

[Re-adoption date: March 21, 2005]

[Re-adoption date: June 26, 2006]

[Re-adoption date: April 30, 2015]
[Re-adoption date: March 10, 2016]
[Re-adoption date: July 27, 2017]

LEGAL REFS.: Child Nutrition and WIC Reauthorization Act; Pub. L. No. 108-265
(Title I, Section 204), 118 Stat. 729
National School Lunch Act; 42 USC 1751 et seq.
Child Nutrition Act; 42 USC 1771 et seq.
Americans with Disabilities Act Amendments Act of 2008; 42 USC 12101 et
seq.
Rehabilitation Act of 1973; 29 USC 794
ORC 3313.719; 3313.81; 3313.812; 3313.813; 3313.815
3314.18
OAC 3301-91-01 through 3301-91-09

CROSS REFS.: ACB, Nondiscrimination on the Basis of Disability
EFF, Food Sale Standards
EFG, Student Wellness Program
EFH, Food Allergies
JHCD, Administering Medicines to Students
JN, Student Fees, Fines and Charges

FOOD SALE STANDARDS

Through its food service program, the Board encourages students to form healthy eating habits by governing the types of food and beverages sold in the schools and the time and place at which each type of food and beverage is sold. These standards are based on the following guidelines.

1. The types of food and beverages sold in the schools are determined by their potential to contribute significantly to the:
 - A. daily nutritional needs of students, consistent with the guidelines established by the U.S. Department of Agriculture (USDA);
 - B. provisions of the District's student wellness program and
 - C. nutritional guidelines established by State law.
2. A licensed dietician, a registered dietetic technician or a certified/credentialed school nutrition specialist must be initially consulted to assist the food services supervisor in drafting for Board adoption a plan:
 - A. for complying with and enforcing the nutritional standards governing the types of food and beverages that may be sold on school premises in compliance with State law and
 - B. specifying the time and place each type of food or beverage may be sold.
3. The time of day and place for the sale of food and beverages to students must be consistent with the nutrient intake needs and eating patterns of students and compatible with class schedules. The following restrictions are enforced for non-breakfast/lunch food and beverage sales:
 - A. Foods or beverages that do not meet the nutritional standards established by the District in accordance with USDA regulations may not be sold during the school day. The Board reserves the right to totally restrict the sale of non-nutritional foods and beverages in vending machines.
 - B. Bake sales and other school fundraising activities involving food and beverage items may not be held during the school day.
4. Annually, the food services supervisor reviews and recommends to the Board the types of foods and beverages to be sold as part of the school breakfast and lunch programs.

Separate standards may be established for the types of food and beverages to be sold to staff members and for events and activities held outside the school day.

[Adoption date: November 21, 2000]

[Re-adoption date: July 28, 2004]

[Re-adoption date: June 27, 2011]

[Re-adoption date: April 30, 2015]

[Re-adoption date: March 10, 2016]

LEGAL REFS.: ORC 3313.814; 3313.816; 3313.817
OAC 3301-91-09

CROSS REFS.: EF, Food Services Management
EFG, Student Wellness Program
IGDF, Student Fundraising Activities

STUDENT WELLNESS PROGRAM

In response to the reauthorization of the Child Nutrition and Women, Infants and Children Act of 2004, and the Healthy Hunger-Free Kids Act of 2010, the Board directs the Superintendent/designee to develop and maintain a student wellness program.

The student wellness program:

1. Must include specific goals for nutrition promotion and education, physical activity and other school based activities that promote student wellness. LEAs are required to review and consider evidence-based strategies in determining these goals
2. Must include standards and nutrition guidelines for all foods and beverages sold to students on the school campus during the school day that are consistent with Federal regulations for: school meal nutrition standards, and the Smart Snacks In School nutrition standards
3. Must include standards for all foods and beverages provided but not sold, to students during the school day (e.g. in classroom parties, classroom snacks brought by parents, or other foods given as incentives).
4. Must include policies for food and beverage marketing that allow marketing and advertising of only those foods and beverages that meet the Smart Snacks in School nutrition standards
5. Must include description of public involvement, public updates, policy leadership, and evaluation plan
6. Must establish wellness policy leadership of one or more LEA and/or school official(s) who have the authority and responsibility to ensure each school complies with the policy
7. Must permit participation by the general public and the school community (including parents, students, and representatives of the school food authority, teachers of physical education, school health professionals, the school board and school administrators) in the wellness policy process

Development of the student wellness program must be a collaborative effort between parents, students, food service workers, administrators, the board and the public.

See File: EFG-R - for the Student Wellness Program implementation guidelines, processes and activity involvement

[Adoption date: May 22, 2006]

[Re-adoption date: April 9, 2015]

[Re-adoption date: March 10, 2016]

[Re-Adoption date: May 15, 2017]

[Re-Adoption date: July 27, 2017]

LEGAL REFS.: Child Nutrition and WIC Reauthorization Act; Pub. L. No. 108-265
(Title I, Section 204), 118 Stat. 729
National School Lunch Act; 42 USC 1751 et seq.
Child Nutrition Act; 42 USC 1771 et seq.
7 CFR, Subtitle B, Chapter 11, Part 210
7 CFR 220
7 CFR 225
7 CFR 245
ORC 3313.814
OAC 3301-91-09

CROSS REFS.: EF, Food Services Management
EFB, Free and Reduced-Price Food Services
EFF, Food Sale Standards
IGAE, Health Education
IGAF, Physical Education

Adams County Ohio Valley District Wellness Policy

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STUDENT WELLNESS PROGRAM

Adams County Ohio Valley District Wellness Policy**Preamble**

Adams County Ohio Valley School District (hereto referred to as the District) is committed to the optimal development of every student. The District believes that for students to have the opportunity to achieve personal, academic, developmental and social success, we need to create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks.^{i,ii,iii,iv,v,vi,vii}

Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students.^{viii,ix,x} In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities – do better academically.^{xi,xii,xiii,xiv} Finally, there is evidence that adequate hydration is associated with better cognitive performance.^{15,16,17}

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

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

This policy applies to all students, staff and schools in the District. Specific measureable goals and outcomes are identified within each section below.

- The District will coordinate the wellness policy with other aspects of school management, including the District's School Improvement Plan, when appropriate.
- The District will also include any relevant data or statistics from state or local sources supporting the need for establishing and achieving the goals in this policy.

I. School Wellness Committee**Committee Role and Membership**

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

The DWC membership will represent all school levels (elementary and secondary schools) and include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program (e.g., school nutrition director); physical education teachers; health education

teachers; school health professionals (e.g., health education teachers, school health services staff [e.g., nurses, physicians, dentists, health educators, and other allied health personnel who provide school health services], and mental health and social services staff [e.g., school counselors, psychologists, social workers, or psychiatrists]; school administrators (e.g., superintendent, principal, vice principal), school board members; health professionals (e.g., dietitians, doctors, nurses, dentists); and the general public. When possible, membership will also include Supplemental Nutrition Assistance Program Education coordinators (SNAP-EDEDSNAP-Ed). To the extent possible, the DWC will include representatives from each school building and reflect the diversity of the community.

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

Leadership

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

The designated official for oversight is the State and Federal Programs Supervisor, 937-544-5586, Ext. 17500.

The name(s), title(s), and contact information of this/these individual(s) is(are):

Name	Title / Relationship to the School or District	Email address	Role on Committee
Robin P. Lucas	State & Federal Programs Supervisor	Robin.lucas@ovsd.us	Assists in the creation/ evaluation of the wellness policy implementation
Kami Lewis	Physical Education Teacher	Kami.lewis@ovsd.us	Assists in the creation/ evaluation of the wellness policy implementation
Juliana Staten	Parent	Communityfuels@frontier.com	Assists in the creation/ evaluation of the wellness policy implementation
Emily Collett	Principal	Emily.collett@ovsd.us	Assists in the creation/ evaluation of the wellness policy implementation
Debbie Ryan	ACHWC	Ryan.debbie@ymail.com	Assists in the creation/ evaluation of the wellness policy implementation
Charlie Bess	ACOVSD Board Member	Charlie.bess@ovsd.us	Assists in the creation/ evaluation of the wellness policy implementation
Leeann Puckett	ACHWC	Esther.puckett@ge.com	Assists in the creation/ evaluation of the wellness policy implementation
Krys Hess	ACOVSD Child Nutrition Services	Krys.hess@ovsd.us	Assists in the creation/ evaluation of the wellness policy implementation

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

II. Wellness Policy Implementation, Monitoring, Accountability and Community Engagement

Implementation Plan

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

Recordkeeping

The District will retain records to document compliance with the requirements of the wellness policy at District's Administrative Office of State & Federal Programs and/or on District's central computer network. Documentation maintained in this location will include but will not be limited to:

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

Annual Notification of Policy

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

Triennial Progress Assessments

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

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

The position/person responsible for managing the triennial assessment and contact information is: State & Federal Programs Supervisor at 937-544-5586 ext. 17500.

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

The District will actively notify households/families of the availability of the triennial progress report on the District's web site.

Revisions and Updating the Policy

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

Community Involvement, Outreach and Communications

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

III. Nutrition

School Meals

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

All schools within the District participate in USDA child nutrition programs, including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), and The District also operates additional nutrition-related programs and activities including, *school gardens and Grab 'n' Go Breakfast*. All schools within the District are committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (The District offers reimbursable school meals that meet [USDA nutrition standards](#).)
- Promote healthy food and beverage choices using at least ten of the following [Smarter Lunchroom techniques](#):
 - Whole fruit options are sliced or cut fruit is available daily.
 - At least two fruit options are offered daily.
 - Daily fruit options are displayed in a location in the line of sight and reach of students.
 - All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal.
 - White milk is placed in front of other beverages in all coolers.
 - Alternative entrée options (e.g., salad bar, yogurt parfaits, etc.) are highlighted on signs within all service and dining areas.

- A reimbursable meal can be created in any service area available to students (e.g., salad bars, snack rooms, etc.).
 - Student surveys and taste testing opportunities are used to inform menu development, dining space decor and promotional ideas.
 - Student artwork is displayed in the service and/or dining areas.
 - Daily announcements are used to promote and market menu options.
- Menus will be posted on the District website or individual school websites.
 - Menus will be created by a Registered Dietitian or other certified nutrition professional.
 - The District child nutrition program will accommodate students with special dietary needs within the regulations provided by the USDA.
 - Students will be allowed at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch, counting from the time they have received their meal and are seated (meets Healthy Schools Program Gold-level criteria).
 - Students are served lunch at a reasonable and appropriate time of day.
 - Lunch will follow the recess period, to the extent possible, to better support learning and healthy eating.
 - Participation in Federal child nutrition programs will be promoted among students and families to help ensure that families know what programs are available in their children's school.
 - The District will implement at least four of the following five Farm to School activities, to the extent possible:
 - Local and/or regional products are incorporated into the school meal program;
 - Messages about agriculture and nutrition are reinforced throughout the learning environment;
 - School hosts a school garden;
 - School hosts field trips to local farms; and
 - School utilizes promotions or special events, such as tastings, that highlight the local/ regional products.

Staff Qualifications and Professional Development

All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the [USDA professional standards for child nutrition professionals](#). These school nutrition personnel will refer to [USDA's Professional Standards for School Nutrition Standards website](#) to search for training that meets their learning needs.

Water

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

- All water sources and containers will be maintained on a regular basis to ensure good hygiene and health safety standards. Such sources and containers may include drinking fountains, water jugs, hydration stations, water jets and other methods for delivering drinking water.
- Students will be permitted to bring/carry/ keep (approved) water bottles, filled with only water, with them throughout the day. Students are responsible for their own water bottle and cleanliness of the bottle. (The school is in no way responsible for broken or stolen water bottles.)

Competitive Foods and Beverages

The District is committed to ensuring that all foods and beverages available to students on the school campus* **during the school day*** support healthy eating. The foods and beverages sold and served outside of the school meal programs (e.g., "competitive" foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods **during the school day** and create an environment that reinforces the development of healthy eating habits. A summary of the standards and information, as well as a Guide to Smart Snacks in Schools are available at:

<http://www.fns.usda.gov/healthierschoolday/tools-schools-smart-snacks>. The Alliance for a Healthier

Generation provides a set of tools to assist with implementation of Smart Snacks available at www.foodplanner.healthiergeneration.org.

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

Celebrations and Rewards

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

1. Celebrations and parties. The district will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas. Healthy party ideas are available from the [Alliance for a Healthier Generation](#) and from the [USDA](#).
2. Classroom snacks brought by parents. The District will provide to parents a [list of foods and beverages that meet Smart Snacks](#) nutrition standards.
3. Rewards and incentives. The District will provide teachers and other relevant school staff a [list of alternative ways to reward children](#). **Foods and beverages will not be used as a reward, or withheld as punishment** for any reason, such as for performance or behavior.

Fundraising

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus* during the school day*. The District will make available to parents and teachers a list of healthy fundraising ideas. [examples from the [Alliance for a Healthier Generation](#) and the [USDA](#)].

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

Nutrition Promotion

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

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

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

Nutrition Education

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

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- Is part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences and elective subjects;
- Includes enjoyable, developmentally-appropriate, culturally-relevant and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits and school gardens;
- Promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products and healthy food preparation methods;
- Emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Links with school meal programs, cafeteria nutrition promotion activities, school gardens, other school foods and nutrition-related community services;
- Teaches media literacy with an emphasis on food and beverage marketing; and
- Includes nutrition education training for teachers and other staff.
- In elementary schools, nutrition education will be offered at each grade level as part of a sequential, comprehensive, standards-based health education curriculum that meets state and national standards.
- All health education teachers will provide opportunities for students to practice or rehearse the skills taught through the health education curricula.

Essential Healthy Eating Topics in Health Education

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

- Relationship between healthy eating and personal health and disease prevention
- Food guidance from [MyPlate](#)
- Reading and using FDA's nutrition fact labels
- Eating a variety of foods every day
- Balancing food intake and physical activity
- Eating more fruits, vegetables and whole grain products
- Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain *trans* fat
- Choosing foods and beverages with little or no added sugars
- Choosing low-fat or fat-free dairy products
- Eating more calcium-rich foods
- Preparing healthy meals and snacks
- Risks of unhealthy weight control practices
- Accepting and understanding body size differences
- Food safety
- Importance of water consumption
- Importance of eating breakfast
- Making healthy choices when eating at restaurants
- Eating disorders
- [The Dietary Guidelines for Americans](#)
- Reducing sodium intake
- Social influences on healthy eating, including media, family, peers and culture
- How to find valid information or services related to nutrition and dietary behavior
- How to develop a plan and track progress toward achieving a personal goal to eat healthfully
- Resisting peer pressure related to unhealthy dietary behavior
- Influencing, supporting, or advocating for others' healthy dietary behavior

Food and Beverage Marketing in Schools

The District is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The District strives to teach students how to make informed choices about

nutrition, health and physical activity. These efforts will be weakened if students are subjected to advertising on District property that contains messages inconsistent with the health information the District is imparting through nutrition education and health promotion efforts. It is the intent of the District to protect and promote student's health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the District's wellness policy.

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

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

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as on vending machine exteriors
- Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards or backboards
- Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, pupil assignment books or school supplies displayed, distributed, offered or sold by the District.
- Advertisements in school publications or school mailings.
- Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

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

IV. Physical Activity

Children and adolescents should participate in at least 60 minutes of physical activity, to the extent possible, every day (includes P. E. class, recess, any classroom physical activity) . A substantial percentage of students' physical activity can be provided through a comprehensive school physical activity program (CSPAP). A CSPAP reflects strong coordination and synergy across all of the components: quality physical education as the foundation; physical activity before, during and after school; staff involvement and family and community engagement and the district is committed to providing these opportunities. Schools will ensure that these varied physical activity opportunities are in addition to, and not as a substitute for, physical education (addressed in "Physical Education" subsection). All schools in the district will be encouraged to participate in *Let's Move!* Active Schools (www.letsmoveschools.org), *Go Noodle* at www.gonoodle.com, or www.NationwideChildrens.org **Time For 10!**, in order to successfully address all CSPAP areas.

Physical activity during the school day (including but not limited to recess, classroom physical activity breaks or physical education) **will not be withheld** as punishment for any reason. For example: students will walk the length of the gym numerous times if they are not prepared for P. E. class that day. [*This does not include participation on sports teams that have specific academic requirements*]. The

district will provide teachers and other school staff with a [list of ideas](#) for alternative ways to discipline students.

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

- Through a formal joint- or shared-use agreement in accordance with Adams County Ohio Valley School District policy, indoor and outdoor physical activity facilities and spaces will be open to students, their families, and the community outside of school hours.–
- The District will work with schools to ensure that inventories of physical activity supplies and equipment are known and, when necessary, will work with community partners to ensure sufficient quantities of equipment are available to encourage physical activity for as many students as possible. Each attendance area of the district encourages the use of their walking path to all community members.

Physical Education

The District will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. The curriculum will support the essential components of physical education.

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

All District **elementary students** in each grade will receive physical education for at least 40-60 minutes per week, to the extent possible, throughout the school year

Adams County Ohio Valley School District **secondary students** (middle and high school) are required to take the equivalent of one academic year of physical education.

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

All physical education classes in the District are taught by licensed teachers who are certified or endorsed to teach physical education.

Essential Physical Activity Topics in Health Education

Health education will be required in all grades (elementary) and the district will require middle and high school students to take and pass at least one health education course. The District will include in the health education curriculum a minimum of 12 the following essential topics on physical activity:

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

- How to find valid information or services related to physical activity and fitness
- How to influence, support, or advocate for others to engage in physical activity
- How to resist peer pressure that discourages physical activity.

Recess (Elementary)

All elementary schools will offer at least **20-30 minutes of recess** on all days during the school year. If recess is offered before lunch, schools will have appropriate hand-washing facilities and/or hand-sanitizing mechanisms to ensure proper hygiene prior to eating and students are required to use these mechanisms before eating. Hand-washing time, as well as time to put away coats/hats/gloves, will be built in to the recess transition period/timeframe before students enter the cafeteria.

Outdoor recess will be offered when weather is feasible for outdoor play, as per administrative guidelines.

In the event that the school or district must conduct **indoor recess**, teachers and staff will follow the indoor recess guidelines that promote physical activity for students, to the extent practicable.

Students are encouraged to play board games, have “let’s move” videos or U-Tube clips, play “around the world or other activities that incorporate body movement.

Recess will complement, not substitute, physical education class. Recess monitors or teachers will encourage students to be active, and will serve as role models by being physically active alongside the students whenever feasible.

Classroom Physical Activity Breaks (Elementary and Secondary)

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

The District will provide resources and links to resources, tools, and technology with ideas for classroom physical activity breaks. Additional resources and ideas are available through [USDA](#) and the [Alliance for a Healthier Generation](#).

Active Academics

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

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

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

Before and After School Activities

The District offers opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods. The District will encourage students to be physically active before and after school by offering physical activity clubs, physical activity in aftercare, intramurals or interscholastic sports, etc.

Active Transport

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

- Designate safe or preferred routes to school
- Promote activities such as participation in International Walk to School Week, National Walk and Bike to School Week
- Instruction on walking/bicycling safety provided to students
- Promote safe routes program to students, staff, and parents via newsletters, websites, local newspaper
- Use crossing guards

- Use crosswalks on streets leading to schools
- Document the number of children walking and or biking to and from school

V. Other Activities that Promote Student Wellness

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

Schools in the District are encouraged to coordinate content across curricular areas that promote student health, such as teaching nutrition concepts in mathematics, with consultation provided by the District's curriculum experts and Child Nutrition Supervisor.

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

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

Community Partnerships

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

Community Health Promotion and Family Engagement

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

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

Staff Wellness and Health Promotion

The DWC will have a staff wellness subcommittee per building, that focuses on staff wellness issues, identifies and disseminates wellness resources and performs other functions that support staff wellness in coordination with human resources staff. The subcommittee leader at each building is the Physical Education teacher.

Schools in the District will implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors. Examples of strategies schools will use, as well as specific actions staff members can take, include the promotion of wellness challenges, offer water at all district/building meetings and for every hour per meeting/training give staff a 5-10 minute break for physical activity.

The District promotes staff member participation in health promotion programs and will promote programs for staff members on healthy eating/weight management that are accessible and free or low-cost.

Professional Learning

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

Glossary:

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

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

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

Triennial – recurring every three years.

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¹ Hillman C, Pontifex M, Castelli D, Khan N, Raine L, Scudder M, Drollette E, Moore R, Wu C-T, Kamijo K. *Effects of the FITKids randomized control trial on executive control and brain function*. *Pediatrics* 2014; 134(4): e1063-1071.

¹⁵ Change Lab Solutions. (2014). *District Policy Restricting the Advertising of Food and Beverages Not Permitted to be Sold on School Grounds*. Retrieved from <http://changelabsolutions.org/publications/district-policy-school-food-ads>

FOOD ALLERGIES

The purpose of this policy is to establish a safe environment for students with food allergies and to support parents regarding food allergy management. In accordance with State law, it is the policy of the Board to provide all students, through necessary accommodations where required, the opportunity to participate fully in all school programs and activities.

The Board takes food allergies seriously and understands that food allergies can be life threatening. Recognizing that the risk of accidental exposure to foods can be reduced in the school setting, the District administration is committed to minimizing risks and providing a safe educational environment for food-allergic students. Students with dietary needs that qualify as disabilities under State and Federal law are provided reasonable accommodation.

Substitutions to regular school meals provided by the District are made for students who are unable to eat regular school meals due to a qualifying dietary need when that need is certified in writing by the student's physician. Substitute meals are provided in the most integrated setting appropriate to the special needs of the student.

The nature of the student's qualifying dietary need, the reason this need prevents the student from eating regular school meals (including foods to be omitted from the student's diet), the specific diet prescription along with the needed substitution must be specifically stated in the physician's statement. The District, in compliance with the USDA Child Nutrition Division guidelines, provides substitute meals to food-allergic students based upon the physician's signed statement.

The administration consults with parents, school nurses and other school employees, school volunteers, students and community members to gather information for the development and implementation of a food allergy plan. The plan includes, but is not limited to, schoolwide training programs regarding food allergy education, staff development regarding food allergy identification and management, allergy emergency drills, strategies for the identification of students with life-threatening food allergies and management skills including avoidance measures, designation of typical symptoms and dosing instructions for medications.

[Adoption date: December 21, 2009]

[Re-adoption date: March 10, 2016]

LEGAL REFS.: Child Nutrition and WIC Reauthorization Act; Pub. L. No. 108-265
(Title I, Section 204), 118 Stat. 729 National School Lunch Act;
42 USC 1751 et seq.
Child Nutrition Act of 1966; 42 USC 1771 et seq.
Americans with Disabilities Act Amendments Act of 2008; 42 USC 12101 et
seq.
Rehabilitation Act of 1973, 29 USC 794
ORC 3313.719; 3313.81; 3313.812; 3313.813
3314.03
3326.11
OAC 3301-91-01 through 3301-91-08

CROSS REFS.: ACB, Nondiscrimination on the Basis of Disability
EF, Food Services Management
EFB, Free and Reduced-Price Food Services
EFF, Food Sale Standards
EFG, Student Wellness Program
IGBA, Programs for Students with Disabilities
JHCD, Administering Medicines to Students

COPYRIGHT

The Board conforms to existing Federal copyright laws and maintains the highest ethical standards in the use of copyrighted materials for instructional purposes.

The Board encourages its staff to enrich the learning programs by making proper use of supplementary materials. It is the responsibility of the staff to abide by the copying procedures and obey the requirements of Federal law. Under no circumstances may employees of the District violate copyright requirements in order to perform their duties properly. The Board is not responsible for any violations of the Copyright Act by its employees.

The Copyright Act affects all employees because it sets guidelines regarding the duplication and use of all copyrighted materials – print, nonprint, music, computer software and others. The Superintendent is responsible for disseminating the guidelines for duplication and use of copyrighted materials to all employees.

Any employee who is uncertain as to whether the use or reproducing of copyrighted materials complies with federal guidelines or is permissible under Federal law shall contact the Superintendent/designee.

[Adoption date: November 21, 2000]

[Re-adoption date: March 10, 2016]

LEGAL REFS.: U.S. Const. Art. I, Section 8
Copyright Act; Pub. L. No. 94-533; 17 USC101 et seq.

CROSS REFS.: IIA, Instructional Materials
IIAC, Library Materials Selection and Adoption

COPYRIGHT

Educational Use of Copyrighted Print Materials

1. Fair use

The fair use of copyrighted work for purposes such as criticism, comment, news reporting, teaching (including multiple copies for classroom use), scholarship or research is not an infringement of copyright. In determining whether the use made of a work in any particular case is a fair use, the factors to be considered include the:

- A. purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
- B. nature of the copyrighted work;
- C. amount and substantiality of the portion used in relation to the copyrighted work as a whole and
- D. effect of the use upon the potential market for or value of the copyrighted work.

2. Single copying for teachers

A single copy may be made of any of the following by or for a teacher at his/her individual request for his/her scholarly research or use in teaching or preparation to teach a class:

- A. a chapter from a book;
- B. an article from a periodical or newspaper;
- C. a short story, short essay or short poem, whether or not from a collective work or
- D. a chart, graph, diagram, drawing, cartoon or picture from a book, periodical or newspaper.

3. Multiple copies for classroom use

Multiple copies (not to exceed more than one copy per student in a course) may be made by or for the teacher giving the course for classroom use or discussion, provided that:

- A. the copying meets the tests of brevity, spontaneity and cumulative effect as defined below and
- B. each copy includes a notice of copyright.

1) Brevity

Poetry: (a) a complete poem if fewer than 250 words and if printed on not more than two pages or (b) from a longer poem, an excerpt of not more than 250 words.

Prose: (a) a complete article, story or essay of fewer than 2,500 words or (b) an excerpt of not more than 1,000 words or 10% of the work, whichever is less, but in any event a minimum of 500 words.

Each of the numerical limits stated in “poetry” and “prose” above may be expanded to permit the completion of an unfinished line of a poem or of an unfinished prose paragraph.

Illustration: one chart, graph, diagram, drawing, cartoon or picture per book or periodical issue.

Special work: certain work in poetry, prose or “poetic prose,” which often combines language with illustrations, of fewer than 2,500 words.

A “special work” may not be reproduced in its entirety. However, an excerpt comprising not more than two of the published pages of a special work, and containing not more than 10% of the words found in the text thereof, may be reproduced.

2) Spontaneity

The copying is at the instance and inspiration of the individual teacher. The inspiration and decision to use the work, and the moment of its use for maximum teaching effectiveness, are so close in time that it would be unreasonable to expect a timely reply to a request for permission.

3) Cumulative effect

The copying of the material is for only one course in the school in which copies are made.

Not more than one short poem, article, story or essay, or two excerpts, may be copied from the same author, nor more than three from the same collective work or periodical volume, during one class term.

The limitations stated in the preceding two paragraphs shall not apply to current news periodicals and newspapers and current news sections of other periodicals.

The limitations as to single copying for teachers and multiple copies for classroom use are applicable.

4. Prohibitions

- A. Copying shall not be used to create, replace or substitute for anthologies, compilations or collective works. Such replacements or substitutions may occur whether copies of various works or excerpts therefrom are accumulated or reproduced and used separately.
- B. There shall be no copying of or from works intended to be “consumable” in the course of study or teaching. These include workbooks, exercises, standardized tests, test booklets, answer sheets and similar consumable material.
- C. Copying shall not:
 - 1) substitute for the purchase of books, publishers’ reprints or periodicals;
 - 2) be directed by higher authority or
 - 3) be repeated with respect to the same item by the same teacher from term to term.
- D. No charge shall be made to the student beyond the actual cost of the photocopying.

Educational Use of Copyrighted Music

1. Permissible uses

- A. Emergency copying may be done to replace purchased copies that for any reason are not available for an imminent performance, provided purchased replacement copies shall be substituted in due course.

- B. For academic purposes other than performance, single or multiple copies of excerpts of works may be made, provided that the excerpts do not comprise a part of the whole which would constitute a performable unit such as a section, movement or aria, but in no case more than 10% of the whole work. The number of copies shall not exceed one copy per student.
 - C. Printed copies that have been purchased may be edited or simplified, provided that the fundamental character of the work is not distorted or that lyrics, if any, are not altered or added.
 - D. A single copy of recordings of performances by students may be retained by the educational institution or individual teacher.
 - E. A single copy of a sound recording (such as a tape, disc or cassette) of copyrighted music may be made from sound recordings owned by an educational institution or an individual teacher for the purpose of constructing aural exercises or examinations and may be retained by the educational institution or individual teacher. (This pertains only to the copyright of the music itself and not to any copyright that may exist in the sound recording.)
2. Prohibitions
- A. Copying shall not be used to create, replace or substitute for anthologies, compilations or collective works.
 - B. Copying of or from works intended to be “consumable” in the course of study or of teaching such as workbooks, exercises, standardized tests, answer sheets and similar material is prohibited.
 - C. Copying shall not be used for the purpose of performance except as previously stated.
 - D. Copying shall not be used for the purpose of substituting for the purchase of music except as previously stated.
 - E. Copying without inclusion of the copyright notice, which appears on the printed copy, is prohibited.

Educational Use of Copyrighted Audiovisual Material

1. Before reproducing small portions of sound recordings, filmstrips, slide sets, transparencies or motion pictures, or videotaping commercial television broadcasts, employees shall consult with the principal to determine whether the proposed action complies with the “fair use” principles of the Copyright Act.

2. School recordings may be made of certain instructional television programs telecast by the local Public Broadcasting System's educational television station. Before recording the telecast, the following conditions shall be satisfied.
 - A. The monthly list of programs not licensed for recording shall be consulted. Any program listed shall not be recorded.
 - B. Recordings may be used in classroom or instructional settings as an educational activity or at a PTA meeting, Board meeting or similar activity.
 - C. Recordings shall be used only in the facilities of the District and shall not be loaned or made available outside of those facilities.
 - D. Recordings made from evening programs, which may be copied, shall be retained for no more than seven days following the telecast unless an extension is received in writing in advance. Daytime telecasts may be recorded and retained permanently unless otherwise notified.

Educational Use of Copyrighted Library Material

1. A library may make a single copy of unpublished work to replace a damaged, deteriorated, lost or stolen copy, provided that an unused replacement cannot be obtained at a fair price.
2. A library may provide a single copy of copyrighted material at cost to a student or staff member.
 - A. The copy must be limited to one article of a periodical issue or a small part of other material, unless the library finds that the copyrighted work cannot be obtained elsewhere at a fair price. Under the latter circumstances, the entire work may be copied.
 - B. The copy shall contain the notice of copyright, and the student or staff member shall be notified that the copy is to be used only for private study, scholarship or research. Any other use subjects the person to liability for copyright infringement.
3. At the request of the teacher, copies may be made for reserve use. The same limits apply as for single or multiple copies as previously stated.

Copying Limitations

1. Circumstances arise when employees are uncertain whether or not copying is prohibited. In those circumstances, the Superintendent shall be contacted. If the Superintendent is uncertain, he/she shall consult with the District's legal counsel.
2. The following prohibitions have been expressly stated in federal guidelines.
 - A. Reproduction of copyrighted material shall not be used to create or substitute for anthologies, compilations or collective works.
 - B. Unless expressly permitted by agreement with the publisher and authorized by District action, there shall be no copying from copyrighted consumable materials such as workbooks, exercises, test booklets, answer sheets or similar materials.
 - C. Employees shall not:
 - 1) use copies to substitute for the purchase of books, periodicals, music recordings or other copyrighted material, except as permitted by District procedure;
 - 2) copy or use the same items from term to term without the copyright owner's permission;
 - 3) copy or use more than nine instances of multiple copying of protected material in any one term;
 - 4) copy or use more than one short work or two excerpts from works of the same author in any one term or
 - 5) copy or use protected materials without including a notice of copyright.
The following shall constitute a satisfactory notice:

NOTICE: THIS MATERIAL MAY BE PROTECTED BY
COPYRIGHT LAW.
3. Employees shall not reproduce or use copyrighted material at the direction of a District administrator without permission of the copyright owner.

Computer Software Copyright

The Board recognizes that computer software piracy is a major problem for the industry, and that violations of copyright laws contribute to higher costs and lessen incentives for publishers to develop effective educational software. Therefore, in an effort to discourage software piracy and to prevent such illegal activity, the District takes the following steps.

1. The ethical and practical implications of software copyright violations are provided to all employees and students using District computer facilities and software.

2. Employees and students are informed that they are expected to adhere to the Copyright Act and all subsequent amendments thereto governing the use of software.
3. Wherever possible, efforts will be made to prevent software from being duplicated from compact disks, hard drives or networked systems.
4. Illegal copies of copyrighted software shall not be made or used on District equipment.
5. District administrators are designated as the only individuals who may sign license agreements for educational software used on District computers.
6. Documentation of licenses for software used on District computers is located at the site where the software is being used.

Unsupervised Copy Equipment

The following notice, in large type, shall be affixed to all District copying equipment (Xerox, Thermofax, audio recorder, video recorder and copy camera):

NOTICE: THE COPYRIGHT LAW OF THE UNITED STATES GOVERNS THE
MAKING OF COPIES OF COPYRIGHTED MATERIAL. THE PERSON
USING THIS EQUIPMENT IS LIABLE FOR ANY INFRINGEMENT.

Library Copying for Students or Staff

1. The following notice, in large type, shall be posted prominently where copies are made available to students or staff:

NOTICE: THE COPYRIGHT LAW OF THE UNITED STATES GOVERNS THE
MAKING OF COPIES OF COPYRIGHTED MATERIAL.

2. The following notice, in large type, shall be posted prominently where print copies are made available to students and/or staff:

WARNING CONCERNING COPYRIGHT RESTRICTIONS

THE COPYRIGHT LAW OF THE UNITED STATES GOVERNS THE
MAKING OF COPIES OR OTHER REPRODUCTION OF COPYRIGHTED
MATERIAL.

UNDER CERTAIN CONDITIONS SPECIFIED IN THE LAW, LIBRARIES AND ARCHIVES ARE AUTHORIZED TO FURNISH A PHOTOCOPY OR OTHER REPRODUCTION. ONE OF THESE SPECIFIED CONDITIONS IS THAT THE PHOTOCOPY OR REPRODUCTION IS NOT TO BE "USED FOR ANY PURPOSE OTHER THAN PRIVATE STUDY, SCHOLARSHIP OR RESEARCH." IF A USER MAKES A REQUEST FOR, OR LATER USES, A PHOTOCOPY OR REPRODUCTION FOR PURPOSES IN EXCESS OF "FAIR USE," THAT USER MAY BE LIABLE FOR COPYRIGHT INFRINGEMENT.

THIS INSTITUTION RESERVES THE RIGHT TO REFUSE TO ACCEPT A COPYING ORDER IF, IN ITS JUDGMENT, FULFILLMENT OF THE ORDER WOULD INVOLVE VIOLATION OF COPYRIGHT LAW.

TELEPHONE SERVICES

District telephones are provided for official school use. In order to permit staff members to make necessary personal calls with minimum loss of time, certain telephones may be used for personal calls. Staff members making personal calls are responsible for and shall pay any long distance and/or toll charges.

Students are not to use the school office telephones, except in cases of emergency. Use of telephones by students while classes are in session is subject to the approval of authorized school personnel.

District cellphones may be provided to certain staff whose job responsibilities deem it necessary as determined by the Board.

The Board authorizes the Superintendent/designee to develop administrative guidelines for the proper handling of use and charges.

[Adoption date: November 21, 2000]
[Re-adoption date: October 24, 2005]
[Re-adoption date: December 17, 2007]
[Re-adoption date: March 10, 2016]

LEGAL REFS.: ORC 3313.20
OAC 3301-35-06
3301-83-20(M)

CROSS REFS.: JFCK, Use of Electronic Communications Equipment by Students
Staff Handbooks
Student Handbooks

TELEPHONE SERVICES

The administration has established the following regulations for the appropriate use of District-owned cellular telephones and other communication devices.

1. The Superintendent/designee approves the request by an employee for a cellular telephone or other communication device prior to purchase. The requesting employee provides the justification for purchase.
2. The Treasurer's office facilitates the purchase of all cellular telephones or other communication devices in accordance with applicable State laws and District policies, including the selection of cellular carriers and identification of costs for equipment and rate plans.
3. The following approvals are required for the purchase of additional, supplemental or replacement equipment:
 - A. Board President/designee for the Superintendent or
 - B. Superintendent/designee for other staff members.
4. The Treasurer/designee selects the rate plan that best meets the needs of the user, considering the position of the user and the requirements for out-of-office duties.
 - A. The Treasurer/designee researches and establishes acceptable rate plans for consideration that meet the mission of the District.
 - B. The Treasurer/designee is responsible for making appropriate changes or adjustments to rate plans.
 - C. Detailed billing, delineating all calls placed and received, is required for all cellular telephones and/or communication devices.
5. The Treasurer/designee, as a minimum, completes an annual review of all cellular telephones or communication devices in order to determine if the:
 - A. phones are being used appropriately and frequently enough to justify continued use and
 - B. rate plan(s) assigned are appropriate for the type of use required.

6. The Treasurer/designee retains the right to suspend or discontinue the use of any or all cellular telephones or communication devices if determined to be in the best interest of the District.
7. When using cellular telephones or communication devices, employees shall exercise appropriate measures to ensure their personal safety and the safety of those around them. For example, using cellular telephones or communication devices:
 - A. near combustible fuels (or similar products) or supply sources;
 - B. when operating a motor vehicle;
 - C. near public safety equipment;
 - D. at or near any other location where the safety of citizens or facilities can be compromised;
 - E. in any location where use is stated or posted as being inadvisable or unlawful or
 - F. in any location deemed inappropriate or unsafe.
8. Violations of the cellphone rules may result in disciplinary action up to and including termination of employment.

(Approval date: March 10, 2016)

DATA AND RECORDS RETENTION

All records¹ are the property of the District and are not removed, destroyed, mutilated, transferred or otherwise damaged or disposed of, in whole or in part, except as provided by law or under the rules adopted by the District Records Commission. Such records shall be delivered by outgoing officials and employees to their successors and shall not be otherwise removed, transferred or destroyed unlawfully.

The District Records Commission is composed of the Board President, the Treasurer and the Superintendent and meets at least once every 12 months.

The function of the commission is to review applications for one-time disposal of obsolete records and schedules of records retention and disposition submitted by any employee of the District. Records may be disposed of by the District pursuant to the procedure outlined below. The commission may at any time review any schedule it has previously approved and may revise that schedule, in accordance with State law.

The Superintendent designates a Records Officer in each department/building who is responsible for all aspects of records retention, including electronic mail, within that department/building.

When the District Records Commission has approved an application for one-time disposal of obsolete records, or any schedule of records retention and disposition, the applications and/or schedules are sent to the Ohio History Connection (OHC) for review. The OHC will review the application or schedule within a period of 60 days. During this time, the OHC may select for its custody any records it considers to be of continuing historical value. The OHC will denote upon any schedule of records retention, and disposal, the records for which they will require a certificate of records disposal prior to their disposal. After the OHC has completed their review, OHC will forward the applications and/or schedules to the Auditor of State for their approval or disapproval. The Auditor of State must approve or disapprove the application and/or schedule within 60 days.

Before public records are disposed of pursuant to an approved schedule, the District must inform OHS of the disposal of only the records that OHC has requested to see. OHC is given the opportunity for a period of 15 days to select for its custody such public records as it considers to be of continuing historical value.²

Electronic Mail and Social Media Content

Electronic mail sent or received by the Board and/or District employees and social media content may be considered a public record subject to public disclosure or inspection under the Open Meetings Act (Sunshine Law). If the electronic mail or social media content is the District's official record and meets the definition of a record as defined by State law, then the information must be retained in accordance with the District records retention schedule.

All Board and District electronic mail communications and social media content are monitored in accordance with the attached regulation to ensure that all electronic mail and social media public records are retained, archived and destroyed in compliance with State law.

District employees are subject to disciplinary action for violation of this policy and regulation.

[Adoption date: November 21, 2000]

[Re-adoption date: June 28, 2004]

[Re-adoption date: June 24, 2013]

[Re-adoption date: March 10, 2016]

[Re-adoption date: June 15, 2016]

LEGAL REFS.: Family Educational Rights and Privacy Act; 20 USC 1232g et seq.

ORC 9.01

149.011; 149.35; 149.381; 149.41; 149.43

3313.29

3319.321

3701.028

Ohio History Connection Form RC-1

Ohio History Connection Form RC-2

Ohio History Connection Form RC-3

CROSS REFS.: DI, Fiscal Accounting and Reporting

GBL, Personnel Records

JO, Student Records

KBA, Public's Right to Know

¹Records include any document, device or item, regardless of physical form or characteristic, including an electronic record (as defined in Ohio Revised Code Section (RC) 1306.01), created or received by or coming under the jurisdiction of the District that serves to document the organization, functions, policies, decisions, procedures, operations or other activities of the District, RC 149.011.

²The Ohio History Connection may not review or select for its custody the records set forth in RC 149.381(E).

DATA AND RECORDS RETENTION (Electronic Mail and Social Media Content)

The Ohio Electronic Records Committee has established the following guidelines for managing electronic mail (email) and social media content.

Retention or disposition of email messages and social media content must be related to the information they contain or the purpose they serve. The content, transactional information and any attachments associated with the message are considered a record (if they meet State law criteria). Because the content of email messages and social media content may vary considerably, the content must be evaluated to determine the length of time messages and content must be retained.

Electronic Mail

There are two categories of email retention: non-record messages and official record messages.

Non-Record Messages

Email messages that do not meet the criteria of the Ohio Revised Code definition of a record may be deleted at any time, unless they become part of some official record as a result of special circumstances. These items may be immediately deleted, or maintained in a “Non-Record” mail box and deleted later, just as you might trash the unwanted publications or promotional flyers. Types of messages may include:

1. Personal Correspondence: Any email not received or created in the course of state business may be deleted immediately since it is not an official record. Examples include, but are not limited to, the “Let’s do lunch” (not a business lunch) or “Can I catch a ride home” type of note.
2. Non-State Publications: Publications, promotional material from vendors and similar materials that are “publicly available” to anyone are not official records. In the electronic world, this includes listserv messages (other than those you post in your official capacity), unsolicited promotional material (“spam”), files copied or downloaded from Internet sites, etc.

Official Record Messages

Email messages that meet the definition of a record in the Ohio Revised Code are official records and must be scheduled, retained and disposed of as such. These official records fall into the following categories:

1. Transient Messages: This type of email has a very limited administrative value. Transient messages do not set policy, establish guidelines or procedures, certify a transaction or become a receipt. The informal tone of transient messages might be compared to a communication that might take place during a telephone conversation or in an office hallway.

Transient Documents: Include telephone messages, drafts and other limited documents that serve to convey information of temporary importance in lieu of oral communication.

Retention: Until no longer of administrative value, then destroy

2. Intermediate Messages: Email messages that have more significant administrative, legal and/or fiscal value but are not scheduled as transient or permanent should be categorized under other appropriate record series. These may include (but are not limited to):
 - A. General Correspondence: Includes internal correspondence (e.g., letters, memos); also, correspondence from various individuals, companies and organizations requesting information pertaining to agency and legal interpretations and other miscellaneous inquiries. This correspondence is informative. (It does not attempt to influence District policy.)

Retention: One year, then destroy

- B. Routine Correspondence: Referral letters, requests for routine information or publications provided to the public by the District that are answered by standard form letters.

Retention: Six months, then destroy

- C. Monthly and Weekly Reports: Document status of ongoing projects and issues; advise supervisors of various events and issues.

Retention: One year, then destroy

- D. Minutes of Agency Staff Meetings: Minutes and supporting records documenting internal policy decisions.

Retention: Two years, then transfer to State Archives for their possible retention or destruction

3. Permanent Messages: Email messages that have significant administrative, legal and/or fiscal value and are scheduled as permanent also should be categorized under the appropriate record series. These may include, but are not limited to:

- A. Executive Correspondence: Correspondence dealing with significant aspects of the administration of executive offices. Correspondence includes information concerning policies, program, fiscal and personnel matters.

Retention: Two years, then transfer to State Archives

- B. Departmental Policies and Procedures: Includes published reports, unpublished substantive reports and policy studies.

Retention: Retain until superseded, obsolete or replaced, then transfer to State Archives for their possible retention and destruction

Social Media Content

Social media content that meets the definition of a record as defined by State law is an official record of the District and must be scheduled, retained and disposed of as such. The District will work with stakeholders to determine the appropriate method for preserving content created through the use of social media. When determining whether social media content must be retained, the District will:

1. Look beyond the electronic social medium and analyze the content to determine if the information meets the definition of a record as defined by State law that must be managed and kept in accordance with retention schedules.
2. Determine whether the information or social media content is duplicated elsewhere:
 - A. If the content or information is duplicated elsewhere, then the social media version will be considered a secondary copy and will not need to be maintained in accordance with the records retention schedule.
 - B. When the official record becomes eligible for disposal, duplicate content maintained on social media will also be purged.

3. Whenever possible, the District will make an effort to map the information value of the social media content to existing records retention schedules. If content is determined to have record value and cannot be mapped to an existing schedule, a new retention schedule will be created and approved.

(Approval date: June 28, 2004)

(Re-approval date: June 24, 2013)

(Re-approval date: March 10, 2016)

INSURANCE MANAGEMENT

The Board has the responsibility to maintain an adequate and comprehensive insurance program covering its buildings and grounds, fleet of school buses and individuals discharging responsibilities for the District.

The Superintendent administers the total insurance program.

The District makes efforts to obtain insurance at the most economical cost, consistent with required coverage and service, through obtaining quotations or bids.

[Adoption date: November 21, 2000]

[Re-adoption date: March 10, 2016]

LEGAL REFS.: ORC 9.83
9.90
3313.201; 3313.202; 3313.203
3327.09
3917.01; 3917.04

CROSS REF.: DH, Bonded Employees and Officers

CONTRACT REFS.: Teachers' Negotiated Agreement
Classified Staff Negotiated Agreement

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^v Pollitt E, Mathews R. Breakfast and cognition: an integrative summary. *American Journal of Clinical Nutrition*. 1998; 67(4), 804S-813S.

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- ^{xi} Centers for Disease Control and Prevention. *The association between school-based physical activity, including physical education, and academic performance*. Atlanta, GA: US Department of Health and Human Services, 2010.
- ^{xii} Singh A, Uijtdewilligne L, Twisk J, van Mechelen W, Chinapaw M. *Physical activity and performance at school: A systematic review of the literature including a methodological quality assessment*. *Arch Pediatr Adolesc Med*, 2012; 166(1):49-55.
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